

# *THE CHILD CARE PROFESSIONAL*

*The Newsletter of the WKU Child Care Resource & Referral*

*Western Kentucky University*

*1 Big Red Way*

*344 Tate Page Hall*

*Bowling Green, Kentucky*

*42101-3576*

## **Early Literacy Development is the Start to Great Kids**

*Sherri Meyer, CCR&R Coordinator*

Ever wonder why we talk and sing to young children? Why do those toddlers and preschoolers want me to read the same book again? I just read it two times!

The answer is: children are learning the language and want (and need) to hear it. There are many things that we as parents and caregivers can do with children of all ages to promote literacy with children. During the infant and toddler years, it is very important to use simple language and talk slightly slower so that children can hear the parts of our speech. If we talk too fast they will not hear all of the sounds. Every time we read, sing, or say a rhyme we are building the connections in the brain for the child to develop their speech and the patterns of speech. By the time a child is two years of age, he/she will have a vocabulary of 20 to 200 words and be able to point to objects.

Children in the preschool years and even before, need a print rich environment. That may include labels on shelves where toys belong, labeling the furniture and items in the room, appropriate children's books, and newspapers and magazines in the home and classroom. Having this available will not do any good unless the children have access to explore the newspapers and magazines, can talk about the labels that they see, and can access the books when they want. Children of all ages must also see the adults present reading and writing. If you do not know the words in the story - make it up! The child may not know and you can teach children to read a story using the pictures.

Most children will read the pictures anyway because they have heard a story many times can retell it verbatim. This is the beginning of literacy development and is a pre-reading skill. By the time a child is three years of age, the vocabulary will grow to over 400 words and by age four, the vocabulary continues to grow to approximately 1,000 words. In just one more year (by age five) the child has

acquired an additional 800 words. That is a large growth in vocabulary that is dependent on the environment and encouragement that the child is provided.

Children's stories in the first few years should have patterns and rhymes in them to facilitate children in retelling the story. Remember that sometimes we have a focus of what we want the children to get from our reading the story, but remember it is ok for the child to change the direction of the activity. The child may not even want to finish the book and that is alright. Be prepared for the child to ask questions and you be prepared to ask questions that are open ended (not a yes or no question). Some open-ended questions are: What did you think of that story? Did the story end like you thought it would?

Opportunities for children to draw and pretend to write is great. Children should not be sitting at a table writing "A", "B", or "C" since their brain is not yet ready for understanding abstract concepts and the learning will not be long lasting. They should see you writing, with their permission, what their picture is about after drawing or painting. This will show the children that the words have meaning and are important. This will also help children to make the connection over time to written words and spoken words. Children may also see you write lists, thank you notes to classroom visitors, and titles on pictures posted on walls or in class or family books.

Large group story time may have a place in classrooms, but it can not take the place of reading to individual or small groups of children. Children need to be in your lap or be sitting by your side when you read a story. Reading to large groups of children does not allow them the opportunity to interact with you or the book. Large group reading does not allow children the same kind of opportunity ask questions or point to the pictures.

Early literacy activities can be very fun for the children and the adults. Be creative and allow the imagination of all to explore. Enjoy literature. After all, it does lead us all to learn about our world!

Try introducing new words to children every day  
For instance, instead of saying “big” try:

Large,  
Huge,  
Immense,  
Enormous,  
Massive,  
Gigantic,  
Mammoth,  
Vast, or  
**MONUMENTAL.**



## Give Us A Call

We do not have a Family Child Care Coordinator anymore, but are still very interested in and able to provide support to family child care homes and registered providers. Please feel free to contact our office if we can be of assistance to you in any way.

- Kim can assist you with scholarship information.
- Taylor can assist you with quality improvement issues and STARS information.
- Lesley can check materials out of the library for you.
- Sherri can assist you with registration/licensing information, and much more.

Deane Oliva is no longer employed with CCR&R at Western Kentucky University; we wish her well.

## WKU Child Care Resource & Referral

*The staff of the CCR&R at  
Western Kentucky University includes:*

*Connie Jo Smith, CCR&R Specialist  
Sherri Meyer, CCR&R Coordinator  
Taylor Tucker, Quality Coordinator  
Kim McIntyre, Professional Development Coordinator  
Amy Hood, Infant and Toddler Consultant  
Lesley Montgomery, Office Coordinator  
Terri Mills, Office Assistant*

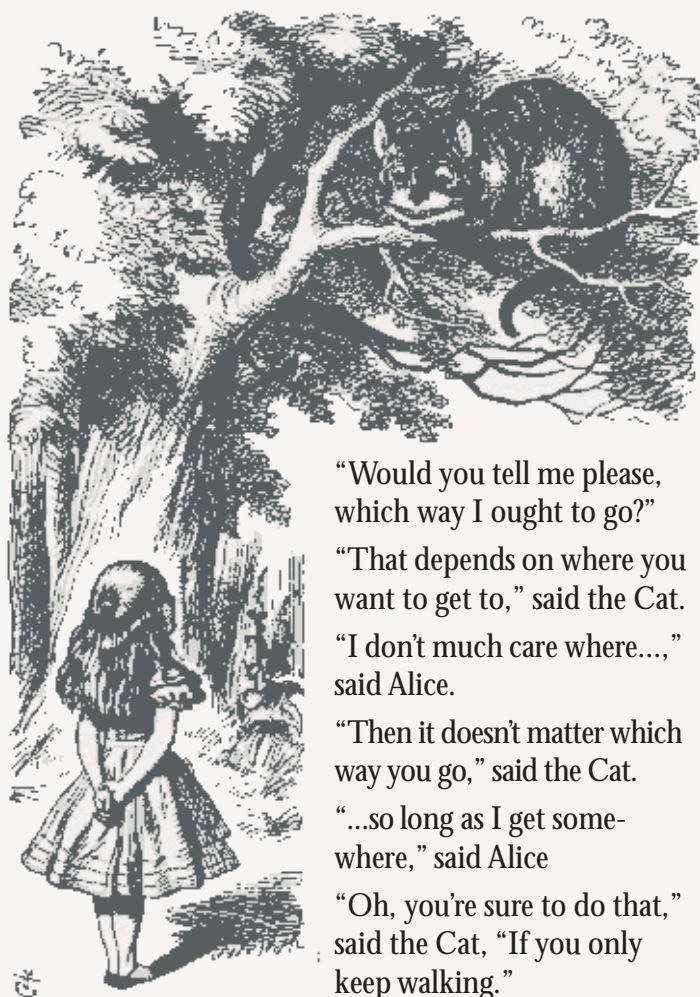
*For More Information:  
Phone us at (270) 745-2216 or (800) 621-5908  
Fax us at (270) 745-7089  
E-Mail us at [ccrexpert@wku.edu](mailto:ccrexpert@wku.edu)  
Visit our website at [www.ttas.org](http://www.ttas.org)*

## August is...

*American Artist Appreciation Month  
Foot Health Month  
National Catfish Month  
National Golf Month  
National Inventors Month  
National Water Quality Month  
First Week: National Clown Week  
Second Week: National Smile Week  
Second Week: National Apple Week  
Third Week: Air Conditioning Appreciation Week  
Third Week: American Dance Week  
August 6: Wiggle Your Toes Day  
August 11: Play In The Sand Day  
August 16: Roller Coaster Day  
August 26: Women's Equality Day*

# Professional Development

Connie Jo Smith, CCR&CR Specialist



“Would you tell me please, which way I ought to go?”  
“That depends on where you want to get to,” said the Cat.  
“I don’t much care where...,” said Alice.  
“Then it doesn’t matter which way you go,” said the Cat.  
“...so long as I get some-where,” said Alice  
“Oh, you’re sure to do that,” said the Cat, “If you only keep walking.”

Lewis Carroll, *Alice in Wonderland*

- Preschool teachers (those who work with pre-schoolers in any setting)
- School-age providers (those who work directly with school age children or supervise those who do)
- Family child care homes (people who care for children of any age in a home environment)

You are welcome to attend any of the sessions that we offer, but would really encourage you to look at the training plan in this issue of our newsletter and plan to participate in the events that will best meet your needs. We will continue to have Saturday conferences with multi-track sessions. Again, we will offer evening single topic training sessions throughout the 10 county BRADD service area.

A new addition to our calendar this year is the telephone training series, limited to administrators and family child care providers. We will offer three calls that provide two hours of training each for administrators, and three calls that offer two hours of training each for family child care providers.

As in the past, registration information will be included in the newsletters and on the web page a few weeks in advance. We will also keep you informed of new training events that get added to our annual calendar. So, please join us so that you can keep on growing and get where you want to go.

*For a list of currently scheduled events, please see the 2002-2003 CCR&R Training Calendar included in this issue.*

Be sure you know which way you are going and let us help you get there. Please join us for exciting and rich training offered by the Child Care Resource and Referral at Western Kentucky University this year. We have some sessions designed especially for:

- Administrators (child care directors, owners, public school preschool coordinators, Head Start directors and coordinators, school age directors or coordinators and others who oversee programs)
- Infant and toddler caregivers (those who spend most of their time working with infants and toddlers in group or individual settings)

## National Association for the Education of Young Children's (NAEYC) Annual Conference and Expo

November 20-23 in New York City

For more information check their web page at [www.naeyc.org](http://www.naeyc.org) or call 800-424-2460

# 2002-2003 CCR&R Training Calendar

DATE	EVENT	TRACKS / TOPIC AREAS	LOCATION
August TBA	Evening Conference	Teamwork	Logan County
August 15	Evening Conference	Guidance	Monroe County
August 17, 2002	Saturday Conference	New Employee Orientation; General Audience; Preschool Audience	Glasgow, KY
September 17, 2002	Evening Conference	Family Child Care; STARS	Hart County
September 19, 2002	Evening Conference	General Audience; STARS	Butler County
September 21, 2002	Saturday Conference	Infant/Toddler; General Audience	Bowling Green, KY
October TBA, 2002	Evening Conference	Nutrition	Edmonson County
October TBA, 2002	Evening Conference	Terrific Teamwork	Metcalf County
October 19, 2002	Saturday Conference	New Employee Orientation for Infant and Toddler Teachers; New Employee Orientation; General Audience	Bowling Green, KY
November 7, 2002	Telephone Conference	STARS for Administrators	
November 7, 2002	Evening Conference	Fun with Transitions	Allen County
November 16, 2002	Saturday Conference	Infant/Toddler; In-Home Provider; Preschool	Bowling Green, KY
November 19, 2002	Evening Conference	Literature	Simpson County
December 5, 2002	Telephone Conference	Developmentally Appropriate Practice for Family Child Care Providers	
December 14, 2002	Saturday Conference	New Employee Orientation; General Audience; New Employee Orientation for Infant and Toddler Teachers	Bowling Green, KY
January 18, 2003	Saturday Conference	New Employee Orientation for Infant and Toddler Teachers; New Employee Orientation; School Age	Bowling Green, KY
February 6, 2003	Telephone Conference	Scholarships for Administrators	
February 11, 2003	Evening Conference	Family Child Care Support Groups	Barren County

<b>DATE</b>	<b>EVENT</b>	<b>TRACKS / TOPIC AREAS</b>	<b>LOCATION</b>
February 15, 2003	Saturday Conference	In-Home Provider; General Audience; Preschool/Infant-Toddler Audience	Bowling Green, KY
March TBA	Evening Conference	TBA	Logan County
March 11, 2003	Evening Conference	TBA	Monroe County
March 22, 2003	Saturday Conference	New Employee Orientation for Infant and Toddler Teachers; New Employee Orientation; General Audience	Glasgow, KY
April 26	Saturday Conference	Administrators, Directors, Owners; School Age; General Audience	Bowling Green, KY
April TBA, 2003	Evening Conference	TBA	Hart County
April 22, 2003	Evening Conference	TBA	Butler County
May TBA, 2003	Evening Conference	Nutrition	Metcalf County
May TBA, 2003	Evening Conference	Terrific Teamwork	Edmonson County
May 8, 2003	Telephone Conference	Nutrition for Family Child Care Providers	
May 17, 2003	Saturday Conference	New Employee Orientation; General Audience; Preschool	Bowling Green, KY
June 5, 2003	Telephone Conference	Nutrition for Administrators	
June 5, 2003	Telephone Conference	Outdoor Play for Family Child Care Providers	
June 10, 2003	Evening Conference	Literature	Allen County
June 17, 2003	Evening Conference	Fun with Transitions	Simpson County
June 21, 2003	Saturday Conference	New Employee Orientation: General Audience	Bowling Green, KY
July TBA, 2003	Evening Conference	TBA	Barren County
July 19, 2003	Saturday Conference	School Age; Infant/Toddler; General Audience	Bowling Green, KY
August TBA, 2003	Evening Conference	TBA	Monroe County/ Logan County

**Additional Information and Registration Forms will be available prior to each event.  
Check future newsletters or contact the CCR&R office for details.**

# Join A Listserv!

*Connie Jo Smith, CCR&R Specialist*

A listserv is an e-mail based communication to (and sometimes from) a group of people who all have a shared interest (like child care, early education, management, etc.) in common. People who want to receive e-mail about a specific topic can join a listserv by submitting their names and email addresses to the listserv owner or server and they are added to the list. People on the list are sometimes called users or members. Members then receive all email messages that are sent to the list. Generally listservs are free to join and you can unsubscribe any time you want.

The Children's Defense Fund (CDF) has several listservs that may be of interest to you. Their listservs operate like an electronic newsletter and do not provide the opportunity for members to comment on (or discuss on-line) the information sent. The advantage to this is that it limits the number of email messages that you receive from being a member. Below is information about each of the free CDF listservs and a web page address where you can go to join.

*Religious Affairs:* Information about CDF's religious affairs programs and events, like the National Observance of Children's Sabbaths, and to receive announcements about materials and resources to strengthen community-based advocacy for children.

*Violence Prevention:* Updates and information on key federal and state developments, successful advocacy strategies, model prevention programs, and new research for people interested in juvenile justice, youth development and violence prevention issues.

*Legislative Update:* Receive information about key policy issues affecting children, including child care, child protection, child health, juvenile justice, and family income, giving me a mechanism to act on upcoming legislation.

*Child Care:* Receive information about early childhood and school-age care, updates and information on key federal and state developments, winning advocacy strategies, and new research.

*Temporary Assistance for Needy Families (TANF):* Receive information about TANF updates.

*Health:* Receive information about children's health and other health topics including best practice outreach and enrollment, uninsured children, maternal and child health, immunizations, CHIP and Medicaid.

*Student Leadership Network (SLNC):* Receive timely legislative alerts, important announcements, and an opportunity to exchange ideas and relate stories about effective local organizing efforts.

To join any or all of the CDF listservs, you will need to go to the following web page address: <http://www.childrensdefense.org/listservs.php>. On this page will be a description of each listserv so you can check those that you want to join. On the bottom of the page will be a form and you will be asked to complete it with the following information: first name; last name; your email address; organization or business; and mailing address including city, state, and zip; and phone number.

## Class on Using Computers in Child Care

*Joey Sylve, Eagle's Nest*



On July 20, 2002, some childcare providers and myself took a computer class entitled "Using Computers in Child Care." The class was two sessions long. In the first session we learned some of the basic computers programs. For example, we learned how to do different things in Microsoft Word, Microsoft Excel, etc.

In learning Microsoft Word, we learned how to do some simple and useful tasks. Some of the tasks that we learned were as follows: centering; making words bold, italics, and underlined; changing the color, font size, and fonts; and adding pictures to a document. In learning Microsoft Excel, we learned how to add numbers, make charts, make rosters, etc.

In the second session of the class, we all went online and learned basic terminology. Then we looked for activities for different age groups.

# Environment Rating Scales: What Are They and How Can They Help Me?

*Taylor Tucker, CCR&R Quality Coordinator*

This is the first in a series of articles on the Environment Rating Scales that STARS for KIDS NOW Quality Rating System uses to assess the environment for children in Kentucky. This article will give a general overview and background on the scales with follow up articles giving a detailed review of the different section of the scales.

There are four environment rating scales, each designed for a different population of the early childhood field. These scales are: *Infant Toddler Environment Rating Scale (ITERS)*, designed for children birth to 30 months; *Early Childhood Environment Rating Scale (ECERS)*, designed for children 30 months to age 5; *School-Age Care Environment Rating Scale (SACERS)*, designed for children age 5 and up; and *Family Day Care Rating Scale (FDCRS)*, designed for children of all ages being cared for in a home.

Each of these four scales have approximately 40 items divided into seven different subscales. Each one of the scales includes these subscale areas to evaluate:

- Physical Environment;
- Basic Care;
- Curriculum;
- Schedule and Program Structure; and
- Parent and Staff Education.

The scales are designed to assess the quality in an early childhood or school age care program and can be used to guide improvements. The scales look at the various interactions that go on in a classroom. These includes interactions between adults and children, as well as among the children themselves. The interactions children have with the many materials that support them though out the day are also assessed. In order to provide care and education in a high quality setting while children develop to their fullest abilities, a quality program must provide for three basic needs all children have:

1. Protection of their health and safety
2. Building positive relationships
3. Opportunities for stimulation and learning.

No one component is more or less important than the others, nor can one be substituted for another. It takes all three to create quality care. All three of these components are included in the Environment Rating Scales. The main purpose of the Environment Rating Scales is to look at the child's entire day. Therefore, you are not expected to have a top rating on all items. The score is an average of all the items on the scale. It is possible for a classroom to score low on one item and still have a good rating overall.

We will look at the subscales in the months to come. For more information on the STARS for KIDS NOW Quality Rating System or to request a site visit, please contact Taylor Tucker at 745-2216 or 1-800-621-5908.



## Web Pages of Interest

A list and evaluation of children's sites:  
<http://www.beritsbest.com/>

A site with online and printable games:  
<http://www.funschool.com/about.php>

Discovery School is a site for students and for teachers.  
<http://school.discovery.com>

A site that includes science experiments to try:  
<http://www.tryscience.org/>

The Primary Games site includes on-line games:  
<http://www.primarygames.com/>

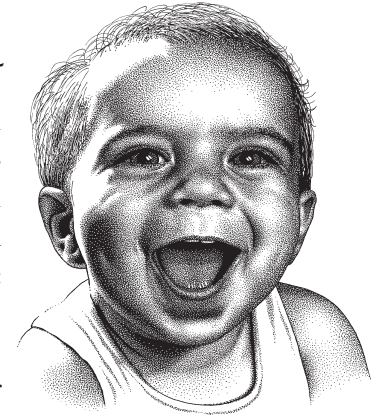
# JUST FOR PARENTS

## *Information and Resource Review*

The WKU Child Care Resource & Referral has resources that may be helpful parents. Please don't hesitate to call Lesley Montgomery at 800-621-5908 or (270) 745-2216 to check out these books . . . She will be happy to mail them to you! There is *no fee* for borrowing these materials.

### ***Parents™ Book of Toilet Teaching***

Joanna Cole, Ballantine Books. *Parents™* Magazine and Ballantine Books have teamed up to obtain the most up-to-date medical findings, advice from child psychologists, and actual real-life experiences of parents. The book is a useful resource that will benefit both parents and child care providers alike.



The book is presented in an upbeat style that is accessible for everyone who takes care of young children, and attempts to answer those difficult questions in a matter-of-fact way, covering such topics as: when is a toddler ready to toilet train; step-by-step advice on graduating from a daytime diaper; how parents' feelings and attitudes affect toilet teaching; and frequently asked questions, addressing common difficulties. This sensible resource covers these issues in a sensitive way, reassuring parents that toilet teaching can, indeed, be a natural and growing experience.



### ***Siblings Without Rivalry: How to Help Your Children Live Together So You Can Live, Too***

Adele Faber and Elaine Mazlish; illustrations by Kimberly Ann Coe, Avon Books. This resource is a lively and heartfelt book, illustrated with wonderful cartoons, that challenges the idea that unpleasant conflict is unavoidable. The interesting stories and anecdotes present sound advice on ways you can teach your children to get along. The guidelines and real-life

examples help move your household from being a battleground to becoming a more peaceful environment. The authors are straightforward and realistic in their approach, and cover a variety of topics such as intervention, freeing children to change, and making peace with the past. They provide a useful reading list, as well, if you would like to pursue the topic further.



## *Mom and Dad Don't Live Together Anymore*

Kathy Stinson; illustrations by Nancy Lou Reynolds, Annick Press, Ltd. This lovely storybook would be very useful for parents or providers to read to the children in their care. The beautiful watercolor paintings and black-and-white ink illustrations enhance the story of a young girl whose parents have separated. The story sensitively leads the children – and those who care for them – to a better understanding of the difficult topic of divorce.

## *We Are All Alike . . . We Are All Different*

Written and illustrated by the Cheltenham Elementary School Kindergartners; photographs by Laura Dwight, Scholastic, Inc. This is another resource you won't want to miss reading to the children in your care . . . the full-color children's illustrations are liberally enhanced by Ms. Dwight's color photographs of the children engaged in various activities. The children have written an insightful story about

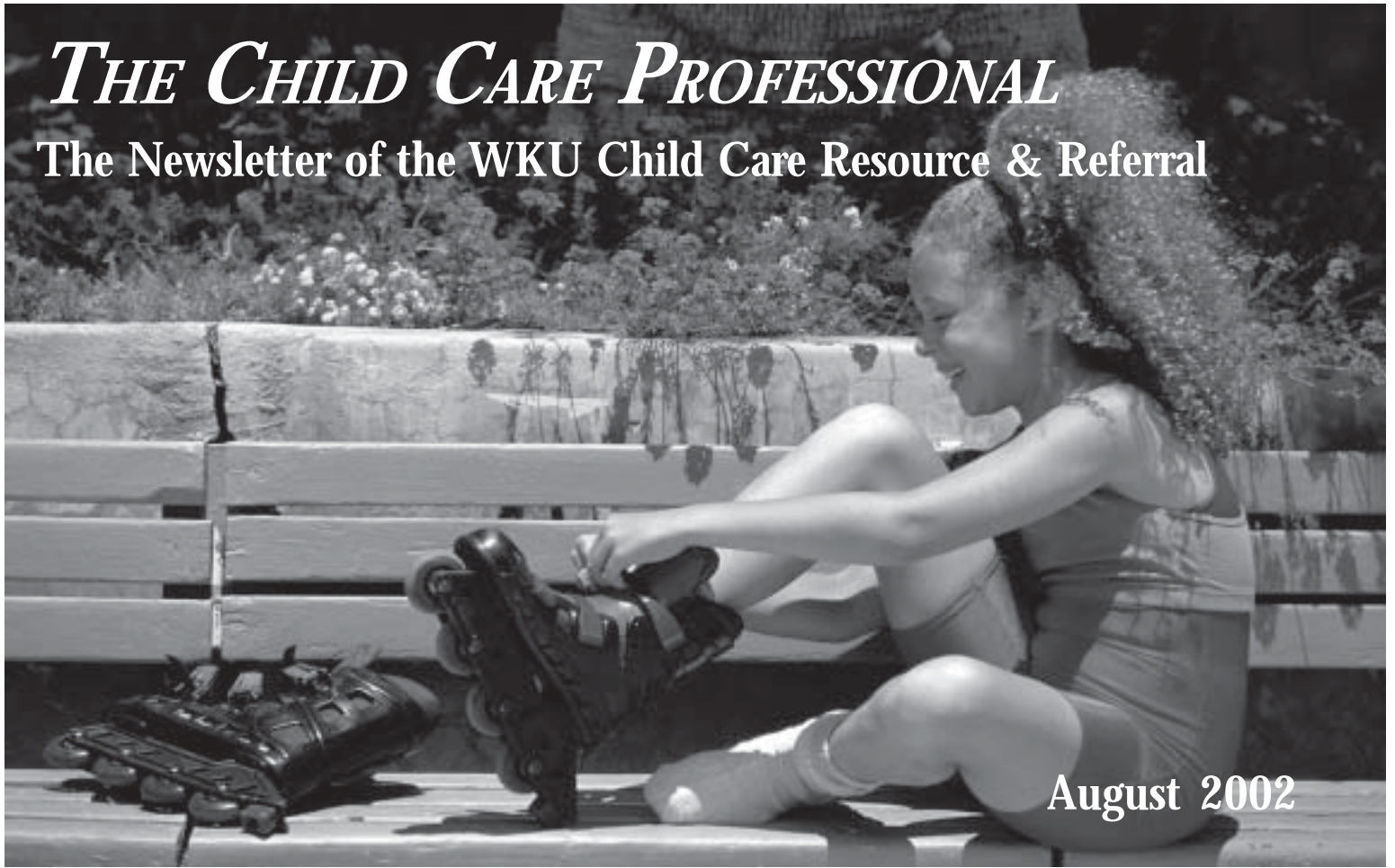


diversity, and their charming illustrations and photographed portraits make this a delightful book for both children and adults!

WKU Child Care Resource & Referral encourages you to copy and distribute this *Special Message for Parents* to all the families in your program or center.

# *THE CHILD CARE PROFESSIONAL*

The Newsletter of the WKU Child Care Resource & Referral



August 2002

Child Care Resource & Referral  
Western Kentucky University  
1 Big Red Way, 344 Tate C. Page Hall  
Bowling Green, KY 42101-3576