

THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU

Western Kentucky University 151 Jones-Jaggers Hall 1 Big Red Way Bowling Green, Kentucky 42101-3576

Do Infants & Toddlers Need to be Physically Active? YES!

Amy Hood, CCR&R Infant and Toddler Consultant

The first few months of a new year, many resolutions are made by adults to become more active and physically fit. When we make these resolutions does anyone think of our very young children? Over the past few years, the number of overweight children has increased dramatically throughout the nation. Young children are developing sedentary habits, which in turn may lead to the child being overweight.

Caregivers and teachers of young children should begin making some resolutions to help break this cycle! If we plan more physical activities for children - beginning with infants - we can help break the habits children are learning and keep them physically active and hopefully break the growing number of America's overweight children.

What does it mean when we say caregivers and teachers need to plan physical activities for infants and toddlers?

First, it means that we need to look at the environment and determine whether there are spaces indoors and outdoors that are uncluttered and allow infants and toddlers freedom to move about.

In the indoor space, children need uncluttered play areas which provide them opportunities to crawl, walk or toddle around. Equipment and materials also need to be provided which give children opportunities for gross motor activities. (Examples of physical activities are outlined later in this article.)

Outdoor activities need to be planned for young children daily, unless of course there is extreme weather. What does extreme weather mean? As defined by the Infant/Toddler Environment Rating Scale (ITERS), bad weather means extreme temperatures, rain, or ice. Listen to weather broadcasts to find out if there are warnings that children need to stay inside. Most occasions will allow children to go outside for some amount of time as

long as they are dressed appropriately. Licensing regulations also state that children must go outdoors daily!

The National Association for Sport and Physical Education (NASPE) has established guidelines regarding the amount and kinds of physical activity to which infants and toddlers should be exposed. For young infants, these guidelines include assessing the environment and making sure there are many opportunities for physical development. These

guidelines also state that infants should not be placed in settings that restrict their movement for long periods of time.

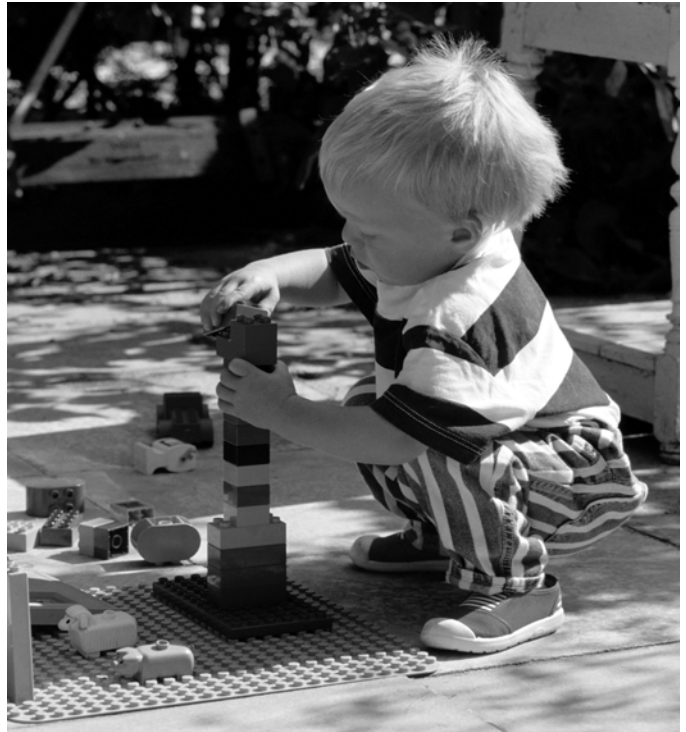
For toddlers, the guidelines found on the web site for the American Alliance for Health, Physical Education, Recreation and Dance (www.aahperd.org) state that toddlers should be exposed to planned physical activities for at least 30 minutes throughout the day. (This 30 minutes should be spread out through the day and not all at one time!)



What about materials and equipment? Materials and equipment for infants and toddlers should include opportunities for children to use their gross motor skills. Items that encourage this physical activity include small push-pull toys; gyms that allow infants to grasp or kick at items; riding toys without pedals; balls; bean bags; climbing equipment that is age appropriate; tumbling mats; and slides.

Items such as walkers, exer-saucers, swings and buggies do NOT encourage physical development and should be limited with young children. Often times walkers or walker-like materials are utilized because people think that these items will teach their child to walk at an early age. This is NOT the case. Research has shown that children who are put in walkers or walker-like equipment, do not walk earlier than other children and may, in fact, fall behind in developing walking skills. The research also indicates that children in walker-like equipment may also fall behind by 10% in all areas of development because the equipment restricts the ability to explore.

Many caregivers believe that by giving young children buggy rides outdoors that they are getting them out and providing physical development opportunities.



Daily outdoor activities should be planned for young children.

Once again, this is NOT the case! When infants are placed in the buggies, they become sedentary and no physical activity is encouraged. The buggy rides may give the caregivers exercise, but the activity does not encourage physical development with children. Non-mobile infants should be allowed to move as freely as they are able to; this may include tummy time on a mat or blanket - inside and outside! Young children who are able to crawl or walk can be given items they can play with to practice their physical skills, such as the push-pull toys, crawl through tunnels, slides, etc.

Suggested Physical Activities for Infants and Toddlers

These activities are suggested for children six to 12 months old to promote physical development and can be done inside or outside.

- Place objects such as rattles or large plastic rings in a child's hand to encourage the baby to actively move arms and legs.
- Gently bounce the baby on your knee in tempo with music.



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

Jill Norris, Early Childhood Health Coordinator

Taylor Tucker, Quality Coordinator

Amy Hood, Infant and Toddler Consultant

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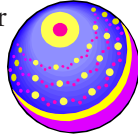
Phone us at (270) 745-2216 or (800) 621-5908

Fax us at (270) 745-7089

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Visit our website at www.ttas.org

- Place attractive toys near the baby but far enough away that the baby must reach for them; this encourages the baby to practice controlling their bodies.



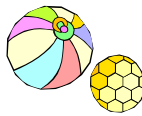
- Provide low sturdy platforms or steps to allow the baby to practice crawling upward.

Suggested activities for children 12 to 18 months old:

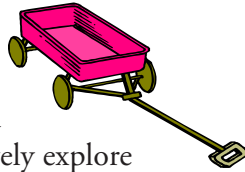
- Provide pull toys to encourage the child to pull up or walk.



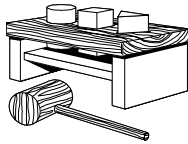
- Provide toys that can be thrown safely such as balls or beanbags to help the child develop the developmental patterns of throwing overhand.



- Provide opportunities indoors and outdoors to allow the child to carry objects from one place to another and actively explore the environment.



- Provide the baby with opportunities to pound or hammer wooden pegs into a workbench to develop those developmental skills.



Suggested activities for children 18 to 24 months old:

- Play games which encourage children to move in various directions and use different size steps, etc.



- Provide opportunities to kick at balls so they can learn to balance.



- Provide opportunities for the child to walk upstairs and practice these skills.

- Provide opportunities for toddlers to exercise, including twisting, nodding heads, and touching their toes.



- Provide opportunities for all children to listen to music and dance!



Resources

Responding to Infants: The Infant Activity Manual, by Inez D. Moyer, Curriculum Coordinator

Active Learning Series, by Thema Harms and Debbie Cryer

Caring For Your Baby and Young Child, Birth to Age 5, by the American Academy of Pediatrics

Winter Weather Advisory!

Whenever Child Care Resource & Referral training is scheduled and you are concerned about traveling due to snow, ice, or other inclement weather, please feel free to call the CCR&R office at 800-621-5908.



You will find a recorded message indicating whether training will be cancelled.

Environment Rating Scale: Interactions

Taylor Tucker, CCR&R Quality Coordinator

The fifth subscale in the Environment Rating Scale is **Interactions**. This subscale covers the interactions between staff and children as well as the interactions among the children themselves. Some people may think that they don't have control over how the children interact with each other, but in reality they do.

The materials and the way the classroom is set up will help children interact in a positive way. The way the caregiver reacts to the children will also effect the way the children interact with each other. Discipline is covered in this subscale, and supervision for preschool aged children is covered in this subscale. (Supervision for infants and toddlers is covered in *Program Structure*, the topic for next month's article.)

Peer Interactions or interactions among children is the first area to be covered in this subscale. For infants and toddlers, they are looking to see that children are allowed to move freely so natural grouping and interactions can occur much of the day. Non-mobile infants should be taken out of cribs, playpens, and swings for supervised playtime near others; peer interactions should be encouraged for preschool age children; and staff should model good social skills for all age groups.

For example, the staff should listen, empathize, and cooperate both with other staff and the children. To score an *excellent* in this area, caregivers must reinforce positive social interactions. Caregivers must also point out and talk



Children may move about freely.



Children may group and interact naturally.



Caregivers reenforce positive social interactions.



about instances of positive social interactions. For older children, the staff must provide some opportunities for children to work together to complete a task. For example, a group of children might work to cover a large mural paper with many drawings, or make soup with many ingredients, or cooperate to bring chairs to the table.

Caregiver-Child Interaction is the next area that is covered in this subscale. For younger children, caregivers should smile, talk, and show affection. For older children, the staff should show respect for children. For example, caregivers should listen attentively, make eye contact, and treat children fairly. For both age groups, the caregiver should show warmth in physical contact and should respond sympathetically when helping children who are hurt, upset, or angry.

To score an *excellent* in this area, staff must show that they enjoy being with the children. For younger children, each caregiver must be responsible for a small number of assigned children. The caregiver must vary the interactive style to meet the individual needs of each child. The caregiver must be sensitive about the children's feelings and reactions. For older children, the staff must encourage the development of mutual respect between children and adults. For example, the caregiver must wait until children finish asking questions before answering, and should politely encourage children to listen when adults speak.

Discipline is the next area covered in the subscale. Staff should never use physical punishment or severe methods of discipline. Enough control should be maintained to prevent children from hurting one another. The program should be set up to avoid conflict and promote age-appropriate interactions. For example, the classroom should have duplicate toys accessible. A child with a favorite toy should be given a protected place to play.

Staff should use non-punitive methods of discipline. For example, giving attention to children for positive behaviors, redirecting a child from unacceptable to acceptable activities, or removing a child from a negative activity. Expectations should be realistic and based on the age and ability of each child.

To score *excellent* in this area, staff must actively involve children in solving their conflicts and problems. Activities must be used to help children understand social skills. Simple rules are explained to children. Attention and reinforcement must frequently be given for good behavior.

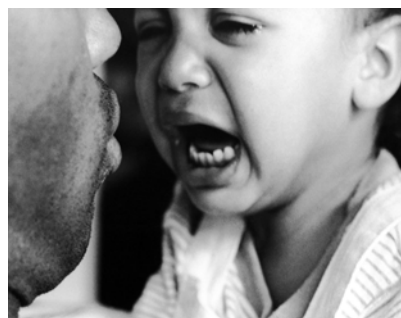
Supervision for preschool age children only is also covered in this subscale and is broken into two items. **General Supervision** of children, and **Supervision of Gross Motor Activities**. For general supervision, caregivers should carefully supervise all children, adjusting appropriately for different ages and abilities. For example, younger or more impulsive children must be supervised more closely. Staff should give children help and encouragement when needed. Caregivers should show awareness of



Staff must show they enjoy being with the children.



Staff must smile, talk, and show affection to children



Staff must respond sympathetically to children that are hurt, upset, or angry.

the whole group even when working with one child or a small group. To score an *excellent* rating in this area, staff must talk to children about ideas related to their play, asking questions and adding information to extend the children's thinking. There must be a balance maintained between the child's need to explore independently and staff input into learning.

For supervision of gross motor, staff must act to prevent dangerous situations before they occur. For example, broken toys or other dangerous items are removed prior to the children's use of the gross motor space, or rough play is stopped before children get hurt. Most staff-child interactions are pleasant and helpful and staff assist children in developing the skills needed to use equipment. For example, staff help children learn to pump on a swing.

To score *excellent* in this area, staff must talk with the children about ideas related to their play, and staff must help with resources to enhance play. For example, the caregiver can help set up obstacle course for tricycles. Staff must help children develop positive social interactions. For instance, the caregiver helps children take turns on popular equipment, or provides equipment that encourages cooperation such as a two-person rocking boat or walkie-talkie communication devices.

If you would like additional information on the Environment Rating Scales or would like to receive technical assistance on the Environment Rating Scales, please contact Taylor Tucker, Quality Coordinator at 800-621-5908 or e-mail her at taylor.tucker@wku.edu.

*The 2003 Mary E. Hensley Lecture Series and
Western Kentucky University Present*

Alvin Rosenfeld, M.D.

Presentation of “The Over-Scheduled Child”

www.hyperparenting.com



Dr. Rosenfeld and his family.

Psychiatrist and author of five books dealing with raising children including:
The Over-Scheduled Child and
Hyper-Parenting

As a generation, we try hard to be the best parents we possibly can. But our efforts often get lost in our over-scheduled life styles. Frantic lives interfere with family and diminish a child's ability to be creative, to balance personal stress and needs, and to learn to say no to impossible demands.

Many parents have difficulty in resisting piling on activities for their child fearing their children may not be able to hold their own in a world where you are measured by what you do rather than who you are. Dr. Rosenfeld has an alternative approach for raising children in a less stressful environment.

Dr. Rosenfeld's approach to freeing up family lifestyle has been featured on *The OPRAH SHOW*, Larry King Live, CBS Sunday Morning, Good Morning America, and recently on National Public Radio's *Real Audio* program. Dr. Rosenfeld sponsors a national initiative for a monthly family night www.familynightamonth.org. Rosenfeld is dedicated to children growing up in happy and less stressful homes.

Monday, March 3, 2003, at 7:00 PM (CST)

Van Meter Auditorium on the Campus of Western Kentucky University

This presentation is free, open to the public, and presented by the Mary E. Hensley Lecture Series.

Education News Parents Can Use

Join other parents and educators to watch "Title IX" on Tuesday, February 18, 2003 at 7:00 p.m. CST on the campus of Western Kentucky University.

This is a **free** program provided locally by the Child Care Resource & Referral at WKU. There is no registration fee but pre-registration is a **must** so the appropriate room size can be arranged.

To register, call the Child Care Resource & Referral at 745-2216 or 800-621-5908 for local meeting information. Please register by **Thursday, February 13, 2003**.

To view live or archived web casts of this program on the Internet visit <http://www.connectlive.com/events/ednews/>. Handouts and identified related web resources for the most recent show can be accessed at <http://www.ed.gov/offices/OIIA/television/>.

The U.S. Department of Education web page indicated that in some communities local cable channels are carrying the program. The program will be rebroadcast on the Discovery Networks' TLC (The Learning Channel), the Channel One Network, and some Public Broadcasting Service (PBS) stations.

Please copy and post this flyer in your place of employment or in your child care facility.

New Year's Resolution: Pursue Professional Development

Amy Anderson, CCR&R Professional Development Coordinator

Several changes have been taking place in the CCR&R office this winter. My name is now being affiliated with Professional Development activities including the Commonwealth Child Care Credential (CCCC) and the Child Development Associate (CDA) scholarships here at Western. With the departure of longtime friend and co-worker, Kim McIntyre, I have been familiarizing myself with the KIDS NOW scholarship program. I am finding there is quite a lot to learn!

With the beginning of 2003, many of us are focusing on our New Year's resolutions. Why not let one resolution be to expand our knowledge and skill base in the area of early childhood? There are several reasons to pursue professional development. Aside from the obvious benefits of being more employable and the potential of earning a higher salary, expanding your education and training has positive benefits for the children you serve. NAEYC mentions several such benefits on their website:

"Several decades of research clearly demonstrate that high-quality, developmentally appropriate early childhood programs produce short- and long-term positive effects on children's cognitive and social development. Specifically, children who experience high-quality, stable child care engage in more complex play, demonstrate more secure attachments to adults and other children, and score higher on measures of thinking ability and language development. High-quality childcare can predict academic success, adjustment to school, and reduced behavioral problems for children in first grade." (www.naeyc.org/childrens_champions/call-for-excellence.asp).

In addition to the exciting, new responsibilities with the KIDS NOW scholarship program, I am continuing to organize the CCR&R Resource Library. During my few months here, I have noticed

that only a small number of materials are being checked out of our library. I want to remind our readers of just a few of the useful materials we have available for loan.

We have an excellent videotape that provides an overview of the Child Development Associate entitled, CDA Scholarship Program: Steps to Your Future. This 15-minute video depicts interview with real people in child care settings who have successfully obtained their CDA. All of the requirements for, and steps to, achieving this credential are presented, along with contact information for the Council for Early Childhood Professional Recognition. The main messages of this educational videotape are: (1) that anyone with the desire and determination can obtain the CDA; and (2) There are scholarship funds to assist people pursuing this important credential.

Another resource for those working in the early childhood setting is *The Early Childhood Career Lattice: Perspectives on Professional Development*, by Johnson et al. This book, published by the National Association for the Education of Young Children (NAEYC), presents ideas for, and encouragement to pursue, professional development. Some key areas covered include:

- Options for the family child care provider;
- What every early childhood professional should know;
- Reasons why consistent licensure standards strengthen the field of early childhood care;
- Assessing experiential learning for college credit; and
- Obtaining funds to further your education goals.

If you have questions or need more on professional development or the CCR&R Library, please contact Amy Anderson at 270-745-2216 or 800-621-5908.

NAFCC Accreditation: What About You?

Elaine Piper, NAFCC Accreditation Project

“It made me realize that my career is a profession and I am a professional.” This quote from a family child care provider in Maine was taken from a letter of thanks sent to the National Association for Family Child Care (NAFCC) after she had completed her accreditation process. Many times after completing accreditation, providers are motivated to send comments such as these as they marvel that they have been able to complete a task that seemed so overwhelming at its onset. These providers are experiencing such feelings of success that they can only marvel that by taking it “one day at a time” they have been able to achieve national recognition.

Accreditation by NAFCC is now 15 years old. The original accreditation process operated from 1987-1998 and was replaced in 1999 by a system designed specifically and only for family child care providers. This process was developed through a consensus-building process that began in 1994. It was designed by combining the best thinking of family child care providers, technical support persons, licensing agencies, parents and nationally-known early childhood experts into a provider-friendly format for self-study, observation, and parent response. The resultant accreditation has been hailed as a benchmark of quality for family child care.

The questions that nearly always arise at this point are one of usefulness and practicality. “Why would I want to be accredited? My program stays filled, my parents are satisfied. What’s in it for me?” or “It’s so expensive! How can I justify the cost?” These are excellent questions!

Why Would I Want to Be Accredited?

To respond to the first question – if the issues of capacity and parental satisfaction are all that a provider is concerned with, then perhaps accreditation is not for that provider. But when providers are concerned with best practice and high quality care,

professional growth and recognition, and exceeding standards set by every state in the country, then accreditation is a means to achieve these objectives. Providers who have become accredited say that accreditation is an incredible learning experience that expands their personal awareness of their importance in the bigger field of early childhood education.

How Can I Justify the Cost?

As for justifying the cost, \$495 is admittedly a sometimes staggering amount of money for a family child care provider. In many states, funding is available for scholarships and resources through child care resource and referral agencies, associations, or private foundations. Also, a limited number of scholarships are available through NAFCC through the Virginia Benham Accreditation Scholarship fund. However, if a provider is not able to access funding through any of these arenas, the cost is put into perspective on the cost by the realization that if accreditation is good for three years, then the cost prorates to \$3.17 per week! This seems a very small price for the honor of a national recognition of high quality.



Currently there are eight accredited providers in Kentucky, and four of those have had their accreditation lapse in the past year. (Their names will be removed at the end of January 2003 unless they are in the process of re-accreditation.) It is time for high quality programs to step forward and set the pace for Kentucky Family Child Care providers by entering the accreditation process.

Are you a high quality, highly motivated family child care provider? Are you seeking to be counted among the best of the best – not only in your state, but in the country? Do you want only the best for the children that you serve? Applications for NAFCC Accreditation are available on the NAFCC website at www.nafcc.org or you may request an application by calling 1-800-359-

3817. If you have questions about this process, I would be happy to answer them for you. I can be reached by e-mail at lepiper@aol.com or 615-294-6671. Consider taking this step of professionalism today – the children of Kentucky deserve the best!

Elaine Piper, MA.Ed, has been involved with NAFCC Accreditation since 1989 when she was one of the first 100 accredited family child care providers in the U.S. She provided family child care for 25 years, during which time she went through the accreditation process three times. Elaine worked closely with NAFCC and the Family Child Care Project in the development of the current accreditation process, and now works as Editorial Consultant for NAFCC on a part time basis. Her full time employment is at Tennessee State University in Nashville. Born and raised in Louisville, Elaine's undergraduate degree is from Western Kentucky University – go Big Red!

Jill Norris, from the CCR&R at WKU, is available at no cost to visit family child care providers and support them in improving quality services. To set up a visit, contact Jill today by phone 800-621-5908 or 270-745-2216 or by e-mail at jill.norris@wku.edu.

The Seven Habits of Highly Effective Families

Stephen R. Covey, *New York Times* Bestselling Author, has identified seven principles that can be used to build the kind of strong, loving family that lasts for generations. In his book, *The Seven Habits of Highly Effective Families* (Franklin Covey Company, Golden Books Publishing Company, New York, 1997), Mr. Covey's lists the keys to family effectiveness - here in the briefest of definitions, of course - as:

1. **Be Proactive.** Being proactive is the ability to act based on principles and values rather than reacting based on emotion or circumstance. This ability comes from developing four unique human gifts: self-awareness, conscience, creative imagination, and independent will.
2. **Begin With The End in Mind.** Beginning with the end in mind is to create a clean, compelling vision of what you and your family are all about. Having a vision of your destination clearly in mind affects every decision you make along the way.
3. **Put First Things First.** If Habit 2 tells us what our "first things" are, then Habit 3 is the test of our discipline and commitment to the principles and vision we have defined for ourselves and our family.
4. **Think "Win - Win."** To think win-win means that you try to have the spirit of win-win in all family interactions. Being an effective family is not about win-lose competition among family members; it's about want what's best for everyone involved.
5. **Seek First to Understand, Then to Be Understood.** First, seek to understand the way a family member sees the world or an issue, then share the way you see the issue or the world, giving feedback, and speaking in the language they understand. When you understand someone, it is easier to share, to teach, and to confront with love.
6. **Synergize.** When you combine Habits 4 and 5, you create a synergy - a result, an end product - that is no longer "your way" or "my way." It's a better way, a higher way that values, even celebrates our differences.
7. **Sharpen the Saw.** Attend regularly and consistently to renewal in the four dimensions of life: physical, social-emotional, mental, and spiritual. If the "saw is sharpened" properly, consistently, and in a balanced way, it will cultivate all the other habits by making them part of the renewal process.

Finding CPR & First Aid Courses in Your Area

Jill Norris, CCR&R Early Childhood Health Coordinator

Here at the Child Care Resource and Referral we frequently receive telephone calls from individuals needing CPR and/or First Aid training. Unfortunately, we are not able to offer those trainings at this time and must refer individuals to other community agencies. In an effort to assist our staff and the child care community with these referrals, we have compiled the following list of agencies in the Barren River area that provide CPR and First Aid training. This may not be a complete list, but we hope it will provide everyone several options. If you have questions or know of additional resources, please feel free to contact me at 270-745-2216 or 1-800-621-5908.



ALLEN COUNTY:

Allen Co. Ambulance Service
100 Lex Carter Circle
Scottsville, KY
Phone: 270-237-4938
Contact: Ed Taylor
CPR only

BARREN COUNTY:

American Red Cross, Barren Co.
123 E. Washington St.
Glasgow, KY
Phone: 270-659-2050
CPR and First Aid

TJ Sampson Community Hospital
Resource Center
922 Happy Valley Road
Glasgow, KY
Phone: 270-651-4745
CPR and First Aid

BUTLER COUNTY:

Bulter Co. Ambulance Service
101 North Warren
Morgantown, KY
Phone: 270-526-5013
Contact: Terry Hunt
CPR and First Aid

EDMONSON COUNTY:

Brownsville Fire Department
1755 Highway 259 North
Phone: 270-597-2729
Contact: Patrick Prunty
CPR and First Aid

Twin Lakes Regional Medical Center
Staff Development Department
910 Wallace Avenue
Leitchfield, KY
Phone: 270-259-9400
Contact: Marla Cantway
CPR and First Aid

HART COUNTY:

Caverna Memorial Hospital
1501 South Dixie Street
Horse Cave, KY
Phone: 270-786-2191
Contact: Kathy Slinker
CPR only

LOGAN COUNTY:

American Red Cross, Logan Co.
804 Hicks Street
Russellville, KY
Phone: 270-726-6038
CPR and First Aid

METCALFE COUNTY:

TJ Sampson Community Hospital
Resource Center
922 Happy Valley Road
Glasgow, KY
Phone: 270-651-4745
CPR and First Aid

MONROE COUNTY:

Monroe Co. Ambulance Service
529 Cap Harlan Road
Tompkinsville, KY
Phone: 270-487-8083
Contacts: Ricky Richards or Phyllis Reagan
CPR and First Aid

SIMPSON COUNTY:

Simpson Co. Ambulance Service
Brookhaven Road
Franklin, KY
Phone: 270-586-9234
Contact: Wanda Barret
CPR and First Aid

WARREN COUNTY:

American Red Cross, Warren Co.
430 Center Street
Bowling Green, KY
Phone: 270-781-7377
CPR and First Aid

Bowling Green Fire Department
701 East 7th Avenue
Bowling Green, KY 42101
Phone: 270-393-3088
Contact: Jerry Oliver
CPR and First Aid

Greenview Regional Hospital
Education Department
1801 Ashley Circle
Bowling Green, KY
Contact: Carletta Priddy or Pam Smith
Phone: 270-793-5179 or 793-5160
CPR (renewal only) and First Aid

The Medical Center
Community Wellness
250 Park Street
Bowling Green, KY
Phone: 270-745-1503
1-800-624-2318
Contact: Tammy Adams
CPR only

WKU Nursing Department
1 Big Red Way, AC 119
Bowling Green, KY
Phone: 270-745-3762
Contact: Angie Drexler
CPR and First Aid



JUST FOR PARENTS

Using Our Time Constructively

Sherri Meyer, CCR&R Coordinator

A Special Message for Parents from the Child Care Resource & Referral at WKU



As adults, it is sometimes very difficult to use our time wisely. For some of us, it takes longer to learn to use time constructively than for others. Because time seems so short these days with the hectic schedules that we keep, it is very important to teach our youth how to use their time constructively both at home and at school. Time is very precious these days with the hectic lives and schedules that we all keep. Even though times are busy, we have to remember that our children, no matter how old, deserve our time. Providing time that is of quality to all youth will help in building the 40 developmental assets that lead our children to productive lives in the future.



While teaching youth to be constructive with their use of time, we also need to remember to practice what we preach. As adults, if we use our time constructively, we set a valuable example for our children. It is so important for children to be able to spend quality time at home with their parents - reading stories, talking about their day, sharing routines and mealtimes, doing homework together, or just having a family night of playing games and eating snacks.



In the home home, child care, or school, involve your children in activities that promote music, drama, or other arts, as well as in sports and hobbies that are of interest to them and to you. Involve yourself in their activities by coaching or assisting the coach in sports, or by offering to be the parent who transports children to practice or games. Learn more about the hobby that is of interest to your child so that you can be involved in or support the activity.



Being involved with our youth both as parents and as community role models offers our children unique opportunities to learn from us. If we provide the positive role model that children need in their lives, we can have the kind of positive impact that will help them as they develop into young adults in the future.



For more information on the 40 developmental assets and to learn about additional ways to support our youth visit the “Kentucky Child Now” web site at www.kychildnow.org.

*The Child Care Resource & Referral asks that you copy and distribute this special message **JUST FOR PARENTS** to all the families in your organization, program, or center.*