

User Guide Training

Case Study Exercise

The following case study provides an opportunity to practice incorporating the use of the Guide into your daily decision making. Please read the study and answer the 4 questions included. When you are finished, make an appointment with your supervisor to discuss your responses.

Case study: *Penelope's Place*

Penelope's Place is a Family Child Care Home. Penelope, the owner, is caring for 6 children ages 5 - 7 with 2 staff, including herself. Penelope had been a kindergarten teacher until she was laid off. She looked for 6 months but could not find a job in her field. Finances were beginning to become a problem so Penelope decided to start a child care home. "What the heck," she thought, "I've been a kindergarten teacher; I can do child care." So, after closely following the appropriate phases, the state issued a license to Penelope and *Penelope's Place*.

Mary-Gena, a Program Evaluator assigned to Family Child Care Homes, visited *Penelope's Place* 4 months later. She found a vibrant and active place. There were five children outside in the play area with Chelsea, Penelope's staff person. A couple of the children were tossing a ball back and forth, and Chelsea was showing the others how to do jumping jacks. Inside, Penelope was playing a board game with Ginger, a shy 5 year old girl. Mary-Gena saw that there were plenty of games, books, and safe toys inside. Outside she saw Chelsea playing hop-scotch, tag, and other games with the children. She took a look at the schedule for indoor and outdoor games, quiet times, naps, meals, snacks, and other regularly scheduled group and individual activities. There was a lot going on and it was well-organized.

Mary-Gena also noticed that while there were lots of outdoor activities, there was no playground equipment – a violation of the Rules. She felt conflicted because she had seen that there was plenty of organized and active outside play going on and the kids were having a *great time*. At the exit interview Mary-Gena told Penelope that the interaction and activities on the playground were great. "They're well-organized, closely supervised, fun, and vigorous. But according to the Rules, you also need playground equipment," she said.

(1) Where in the Guide would you look for the rule(s) regarding playground equipment for this setting?

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Penelope became very defensive, saying: “I understand the rules, but can’t you see that that our kids are getting same or better outcomes when they’re involved in our physical activities? Doesn’t that more than make up for expensive playground equipment, which I can’t afford? They love playing games with Chelsea”.

Mary-Gena thought, *Maybe Penelope was right. Isn’t the point vigorous activity?* So she went to her Supervisor, Maya and reviewed her conversation with Penelope. She told Maya that she was inclined agree with Penelope and that in this case maybe the lack of playground equipment wasn’t a big deal.

Maya listened and asked, “Have you looked at the User Guide? How might that help you think this through?”

“I didn’t go to the Guide. I guess maybe reading the intent of the rule might help?” Penelope responded.

“Why don’t you do that first”, said Maya, “and then come back and we’ll discuss it.”

(2) Find the Intent of the Rule. What in the intent might help Mary-Gena make her decision?

(3) If you were Mary-Gena, what might you do now:

Would you:

- Not cite *Penelope’s Place*; the outdoor activities without equipment are more than adequate.
- Not cite *Penelope’s Place* but provide consultation to help Penelope develop her current playground activities to meet the intent of the Rule and avoid the purchase of expensive playground equipment.
- Cite *Penelope’s Place* and provide technical assistance in acquiring the appropriate outdoor playground equipment in order to comply with the Rule.
- Do something else? (Describe here: _____)

(4) If you were to cite Penelope’s Place, describe how would you communicate that decision to Penelope in such a way that she would be motivated to comply?