

Participants' experiences from ICDP groups for professionals, comparing results after two years from facilitating the group

Hanasaari 9-10.5.2019

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Presentation

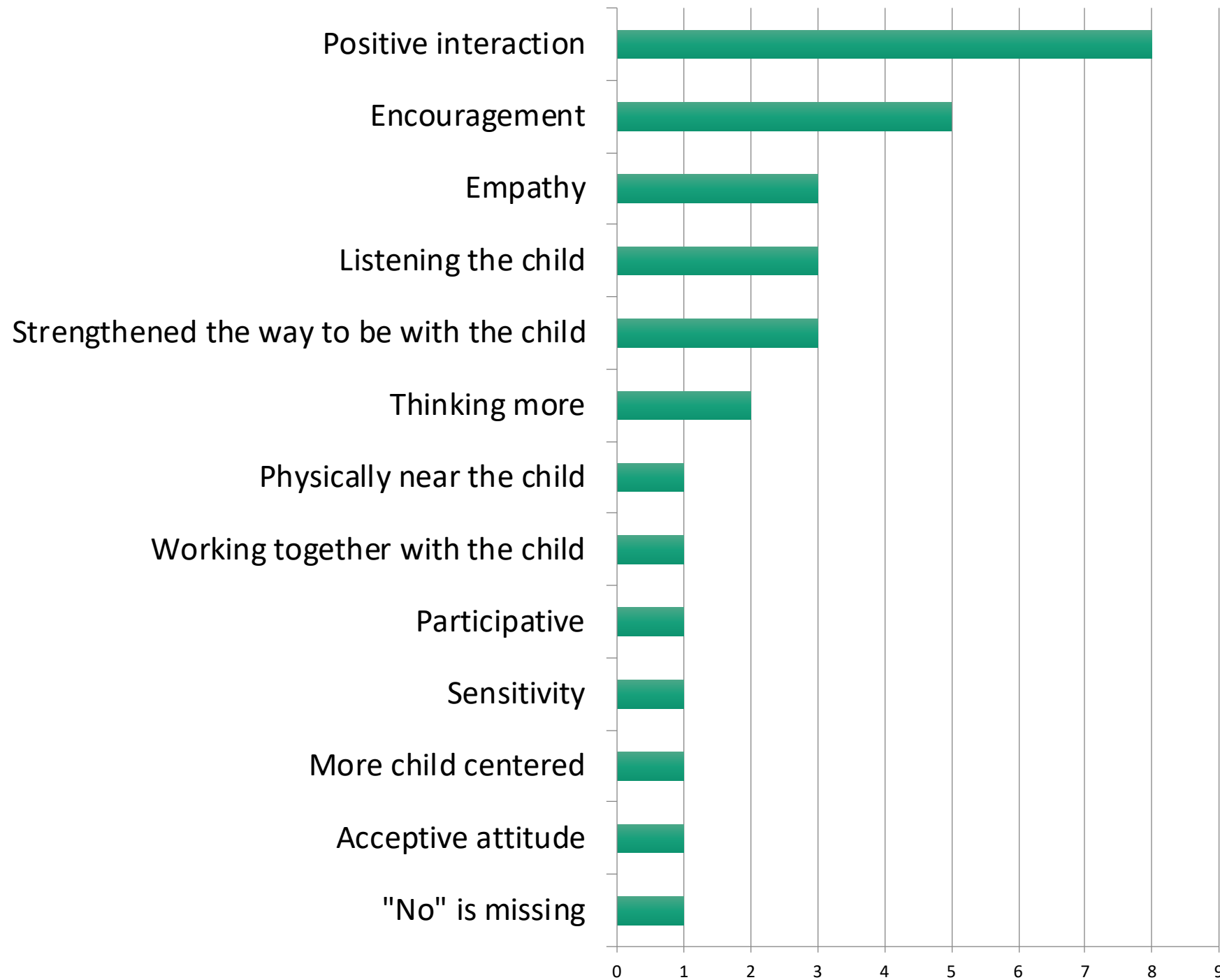
- Background: three ICDP courses in Kokemäki 2016-2017
- Aim of the project
- Answers from open questions 2018
- Follow-up 2017 (Bålsta) and 2018 (Hanasaari)
- SWOT -analysis of the project
- Suggestions for implementing the programme(next time)

Kokemäki 2016 - 2018

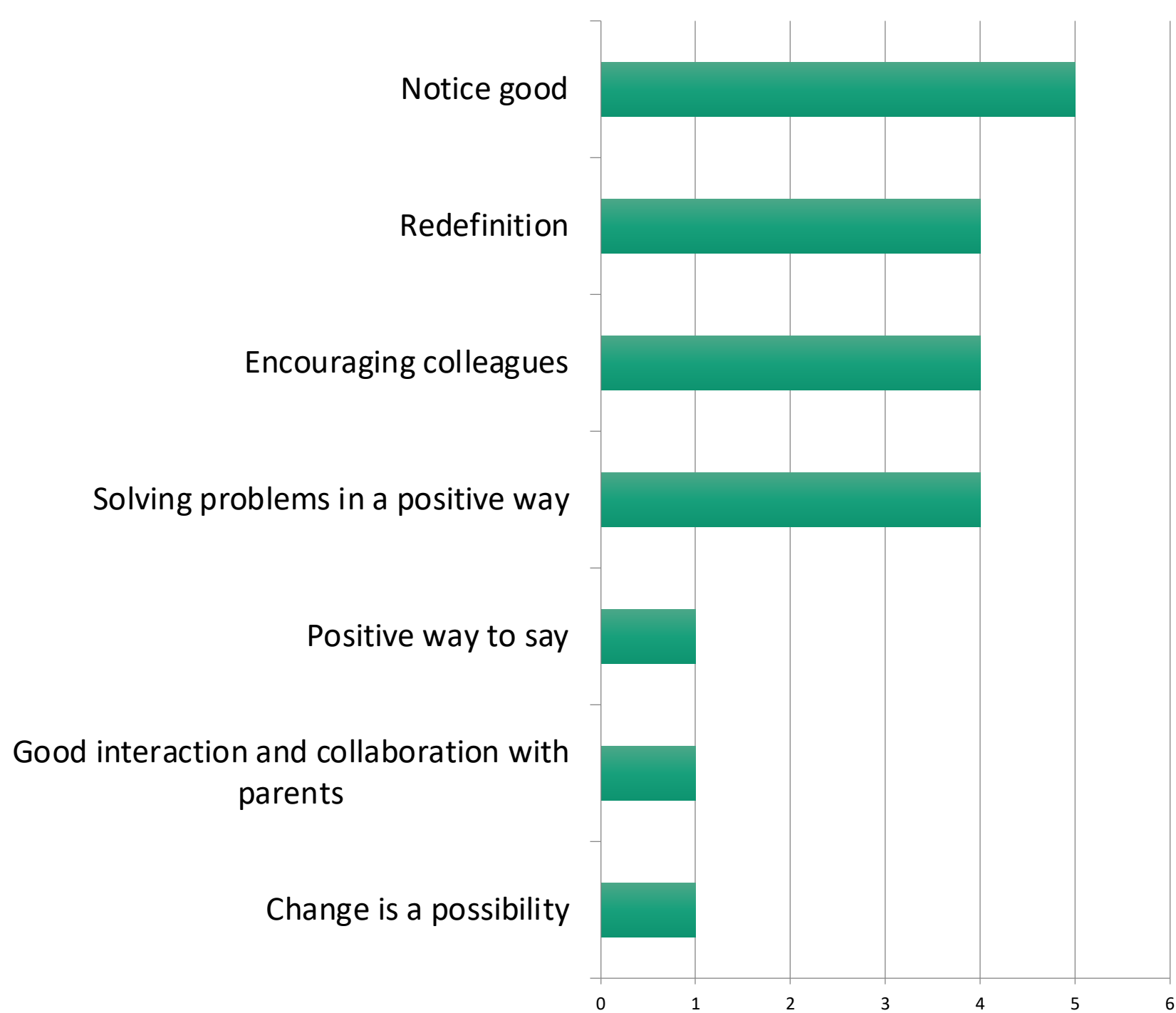
- Commitment from the Head of Early Childhood Education
 - Early Childhood Education teachers (UNI and Applied)
 - Child nurses
 - Child guide
 - Assistants from Early Childhood Education and from the school
- Groups were formed from different professionals working in the Early Childhood Education
- Three groups during autumn 2016 and beginning of spring 2017
- Control feedback was sended to the groups during spring 2017 n= 30 (results in Bålsta 2017) and spring 2018 n=24 (results in Hanasaari)

Aim of the project

- Increase and develop personnel's positive attitude and sensitivity towards children and create supporting environment
- Lead, improve and study implementation of ICDP
- Multiprofessional discussions, find synergy from each other and the practice of their profession, also from different working places



What ICDP
means today
in your
everyday
practices?

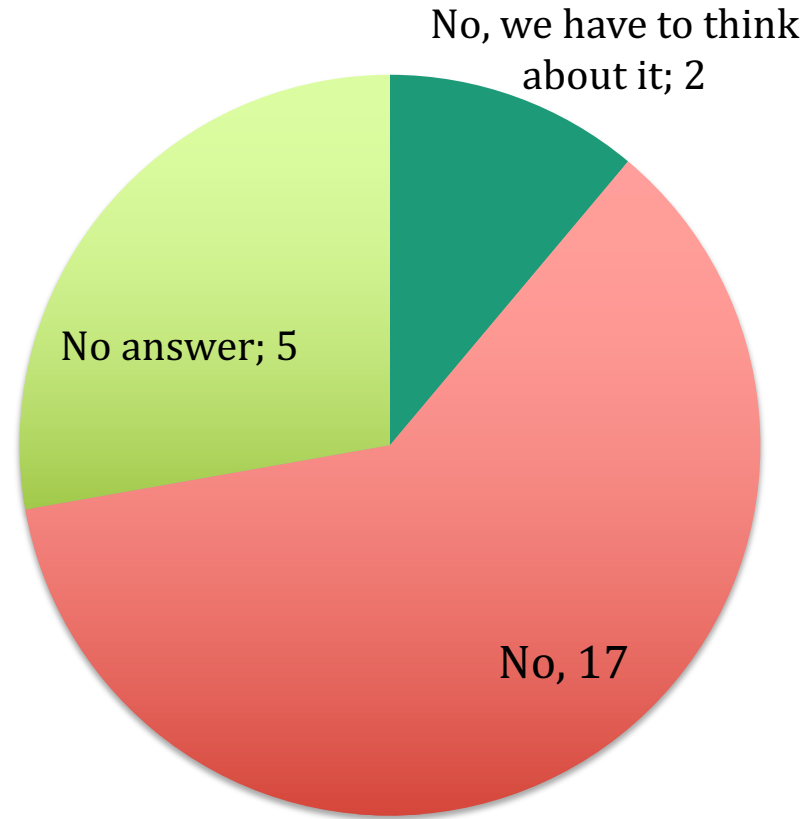


What have
you kept
in your mind
of ICDDP?

- Can you share thoughts of ICDP with your colleagues?
 - Yes=13
 - Yes if possible=4
 - Yes and no=5
 - No=1
- Are your colleagues supporting you with ICDP?
 - Yes=24 (6)
- Have your daily routines changed after the ICDP guidance?
 - Yes: theory, individuality, child's needs, conception of the child = 5
 - Affirmation to our work = 5
 - Positivity as earlier = 7 (1)
 - I'm regulating my behavior =2 (1)
 - No = 5

- How could you describe the change?
 - Participation, empathy, interaction, positivity, planning =12
 - Negativity has turned to positivity slowly =5 (1)
 - No big change 2 (1)
 - No answer 5 (3)
- Have you made an action plan of ICDP?
 - Yes in the group curriculum = 3 (1)
 - Not exactly = 3
 - We have discussed of it = 2
 - No because its spontaneous = 1
 - No = 10 (3)
 - No answer = 5 (1)
- Red colour means only one day info of ICDP (6 hours)

Is there any key person in your kindergarten who is taking responsibility of ICDP programme? n=24



- What kind of barrier exists for implementing the ICDP programme?

- No obstacles = 7 (2)
- Attitude, motivation and power = 6 (1)
- Many other things to develop = 2
- Missing discussion = 1
- Don't know = 8 (1)



- Three most important words that describe ICDP

- Positive = 8
- Awakening = 6
- Re-evaluate, no play – knowledge! stimulating thoughts, confirmation = 4
- Encouragement = 3
- Empathy, good feeling = 2
- Trust, fruitful, dynamise, understanding, centered problem solving, more convenient, recognizing affects, too short, favourable, open, a lot of knowledge, stimulating thoughts, new dimension, activity in the group, finding good solutions, insufficient, smile, Why to do the work? That's WHY!, current, closeness, interaction

ICDP guidance has made me aware of childrens skills and positivity

I'm behaving more positively than earlier

Positive change in the child group

I'm tolerant to listen the children

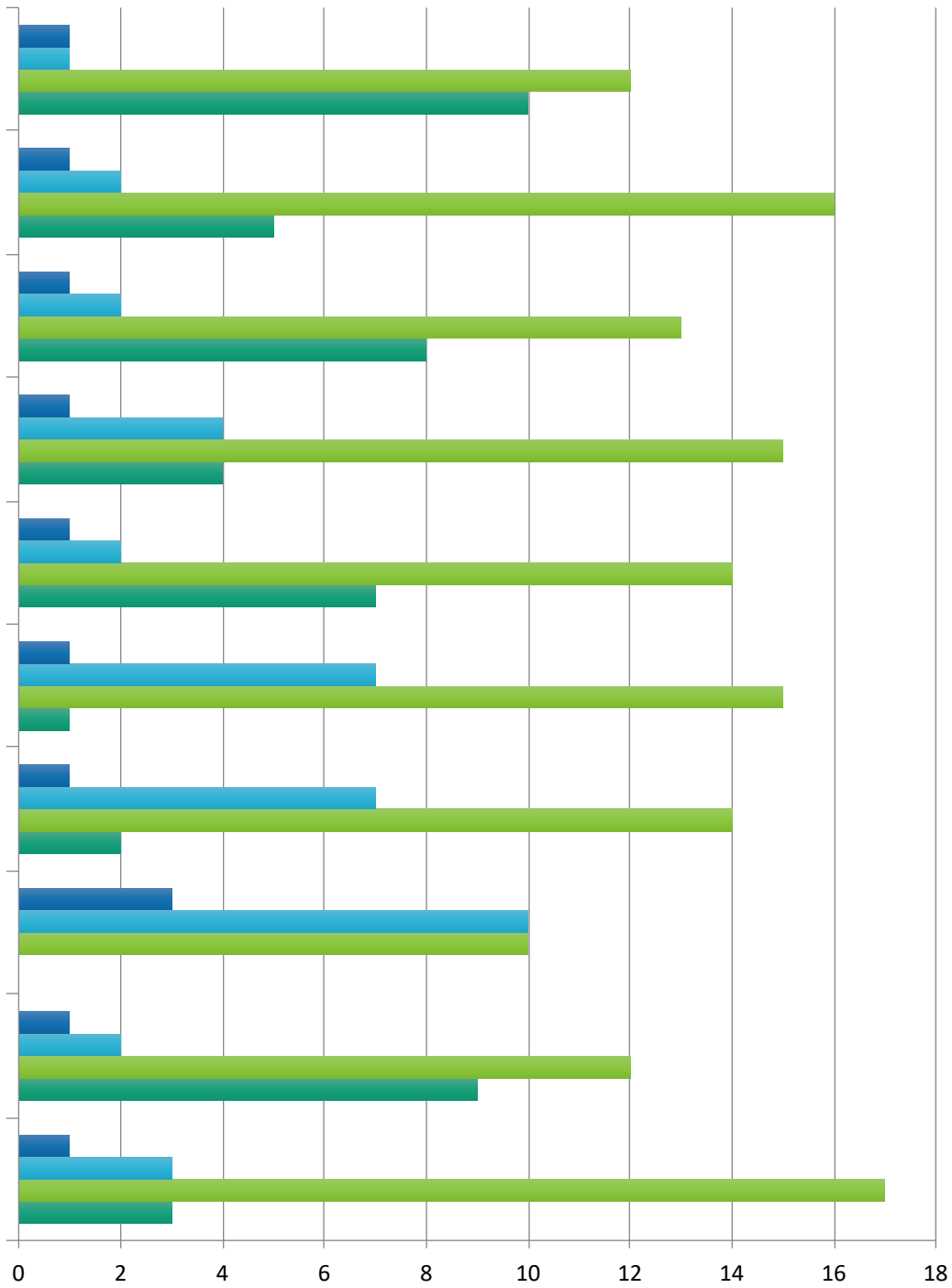
Children are more content and patient

Better athmosphere between the children

I need more excercise

I recommend the programme to others

I warn and punish children less



I don't know
Not true
Maybe true
Positive

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8

Do you want to say more?

This programme was rewarding and group was wonderful!

Positive attitude

This programme itself does not lead to any change of attitude or behavior –it is your own childhood and experiments that counts

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STRENGTHS

Local responsible authorities – ECE leader in the community is committed and giving support.

Plan of action was made. The leader of ECE divided the personnel to three groups. There were in every group at least one ECE teacher, child nurses and assistants.

Teachers are in a big role implementing the programme: when the teacher in the group is enthusiastic it's easy for the rest of the personnel to commit to the programme (daily routines)

WEAKNESSES

We didn't have an information meeting (introduction to the programme) with the personnel in the pre-school/school.

We were talking about the future, but we didn't make an agreement of the implementation (contract - signature on the paper).

We didn't have a visit in the pre-school/school.

OPPORTUNITIES

Personnel in preschool has time for the meetings and the meetings are not in their working place.

ECE leader has funding for the project.

Mostly teachers understand the crucial importance of interaction

THREATS

Personnel might not be suitable for training (teachers are, but assistant might not have education for foster children)
There are so many competing programmes (Incredible years, Second Step, Kimochis etc.)

Assistants from the school were forced to use one of their Saturday (day-off-the school) – day just before their winter vacations.

Educational assistant with the children from the

Suggestions for the future

After the course:

- Group sessions in every three months - they didn't have "space" for implementation
- To sustain the quality – supervision from ICDP group leaders OR:
- In the organisation there should be at least one "teacher" who is educated to ICDP level 2 – internal monitoring of the quality (taking care of video-feedback/companion-training/questionnaires once in a month)
- Reporting about the progress to the authorities

What was good in our work?

- Positive and confident atmosphere
- Definition and redefinition of the child was mentioned in the follow-up answers
- Two professionals (strength = different views) and weakness (assistants didn't understand that different profession means also different views – which may mean that we two were talking too much)

Conclusions

- ICDP groups have improved participants ability to behave (f.ex. they punish children less ...and impacts also to their tolerance towards children
- There has been remarkable change in participants awareness of children's skills and positivity
- Half of the participants are willing (maybe also need) to have more ICDP education
- ICDP group has not improved the atmosphere in the group, nor children's patience
- Some teachers report that the programme is implementing slowly

Groups

