



THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU

Volume X, Number 9

September 2003

THE CHILD CARE PROFESSIONAL

*The Newsletter of the Child Care Resource & Referral at WKU
Western Kentucky University, 1 Big Red Way, 151 Jones-Jaggers Hall
Bowling Green, Kentucky 42101-3576*

THE CHILD CARE PROFESSIONAL is published monthly by the Child Care Resource & Referral (CCR&R) at WKU and distributed at no cost to child care centers and family day care homes. The CCR&R at WKU serves the Barren River Area Development District of Kentucky which includes Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalf, Monroe, Simpson, and Warren Counties. Primary services offered by the CCR&R include:

- Distributing consumer education materials to families seeking child care;
- Providing child care referrals to parents;
- Offering training to early childhood providers and parents;
- Helping potential child care providers establish programs;
- Supporting facilities working toward STARS;
- Assisting providers in obtaining scholarships for the Commonwealth Child Care Credential, Child Development Associate, or college classes; and
- Advocating for affordable, accessible, high quality services for children and families.

The professionals and staff of the Child Care Resource & Referral at WKU are ready to provide assistance in a number of areas. Our staff includes:

Connie Jo Smith, CCR&R Specialist
Sherri Meyer, CCR&R Coordinator
Jill Norris, Early Childhood Health Coordinator
Taylor Tucker, Quality Coordinator
Amy Hood, Professional Development & Special Projects Coordinator
Heather Alms, CCR&R Office Coordinator
Terri Mills, Office Assistant

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KEEP IN TOUCH. If you are not currently receiving the newsletter at your own center or agency, please contact our office by mail, phone or e-mail and we will add your name to our mailing list. If you, your agency or center are moving, please let us know your new address; we'll update our mailing list, and you won't miss an issue of THE CHILD CARE PROFESSIONAL. (If you no longer wish to receive this newsletter, please contact our office by phone or e-mail and we will remove you from our mailing list.)

TO CONTACT THE CCR&R AT WKU FOR MORE INFORMATION:
Phone Us at (270) 745-2216 or (800) 621-5908
Fax Us at (270) 745-7089, E-Mail Us at ccr.expert@wku.edu,
Or Visit Our Website at www.ttas.org

Editing & Newsletter Design by Dennis Angle



If you are an administrator, coordinator, teacher, or caregiver, we encourage you to articles to be considered for publication in **THE CHILD CARE PROFESSIONAL**. You can share your experiences in early care and education, tell us about activities that work well with children, share ways you communicate and involve families, or discuss ideas for working with colleagues or community partners. Do you have a scholar story to tell about going back to school? Have a story about working on STARS for your facility? Want to tell us about your experiences starting your child care program? We welcome your submissions.

All non-profit agencies are also welcome to submit announcements for consideration of publication in the CCR&R newsletter. Describe your services, let us know about an upcoming event, or describe a specialized service your agency provides.

We do not guarantee acceptance or the exact date of publication, but we want you - as our partners in early childhood - to freely contribute to YOUR newsletter. We will make every effort to include your articles and announcements in **THE CHILD CARE PROFESSIONAL** on a timely basis. *All articles, submissions, and announcements should be limited to 400 words or less, and must be typed and sent electronically. (Sorry, submissions cannot be returned.)* You may e-mail submissions or mail them on disk to:

E-Mail: connie.smith@wku.edu
Child Care Resource & Referral at WKU
1 Big Red Way, 151 Jones-Jaggers Hall
Bowling Green, Kentucky 42101

Literacy! Literacy! Literacy!

Connie Jo Smith, CCR&R Specialist

Everywhere we look, we read about literacy. Everywhere we listen, we hear about literacy. No doubt, literacy is important for success in this world. But I bet you are already doing a lot of really great things to help preschool children develop literacy skills. Reading to children is one of the most important activities to help them become readers once they are ready.

Literacy activities do not have to involve making a group of children sit quietly and practice skills. Literacy can and **should** be fun for children. It is important that literacy activities not turn children off from reading. Here are some ideas for you to consider adding to your literacy program for preschoolers. Go ahead - give them a try!

- To increase listening skills, read a book to children that has the same word in it over and over and ask children to clap (stand, sit, turn around, wiggle their fingers or whatever) every time they hear that word.
- Go for a walk and look for signs to read to the children- stop, caution, yield, bus stop, one way, exit, warning, rules, menus at restaurants.
- Really, really, really listen to children as they tell stories.
- When children draw or paint a picture, offer to label it for them. See if they want to name the picture something (Rain Storm, Billy's Favorite Color, Outside Play, My Family, etc.)
- Go to the library with children and check out books for the classroom.
- Ask open- ended questions that have no one right answer to encourage children to talk and express themselves about issues other than behavior: How do you feel about that? What do you think happened? How could we do that? What ideas do you have about this? What would you like to do next?
- Help children write their names using their fingers in the sand.
- Sing songs, read poems, and chant nursery rhymes that have rhyming words.
- Tell stories using a puppet or doll.
- Use different words to help children build their vocabulary. Instead of big, try one or more of these: huge, large, great, immense, colossal, enormous, gigantic, vast, mammoth, brawny, gargantuan.
- Add print to the play areas (learning centers): phone books by the play phone; recipes, cookbooks, and menus in the housekeeping area; simple directions (can even be pictures) by any equipment children may use, like tape players; labels for toys and supplies (scissors, glue, stapler, etc.); empty food containers in housekeeping; miniature street signs in the block area; food coupons in the housekeeping area; stationary and envelopes in the art or writing area; luggage tags on play suitcases and brief cases; maps of cities, states, and the world.
- Use finger paint to write letters of the alphabet.
- Change the children's books in the classroom- put away those that have been there and add some new or different ones for them to see.
- Provide supplies and encourage children to make books.
- Encourage children to make up silly words.
- Tell stories using a flannel board and cut out character and props from the story.
- Help children write their names using play dough.
- Tell stories children can participate in by chanting reoccurring lines.

Now, you think of some and share with others. Go on, you can do it!

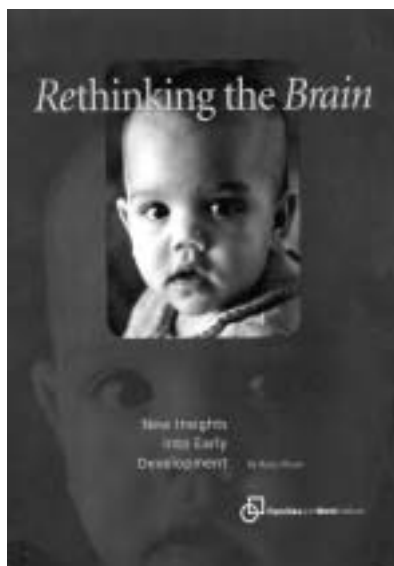


Introducing The Book Of The Month: Rethinking the Brain: New Insights into Early Development

Heather Alms, CCR&R Office Coordinator

May we have a drumroll, please! The Child Care Resource and Referral's book club has begun! Each month we will focus on one book from our lending library that we believe empowers administrators and educators to enhance the quality of care for the children they serve.

September's book is ***Rethinking the Brain: New Insights into Early Development*** by Rima Shore. It is a Families and Work Institute publication that presents research on Neuroscience and brain development.



to the health and well-being of children. Particularly of interest is the chapter on "Where Do We Go From Here" that focuses on the importance of quality care and training in effective care-giving environments.

Shore states "Risk is not a destiny." Educate yourselves on the latest brain research. ***Rethinking the Brain: New insights into Early Development*** by Rima Shore will be on display at September 20th's Professional Development Training. Contact our office to check out a copy this book.

Rima Shore writes, "(scientists) ... are showing how nature and nurture interact on a continuous basis as children grow and mature. And in the process, they are sending a wake-up call to parents, teachers, health professionals, and policy makers in many fields, cautioning that we ignore the opportunities and risks of the first years of life at our own peril-and at the peril of future generations."

Featuring scientific information written in every day, easy to follow language, *Rethinking the Brain* offers a smorgasbord of scientific information that is vital

The Child Care Resource and Referral Lending Library is open Monday-Friday 8:00a.m.-4:30 p.m. Please contact us at 270-745-2216 or 800-621-5908 to schedule a time to visit. We are located on the WKU campus, in Room 151 of Jones Jagers Hall. Call us if you need directions!

If you cannot schedule a visit to the library, materials may also be checked out by telephone. We will be happy to ship materials to your home or center. To learn more about the library's services, contact Heather Alms, Office Coordinator for further information.

Trainer's Credential

Beginning January 1, 2004, all trainers in the state will be required to hold a Kentucky Trainer's Credential to offer child care provider training that counts toward the annual clock hour requirement. This is a result of new procedures put in place to enhance the training offered throughout the state.

Child care providers who attend training need to ensure that the trainer offering training has received the Trainer's Credential. Certificates will reflect the trainer's name, their certificate number, and the level of trainer that the person has achieved. The training offered by the Child Care Resource & Referral will feature trainers who have obtained the credential. For more information on the new Kentucky Trainer's Credential, feel free to contact the Child Care Resource & Referral.



***CCR&R PROFESSIONAL
DEVELOPMENT
TRAINING***

***OCTOBER 2003
REGISTRATION PORTFOLIO***

CCR&R PROFESSIONAL DEVELOPMENT TRAINING OCTOBER 2003 REGISTRATION PORTFOLIO

The Child Care Resource & Referral at WKU is the leading provider of quality, affordable training in the 10 counties of the Barren River Area Development District. The professional staff and consultants of the CCR&R provide Professional Development Training each month on a variety of topics, suitable for both new and veteran child care and family child care staff and administrators. Events are conveniently scheduled in the evening or on Saturdays and participants qualify for Child Care Training Credits.

This special removable section of **THE CCR&R PROFESSIONAL** contains registration forms for upcoming training events for the month of October, 2003. Simply detach the portfolio pages from the rest of the newsletter and copy the registration form or forms you need. Then pass the **REGISTRATION PORTFOLIO** on to your co-workers or colleagues so that they may copy the forms to register for the training in which they are interested.

Please complete and return you registration form(s) with payment by the date specified on each form.

For additional details on scheduled events, please contact the CCR&R at (270) 745-2216 or (800) 621-5908.

Registration Form
Child Care Resource & Referral Professional Development Training

STARS FOR KIDS NOW OVERVIEW

9:00 A.M. - NOON, FRIDAY, OCTOBER 3, 2003

JONES-JAGGERS HALL, WESTERN KENTUCKY UNIVERSITY, BOWLING GREEN, KENTUCKY

This session will provide an overview of how being a part of the STARS for KIDS NOW program can benefit your program and the children in your care. This session is required for STARS participation. **Presenter:** Taylor Tucker, CCR&R at WKU. **Target Audience:** Those interested in STARS.

Doors will open and participant check-in will begin at 8:30 a.m.

You may copy and share this form as necessary. Please print clearly and submit one form per person. ***There will be no on-site registrations!***

There is **no registration fee** for this event, but please return your registration form **no later than September 19, 2003.**

Name: _____ Position: _____
Age Group(s) Served: _____ Program Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
County: _____ Phone Number: _____
E-Mail Address for Confirmation (if available): _____ Your Primary Language: _____

Please return completed registration form with payment NO LATER than September 19, 2003 to:

Child Care Resource & Referral
151 Jones Jagers Hall, WKU
1 Big Red Way
Bowling Green, KY 42101

ACCESSIBILITY NEEDS: Do you have a disability that requires special materials or services? Please explain: _____
CANCELLATIONS: To avoid obligation for payment of fees or to obtain a refund, all cancellations must be received *in writing five working days prior to the event.*

CCR&R PROFESSIONAL DEVELOPMENT TRAINING

SATURDAY, OCTOBER 18, 2003

WKU GLASGOW CAMPUS, 600 HILLTOPPER WAY, GLASGOW, KENTUCKY

Doors open and participant check-in begins at 8:30 a.m. You may copy and share this form as necessary.

Please print clearly and submit one form per person. ***There will be no on-site registrations!***

To receive the EARLY BIRD REGISTRATION FEE of \$10 per each Half-Day Session or \$20 for the Full-Day Session, return no later than September 19, 2003. After September 19, 2003 registration is \$15 per half-day session and \$30 for the Full-Day Session.

To receive **CEU Credits**, please check here ___ and include an additional \$10 fee.

MORNING SESSION: 9:00 A.M.-NOON

- DEVELOPMENTAL MILESTONES: WHAT ARE THEY?** This session will look at children's development from birth to three years. We will explore the use of developmental charts to track children's development and discuss when to refer a child for further assessment. **Presenter:** Taylor Tucker, Quality Coordinator. **Target Audience:** Infant/Toddler Teachers **CDA Functional Area:** 4. **Core Content:** 5.
- PLANNING A CHILD CARE CLASSROOM: WHAT SHOULD IT LOOK LIKE? WHAT WILL IT COST?** Participants will have the opportunity to explore developmentally appropriate learning environments. **Presenter:** Janet Buckley, Training & Technical Assistance Services. **Target Audience:** General. **CDA Functional Area:** 3. **Core Content:** 4.

AFTERNOON SESSION: 1:30-4:30 P.M.

- HOW TO USE DEVELOPMENTAL MILESTONES TO HELP THE CHILDREN YOU WORK WITH.** Now that you know what children are supposed to be doing, we will discuss activities that will help children reach those important milestones. How to use this information to plan your program will also be discussed. **Presenter:** Taylor Tucker, Quality Coordinator. **Target Audience:** Home Care Providers. **CDA Functional Area:** 12. **Core Content:** 5.
- LET'S GET PHYSICAL!** Joins us for an exciting time in learning about physical development of young children and activities to promote physical development **Presenter:** Sherri Meyer, CCR&R Coordinator. **Target Audience:** General. **CDA Functional Area:** 4. **Core Content:** 1.

FULL-DAY SESSION: 9:00-4:30 P.M.

- NEW EMPLOYEE ORIENTATION.** The New Employee Orientation is a mandatory six-hour training that all child care employees must attend during the first 90 days of employment. The orientation includes information on Health, Safety, and Sanitation; Recognizing and Reporting Child Abuse, and Developmentally Appropriate Child Care Practices. **Presenter:** Pat McCann, CCR&R Consultant, and Sherri Meyer, CCR&R Coordinator. **Target Audience:** New Employees. **CDA Functional Area:** 2,3. **Core Content:** 1,2.

Name: _____ Position: _____
Age Group(s) Served: _____ Program Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____ County: _____
Phone Number: _____ E-Mail Address for Confirmation (if available): _____

Please return completed registration form with payment NO LATER than September 19, 2003 to:

Child Care Resource & Referral
WKU, 151 Jones Jagers Hall, 1 Big Red Way
Bowling Green, KY 42101

ACCESSIBILITY NEEDS: Do you have a disability that requires special materials or services? Please explain: _____

CANCELLATIONS: To avoid obligation for payment of fees or to obtain a refund, all cancellations must be received **in writing five working days prior** to the event.

Registration Form
Child Care Resource & Referral Professional Development Training

**STARS FOR KIDS NOW:
FAMILY CHILD CARE HOMES OVERVIEW**

6:00-9:00 P.M., TUESDAY, OCTOBER 21, 2003

JONES-JAGGERS HALL, WESTERN KENTUCKY UNIVERSITY, BOWLING GREEN, KENTUCKY

This session will provide an overview of how being a part of the STARS for KIDS NOW program can benefit your Family Child Care Home and the children in your care. This session is required for STARS participation. **Presenter:** Jill Norris, Early Childhood Health Coordinator. **Target Audience:** Those Family Child Care Homes interested in STARS.

Doors will open and participant check-in will begin at 5:30 p.m.

You may copy and share this form as necessary. Please print clearly and submit one form per person. ***There will be no on-site registrations!***

There is **no registration fee** for this event, but please return your registration form **no later than September 19, 2003.**

Name: _____ Position: _____
Age Group(s) Served: _____ Program Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
County: _____ Phone Number: _____
E-Mail Address for Confirmation (if available): _____ Your Primary Language: _____

Please return completed registration form with payment **NO LATER** than September 19, 2003 to:

Child Care Resource & Referral
151 Jones Jagers Hall, WKU
1 Big Red Way
Bowling Green, KY 42101

ACCESSIBILITY NEEDS: Do you have a disability that requires special materials or services? Please explain: _____

CANCELLATIONS: To avoid obligation for payment of fees or to obtain a refund, all cancellations must be received *in writing five working days prior to the event.*

Registration Form
Child Care Resource & Referral Professional Development Training

GUIDANCE

6:00 - 9:00 P.M., THURSDAY, OCTOBER 23, 2003
EDMONSON COUNTY LEARNING CENTER, ROOM 118
210 SOUTH MAIN STREET, BROWNSVILLE, KENTUCKY

This session will explore developmentally appropriate ways of providing positive guidance and classroom management. **Presenter:** Taylor Tucker, Quality Coordinator. **Target Audience:** General. **CDA Functional Areas:** 10. **Core Content:** 1.

Doors will open and participant check-in will begin at 5:30 p.m. on the night of the training.

You may copy and share this form as necessary. Please print clearly and submit one form per person. **There will be no on-site registrations!**

To receive the **EARLY BIRD REGISTRATION FEE** of \$10, please return no later than September 19, 2003. **Any registration received after September 19 will be charged \$15.**

Name: _____ Position: _____
Age Group(s) Served: _____ Program Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
County: _____ Phone Number: _____
E-Mail Address for Confirmation (if available): _____ Your Primary Language: _____

Please return completed registration form with payment **NO LATER** than September 19, 2003 to:

Child Care Resource & Referral
151 Jones Jagers Hall, WKU
1 Big Red Way
Bowling Green, KY 42101

ACCESSIBILITY NEEDS: Do you have a disability that requires special materials or services? Please explain: _____
CANCELLATIONS: To avoid obligation for payment of fees or to obtain a refund, all cancellations must be received *in writing five working days prior to the event.*

PROFESSIONAL DEVELOPMENT BY TARGET AUDIENCE

Looking for training specific to a particular target audience or service model? Here's a ready reference of the year's upcoming training dates broken down by audience to help you plan your training for the year.

COMMONWEALTH CHILD CARE CREDENTIAL:

Jan. 17, 2004 CCCC Classes Begin
Jun. 19, 2004 CCCC Classes End

DIRECTORS, MANAGERS & OWNERS:

Sept. 20, 2003 Management Issues
Dec. 13, 2003 Management Issues
Feb. 21, 2004 Management Issues
Mar. 20, 2004 Management Issues

GENERAL AUDIENCE:

Sept. 16, 2003 Creative Art Experiences
Sept 20, 2003 General Child Care Issues
Sept. 23, 2003 Health and Safety
Oct. 18, 2003 General Child Care Issues
Oct. 23, 2003 Guidance
Nov. 6, 2003 Working with Families
Nov. 15, 2003 General Child Care Issues
Nov. 18, 2003 Math Activities
Dec. 13, 2003 General Child Care Issues
Jan. 17, 2004 General Child Care Issues
Feb. 21, 2004 General Child Care Issues
Feb. 24, 2004 Playground Safety
Mar. 4, 2004 Setting Up Your Environment
Mar. 11, 2004 Health and Safety
Mar. 20, 2004 General Child Care Issues
Apr. 17, 2004 General Child Care Issues
Apr. 27, 2004 Creating A Safe Environment
May 11, 2004 Appropriate Nutrition
May 15, 2004 General Child Care Issues
Jun. 1, 2004 Impact of Early Relationships
and Experiences
Jun. 15, 2004 Playground Safety
Jun. 19, 2004 General Child Care Issues

HOME CARE PROVIDERS:

Sept. 20, 2003 Home Provider Issues
Jan. 17, 2004 Home Provider Issues
May 15, 2004 Home Provider Issues

INFANT/TODDLER:

Oct. 18, 2003 Infant/Toddler Issues
Feb. 21, 2004 Infant/Toddler Issues
Jun. 19, 2004 Infant/Toddler Issues

NEW EMPLOYEES ORIENTATION:

Oct. 18, 2003 New Employee Orientation

NEW EMPLOYEES ORIENTATION (CONT'D):

Dec. 13, 2003 New Employee Orientation
Jan. 17, 2004 New Employee Orientation
Mar. 20, 2004 New Employee Orientation
May 15, 2004 New Employee Orientation

POTENTIAL/NEW PROVIDERS:

Sept. 11, 2003 Start Up Training
Nov. 20, 2003 Start Up Training
Feb. 12, 2004 Start Up Training
May 20, 2004 Start Up Training

PRESCHOOL AUDIENCE:

Dec. 13, 2003 Preschool Issues
Mar. 20, 2004 Preschool Issues

REGISTERED PROVIDERS ORIENTATION:

Sept. 20, 2003 Required Provider Orientation
Nov. 15, 2003 Required Provider Orientation
Jan. 17, 2004 Required Provider Orientation
Feb. 21, 2004 Required Provider Orientation
Apr. 17, 2004 Required Provider Orientation
Jun. 19, 2004 Required Provider Orientation

SCHOOL AGE:

Nov. 15, 2003 School Age Issues
Apr. 17, 2004 School Age Issues

STARS FOR KIDS NOW:

Sept. 16, 2003 STARS Overview
Oct. 3, 2003 STARS Overview
Oct. 21, 2003 STARS for Family Child Care
Homes Overview
Nov. 15, 2003 STARS Overview
Dec. 5, 2003 STARS Overview
Jan. 17, 2004 STARS Overview
Jan. 29, 2004 STARS for Family Child Care
Homes Overview
Feb. 12, 2004 STARS Overview
Mar. 4, 2004 STARS for Family Child Care
Homes Overview
Mar. 9, 2004 STARS Overview
Apr. 6, 2004 STARS Overview
May 4, 2004 STARS for Family Child Care
Homes Overview
May 15, 2004 STARS Overview
Jun. 11, 2004 STARS Overview

RECIPE FOR ST★RS

INGREDIENTS:

- | | |
|---------------------------------------|----------------------------------|
| 1 Willing Child Care Program | 1 ST★RS Overview |
| 4 Large Heaps of Technical Assistance | 2 Brimming Cupfuls of Creativity |
| All Interested Staff | Several Enthusiastic Families |
| 1 or More Environment Rating Scales | 1 Rating Visit |

YIELD: One Quality Program That Serves Many Healthy and Happy Children and Families.

DIRECTIONS:

TAKE one willing child care program, either center-based or family child care, and learn about how ST★RS for KIDS NOW can benefit your programs and the children in your care.

ATTEND a ST★RS overview session sponsored by your area Child Care Resource & Referral (CCR&R) agency.

ADD free technical assistance on-site and over the phone, provided by a Child Care Quality Coordinator or an Infant/Toddler Specialist located at your region CCR&R.

STIR in all available staff along with the brimming cupfuls of creativity.

MIX in several enthusiastic families.

WORK toward the program standards described in the Environment Rating Scales.

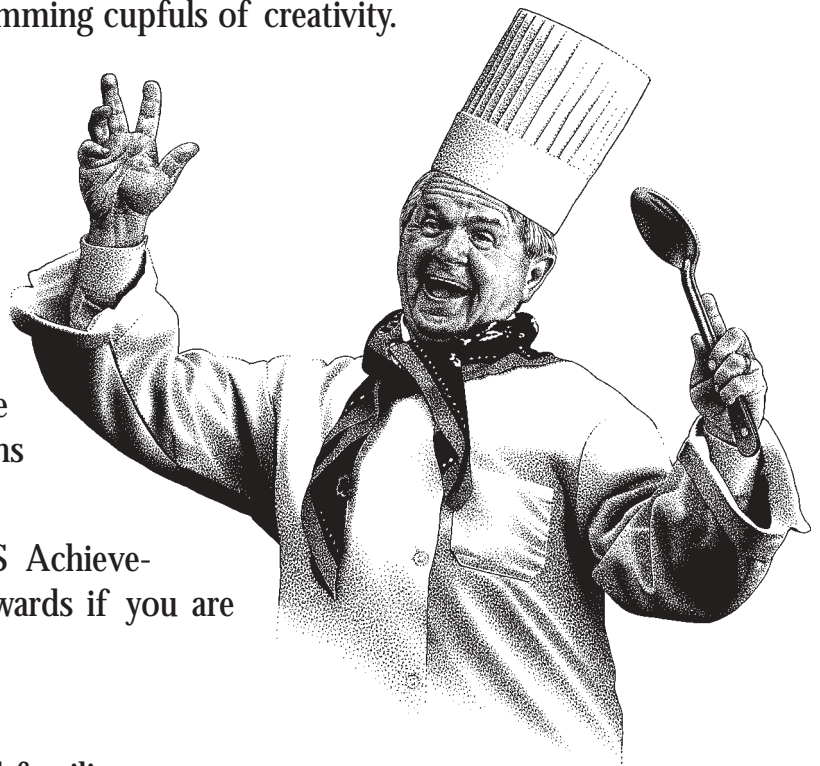
BLEND and work into a smooth batch of quality that will be there day after day.

APPLY for a Level 1 Certificate and for a **rating visit** after you feel that you have achieved consistent quality. (The applications may be obtained from your CCR&R.)

RECEIVE your ST★RS rating, your ST★RS Achievement Award, and your Quality Incentive Awards if you are eligible.

RE-APPLY for your rating annually.

ENJOY a job well done for the children and families you serve.



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Partnership for Reading

The Partnership for Reading web page has many literacy resources that are free for download. To see these resources, all you have to do is to log onto the Internet and go to the following web page address: <http://www.nifl.gov/partnershipforreading/publications/k-3.html>

Here is just an overview of what you will find.

Using Research and Reason in Education, by Paula J. Stanovich and Keith E. Stanovich

Teachers believe in the power of information, but the rush of school life makes it difficult to stay current with the research on effective instruction. This brief paper will help teachers become discerning consumers of educational programs and materials. It provides guidance on how to recognize scientifically based instructional strategies, and how to use the concepts of research in the classroom.

A Child Becomes a Reader: Proven Ideas for Parents from Research - Kindergarten through Grade Three

The road to becoming a reader begins the day a child is born and continues through the end of third grade. At that point, a child must read with ease and understanding to take advantage of the learning opportunities in fourth grade and beyond. This booklet offers advice for parents of children from grades K-3 on how to support reading development at home, and how to recognize effective instruction in their children's classrooms.

Put Reading First: The Research Building Blocks for Teaching Children to Read

This 64-page booklet provides teachers with a summary of the findings of the National Reading Panel from its review of reading research. Organized by major reading topic for kindergarten through grade 3 (phonemic awareness instruction, phonics instruction, vocabulary instruction, fluency instruction, and text comprehension instruction), the booklet lists the main findings from the research, suggests how the findings can be translated to practice, and answers some frequently asked questions about each topic.

Put Reading First: Helping Your Child Learn to Read - A Parent Guide

This brochure, designed for parents, provides a quick overview of the findings of the National Reading Panel and gives ideas for what to expect from a school's reading program based on evidence from the research (preschool through grade 3). The brochure also suggests ways parents can reinforce reading instruction at home with everyday activities and interactions.

Report of the National Reading Panel: Teaching Children to Read - An Evidence-Based Assessment of the Scientific Research Literature on Reading And Its Implications for Reading Instruction-Reports of the Subgroups

This document contains the full report of the National Reading Panel, which was created by Congress in 1997 to review the research on reading instruction and identify those practices proven effective through quality research. The report contains sections on seven major topics in reading instruction for kindergarten through grade 3: phonemic awareness, phonics, fluency, vocabulary, text comprehension, computer technology, and teacher education. This highly-detailed report is designed for educators, teachers, and policy-makers interested in a thorough grounding in evidence-based reading research. The NRP offers a summary of this report and a video.

Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do

This report from the American Federation of Teachers discusses the current state of teacher preparation in reading. It reviews the reading research and describes the knowledge base that is essential for teacher candidates and practicing teachers to master if they are to be successful in teaching all children to read well. Finally, this report makes recommendations for improving the system of teacher education and professional development.

When Stars Read

This video, produced by the National Institute of Child Health and Human Development (NICHD), addressed reading success and the consequences of

reading failure: “the psychological, social, and economic consequences of reading failure are legion. If you do not learn to read and you live in America, you do not make it in life.” Produced in 1999; 13 minutes.

Every Child Reading: A Professional Development Guide Executive Summary

A companion to Every Child Reading: An Action Plan, this publication by the Learning First Alliance

provides a blueprint for professional development that is responsive to the need to base reading instruction on evidence-based research. Published November 2000.

If you would like to come to the CCR&R office to look up this or any other web site, just call Heather to make an appointment. She will be glad to assist you with your Internet search. Minimal charges will be assessed for printing documents, but looking is free.

Health and Fitness: Turning “I” into “Us”

Sherri Meyer, CCR&R Coordinator

These days obesity is not an adult issue. We often think that being physically fit and healthy is only for adults but it is fast becoming an issue for young children as well. More and more young children in our society today are overweight. According to the American Academy of Child and Adolescent Psychiatry, obesity has been identified in between 16 and 33 percent of children and adolescents. In order for adults and children to be healthy and fit, we need to rethink our definition of exercise and eating.

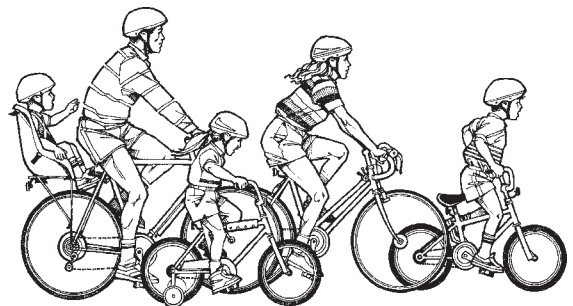
Obesity can be caused by many things which may include poor nutrition habits; not exercising; stressful life events such as divorce, deaths, abuse; low self-esteem; and genetics. Some children, and adults as well, just do not move around throughout the day. Because our society has become very sedentary, we have to strive to be more active. Child care facilities and schools need to allow for ample time for playing outdoors and exercising. American Academy of Pediatrics suggests setting a limit to the amount of time spent watching television and movies. This time spent sitting still also relates to time spent working/playing on the computer and time spent playing with hand-held computer games.

Too often, we exercise in isolation of others. Turn the activity, or lack of, from one that is done alone (“I”) into a family activity (“we”). Take a walk through the neighborhood together. Point out the rabbits, the squirrels, or flowers. Ride bikes together, play ball together, or play at the park together. All of these activities encourage adults and children to be active together and sets the tone for the importance of partici-

pation in an active and healthy lifestyle. This can lead to better physical fitness. Watch in your community for activities that children, as well as adults, can participate in that will promote physical fitness. Join a community benefit walk, go to a game and cheer with all of your body, sign up for a dance class, or become a mall walker.

Children need healthy eating choices that do not include fatty and high calorie food. Another way to encourage a healthy lifestyle is to eat more fruits and vegetables. Eating at home or in a restaurant can be healthy if the choice of food that is chosen is a good one. Choose salads with low calorie dressing, fruit salads, and steamed vegetables. These are much healthier and lower in calories than french fries and cheeseburgers. Contact your local health department for events that may be sponsored that encourages individuals and families to eat healthier.

Together, we can achieve a healthier and better physically fit community. As children and adults become healthier, they are finding their medical expenses decrease and time spent together as a family increases. Setting examples for our children will not only make us healthier but will also begin habits that will lead to a life full of health and enjoyment.



Children and Television

Jill Norris, Early Childhood Health Coordinator

American children spend numerous hours in front of the television watching shows, videos and playing video games. In fact, recent Nielson (as in Nielson Ratings) Media Research data indicated the average child watches approximately three hours of television each day. This figure, however, does not include time spent watching videos or playing video games. Add these two pastimes to television shows watched and the total time in front of the TV for the average child jumps to 6 hours, 32 minutes per day - *more than 6 hours that could be spent reading, exercising, or playing with friends!*

Even though there can be potential benefits from viewing some television shows, many negative health effects can result as well. Children are particularly vulnerable to the messages conveyed in television because they frequently cannot discriminate between what they see and what is real. The American Academy of Pediatrics lists the following negative health effects of television viewing by children: violence and aggressive behavior, obesity, poor body image, decreased school performance, substance use, and sexual activity.

Childhood obesity is now an epidemic in the U.S. one in ten children are obese and one in five overweight. These children are at risk for disease linked to obesity later in life such as diabetes, heart disease, high blood pressure and arthritis. Cutting back on television is a great way to find time to play outside, take a walk, read or play a sport. According to Dr. William Dietz, Director of the Division of Nutrition and Physical Activity at the Centers for Disease Control (CDC), "Almost anything else uses more energy than watching TV."

Television viewing has a negative impact on literacy. Many children spend more time watching television than they do in school. The results? They are missing opportunities to learn how to interact with their peers and how to compromise and share. Finally, they are not developing skills crucial to learning to read. In one year, children spend four times as many hours watching TV as reading for pleasure. Violent themes on television are of particular concern in regard to children. The National Television Violence Study, a three-year examination of

violence in television, produced the following findings: nearly two thirds of all programming contains violence; children's shows contain the most violence; portrayals of violence are usually glamorized; and perpetrators often go unpunished. Additional research has shown that even the news can traumatize children or lead to nightmares. In fact, a random survey of parents revealed that 37% reported that their child had been frightened or upset by a television story in the preceding year.

The American Academy of Pediatrics recommends the following guidelines for parents and others who care for children:

- Limit children's total media time (this includes videos and video games) to no more than 1 to 2 hours of quality programming per day.
- Remove television sets from children's bedrooms.
- Children younger than 2 years should engage in interactive activities that promote proper brain development, such as talking, playing, singing, and reading instead of watching television and videos or playing video games.
- Monitor the shows children are viewing. Programs should be informational, educational and nonviolent.
- View television programs along with children and discuss the content.
- For older children, use controversial programming as a stepping-off point to initiate discussions about family values, violence, sex and sexuality, and drugs.
- Use the VCR wisely to show or record only high-quality, educational programming for children.
- Encourage alternative entertainment for children, such as reading, athletics, hobbies, and creative play.

If you would like more information on how to use television programming, videos and video games wisely, check out the following resources:

- **American Academy of Pediatrics Web Site:**
<http://www.aap.org>
- **TV Turnoff Network Web Site:**
<http://www.tvturnoff.org/>