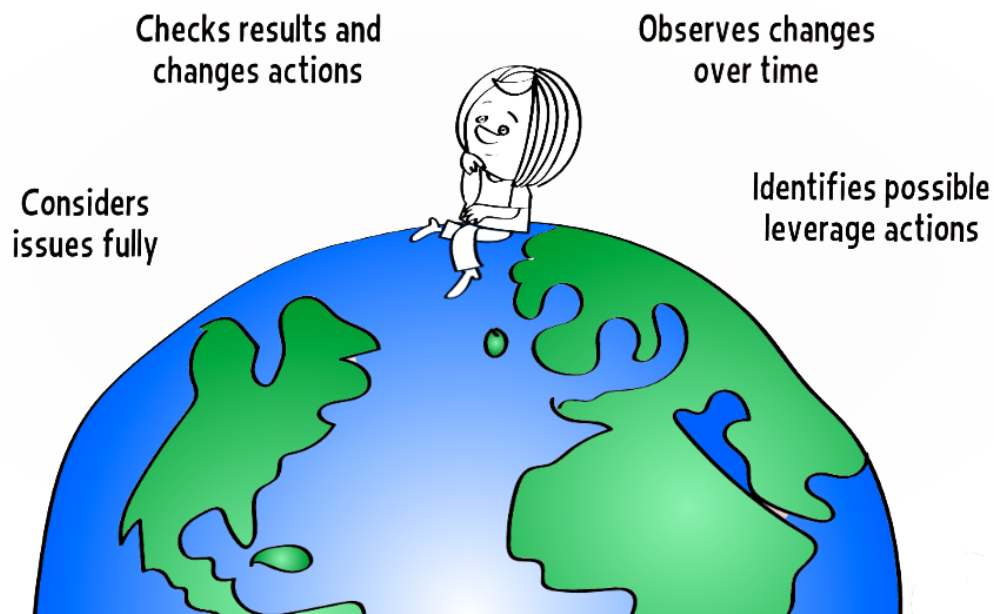


Systems Thinking and Individualization: *Individual Developmental Paths*

WHAT'S IN THIS PD2GO PACK?

This pack focuses on using habits of a systems thinker to help recognize and identify ways to support children's individual developmental paths.

Your Participants Will...
increase their capacity to use systems thinking habits and tools to think intentionally about how to support children's individual developmental paths.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Individual Developmental Paths*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

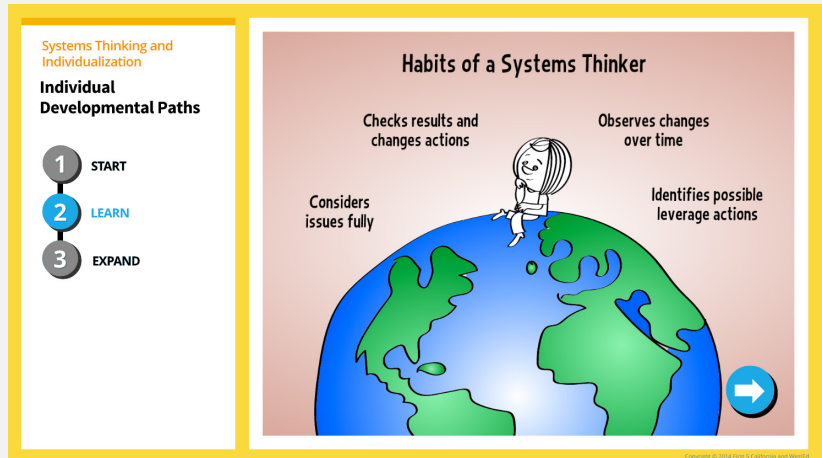
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.




EXPANDING ON THIS PD2GO PACK

This presentation on *Individual Developmental Paths* can be used individually or in conjunction with the related pack in the bundle, *Building Collaborative Systems*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS




In this pack, you will find:

[Download all \(3.4 MB\)](#)

-  [Facilitator's Guide \(3.6 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Individual Developmental Paths, including an interactive presentation page along with step-by-step presenter's notes.
-  [Coaching Corner \(160 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
-  [Handout: Habits of a Systems Thinker in Action \(160 KB\)](#)

In this bundle, you will find:


[Download all \(260 KB\)](#)

- Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:
-  [Digging Deeper \(150 KB\)](#)
 -  [Family Connections \(160 KB\)](#)
 -  [Resource Links \(160 KB\)](#)



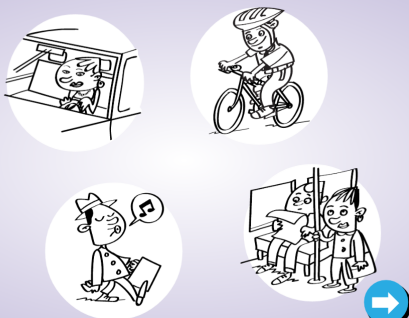

STEP 1:
START

PRESENTATION SEQUENCE

Step 1



Think of the ways you could get to work.


Understanding children's individual developmental paths allows us to provide appropriate, individualized learning opportunities.



Go to step 2: **LEARN**

FACILITATOR'S NOTES

[2 min]



Step 1 - Start

Facilitator: *What are different ways people can get to work in the morning?*



Pause. Have participants brainstorm different ways of getting to work.

Possible responses include:

- Walk
- Drive a car
- Ride a train
- Ride a bus
- Ride a bike
- Ride a ferry



Facilitator: *There are a variety of ways to get to work, and each route a person takes to get to work is likely different.*

Similarly, in our early childhood work, children's development often takes different paths. By taking the time to understand each child's individual developmental path, we are able to offer individualized care that appropriately supports each child's growth and development.

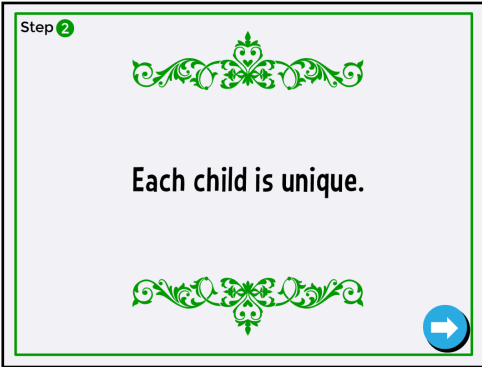


Facilitator: *Understanding children's individual developmental paths allows us to provide appropriate, individualized learning opportunities.*

STEP 2: LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



[10 min] **CLICK**

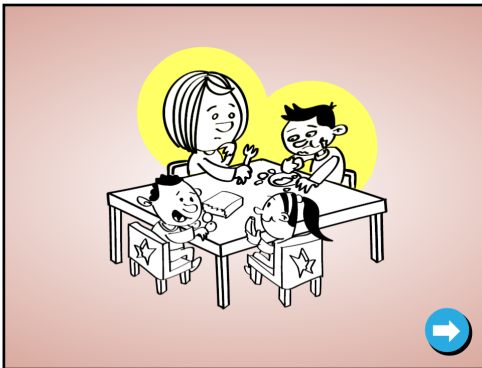
Step 2 - Learn

Facilitator: *If we think about the children in our home or class as one large group, we risk not noticing small, important changes in children's development. To individualize learning experiences and support all children's individual learning needs, we need to observe closely, using a developmental lens.*



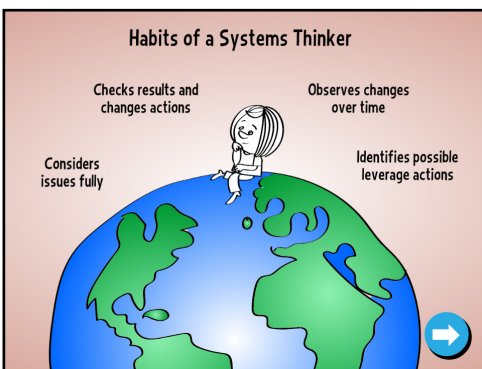
For more information on observing with a developmental lens, you can visit the *Effective Assessment* pack, *Observing with Purpose*.

CLICK



Facilitator: *Let's revisit Santiago and his teacher, Alma, from the preschool classroom in the Effective Assessment pack, Supporting Evaluation. Alma notices that Santiago, a three-and-a-half-year-old, prefers eating with his hands and often makes a mess with his food during lunch and snack time. She encourages him to use his utensils and slow down when drinking his milk.*

CLICK

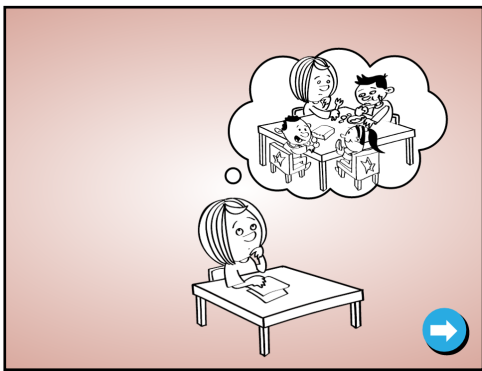


Facilitator: *There are 14 habits of systems thinkers, as identified by the Waters Foundation (Systems Thinking in Schools, ©2014 Waters Foundation, www.watersfoundation.org), that can help us be intentional in thinking about supporting children's individual developmental paths.*

STEP 2: Continued
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

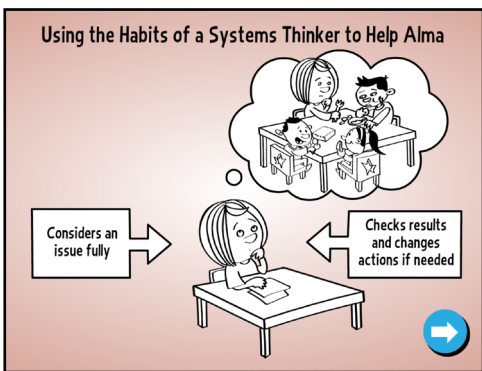


CLICK

Facilitator: *Alma's initial response to Santiago was to encourage him to use utensils. Alma's mental model—her belief or assumption—was that Santiago was rushing through mealtime, and that was causing the mess.*

Rather than relying on her own mental model and rushing to a quick conclusion, Alma can use systems thinking habits to gain a better understanding of Santiago's needs.

CLICK






Reference the handout.

"Habits of a Systems Thinker in Action"

Ask participants to find a partner and have them identify themselves as Participant A or Participant B. Using the handout, *Habits of a Systems Thinker in Action*, Participant A will focus on the habit, "Considers an issue fully and resists the urge to come to a quick conclusion," and Participant B will focus on the habit, "Checks results and changes actions if needed."

STEP 2: *Continued* LEARN

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p data-bbox="722 317 786 384"></p> <p data-bbox="857 317 1495 478">If there are an odd number of participants, you can participate in the activity or create a group of three in which two people focus on the same habit.</p> <p data-bbox="646 531 1511 737">Facilitator: <i>How might Alma use the systems thinking habits, “To consider an issue fully and resist the urge to come to a quick conclusion” and “To check results and change actions if needed,” to think about how to support Santiago’s development?</i></p> <p data-bbox="808 753 1474 1045"><i>Using the handout, Participant A, you will focus on the habit on the left side of the chart, and Participant B, you will focus on the habit on the right side of the chart. Each of you will read the definition provided of the habit, and write a response to the question following the habit on your handout.</i></p> <p data-bbox="722 1098 786 1165"></p> <p data-bbox="857 1098 1479 1178">Allow two minutes for participants to read their habit and respond to the question.</p> <p data-bbox="646 1230 1451 1310">Facilitator: <i>Share the habit and your responses with your partner.</i></p> <p data-bbox="722 1362 786 1430"></p> <p data-bbox="857 1362 1435 1442">Allow participants one minute to share their responses with their partners.</p> <p data-bbox="646 1495 1516 1661">Facilitator: <i>Now let’s talk, as a large group, about Alma using these habits. What questions should Alma consider about Santiago’s fine motor development before coming to a quick conclusion?</i></p>

STEP 2: Continued
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



Possible responses include:

- How much practice has Santiago had holding a fork or cup?
- Is it possible that Santiago is still young and developing his fine motor skills?
- To what extent has Santiago had opportunities to practice his fine motor skills?

Facilitator: *As Alma observes Santiago's fine motor development, what questions can she ask herself to check results and track Santiago's progress over time?*

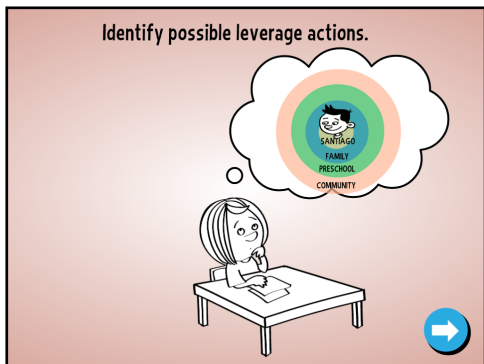


Possible responses include:

- To what extent are his fine motor skills improving over time?
- In what situations does he exhibit similar abilities when using blocks, using art materials, and/or reading books?
- How well does his fine motor ability align with what the California Preschool Foundations, Volume 2, describe for his age?



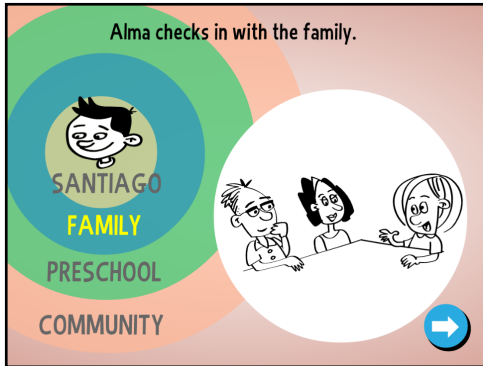
Facilitator: *To support Santiago's development, Alma seeks a leverage action. A leverage action, also referred to as a leverage point, is a small change that can produce a desired result. We often think that supporting each child's individual development requires big changes or intensive resources, but, most often, small changes can have long-lasting impacts on a child's development.*



STEP 2: *Continued*
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



Facilitator: *Those “high-leverage” changes are most often found within the systems that most directly affect the child.*

Facilitator: *Alma recognizes that Santiago is part of a system in his preschool. He is also part of a family system and a community system. To gather more information, Alma decides to check in with the family to see how family members support Santiago’s fine motor skills. She also wants to see if they have any questions about his development. Alma shares her observations with Santiago’s family and asks their perspective on his fine motor development. She finds out that they also have concerns. Why is it important for Alma to share her observations with the family and find out if they have concerns?*



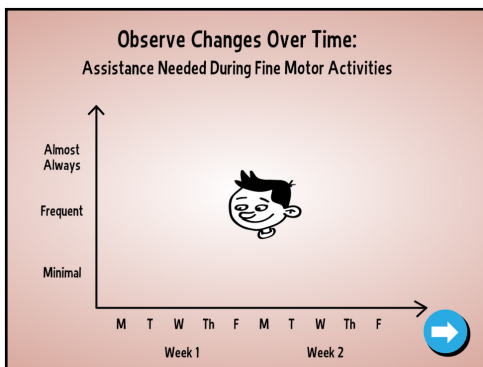
Allow one minute for responses.

Possible responses include:

- They know Santiago better than anyone.
- They are a critical part of Santiago’s system.
- They need to be involved in any plan for supporting Santiago.



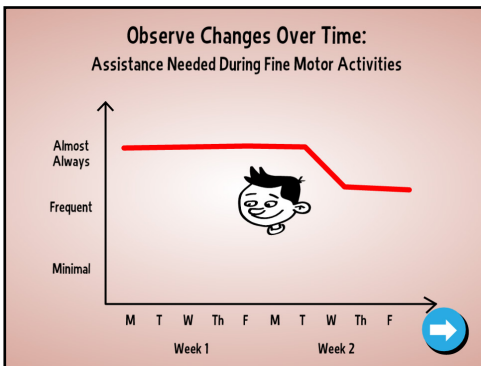
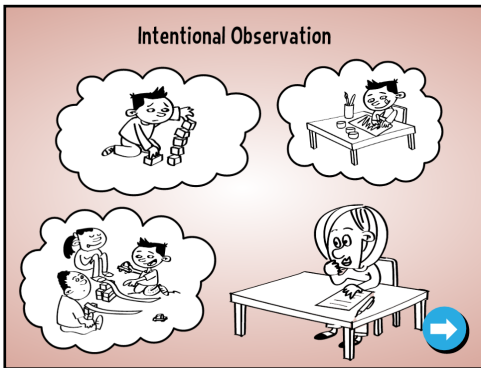
Facilitator: *Alma and the family agree to spend the next two weeks intentionally observing Santiago when he engages in fine motor activities.*



STEP 2: *Continued*
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



Facilitator: *Alma shares a systems thinking tool called a Behavior Over Time Graph (BOTG) with Santiago's family members so that they can see how she records how often Santiago needs assistance with age-appropriate fine motor activities. The Behavior Over Time Graph will show the patterns in Santiago's fine motor development over time.*



Facilitator: *Over the next two weeks, Alma pays close attention to Santiago throughout a variety of contexts, including as he uses small toys, stacks blocks, and paints, as well as during mealtimes. Alma keeps track of how often Santiago needs assistance, and, at the end of each day, she marks "minimal" for an activity if he was able to do it mostly by himself, "frequent" if he needed support often, and "almost always" if he needed support most of the time.*



Facilitator: *Take a moment to look at Santiago's Behavior Over Time Graph. The graph shows how much help Santiago needed during fine motor activities over the course of two weeks. What does this information tell Alma about Santiago's progress?*



Allow two minutes for responses.

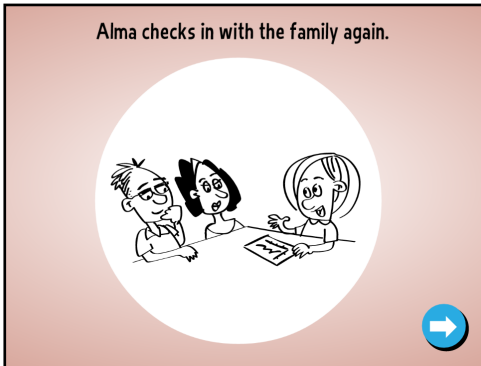
Include the following response if not stated:



- Santiago almost always needs help, but by the end of the second week, the amount of help that he needed was reduced slightly. Santiago requires support with his fine motor skills most of the time.



STEP 2: *Continued*
LEARN

PRESENTATION SEQUENCE




Systems thinking habits help us think more deeply about children's individual developmental paths.


Go to step 3: EXPAND

FACILITATOR'S NOTES

Facilitator: *Alma and Santiago's family members discuss their observations with one another. After seeing a slight decrease in the frequency of Santiago needing assistance, they agree to intentionally offer Santiago more time to practice using his fine motor skills, with support as needed. They plan to check back again in two weeks, and if Santiago's fine motor development doesn't continue to improve, they will seek an evaluation from outside specialists.*

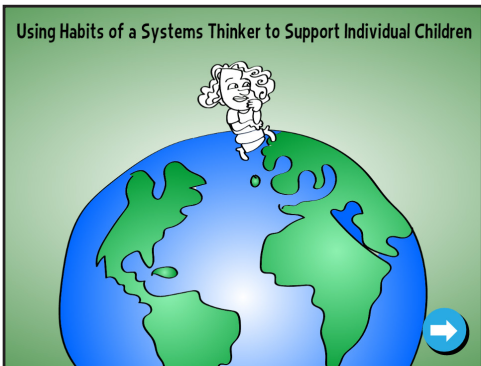
Just as people take different paths to get to their workplace; children also have different paths of development. Tracking changes over time allows us to see to what extent there is progress, and to identify when interventions are necessary.



Facilitator: *Systems thinking habits help us think more deeply about children's individual developmental paths.*

STEP 3:
EXPAND

PRESENTATION SEQUENCE



FACILITATOR'S NOTES


[3 min]



Step 3 - Expand

Facilitator: *Think of a child in your setting whose developmental progress might need a closer look.*



Reference bottom of the handout.
 ***"Habits of a Systems Thinker in Action"***

Facilitator: *Choose one of the following habits and write a short plan on the bottom of the handout, indicating how you can use one or more of these habits to identify and support this child's individual developmental path.*

1. *Considers issues fully and resists the urge to come to a quick conclusion.*
2. *Checks results and changes actions if needed.*
3. *Observes how elements within systems change over time, generating patterns or trends.*
4. *Identifies possible leverage actions.*



Pause to give participants time to reflect.

Facilitator: *Share your plan with a partner.*



Allow one minute for responses.



STEP 3:
EXPAND *Continued***PRESENTATION SEQUENCE****FACILITATOR'S NOTES**

Systems thinking provides us with the habits and tools that can help support each child's individual developmental path.



Facilitator: *Systems thinking provides us with the habits and tools that can help support each child's individual developmental path.*

**THIS PD2GO PACK WAS INFORMED
BY THE FOLLOWING RESOURCES:**

Waters Foundation. (2014). *Systems thinking in schools*. Retrieved from <http://www.watersfoundation.org/>