



Answers to Frequently Asked Questions

How will CHILD fit into our curriculum?

CHILD is an instructional delivery system designed to fit with any curriculum. You use your own textbooks and learning resources within the CHILD station format. The CHILD station activities and software correlations will enhance and supplement your own materials.

How will CHILD fit with specific programs such as *Saxon Math* and *Open Court Reading*?

The CHILD station format is ideally suited to enhance a wide range of instructional programs. Contact the Institute or check our web site for the “CHILD Connections Guide” to see how you can adapt specific programs to the CHILD station format.

How does CHILD fit with new legislation such as *No Child Left Behind* and *Reading First*?

The CHILD materials are closely aligned with new mandates for reading instruction. See the web site for more details on how to adjust schedules to accommodate 90 minute reading blocks and other accommodations.

Is CHILD standards-based? Will CHILD work outside of Florida?

Yes, the CHILD materials are fully correlated with state and national standards. The *CHILD Station Task Cards* are correlated with specific skills and benchmarks. The *CHILD Planning Guides* also have been enhanced to provide higher-order Level II station activities.

Is CHILD research-based?

Absolutely. Since 1988, there have been numerous research studies at multiple sites, including longitudinal evaluations. Research reports are available from ISI, and research summaries can be found on our web site.

Is CHILD departmentalized?

No. Departmentalization is marked by fragmentation, with the added difficulty of building emotional bonds between students and teachers. To the contrary, CHILD's coordinated instructional units, along with a multi-grade format, enable CHILD cluster teachers and students to build long-term relationships.

Can CHILD be implemented with just one grade level and in single classrooms?

Yes, as a starting point. There are three levels of implementation –1) traditional self-contained, 2) transitional grade level teams, and 3) transformational cross-grade clusters. The goal is to reach the transformational phase where the best results will be achieved based on years of research data.

Can teachers use thematic teaching in CHILD?

Yes, the *CHILD Planning Guides* are organized with coordinated unit topics. Many CHILD clusters also have a common science or social studies theme. The *CHILD Science Learning Guide* offers six coordinated thematic science topics for both primary and intermediate clusters.

What about structure and discipline in CHILD classrooms?

Research data have confirmed that CHILD students exhibit a high degree of on-task behavior with very little disruptive behavior. CHILD students are rarely sent to the office. The CHILD system provides a "transparent" structure that encourages self-discipline. The systematic classroom management procedures create an underlying structure for self-management.

Are there some children who can't handle the movement?

All children do well in CHILD classrooms that use consistent and appropriate discipline strategies. Some children require more time and patience as they learn to make wise and responsible choices. Even the most difficult children usually adjust to CHILD's high expectations after consistent training and modeling.

Is CHILD appropriate for kindergarten students? Don't they need the security of one teacher?

Many veteran kindergarten teachers, while skeptical at first, have been amazed at the success of the CHILD kindergarten students. We have heard absolutely no cases where kindergarten students did not thrive with CHILD. They are ready and eager to learn with a team of caring teachers.

What about special education students and ESOL students? Should they be placed in CHILD?

Absolutely. Students with special needs have been very successful in CHILD; either as inclusion students in a regular cluster or in a separate special needs cluster. A *CHILD Special Needs Inclusion Guide* is available to help CHILD teachers adapt activities and procedures for these students.

Students who speak limited English or who speak other languages also thrive in CHILD classrooms. The peer interaction and conversation at the learning stations enables them to acquire English very naturally at an accelerated pace.

If your school has a large number of students who are at least two years below grade level and deficient in basic skills, you might consider forming a *PCPlus* cluster. *PCPlus (Pathway Leading to Ultimate Success)* is a CHILD adaptation with materials at a basic level for students who need a boost to catch up. Check the web site for details.

What about gifted and accelerated students? Will CHILD work for them?

CHILD is a perfect model for these students. It is challenging, self-paced, and adapts well to project-based learning. ISI has developed and piloted a program for gifted and accelerated students. See the web site for details about *Team Quest*.

Are there any schools that have implemented CHILD school wide?

Yes, many visionary principals have used CHILD as a catalyst to involve the entire faculty in long-term school improvement. Teachers begin the transformation on three levels: full implementer, partial implementer, or supporter. The goal is to have all teachers participating as full implementers by year three.

The ideal situation is when a new school opens as a total CHILD school with the faculty and staff being hired based upon their shared vision for change and innovation. Both charter schools and regular schools have had success with this approach.

How can we implement CHILD in just a few classrooms if the whole school isn't behind it?

With bold leadership, you can begin to slowly bring the entire faculty along over time. While some teachers may be more comfortable in a self-contained traditional approach, others are ready and eager to try something different. Give the teachers a choice. Getting started with CHILD sooner than later puts your school that much further ahead of the pack.

How can we avoid division in the faculty if we cannot implement schoolwide?

Information and open discussion help avoid faculty problems. Provide time for the non-CHILD teachers to learn more about the CHILD model by visiting the CHILD classrooms or nearby schools. Encourage the hesitant teachers to get involved, even if on a modified basis.

We can only afford a limited number of computers. Should we put them in a CHILD cluster, or divide them equally among the faculty so that every teacher gets one?

One-computer classrooms are not going to be effective, especially when computers are used peripherally as expensive toys. It is far better to begin a long-range strategy for success with CHILD than continue to spend money on technology with limited chance to justify its expense and continued purchase.

Our school is already doing an excellent job, with the highest test scores in the district. Why do we need CHILD?

Under No Child Left Behind, schools must now demonstrate that all students are making adequate yearly progress. It is difficult to improve doing the same thing year after year. CHILD will enable your school to provide more challenging, self-paced learning opportunities to move even your top students to new heights.

How can we afford CHILD?

Compared to similar comprehensive programs, CHILD is very affordable. CHILD qualifies for state and federal grants for approved research-based programs, as well as technology initiatives. CHILD can also be fully funded as a professional development program under the umbrella of MAT21® (Mastering the Art of Teaching in the 21st Century). ISI may also be able to offer your school an implementation grant, or direct you toward other resources. Check the web site for details.

Our teacher union contract does not permit extra planning time. Will this be a problem?

There is no doubt that the first year of implementing CHILD requires time and effort. Teachers should be able to volunteer to implement CHILD with the understanding that there may be extra planning and preparation beyond the school day the first year. Our experience has been that teacher unions are usually willing to bend on contract regulations as long as the service is voluntary.

Our district budget cuts have eliminated classroom assistants. Will that be a problem?

Most schools implement CHILD without classroom assistants. However, to get the maximum benefit from the computers, an assistant is essential to help the kindergarten and first grade students navigate their way through the software programs. Many CHILD schools have accomplished this objective using parent volunteers, senior citizen volunteers, and older student helpers.

Our school does not have a K-5 configuration. How can we implement CHILD?

Although the CHILD materials are designed for primary grades K-2 and intermediate grades 3-5, they are broadly based and flexible. The range of objectives includes minimum skills as well as standards of excellence. The primary materials can be used from K-3 and the intermediate materials from grades 3-6. For example, a primary cluster could consist of grades 1-3 and an intermediate cluster of grades 4-6.

Have there been any schools where CHILD has not worked, and why?

Over the years, there have been a few schools that have discontinued CHILD. The main reasons have been leadership turnover, staff turnover, or conflicting programs mandated by the district. It is important to continually upgrade and train new staff, or like any innovation, teachers will regress to the status quo. Conflicting programs such as whole group scripted reading programs and test-prep programs that require large blocks of whole group time can prevent full implementation of CHILD.

Likewise, over the years, there have been a few instances where ISI has severed its relationship with implementing schools due to poor implementation of the CHILD essential components. Teachers

who do not “buy in” to the CHILD philosophy and remain committed to teacher-directed, whole group instruction can sabotage the innovation.

What happens if my child gets a weak teacher for three years, or if a substitute replaces a teacher on extended leave?

Unfortunately, there are some weak teachers in our public schools. It is always unfortunate for children to be with an ineffective teacher or a substitute for an entire year in a traditional class. The CHILD model, however, has two advantages over traditional self-contained classrooms.

First, a weak teacher becomes much more visible as part of a cluster team, and assistance or removal can happen more quickly. Second, a weak teacher or substitute will be supported by their cluster teammates, who will not let any of their cluster children fall behind. Through the triangulated cluster approach, no CHILD student will be with a weak teacher for an entire day or an entire year.

Our school has a very mobile student population. How can we accommodate students making the transition in and out of CHILD?

Students have adapted well moving in and out of CHILD. New students are assigned a "buddy" and quickly catch on to the CHILD routines. Departing students are well prepared to enter new schools with a solid academic foundation and the self-confidence of an independent learner. Most reports we receive indicate that CHILD students who transfer to a new school are far ahead of their classmates.

With technology changing so rapidly, how does CHILD stay up-to-date?

The Institute for School Innovation reviews new educational software, and provides software correlation updates for renewing clients. The CHILD model is a framework for integrating state-of-the-art technology as it emerges. CHILD schools never stay static. They just keep getting better and better.



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