

PIN Project: A Child Portfolio

OVERVIEW

What this project will accomplish:

All children have strengths as well as needs. Strengths provide a framework on which to build learning activities and opportunities. Children learn more when activities focus on their interests, preferences, and talents. The purpose of this project is to help participants focus on strengths of children in their care so that they see children in terms of their abilities (rather than disabilities) and their gifts and talents (rather than their needs.) This strengths-based perspective helps child care staff put their concerns about individual children within a broader-based view of the child as an individual so that opportunities for child learning can be developed.

Children with delayed development may be seen as needing to “catch up” in their areas of developmental delay – needing to improve in motor skills, or language, or in whatever developmental areas in which they have delays. This view may become a primary way in which children are represented to other people (and sometimes to themselves).

From this project, participants will gain

understanding about:

- i Children’s strengths in child care and at home.
- i Ways of developing learning opportunities that build on the strengths and abilities of individual children.
- i Ways of interacting with and supporting family perspectives.

Notes:

A Story about

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Participant Names/Center

—

Timetable To Project Completion

Week	Activity
1	<p>Invite the parent of the child you have selected to help you with this project.</p> <p>Visit #1: Meet with parent and give them the All About Me form.</p> <p>Complete the All About Me form. Take a picture of the child.</p>
2	<p>Visit #2: Meet with the parent and review the All About Me form.</p> <p>Talk with the parent and together complete the How We Promote Learning worksheet.</p> <p>Begin filling out the pages in your Portfolio. Keep taking pictures!!</p>
5	<p>Visit #3: Meet with the parent and together complete the Learning in Different Places worksheet.</p> <p>Finish your Portfolio.</p>
<u>Last session</u>	<p>Present your Story Portfolio to your whole class during the class session selected by the PIN instructor.</p> <p>Share the Story Portfolio with the child's parents. Give them their own copy to keep.</p>

Steps to Project Success!!

1. Invite the parent of the child you have selected to participate with you in writing a story about their child. Ask the parent to meet with you three times during the next 5 weeks to discuss their child with you. These meetings can occur when the parent drops off or picks up the child from the childcare. Each meeting will take approximately 15-30 minutes.
2. Show the parent the Participant Project Materials so that they know what the project is all about. Tell them that you will be taking pictures of their child. Make sure to get parent photo clearances if your center or program does not already have these on file. Talk with your director about the project and your center's procedures for photographs so that you are following your center's policies and procedures.

3. **Visit #1 with the Parent:**

Give the parent a copy of the **All About Me** worksheet to take home and complete about their child. Review the sheet with the parent. Ask them to fill this out at home and bring it back to you by the following week (tell the parent the exact date you would like the form to be returned and write the date on the form.)

During this week, you (your team) will focus on the child by observing the child so that you have the information to fill in your copy of the **All About Me** worksheet.

When you see the child doing something that s/he seems to enjoy, take a picture of the child during that activity.

4. **Visit #2 with the Parent:**

Discuss the completed **All About Me** worksheet with the parent, emphasizing different information from different perspectives – yours as the caregiver/observer of the child away from home and the parents' view of their child in home and community places where the family spends time. Emphasize the activities that the child enjoys and the things that you and the parent want to reinforce.

Talk about the part that each of you (caregiver, parent) play in promoting the child's development and learning. Write out what you plan to do together on the **How We Promote Learning** worksheet.

Use the information from the **All About Me** worksheets – yours and the parent's – to begin making your **Story about** _____ portfolio.

5. **Visit #3 with the Parent:**

Talk with the parent about what has happened at home and at child care during the past few weeks. Work together to fill in the **Learning in Different Places** worksheet. Discuss with the parent what each of you found helpful in supporting the child's learning and talk about what you continue to plan to do in the future. Show the parent what the **Story about _____** looks like so far.

Use the information from your discussions with parents and the **Learning in Different Places** worksheet to finish your **Story about _____** portfolio. Get your photographs developed (if you have not already done so) to include in your story.

6. **Presentation of your Story -- Final PIN session:**

Review each of the pages in your **Story about _____** the child and make sure that each one is completed in words and/or pictures. You will be sharing your portfolio with PIN class members during the final class meeting. The pages of your portfolio will be displayed so that everybody can walk around the room and look at each participant's (or participant team's) stories.

You will turn in the pages of your **Story about _____ Portfolio** at the final class session. PIN will make one copy of the portfolio for you to share with the parent.

7. **Sharing with the Child's Parent:**

When you receive your copies of your **Story about _____ Portfolio** by mail after your completion of the PIN training program, meet with the parent when they bring in or pick up their child from childcare and give them their copy of the **Story about _____**. Thank them for helping you complete this project!!

All About Me At Home

Date this worksheet will be completed by: _____

What makes the child happy? What makes the child smile, laugh, and feel good?

What is the child interested in doing? What toys does the child like or what activities get the child excited?

Activity	Where Did It Happen?

Activity	Where Did It Happen?

What activities get (and keep) the child's attention?

Who does the child spend time with? What people does the child particularly enjoy?
What things does the child do with that person?

People the Child Spends Time With	What Do They Do with That Person?

What is the child learning to do? What new things have you seen the child do or try to do? What does the child want to do?

What things would you like to pay attention to that the child is learning or doing at childcare or at home?

All About Me In Child Care

Date this worksheet will be completed by: _____

What makes the child happy? What makes the child smile, laugh, and feel good?

What is the child interested in doing? What toys does the child like or what activities get the child excited?

Activity	Where Did It Happen?

Activity	Where Did It Happen?

What activities get (and keep) the child's attention?

Who does the child spend time with? What people does the child particularly enjoy?
What things does the child do with that person?

People the Child Spends Time With	What Do They Do with That Person?

What is the child learning to do? What new things have you seen the child do or try to do? What does the child want to do?

What things would you like to pay attention to that the child is learning or doing at childcare or at home?

How We Promote Learning

Parents and caregivers support learning and development of children in different ways. Parents may take their children to particular places because they know the child will enjoy learning in those places. Caregivers may make sure to have particular activities available for children to do because they know the child is interested in trying something new. Parents and caregivers **each** play important roles in teaching and in supporting children's learning.

Here are some ways that we promote _____'s learning when s/he is in childcare:

These are ways that we promote _____'s learning at home and in the different places our family spends time:

Learning In Different Places

What have you done to help _____ learn new things?

Caregiver	Parent

What new things have you seen _____ try to do or learn to do? What did you do to help promote opportunities to learn?

Place	New interests, things tried, things learned	How did you help?
Childcare		

Home & Community		
------------------	--	--

References & Resources

Davis, M. S., Bennis, L. A. & Dunst, C. J. (2000). My child's asset based portfolio, Unpublished inventory, Asheville, NC: Winterberry Press.

Dunst, C. J., Trivette, C. M., Snyder, D. M. Davis, M. S. & Bennis, L. A. (1999). Child asset portfolio. Unpublished inventory, Asheville, NC: Winterberry Press.

Dunst, C. J. (1998). Child interest inventory. Unpublished inventory, Asheville, NC: Winterberry Press.

Dunst, C. (1994). Supporting and strengthening families: Methods, Strategies, Practices. Maine: Brookline Press.

Moss, J. (1997). The child preference indicators. Unpublished paper, University Affiliated Program of Oklahoma Health Sciences Center, Oklahoma City. (Publication No. CA597.jm).

Falvey, M., Forest, M., Pearpoint, J., & Rosenberg, R. (1997). All my life's a circle: Using the tools: Circles, MAPS, & PATHS. Toronto: Inclusion Press.

Partnerships for Change: Building Skills for Family Support (1998). Pittsburgh, PA: Family Communications (distributed through the Family Resource Coalition, Chicago, IL).

Snyder, D. (2000, February). Child Asset Portfolio. Morganton, N.C.: Family-Centered Practices Project, Orelena Hawks Puckett Institute.