

THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU



Volume XI, Number 9

September 2004

THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU

THE CHILD CARE PROFESSIONAL is published monthly by Training & Technical Assistance Services and the Child Care Resource & Referral (CCR&R) at Western Kentucky University. 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 CCR&R at WKU are ready to provide assistance in a number of areas. Our staff includes:

Connie Jo Smith, CCR&R Specialist
Jill Norris, Early Childhood Health Coordinator
Amy Hood, Professional Development Specialist
Cynthia Sprouse, Professional Development Assistant

Sherri Meyer, CCR&R Coordinator
Taylor Tucker, Infant-Toddler & Quality Coordinator
Heather Alms, CCR&R Office Coordinator
Erin Troscinski, Office Assistant

SHARE THE KNOWLEDGE. Articles and stories from this newsletter may be photocopied or reprinted without written permission from the CCR&R at WKU. Reprints should, however, credit the magazine as follows: "Reprinted from **THE CHILD CARE PROFESSIONAL**, (date of issue), with permission from the Child Care Resource & Referral at WKU."

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.)

CHILD CARE RESOURCE & REFERRAL AT WESTERN KENTUCKY UNIVERSITY

1 BIG RED WAY, 117 JONES-JAGGERS HALL, BOWLING GREEN, KENTUCKY 42101-3576

Phone Us at (270) 745-2216 or (800) 621-5908 - Fax Us at (270) 745-7089 - E-Mail Us at crr.expert@wku.edu
Or Visit Our Website at www.ttas.org

SUBSCRIPTION INFORMATION. Any program or person interested in receiving our newsletter may subscribe for \$36 per year. The monthly newsletter provides a variety of articles, news, and information for early care and education programs, including child care, family day care, preschool, and Head Start. Caregivers, teachers, administrators, and parents can all benefit from the newsletter. Single complimentary annual subscriptions of **THE CHILD CARE PROFESSIONAL** are provided to licensed child care centers, certified home providers, and special friends in the Barren River Area Development District (BRADD) of Kentucky. Additional subscriptions may also be purchased by these readers for the same rate of \$36 per year. All *registered* providers in the BRADD qualify for the discounted rate of \$26 per year for each additional subscription.

The newsletter is available in both printed and electronic versions. Print copies of **THE CHILD CARE PROFESSIONAL** are mailed at the end of each month; electronic copies are e-mailed directly to subscribers in a Portable Document File (PDF) which can be printed or viewed on your computer using Adobe Acrobat Reader (free software downloadable from www.adobe.com). Readers may select the format they prefer when subscribing. To receive a subscription form or to learn more, please contact our office by phone (800-621-5908 or 270-745-2216), by fax (270-745-7089), or by e-mail (heather.alms@wku.edu).

The Ultimate Art Center

Contributed by Sherrita Tyree, CDA Scholar from Little Treasures #2 in Brownsville, Kentucky (Edmonson County)

In the day and age of reality shows devoted to all sorts of *Extreme Makeovers*, the network executives have dropped the ball when it comes to the preschool segment of the television market. We have had the pleasure to watch such extreme transformations of *Ugly Duckling* to *Beautiful Swan* and *Shack* to *Dream House*. If only I were in charge of the fall television lineup I would create **Extreme Makeover: Preschool Edition!**

If I were given the opportunity to conduct a makeover on an art center, I would begin with the size of the center itself. As with prior editions of *Extreme Makeover*, we would have to enlarge the area, thus ensuring access to the center to all students including those who are physically challenged. To contain the variety of paper and art supplies available in the area we would design a built-in storage unit. Every item would have a designated space to ensure storage and access in a snap.

The drawers and cabinets would be clearly labeled with pictures and words that would easily be identified by the children while immersing them in a “whole language” classroom and teaching them “reading readiness” skills.

The center would be stocked with an endless supply of the usual crayons, makers, paper, pencils, paint, scissors, glue, and a variety of scrap material and ribbons for the children to create their masterpiece. Along side of the typical supplies, a collection of magazines would be housed so that the students could practice cutting with scissors while completing assignments of creating a collage of pictures that begin with certain letters of the alphabet or other

developmentally appropriate assignments such as finding pictures of community helpers.

The scissors and glue would be stored in cabinets out of reach of the children. As well as these items, others that might pose a choking hazard such as buttons, beads and small trinkets would be stored out of reach of the children. With these available to the children on a restricted access, it will ensure appropriate adult supervision at all times.

All items including the color and types of paper that is used to complete the art projects would be

rotated on a regular basis to keep the children’s imaginations alive!

This ultimate center would help children communicate with each other and with their teacher by being the catalyst for discussion of the artwork and process involved in creating their masterpiece.

The art center is important in enhancing all areas of development and it helps children with keeping their attention occupied for a period of time. It also helps to instill a sense of self-pride by making an art project that is all their own.

At the time the children are sitting around the art table together, they are given the chance to socialize with one another while developing both interpersonal and intrapersonal skills. The art center can help a child with his or her emotional development by allowing a natural outlet for their emotions through their artwork.

Cont’d on Page 4



Ultimate Art Center, Cont'd

The art center is important when thinking about fine motor development. The *Extreme Makeover* would include making sure the center would be stocked with special scissors and large pencils/crayons for children who have developmentally delayed disorders affecting both fine and gross motor skills. In order to sharpen emergent motor skills children

will practice holding a pencil, crayon and using scissors to cut.

The Art Center is a wonderful center for children to make friends by interacting with each other and to help discover their own personalities. I would like to provide my art center with an extreme makeover and make sure it is always fully stocked with a variety of items so they can enjoy making unique art projects.

National Association for Family Child Care Homes

By Jill Norris, Early Childhood Health Coordinator

Recently, I have had several firsts in my life. I became a member of the National Association for Family Child Care Homes (NAFCC), I attended the NAFCC Accreditation Observer Training, and I attended the NAFCC annual conference, all for the first time. All three of these things have greatly enhanced the information I have to share with Family Child Care Homes in the Barren River Area.

If you are not familiar with NAFCC, it is a non-profit organization dedicated to promoting quality child care by strengthening the profession of family child care. I encourage you to consider membership in this valuable organization as it comes with the following benefits to Family Child Care Homes:

- Quarterly **newsletter** “The National Perspective” - updates on safety, business, and education issues.
- **Information** on trends in state and federal legislation, regulations and funding.
- **Representation** in national policy-making and advocacy on behalf of children and providers.
- Greater than a 25% **discount** on National Accreditation Program for members.
- Discount on Annual National Family Child Care **Conference**.
- National **networking** with providers, associations, and other organizations.
- **Discounts** on various resources and publications from businesses around the United States — geared for parents, providers, advocates, trainers, and community leaders.¹

This year’s conference theme was **Family Child Care...Where Relationships Start with the Heart**. This two-day conference provided a wide variety of workshops from *Mastering Family Child Care Record Keeping and Taxes* to *Stress-Busters*. The enthusiasm for family child care that I witnessed at this year’s conference was wonderful. Additionally, I received valuable information about the accreditation process that assured me that many of you could successfully complete the process if you are interested.

I encourage you to visit the NAFCC website <http://www.nafcc.org/Welcome.html> to learn more about their organization, to view this year’s conference brochure and to consider attending next year’s conference in Denver, Colorado. If you would like more information about accreditation or about starting a Family Child Care Association in our area, please contact me at the CCR&R office and I will be glad to share information with you.



Enhancing Development of Toddlers with Safe Toys

By Dr. Amy S. Hood, CCR&R Professional Development Specialist and Dr. Connie Jo Smith, CCR&R Specialist

NOTE: For the purpose of this article, the term *Toddler* applies to children 12 months through 36 months of age.

Research continues to demonstrate that the first three years of life are the most important years for young children to learn. Learning during these years takes place through play and exploration. In order to provide the most beneficial learning experiences parents and caregivers should offer a variety of experiences. These opportunities should come from safe and appropriate toys including but not limited to blocks, art materials, sand and water play, as well as toys that promote fine and large motor skills.

Through the use of art materials, young children have the opportunity to express creativity, enhance language development, explore various sensory and texture experiences, and encourage fine motor skills. Any art materials provided for toddlers should be non-toxic and should include opportunities with paint, crayons, markers and playdough. (Remember best practice for toddlers does not include the use of food to be used as art materials.)

Blocks are appropriate toys for toddlers that provide open-ended play. This type of play enhances cognitive development including skills necessary for pre-reading and numeracy acquisition. Block play also enhances social/emotional and language development as well. Appropriate block play for toddlers include opportunities with large cardboard blocks, soft blocks, and lightweight wooden blocks. When providing block play there should be at least six blocks of the same type. Other accessories for block play include toys that will allow toddlers to dump and fill blocks, such as trucks, cars and wagons. Toy animals and people are

also appropriate materials to include with block play as they lend to pretend play that will encourage children to use their imaginations.



Although art materials help enhance fine motor skills and abilities, there are other important toys that toddlers need to encourage these skills. Examples of fine motor toys for toddlers include: simple puzzles, shape sorters, stringing beads, peg boards with pegs (large size), interlocking blocks or puzzles, and other materials that allow children to shake, push, pull, turn, and allow toddlers to use their thumb and forefinger together.



Opportunities to dig and pour specifically with different types of textures, is essential to children's development, therefore sand and/or water play is important for toddlers. Sterilized potting soil, play sand, or other shredded materials can be used for this type of play. Water in water tables or dishpans is also appropriate for play as long as adults are offering direct supervision. Measuring cups, spoons, shovels, buckets, floating toys, small cars and trucks are essential accessories in this play area. Materials that should **not** be used with toddlers include Styrofoam peanuts, small pebbles, dried beans, corn meal, or flour because these materials pose potential hazards for children.

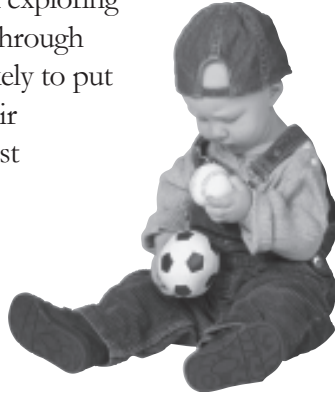


The National Association for Sport and Physical Education (NASPE) has set forth guidelines for infants and toddlers in an ongoing effort to advocate for physical activity for children of all ages. These guidelines state that toddlers should have a minimum

of 30 minutes a day specifically focusing on physical activity. There are several toys that can be used to encourage this time for physical development and enhance large motor skills and abilities. Examples

include large push-pull toys such as wagons, riding toys without pedals, large balls or beanbags, mats for tumbling, slides and climbing equipment. Opportunities for toddlers to run, jump, kick, throw, and practice climbing stairs, are other examples of physical activity. Although toddlers need to have daily experiences outdoors, these types of toys and experiences should also be provided indoors.

Because toddlers are still exploring and examining their world through their senses, they are very likely to put the toys and materials in their mouths. Therefore, one must ensure that the equipment provided for young children must be checked and maintained regularly in order to prevent toy related accidents and injuries. Information gathered from the Consumer Product Safety Commission and the Toy Manufacturers of America Guide to Toys and Play provide recommendations for parents and caregivers as they choose toys for young children. These recommendations include:



- Look for any warnings and the recommended age levels provided by the toy manufacturer to ensure they are designed for the developmental abilities of the child.
- Toys for toddlers should be free of small parts. Dolls, stuffed animals, and other toys should not have small parts that could be pulled loose by children. Examples of these small parts include buttons, bows, eyes, nose, etc.
- The toy itself should be large enough so that they are not considered a choking hazard. Choking tubes can be purchased in local stores that help parents/caregivers measure toys to determine if they are potential choking materials. (Helpful hint: 35mm film canisters also work).
- Stay away from balloons! Young children are very attracted to balloons but for young children who are still examining items by mouth these present choking or suffocation hazards.

- Choose cloth or stuffed toys that have the words, “machine/surface washable”, on them. This will allow parents/caregivers to keep the toys clean and free of germs.
- If choosing electrical toys make sure that they are “UL Approved”. This statement designates toys that have been tested and approved by Underwriters Laboratories.

When parents and caregivers ensure the safety of toys and equipment and provide many appropriate opportunities - toddlers will learn through their play! The following list of on-line resources provides more information about the safety of toys for not only toddlers, but also older children.

On Line Resources

- ◆ The Toy Manufacturers of America Guide to Toys and Play: http://www.kidsource.com/kidsource/content/toys_ply.html
- ◆ U.S. Consumer Product Safety Commission Toy Safety Publications: http://www.cpsc.gov/cpscpub/pubs/toy_sfy.html
- ◆ Online resource for government recalls, including consumer products: <http://www.recalls.gov/>
- ◆ National Safe Kids Campaign: http://www.safekids.org/tier2_rl.cfm?folder_id=302

Additional References

- ◆ Harms, T., Cryer, D., & Clifford, R.M., (2003). *The Infant/Toddler Environmental Rating Scale – Revised Edition (ITERS-R)*, Teachers College Press, NY.
- ◆ Lally, J.R., Griffin, A., Fenichel, E., Segal, M., Szanton, E., & Weissbourd, B., (1995). *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice, Zero To Three*, Washington, DC.
- ◆ National Association for Sport and Physical Education (NASPE), 2002. *NASPE Releases First Ever Physical Activity Guidelines for Infants and Toddlers*. Washington, DC.



CCR&R PROFESSIONAL
DEVELOPMENT TRAINING

OCTOBER 2004

REGISTRATION PORTFOLIO

CCR&R PROFESSIONAL DEVELOPMENT TRAINING

OCTOBER 2004 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 2004. 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 your 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.

Have You Lost Your Training Certificate?

If you've lost the certificate for any professional development training you received from the CCR&R, we will be happy to re-issue the certificate. Duplicate certificates are \$5 each and can be ordered by contacting Heather Alms at 270-745-2216 or 800-621-5908.

Registration Form
Child Care Resource & Referral Professional Development Training

**START-UP TRAINING FOR POTENTIAL
CHILD CARE PROVIDERS**

10:00 A.M., OCTOBER 7, 2004

BULTER COUNTY EXTENSION OFFICE, RAYBURN & LUCILLE HOOD MEETING ROOM
113 EAST G.L. SMITH STREET, MORGANTOWN, KENTUCKY

Join us for an informational session to discuss and answer questions on becoming a Child Care Provider. The session will review issues related to program planning and management for Centers and for Family or Certified Homes. **Presenters:** Sherri Meyer, CCR&R Coordinator and Jill Norris, Early Childhood Health Coordinator. **Target Audience:** Potential Providers ONLY. **Training hours are NOT awarded for this training.**

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!***

There is no fee for the Start-Up Training, but please return your registration form to ensure that sufficient space is available.

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 NO LATER than September 17, 2004 to:

Child Care Resource & Referral
117 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: _____

CCR&R PROFESSIONAL DEVELOPMENT TRAINING

SATURDAY, OCTOBER 16, 2004

WKU GLASGOW CAMPUS, 500 HILLTOPPER WAY, GLASGOW, KENTUCKY

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

- TELEVISION: THE CHOICES WE MAKE.** This session will focus on the use of television with young children. This session will be both enlightening and fun! **Presenters:** Sherri Meyer, CCR&R Coordinator. **Target Audience:** General. **CDA Subject Area:** 1. **Core Content:** Learning Environments & Curriculum. **Training Level:** 2.
- SOCIAL-EMOTIONAL DEVELOPMENT FOR INFANTS AND TODDLERS.** This session will examine healthy social-emotional development of infants and toddlers and why it is important. Participants will gain an understanding of how relationships with parents and primary caregivers influence social-emotional development and factors that influence the parent's relationship with the child and caregivers. **Presenter:** Jill Norris, CCR&R Early Childhood Health Coordinator. **Target Audience:** Infant/Toddler. **CDA Subject Area:** 3. **Core Content:** Child Growth & Development. **Training Level:** 2.

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

- MOVING WITH A PURPOSE.** Come to this session wearing comfortable clothes and shoes where you can be active. We will explore the importance of being physically active with children and have fun while we do it! **Presenter:** Sherri Meyer, CCR&R Coordinator. **Target Audience:** General. **CDA Subject Area:** 2. **Core Content:** Child Growth & Development. **Training Level:** 2.
- THE IMPORTANCE OF PARENT/CAREGIVER RELATIONSHIPS FOR INFANTS AND TODDLERS.** The ability to recognize the indicators of social-emotional development of infants and toddler that require further exploration relies on relationships between caregivers and parents. Using relationship building skills to develop strategies that support social-emotional development will be discussed and practiced during this session. **Presenter:** Jill Norris, CCR&R Early Childhood Health Coordinator. **Target Audience:** Infant/Toddler. **CDA Subject Area:** 4. **Core Content:** Family & Community Partnerships. **Level:** 3.

Participant check-in begins at 8:30 a.m. Submit one form per person; copy as necessary. SELECT ONE CATEGORY.

BRADD AREA PARTICIPANT

Early Bird Registration Fee is \$10 per each Half-Day Session (\$20 for a full day of training).

Return form with payment by September 17, 2004.

After September 17, 2004, registration is \$15 per half-day session (\$30 for a full day of training).

NON-BRADD AREA PARTICIPANT

Early Bird Registration Fee is \$20 per each Half-Day Session (\$40 for a full day of training).

Return form with payment by September 17, 2004.

After September 17, registration is \$25 per half-day session (\$50 for a full day of training).

There will be no on-site registrations! Check here to receive **CEU Credits** and include an additional \$10 fee.

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: _____
 Check Enclosed Purchase Order # _____ Enclosed
 Please bill my Credit Card (Visa, Mastercard, Discover): _____
Card Expiration Date: ____ / ____ / ____ Signature: _____

Please return completed registration form with payment NO LATER than September 17, 2004 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

WINTER HEALTH AND SAFETY IN THE CHILD CARE SETTING

6:00 - 9:00 P.M., TUESDAY, OCTOBER 26, 2004

EDMONSON CO. EARLY CHILDHOOD CENTER, 210 SOUTH MAIN STREET, BROWNSVILLE, KY
 Health and safety issues are a year-round concern in child care settings. However, winter time can present some seasonal issues that must be addressed. This session will provide a review of general health and safety while providing special emphasis on winter time issues **Presenter:** Jill Norris, CCR&R Early Childhood Health Coordinator. **Target Audience:** General. **CDA Subject Area:** 1. **Core Content:** Health, Safety and Nutrition. **Traning Level:** 2.

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. Print clearly and submit one form per person.

BRADD AREA PARTICIPANT

Early Bird Registration Fee is \$10 per participant.

Return form with payment by Sept. 17, 2004.

After Sept. 27, 2004 registration is \$15 per participant.

NON-BRADD AREA PARTICIPANT

Early Bird Registration Fee is \$20 per participant.

Return form with payment by Sept. 17, 2004.

After Sept. 17, 2004 registration is \$25 per participant.

There will be no on-site registrations! ___ Check here to receive CEU Credits and include an additional \$10 fee.

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: _____

Check Enclosed Purchase Order # _____ Enclosed

Please bill my Credit Card (Visa, Mastercard, Discover): _____

Card Expiration Date: ___ / ___ Signature: _____

Please return completed registration form with payment NO LATER than Sept. 17, 2004 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.*

Child Care Resource & Referral Professional Development Training

INTRODUCTION TO RESOURCES IN KENTUCKY

ROOM 104, JONES-JAGGERS HALL, UNIVERSITY BOULEVARD, WKU, BOWLING GREEN, KY

For training to count toward the required training hours for child care providers, the state of Kentucky requires that trainers have a *Kentucky Trainer's Credential*. To earn the *Kentucky Trainer's Credential*, a training professional must meet certain requirements and participate in two required training sessions. If you are an Early Care and Education professional who is working on or interested in obtaining a *Kentucky Trainer's Credential*, you will want to first participate in **Introduction to Resources in Kentucky**. This is one of two sessions required to submit an application for a *Kentucky Trainer's Credential*. Training is limited to 25 participants per session, so please select the session you wish to attend and return your registration information by the dates listed below. **Training hours are NOT awarded for this training.**

- | | | |
|---|-----------------|--|
| <input type="checkbox"/> October 5, 2004 | 9:00-11:00 a.m. | <i>Register No Later Than September 17, 2004</i> |
| <input type="checkbox"/> February 10, 2005 | 6:00-8:00 p.m. | <i>Register No Later Than January 21, 2005</i> |
| <input type="checkbox"/> May 5, 2005 | 9:00-11:00 a.m. | <i>Register No Later Than April 22, 2005</i> |

Doors will open and participant check-in will begin 30 minutes prior to the beginning of the training.
Copy and share this form as necessary; print clearly and submit one form per person.

There will be no on-site registrations!

BRADD AREA PARTICIPANT

Registration Fee is \$20 per participant.

Return form with payment by date listed for the session you have chosen from the list above.

NON-BRADD AREA PARTICIPANT

Registration Fee is \$30 per participant.

Return form with payment by date listed for the session you have chosen from the list above.

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: _____
 Check Enclosed Purchase Order # _____ Enclosed
 Please bill my Credit Card (Visa, Mastercard, Discover): _____
Card Expiration Date: ____ / ____ Signature: _____

Please return completed registration form with payment by dates listed above to:

Child Care Resource & Referral
117 Jones Jaggars 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 upcoming CCR&R training dates for September 2004 through August 2005. The list is broken down by audience to help you plan your training.

Commonwealth Child Care Credential:

Jan. 15, 2005 Classes Begin
Jun. TBA, 2005 Classes End

Jun. 7, 2005 Professional Interactions and Ethics
Jul. 16, 2004 General Child Care Issues

Child Development Associate (CDA) Classes

Aug. 14, 2004 Classes Began
Nov. 23, 2004 Classes End

Home Care Providers

Dec. 11, 2004 In-Home Child Care Issues
Feb. 19, 2005 In-Home Child Care Issues

Administrators

Sept. 15, 2004 Management Issues
Nov. 9, 2004 Management Issues
Feb. 15, 2005 Management Issues
Apr. 7, 2005 Management Issues

Infant-Toddler Issues

Oct. 16, 2004 Infant-Toddler Issues
Jun. 18, 2005 Infant-Toddler Issues

General Audiences

Sep. 2, 2004 Teamwork
Sep. 7, 2004 Cultural Awareness
Sep. 18, 2004 General Child Care Issues
Oct. 16, 2004 General Child Care Issues
Oct. 26, 2004 Health and Safety
Nov. 9, 2004 Health and Safety
Nov. 18, 2004 General Child Care Issues
Dec. 11, 2004 General Child Care Issues
Feb. 8, 2005 Television and Music
Mar. 8, 2005 Guidance
Mar. 19, 2005 General Child Care Issues
Apr. 14, 2005 What's Cooking?
May 12, 2005 Playground Safety
May 21, 2005 General Child Care Issues
Jun. 2, 2005 Professionalism

Orientation Training for Early Care & Education Professionals

Sep. 18, 2004 Orientation for ECE Professionals
Jan. 15, 2005 Orientation for ECE Professionals
Mar. 19, 2005 Orientation for ECE Professionals
May 21, 2005 Orientation for ECE Professionals

Potential Child Care Providers

Oct. 7, 2004 Start Up Training
Jan. 20, 2005 Start Up Training
Apr. 21, 2005 Start Up Training

Preschool Audiences

Feb. 19, 2005 Preschool Care Issues
Apr. 16, 2005 Preschool Care Issues
Jun. 18, 2005 Preschool Care Issues

Registered Providers

Sep. 18, 2004 Registered Provider Orientation
Jan. 15, 2005 Registered Provider Orientation
Mar. 19, 2005 Registered Provider Orientation
May 21, 2005 Registered Provider Orientation

School-Age

Apr. 16, 2004 School Age Issues

STARS for KIDS NOW

Sep. 2, 2004 STARS Overview Session
Nov. 9, 2004 STARS Overview Session
Jan. 11, 2005 STARS Overview Session
Mar. 3, 2005 STARS Overview Session
May 3, 2005 STARS Overview Session



COMMUNITY FORUM ANNOUNCEMENT

COME SHARE YOUR THOUGHTS AND IDEAS CONCERNING KENTUCKY'S 20-YEAR COMPREHENSIVE EARLY CHILDHOOD PLAN

Please join us to share your thoughts and experiences as we review Kentucky's 20-year plan for early childhood development. We value your input and participation and hope you can join us at one of the community forums in your area.

- **Bowling Green** - Tuesday, September 7, 6:30 – 8: 30 p.m., WKU South Campus, 2355 Nashville Road, Carroll Knicely Conference Center, Room 163B
- **Ft. Mitchell** - Thursday, September 9, 6:30 – 8:30 p.m., Ft. Mitchell Baptist Church, 2323 Dixie Highway
- **Morehead** - Tuesday, September 14, 6:30 – 8:30 p.m., Carl Perkins Center, 1300 Divide Hill Drive
- **Madisonville** - Thursday, September 16, 1:30 – 3:30 p.m., Madisonville Community College, Multipurpose Room
- **Somerset** - Monday, September 20, 6:30 – 8:30 p.m., Center for Rural Development, 2299 South Highway 27
- **Prestonsburg** - Tuesday, September 21, 6:30 – 8:30 p.m., Big Sandy Community Technical College, Johnson Building, Room 102
- **Louisville** - Wednesday, September 22, 6:30 – 8:30 p.m., University of Louisville Shelby Campus, 9001 Shelbyville Rd., Founders Union Hall, Room 218A
- **Paducah** - Thursday, September 23, 6:30 – 8:30 p.m., West Kentucky Community and Technical College, Crouse Hall, Room 101
- **Lexington** - Tuesday, September 28, 6:30 – 8:30 p.m., American Red Cross Building, 1450 Newtown Pike
- **Owensboro** - Thursday, September 30, 6:30 – 8:30 p.m., Owensboro Community College, Humanities Building, Blandford Hall
- **Ashland** - Monday, October 11, 6:30 – 8:30 p.m., Kings Daughter Medical Center, Auditorium, 2201 Lexington Ave.

Sponsored by the Kentucky Department of Education and the Cabinet for Health and Family Services

IF YOU CANNOT ATTEND ONE OF OUR FORUMS, PLEASE SHARE YOUR THOUGHTS IN WRITING!

Simply answer the questions below and return by mail or e-mail to:

Mary Howard

Division of Early Childhood Development, 500 Mero Street, 1st Floor CPT, Frankfort, Kentucky 40601

Phone (502) 564-8341 Fax (502) 564-1984

mboward@kde.state.ky.us

**WITH YOUR ANSWERS, PLEASE INCLUDE YOUR NAME, YOUR AGENCY NAME AND ADDRESS,
YOUR PHONE NUMBER, AND YOUR E-MAIL ADDRESS.**

1. What is working well in your area that should be explored in future planning? List contacts and resources if you have them.
2. What are the gaps that exist for young children and families? Be specific in your descriptions. Can you describe an example of how a family or child was impacted by the gap(s)?
3. What solutions can you think of for the gaps that you mentioned? What needs to be in place for your solutions to work?
4. In the best of all worlds for children and families, what programs, services, or ideas would make it better and easier for adults to raise healthy and productive children?

Nutrition in Action: Safe Cooking with Children

Connie Jo Smith, EdD, CCR&R Specialist

Cooking in the childcare setting can be a fun and educational experience for young children. Children learn many valuable lessons from cooking experiences. Here are just a few examples:

- Children learn new words like whisk, knead, spatula, and grater.
- Children learn language concepts such as the printed words on a recipe can be read.
- Children learn social skills as they plan, prepare, and eat food together.
- Children learn math concepts like: half, a tablespoon full, and three minutes.
- Children gain science knowledge through observing, investigating, and predicting.
- Children learn social studies as they explore what food is used in different cultures.
- Children develop small muscles as they squeeze and stir.
- Children learn about nutrition and safety, too!

There are many more examples, but you get the idea. Cooking can be great for learning! But cooking also can pose dangers for young children. Knives, electrical appliances, and hot stoves can be hazardous in the childcare setting. But there are many safe ways to involve young children in cooking.

Activities for Children

Preschool children can help select menus, shop with you for the ingredients, carry unbreakable supplies, rinse fruits, break bread into servings, scrub vegetables, dip foods, tear lettuce, shuck corn, break broccoli into pieces, peel bananas and oranges, mash bananas or potatoes, pour cool liquids, mix and stir batter by hand, spread butter and other soft food, knead and roll dough, string beans, beat eggs, snap fresh peas, shake mix-



tures in covered containers, measure ingredients with spoons and cups, create table decorations, set the table, serve food, and help clean up!

Of course, some children can only do some of these things and others can do much more depending on their ages and abilities. Select and assign tasks that each child can complete successfully and safely for cooking experiences. It is important to be familiar with the individual children and their abilities as you make decisions about who uses what in addition to following formal guidelines, such as those in *Caring for Our Children, 2nd Edition*. Also, teach children how to properly use kitchen tools. Even if you are using the tool yourself, you can talk about proper use as you demonstrate it.

Safety Tips for Cooking with Children

Help prevent food-borne illness by always washing hands before cooking. Wait until the food is thoroughly cooked before tasting, and do not eat foods with raw eggs or raw meats. Have children stand at the level of the activity. Use a sturdy stool if necessary. Use cooking supplies that will not break (such as plastic measuring cups and stainless-steel bowls). Use plastic knives or butter knives for cutting.

Younger children may be happier and safer using limited tools (spoons, for example) and creating single servings of foods for themselves, rather than working as a group on food preparation. With older preschoolers, encourage them to work together and share cooking responsibilities.

The use of sharp kitchen tools (knives, peelers, graters, etc.) and electrical appliances should be limited to older children, and they should remain sitting with a supervi-

ing adult when using them. Provide constant supervision. Always watch children when they use knives, mixers, or appliances. Closely supervise the use of ovens, stoves, and other kitchen appliances. Remind children that stoves, ovens, pans, and dishes can be very hot. Keep electric appliances unplugged when not in use.

Selecting Foods for Cooking Activities

Recipes should be easy, short, familiar to you, and nutritious. Since food prepared during cooking activities with children may be used as snack or part of a meal, it is important to follow the USDA regulations and any other menu guidelines your program follows.

Food safety also is a concern. Because children under four years of age lack muscle control to chew and swallow very well, it is important to avoid sticky, slippery, round, and hard to chew foods. Avoid foods that could cause choking for children under six years of age: popcorn, hard candy, spoonfuls of peanut butter, marshmallows, nuts, seeds, peanuts, fish with bones, raw peas, whole grapes, raw carrot pieces or whole, ice cubes, dried fruit, large chunks of meat, or hot dogs.

Here are some ways to make foods safer: cut hotdogs lengthwise and into small pieces; mix applesauce with peanut butter and serve on crackers rather than bread; grate carrots into small pieces; and cut grapes in half lengthwise before serving to children.

Remember, raw meat and eggs or batter containing raw eggs should never be tasted by children or adults of any age. Another safety consideration is potential and known food allergies of the children and staff; reactions to foods such as peanuts, shellfish, or dairy products can be serious or even deadly. Also, wash foods well (e.g., fruits/veggies).

Sanitation

Of course, washing hands is critical for sanitation, even if children are only responsible for carrying supplies or setting the table. Routine hand washing also helps build healthy habits for young children. Make sure it is step number one for all cooking activities; it may need to occur more than once throughout the cooking experi-

ence. For example, you and the children may need to clean up spills as you cook to help keep the area clean and to prevent accidents. After cleaning a spill on the floor, you should wash your hands again.

Where Cooking Activities Take Place

The following guidelines about kitchen use in *Caring for Our Children, 2nd Edition* should promote safety:

- Infants and toddlers should not be in the kitchen at any time; and preschoolers should not be allowed in the kitchen area when hot foods are being prepared.
- Close supervision is necessary at all times, even with school-age children. The “cooking” space for cool foods may not be in the kitchen, but sanitation issues should still be considered.

Cooking with children can be a health and safety challenge, but it also can be a valuable learning experience. So give it a try and remember the fun! That is the best part, but it is only fun if everyone is safe and practicing healthy habits.

Internet Resources

- California Department of Health Services: www.wicworks.ca.gov/education/nutrition/kidsRecipes/cooking_safetyTips.htm
- Cooking with Kids: www.kidsfood.com
- University of Idaho: www.ag.uidaho.edu/feeding/

Resources

- Food and Nutrition Information Center, National Agricultural Library, 10301 Baltimore Ave., Beltsville, MD 20705-2351; 301-504-5719; www.nal.usda.gov/childcare/Recipes/index

Parent Corner

Send home suggestions for cooking activities and simple recipes so that parents and children can cook together at home.

Helping Your Child Learn History

A new online resource provides activities that can be used to help young children learn about history. It includes suggestions about how parents can work with teachers and schools to help children succeed in school. Here is one example of the many activities available. With some modification this activity could be appropriate for younger or older children.

Put Time in a Bottle (K-3)

WHAT YOU NEED: Magazines or newspapers;
Sealable container; Camera; Tape or other sealant

WHAT TO DO:

- Talk with your child about time capsules. Explain that when buildings such as schools, courthouses and churches are built, people often include a time capsule - a special container into which they place items that, when the container is opened, tell future generations about their lives and times.
 - Suggest the child make his own personal time capsule. Talk with him about what he might want to put in it. Ask, for example, "What things would you include to show people of the future you are like and what the time we live in is like?"
 - Let the child use a simple camera to take pictures of important objects in his life - a favorite CD, poster or pair of shoes; a baseball bat, football jersey or basketball; his computer, music player or cell phone.
 - Have the child locate and add magazine pictures of games and toys; cars, airplanes and other types of transportation; different kinds of sporting events; and clothes. Next, locate examples of slang, ads for movies and TV shows, and quotes from important speeches, poetry and stories or novels. Look for stories about current heroes and local, national and world events; and accounts of current issues and crises. Finally, write a letter to someone in the future that describes life today.
 - Call the family together and have your child do a Show-and-Tell of the items he's collected.
- Once everyone is satisfied with the collection, help your child label the items with his name and any other information that will help those who open the capsule understand how they are significant to the history of our time.
 - Have him place the items in a container, seal the container and find a place to store it.
 - Have him write in his history log a short description of what he has done and record the date. Encourage him to draw and label a map showing the location of the capsule.
 - Try to find news stories (your local newspaper, library or local historical society or museum can often direct you to such stories) about the opening of such a capsule in your area and what was in it. If possible, take your child to look at the contents of an opened time capsule - perhaps at your local historical society or museum. Try to locate buildings in your area that contain unopened time capsules. Take your child to see the buildings and point out the cornerstones - the places in which most capsules are placed and talk about the information on the cornerstone.



Let's Talk About It

Ask your child, "What did the collection of items tell you about the period in which we live? Did the items tend to be of a certain type?"

Resources

- <http://www.ed.gov/parents/academic/help/history/index.html>
- U.S. Department of Education, Office of Intergovernmental and Interagency Affairs, *Helping Your Child Learn History*, Washington, D.C., 2004.

What Should An Infant Toddler Schedule Look Like?

Taylor Tucker, Quality and Infant/Toddler Coordinator

Everyone knows we must have a schedule posted in our classrooms, but what should these schedules look like? Many centers come up with one schedule and post it in all the rooms in the center. But does this really meet the needs of our children? Should all our class schedules look alike? The answer to these questions is NO! Each classroom should have a schedule that is individualized to meet the needs of the children in that room and the schedule is going to vary depending upon the age children served in each room.

For all infant and toddler classrooms, the schedule should be flexible and allow for individual care of the children we serve. But it should also be regular enough to be predictable for the children. According to Dumbro, Colker, and Dodge (1997), a daily schedule should include some basic routines, including:

- Arrival and departing
- Feeding/preparing and eating snack and meals
- Diaper changing/toileting
- Dressing
- Indoor and outdoor play
- Sleeping/naptime

For young infants, all the children will not be eating or sleeping at the same time. Our schedule should reflect this. Therefore, the written schedule should include several activities going on at once. For example, some children may be eating while others are sleeping and others are playing. Since one caregiver cannot bottle feed all the infants at the same time, it is good that not all the children are on the exact same schedule.

As children grow and become toddlers, they may be on the same general schedule. They typically begin to eat and sleep in groups. However, the schedule should still be flexible enough for individualization. Some children may still be transitioning from two naps to one nap a day. These children may be sleepy before lunch and should be allowed to go to sleep. When this happens the child will usually sleep through lunch. So this means the program must have a safe way to store that

child's lunch so it can be reheated and served when the child does wake up. It is hard on everyone when a caregiver tries to "make" a child stay awake for lunch. The child usually gets very fussy and cries. This usually causes everyone to be stressed and unhappy.



A good schedule will offer children a balance between quiet and active times. This includes time outside. A child is never too young to go outside and get some fresh air. It is also very important to offer very young children "tummy time" on the floor. It is a very important part of development to have children on their tummies on the floor. This helps them develop important upper body strength they need to crawl and walk. Again just like adults, children need time to be alone (but still supervised, of course).

As caregivers, it is our responsibility to make sure children have these opportunities. It is also important to provide children with some one on one time with the caregiver. Young children need to develop special relationships with their caregiver. Children also need a balance between activities offered by adults and activities chosen by the child. We want children to be able to make choices for themselves, but we also want to give them some direction, when needed.

If you want assistance looking at your schedule for your infant/toddler classroom please contact Taylor Tucker at the Child Care Resource and Referral at 1-899-621-5908

References

Dumbro, Colker, & Dodge (1997). *The Creative Curriculum for Infants and Toddlers*. Washington, DC: Teaching Strategies, Inc.

Book Of The Month: Creative Play Activities for Children with Disabilities

Heather Alms, CCR&R Office Coordinator

Creative Play Activities For Children With Disabilities by Lisa Rappaport Morris and Linda Schulz is a resource book that offers 250 games and activities for ages birth through age eight. Designed especially designed for children with disabilities, most activities also offer adaptations for the physically, visually and hearing impaired and emotionally and mentally challenged. Activity Themes include: Senses; Movement; Water Play, Outdoors and Make-Believe; Arts & Crafts; Music and Rhythm; and Group Activities.

The Child Care Resource and Referral Lending Library is open Monday through Friday from 8:00 a.m. until 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 Jones-Jaggers Hall Room 151. Call us if you need directions!

If you cannot schedule a time to visit 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.

National Child Care Awards

The Tylenol and Terry Lynne Lokoff Child Care Foundation's **National Child Care Awards** honor teachers for innovative programming that provides quality services to children. The 50 teachers selected each receive \$1,000, half as stipend for their commitment to the field and half to fund new or innovative classroom ideas.

Last year no one from Kentucky was selected. So, go on and try for it. Applications are due by December 3, 2004. Check out the grants and application section section of the webpage at www.childcareabc.org

Want to Be Published? Want to Announce An Event?

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 your submissions to connie.smith@wku.edu, or mail them on disk to:

Child Care Resource & Referral at WKU
1 Big Red Way, 117 Jones-Jaggers Hall
Bowling Green, Kentucky 42101.

Free Bumper Sticker

To raise the visibility of children's needs in the election and to send a message to politicians, the Every Child Matters Education Fund is distributing "**I'm voting for Kids**" bumper stickers. To receive this free bumper sticker, go to the following web page: <http://www.everychildmatters.org/sticker>. To request multiple bumper stickers go to: https://secure2.convio.net/ecm/site/SPageServer?pagename=ecm_bumper_request

Child Care Resource & Referral
Western Kentucky University
1 Big Red Way, 117 Jones-Jagers Hall
Bowling Green, KY 42101-3576

THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU

September 2004