

# *THE CHILD CARE PROFESSIONAL*

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



**Volume XII, Number 2**

**February 2005**

## *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  
Lindsay Spence, CCR&R Intern

Sherri Meyer, CCR&R Coordinator  
Taylor Tucker, Infant-Toddler Specialist/Quality Coordinator  
Heather Alms, CCR&R Office Coordinator  
Sara Redmon, Office Assistant

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### **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 [ccrr.expert@wku.edu](mailto:ccrr.expert@wku.edu)  
Or Visit Our Website at [www.ttas.org](http://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](http://www.adobe.com)). Readers may select the format they prefer when subscribing. To receive an 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](mailto:heather.alms@wku.edu)).

# Understanding Dyslexia

*Marcy Hendricks, Early Childhood Education Student, WKU*

It is easy for me to write about dyslexia, because it is a subject that is very familiar to me. Being a person who has a learning disability, I found it appropriate to talk about dyslexia. First, let's discuss just what dyslexia is.

Dyslexia is a specific problem in learning to read, and the written relation to the general ability or IQ. Problems with math, reading, or musical notation are also common, as well as a poor working memory.

Some common signposts of dyslexia can be difficulty distinguishing left and right, poor sense of direction, difficulties with time and tenses (for instance past or present tense). There is a biological basis with dyslexia, in that it is inherited. It is also prevalent across many different cultures. Dyslexia is also more commonly seen in males rather than females. This holds true in my family; as far as I have researched and know, I am the only girl who has dyslexia. The other family members with dyslexia are male cousins.

So what is it that causes dyslexia? There is no single cause for dyslexia, it is different for every individual. Children seem to learn language skills during a short critical period. For example, if has hearing problems or an ear infection, this could affect the child's language skills and abilities. Also visual problems, which is my main problem, can confuse children making it difficult to read. The children have a hard time transferring letters into sounds and they also have a problem with the meaning of a word or topic.

The age that this disability becomes a problem is different for every child. The age will vary; for some it starts as early as five years old, but for others it can be as late as eight or nine, as it was in my situation.

Dyslexia really becomes apparent when children are learning to read or if they become clumsy or have a problem concentrating.

A common question among teachers is "How can classroom teachers and aides help children who have dyslexia?" This concern is often related to the teacher's limited understanding of the disability. In



many cases, when a child is diagnosed with dyslexia, an IEP (Individualized Education Plan) is set into place. When this takes place, the teacher modify the child's work assignments, orally test the student, and set aside extra time for the students. Parents can help at home by practicing with their child on writing and math skills.

New research has shown that the use of colored filters can be of great help. The filters are either blue or yellow, depending on what works best for the child - mine were yellow. Children use these filters to put over their work to keep letters and numbers in place, and to keep words from moving off the page. They are also commonly used to filter out the light and glare that often bothers the dyslexic child.

Testing a child for dyslexia is relatively simple. If the child is in a public school, often times the teacher can refer them to the special education teacher to conduct some simple tests to determine if the child has dyslexia or not. Concerned parents and teachers can also contact the Kentucky Interdisciplinary Diagnostic Services Center at 270-782-7288 for additional information and resources on dyslexia. Another useful resource is the Learning Disabilities Association, located at 2210 Gold Smith Lane, Suite 118, Louisville, KY 40218. You can call them at 502-473-1256, e-mail the office at [ldaofky@aol.com](mailto:ldaofky@aol.com), or visit their web site at [www.ldaofky.org](http://www.ldaofky.org).

# Math – It’s Everywhere You Look!

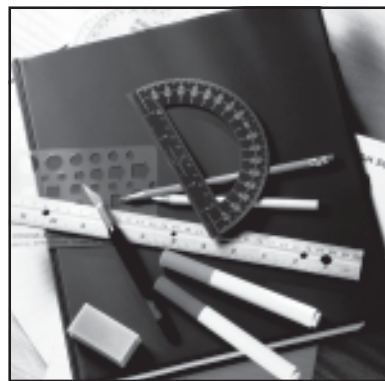
By Sherri Meyer, CCR&R Coordinator

All and none. Long and short. Many and few. First and last. Big and little. When you hear these words, what first comes to mind? I bet it is not math – but that is exactly what these words and many more are a part of. They are math words. In the language and activities we do with children every day, we introduce them to math concepts. Let’s explore the many opportunities for children to learn about math in their everyday activities.

Since math is everywhere, children will understand the many concepts that make up math when they are active in their play. Children need to touch! We need to ensure that children have many opportunities to “touch” their work with math and plenty of time to practice these new skills.

Children like to help cook. They can assist an adult as ingredients are measured. Many recipes come with pictures on the box. Allow your child to help “read” the directions by looking at the pictures and talking about the steps involved in following the directions. Setting the table is a math activity as we teach children that each place needs only one fork, one plate, etc.

When doing an art project, use shapes and forms in the work. Allow children to make collages and talk about the space they have filled in (“all of your paper is filled” or “some of your paper is still white”). Look at maps or draw a map of the classroom or home. Talk about space and the amount left or filled up by things like furniture.



Talk about patterns that are seen in the environment. Play with blocks and talk about the sizes of them, sort them, or measure them. At times, parents and child care providers will need to verbalize what the child is doing. The idea of what to do, such as sorting by color or size, is there for the child even though the child may not be able to use words to describe what it is they are doing.

As children experiment with water or sand play, be sure to have materials that can be used for measuring, filling, or dumping. Encourage children to estimate the number of scoops it takes to fill the bucket.

Children love to help pull laundry from the dryer so the next time you have washed socks, allow your child to sort and match the socks. Matching is a math skill. You can create an activity by matching almost anything!

Move to the beat of music! Match sounds using musical instruments. Better yet, make your own musical instrument using an empty water bottle with dried beans or rice inside. Another instrument you can make includes taping or stapling paper plates together with beans inside and shaking to the music.

Math can be fun! And it doesn’t necessarily rely on rulers, protractors, and calculators. Enjoy the many opportunities to explore and experience math with your child or the children in your program. Math is everywhere – just look around!

# The Many Uses of Free Materials!

In a Child Care Resource & Referral workshop led by Dr. Connie Jo Smith and Dr. Becky S. Bennett, participants were given bags of household materials and encouraged to come up with many different ways that they could be used to support the learning of children. Focusing on just one item included in the bags, here are a few examples of ways the participants thought **detergent lids** could be used.

1. Sort them by color.
2. Put numbers on lids and let children match them. (one dot and the numeral 1)
3. Count the lids.
4. Hide things under the lids and ask children to guess what is hidden.
5. Put letters on the lids and let children match them (lower case a and large case A)

*Ideas by Jamie Markus, Shirley Law, Bea Nealy, and Hollis Nealy.*

1. Use the lids to create a counting game.
2. Use the lids to create a mosaic picture.
3. Use the lids to form shapes and pictures (smile, circle, etc.)
4. Paint pictures on the lids (happy face, sad face, etc.)
5. Use the lids as wheels for home made vehicles.

*Ideas by Diane Capps, April London, Stacy Elmore, and Joy Cardwell*

1. Stack the lids.
2. Use lids for scooping and pouring during sand play.
3. Put dirt in lids.
4. Make a noisemaker by putting items in them and shaking.
5. Glue pictures on the tops of the lids.

*Ideas by Ashley Capps, Robin Corbin, Jennie Capps, and Delvecchio Walls*

1. Use in water play for pouring.
2. Sort them into different sizes.
3. Plant seeds in them and watch for them to sprout.
4. Use as a paint holder.
5. Use as cutters for play dough.

*Ideas by Linda Edwards and Mladenka Bahic*

What kinds of activities can you think of to add to the lists above?



# Playground Injuries

*Emily Lofton, Early Childhood Education Student, WKU*

Recess is a word that all young children learn quickly; it's the time of day that they have been looking forward to. Children play because it is the way that they learn things, through exploration!

Every child loves going outside and playing on the playground. But so many children are hurt while on the playground. According to the U.S. Centers for Disease Control, more children are injured in the summer on the playground and most injuries occur between the hours of 11:00 a.m. and 4:00 p.m. The day that most injuries occur is on a Monday. The age group with the highest rate of injuries is two year-olds and infants have the lowest rate. I believe this is true because two year-olds are just beginning to learn to run and keep their balance. When on the playground, it is more likely for them to fall because they are going after something. Infants have the lowest rate in my opinion because some are not able to walk independently and have an adult around them. Most injuries occur because of a fall (National Network for Child Care, 1993. [www.nncc.org](http://www.nncc.org)).



The National Association for the Education of Young Children establishes safety guidelines to help prevent injuries. Of course, injuries are inevitably going to occur, but these guidelines may take a serious injury and turn it into a minor injury. Some examples of the guidelines from NAEYC are: check the play area daily for anything hazardous to the children; make sure that the ground under the equipment is soft and loose; provide age-appropriate equipment for the children' and teach the children how to play safely (NNCC, 1993). When a child goes outside, they are filled with excitement. It is the child's educator that is responsible for his or her safety while outside. Teachers should keep a close eye on the children at all times.

## New CCR&R Training Rules

The CCR&R works hard to bring our customers the best training on the widest number of topics. But we also work to deliver that training in the most comfortable learning environments. Because of the generosity of our colleagues at Western Kentucky University, we have had opportunities to use some of the most up-to-date facilities free of charge. However, we will only be able to continue our access to these facilities by adhering to WKU's "**No Food/No Drink**" policies for these facilities.

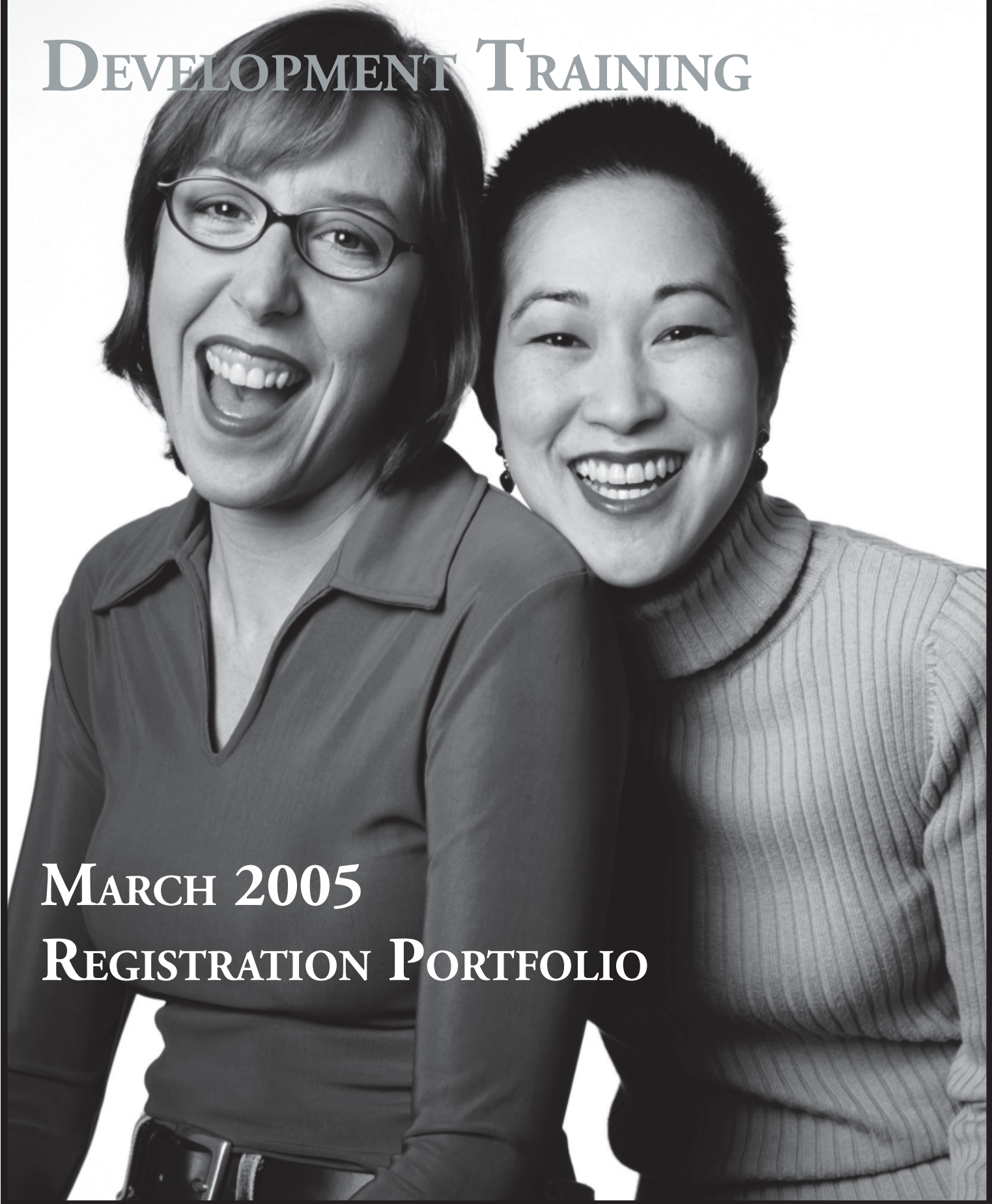


Effective immediately, **participants in CCR&R training are being asked to refrain from bringing snacks, food, sodas, or other drinks into the training rooms.** By following this simple rule, we can avoid being moved to other, less comfortable training spaces, and we can also avoid the likelihood of increasing our fees for training in order to cover room rentals, cleaning deposits, or maintenance fees. We appreciate your cooperation in this matter, and we apologize for any temporary inconvenience while we adjust to the new rules.

# CCR&R PROFESSIONAL DEVELOPMENT TRAINING

MARCH 2005

REGISTRATION PORTFOLIO



# CCR&R PROFESSIONAL DEVELOPMENT TRAINING

## MARCH 2005 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 March 2005. 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*

**STARS FOR KIDS NOW:  
OVERVIEW FOR TYPE I CENTERS**

**6:00-9:00 P.M., THURSDAY, MARCH 3, 2005**

**ROOM 101, JONES-JAGGERS HALL, UNIVERSITY BOULEVARD, WKU, BOWLING GREEN, KY**

This session will provide an overview of STARS for KIDS NOW Initiative and how being a part of the STARS for KIDS NOW Rating System can benefit your program and the children in your care. This training is mandatory for any licensed or family child care provider wishing to participate in the STARS for KIDS NOW Quality Rating System. *Target Audience:* Directors/Owners of Type I, II, and Certified Family Child Care Homes. If a center has an off-site Director, then the Director/Owner and the on-site Supervisor must both attend. *Presenter:* Taylor Tucker, CCR&R Quality Coordinator. *Level 2. Training hours are NOT awarded for this training.*

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 you must return your registration form to ensure that sufficient space is available. **No registrations will be accepted after February 24, 2005.**

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 February 24, 2005 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.*

*Registration Form*  
*Child Care Resource & Referral Professional Development Training*

**TALKING TO FAMILIES ABOUT SAFE TRANSPORTATION**

**6:00 - 9:00 P.M., TUESDAY, MARCH 8, 2005**

**MUNFORDVILLE ELEMENTARY SCHOOL LIBRARY, 215 NORTH WEST STREET, MUNFORDVILLE, KY**

Join us as we discuss a critical issue - transporting children. This session will provide you with very important information about car seat safety and other transportation issues *Presenter:* Taylor Tucker, CCR&R Quality Coordinator. *Target Audience:* General. *CDA Subject Area:* 1. *Core Content:* Health, Safety & 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 February 18, 2005.**

*After February 18, 2005, registration is \$15 per participant.*

***No registrations accepted after March 1, 2005***

**NON-BRADD AREA PARTICIPANT**

*Early Bird Registration Fee is \$20 per participant.*

**Return form with payment by February 18, 2005.**

*After February 18, 2005, registration is \$25 per participant.*

***No registrations accepted after March 1, 2005.***

*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: \_\_\_\_\_

**No registrations accepted after March 1, 2005.** Please return completed registration form with payment 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: \_\_\_\_\_

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 Telephone Conference Call

## A FRESH LOOK AT RECOMMENDED PRACTICES

5:30 - 7:30 P.M., THURSDAY, MARCH 10, 2005

Join us on this conference call to take a fresh look at recommended practices with young children. *Presenter:* Sherri Meyer, CCR&R Coordinator. *Target Audience:* General. *CDA Subject Area:* 8. *Core Content:* Child Growth & Development. *Training Level:* 2.

The Child Care Resource & Referral at WKU is pleased to announce this SPECIAL TELEPHONE CONFERENCE CALL which allows you to participate in training by telephone from any location - from your home, office, or another location. **No travel time, no per diem expenses, no hassle, and low cost!** The cost is only \$6 per participant (\$10 for Non-BRADD Area participant) plus the cost of your telephone call.

After you register and shortly before the telephone event, you will be mailed the session handouts, directions for calling in, and the central phone number you should call to participate. After the call, the CCR&R phone service provider will provide the names of those participating in the call and the length of their participation. Certificates for two hours of training will be mailed to all registered participants whose phone lines remained active for the full length of the telephone conference call.

Please copy and share this form as necessary. Please print clearly and submit one form with payment per person.

**BRADD AREA PARTICIPANT**

*Registration Fee* is \$6 per participant.

**Return form with payment no later than March 1, 2004. No registrations will be accepted after March 1, 2005.**

**NON-BRADD AREA PARTICIPANT**

*Registration Fee* is \$10 per participant.

**Return form with payment no later than March 1, 2004. No registrations will be accepted after March 1, 2005.**

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: \_\_\_\_\_

**No registrations accepted after March 12, 2005. Please return registration form with payment to:**

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

CANCELLATION: 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*  
**ORIENTATION TRAINING FOR EARLY CARE & EDUCATION PROFESSIONALS**

**SATURDAY, MARCH 19, 2005, TATE C. PAGE HALL, NORMAL AVENUE, BOWLING GREEN, KY**  
 (LOCATED BEHIND MEDIA & TECHNOLOGY HALL AND NEXT TO PRESTON CENTER ON WKU'S CAMPUS)

Formerly called *The New Employee Orientation*, this is a mandatory six-hour training that all child care employees must attend during the first 90 days of employment. **Check in will be held in the 2nd Floor Lobby of Tate Page Hall.**

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

- HEALTH, SAFETY, AND SANITATION; AND RECOGNIZING AND REPORTING CHILD ABUSE.** *Presenter:* Jill Norris, Early Childhood Health Coordinator. *Target Audience:* New Employees. *CDA Subject Area:* 1. *Core Content:* Health, Safety & Nutrition. *Training Level:* 1.

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

- RECOMMENDED PRACTICES.** *Presenter:* Sherri Meyer, CCR&R Coordinator. *Target Audience:* New Employees. *CDA Subject Area:* 1. *Core Content:* Learning Environments & Curriculum. *Training Level:* 1.

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 February 18, 2005.**

*After February 18, 2005 registration is \$15 per half-day session (\$30 for a full day of training).*

**No registrations accepted after March 11, 2005.**

**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 February 18, 2005.**

*After February 18, 2005 registration is \$25 per half-day session (\$50 for a full day of training).*

**No registrations accepted after March 11, 2005.**

To receive *CEU Credits*, please check here \_\_\_ 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: \_\_\_\_\_

**No registrations accepted after March 11, 2005.** Please return completed registration form with payment 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: \_\_\_\_\_

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.*

# MARCH MAKE & TAKE MADNESS

9:00 A.M.-4:30 P.M., SATURDAY, MARCH 19, 2005

2ND FLOOR LOBBY, TATE C. PAGE HALL, NORMAL AVENUE, BOWLING GREEN, KY

(LOCATED BEHIND MEDIA & TECHNOLOGY HALL AND NEXT TO PRESTON CENTER ON WKU'S CAMPUS)

**A special full-day event sponsored by the CCR&R at WKU and the Bowling Green Woman's Club!** Participants will be involved in a hands-on session where each individual will make one or more projects to take back to their work place. The projects will include activities to enhance cognitive development including problem-solving, color, number and shape recognition, and language development. **Presenter:** Janet Buckley, CCR&R Consultant. **Core Content:** Child Growth & Development. **CDA Subject Area: 2. Training Level: 2. Six training hours will be awarded for this training.**

Doors open and participant check-in begins at 8:30 a.m. in the 2nd Floor Lobby of Tate Page Hall. Classes begin promptly at 9:00 a.m. and conclude at 4:30 p.m. with lunch from Noon until 1:30 p.m.

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

You may copy and share this form as necessary. SELECT ONE CATEGORY:

**BRADD AREA PARTICIPANT**

*Early Bird Registration Fee is \$20 for the full day training.*

**Return form with payment by February 18, 2005.**

*After February 18, 2005 registration is \$30.*

**No registrations accepted after March 11, 2005.**

**NON-BRADD AREA PARTICIPANT**

*Early Bird Registration Fee is \$40 for the full day training.*

**Return form with payment by February 18, 2005.**

*After February 18, 2005 registration is \$50.*

**No registrations accepted after March 11, 2005.**

**ALL PAYMENTS SHOULD BE MADE OUT TO "BOWLING GREEN WOMAN'S CLUB."**

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: \_\_\_\_\_

**No registrations will be accepted after March 11, 2005.** Please return completed registration form to:

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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? 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.

## Training Cancellation Policy

Because of winter weather, the CCR&R may find it advisable from time to time to cancel scheduled training events. In the event that training is cancelled, the CCR&R will post cancellation notices on our phone system. Before traveling to training in snowy or icy weather, please call 800-621-5908 to find out if your training has been cancelled. Your training payments for the cancelled session will be refunded or transferred to a later session.

### 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](mailto: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

## Upcoming Training By Target Audience

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

### Administrators

Feb. 15, 2005	Management Issues
Apr. 7, 2005	Management Issues

### General Audiences

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

### Home Care Providers

Feb. 19, 2005	In-Home Child Care Issues
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### Infant-Toddler Issues

Jun. 18, 2005	Infant-Toddler Issues
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### Orientation Training for Early Care & Education Professionals

Mar. 19, 2005	Orientation for ECE Professionals
May 21, 2005	Orientation for ECE Professionals

### Potential Child Care Providers

Apr. 21, 2005	Start Up Training
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### Preschool Audiences

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

### Registered Providers

Mar. 19, 2005	Registered Provider Orientation
May 21, 2005	Registered Provider Orientation

### School-Age

Apr. 16, 2005	School Age Issues
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### STARS for KIDS NOW

Mar. 3, 2005	STARS Overview Session
May 3, 2005	STARS Overview Session

# Adding Multicultural Activities to Your Classroom

*By Jill Norris, Early Childhood Health Coordinator*

As early childhood educators, one of the greatest things we can do for children is to help build their self-esteem. As part of this goal, we want to ensure that no child feels badly about themselves or their family. In a community with increasing diversity, implementing a multicultural approach in your classroom can be a first step toward achieving this goal. Multicultural involves recognizing that while we are different we are also similar. We all have places to live but my home may be different from yours and the homes of the children in your care. Some people live in apartments, houses, mobile homes, shelters, etc. Do children in your program know that all of these types of dwellings are acceptable homes?

Providing multicultural activities in programs where children come from very similar backgrounds is especially important. Children in these settings run the risk of developing the misperception that everyone is alike. Thus when they do encounter people who look, live, and believe differently, they may feel uncomfortable, fearful of the person, or think that something is wrong with that “strange” person.

When implementing a multicultural approach, it is best for children to do it in a way that avoids the “tourist” curriculum approach. The tourist approach involves children “visiting” a country or group of people by experiencing the foods they eat, the music they listen to, and the clothes they wear during a day or a week’s time. This approach places the



greatest focus on how these people are different from “us.” Unfortunately, this approach can also teach children stereotypes by “reinforcing the notion that other cultures are strange and exotic places to visit, but not worth exploring on a daily basis.”

But what do you do instead? One remedy is to incorporate materials that represent many cultures into the learning centers in your program. Hopefully the following information will generate ideas for your program as well as help you see ways you are already implementing multicultural activities.

In the art center, include colors, textures, and patterns from other cultures. Add different types of paper such as origami paper for folding and rice paper for painting. Add red potter’s clay for sculpting. Provide “ethnic” colors of paint, crayons, markers and clay so that children have a wide variety of flesh tone colors to choose from when creating artwork. Include fabric scraps of imported cloth and magazines with pictures of people from various cultures for making collages. Place a mirror or hand mirrors in the art center for children to look at themselves while they work.

In the music center, use music from different cultures throughout the day. Encourage families to suggest music they listen to at home. Teach the children to sing simple songs from other countries. Include instruments like maracas, Tibetan bells, gongs, dried gourds, brass bells, conch shells, wooden xylophones, and guitars.

In the dramatic play center, include multi-ethnic dolls, and empty food containers from foods used by different cultures. Add multicultural food storage containers and cooking utensils such as: woven baskets, mesh bags, and pottery containers, tortilla presses, woks, and bamboo steamers. Add dishes and eating utensils such as rice bowls and plates, plastic and paper plates, chopsticks, and teapots. Include dress-up clothes like saris, kimonos, dashikis, grass skirts, sarongs, and woven vests.

In the science center include rocks, stones, and shells from different parts of the world. Try growing ferns, bonsai trees, tropical flowering plants, cactus and herbs. Make “smelly jars” with spices and scents from other cultures.

In the block center, make sure a variety of types of transportation are represented, including trains, double-decker buses, trucks, planes, cars, horses and carts, ferries, canoes, sleds, and sleighs. Add people that reflect various cultures, ages, abilities and family makeup. Add natural building materials such as palm leaves, coconut shells, cornhusks, pine branches, straw, and stones. Post pictures of various types of buildings found around the world and your community. Add toy animals made of a variety of materials such as rubber, plastic, wood, cloth, and carved bone.

Because of cost, many of the items listed above will need to be added slowly, however some simply require gathering time. There is an activity in and of itself! By incorporating these materials into the daily play of children, it downplays the differences among people and instead helps children see that we all live in some form of shelter. The shelters may just look different and may be made of different materials. We all eat and cook. We just may do it a little differently.

What other ways can you incorporate multicultural activities in a non-tourist way? I would love to hear about them!

### Additional Resources

- **Opening the Classroom Window: A Calendar of Multicultural Activities for Early Childhood Educators**, by Dianne Nielsen, Fearon Teacher Aides, Torrence, CA, 1998.
- **The Kids’ Multicultural Cookbook: Food & Fun Around the World**, by Deanna F. Cook, Williamson Publishing, Charlotte, Vermont, 1995.
- **All Together Now!** <http://www.civilrights.org/publications/reports/alltogethernow/atn.pdf>
- Multicultural Pavilion web site: <http://www.edchange.org/multicultural/>

## Book of the Month: Follow Me Too

*Heather Alms, CCR&R Office Coordinator*

February’s book of the month *Follow Me Too: A Handbook Of Movement Activities For 3-5Year Olds* by Marianne Torbert and Lynne B. Schneider offers over 50 games designed to help children build life skills while having fun. The games and activities are designed to be played in small spaces, both indoors and out, with comments and suggestions that allow you to adapt to any environment and any child. Each game provides you with a list of life skills that the game is directed toward. Life Skills include: Focusing; Paying Attention; Being A Good Listener; Sharing; Building Self-Esteem; Learning From The Environment; and more!



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, Jones Jagers 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.

# Art: Going Beyond Crayons and Markers

Linda Bohannon, KIDS NOW Scholar, LaPetite Academy, Bowling Green, Kentucky

As we set up our art center and begin to prepare the daily activities for the children whose education has been entrusted into our care, what are the objectives we hope to facilitate to gain the maximum learning experience for each individual child?



So often, we, as teachers, give children what I call “traditional art materials” in hope that they can explore and express something of themselves as well as something tangible they can take home. These traditional materials for my class include, crayons, pencils, washable markers,

a small variety of collage materials, and both manila and construction paper.

The Developmentally Appropriate Practice’s number one principle states, “one domain influences and is influenced by development in other domains.” What we need to focus on is that the experiences children have in exploring art activities can be directly correlated with and support the learning experiences in most of the other learning domains. Examples of this traverse learning could include:

- In the language domain, children will explore more use of descriptive words in relating to not only their teacher, their parents, but also their peers. Words such as, soft, pretty, large, small, etc.
- In the cognitive domain, they can explore cause and effect, for instance, they may ask what will happen if I add this color or add salt to the paint. They can begin to recognize patterns, textures, and contrasts.

- In the imagination domain, they can let their creativity soar as they build a confidence that this is their very own creation and there is no right or wrong.
- The social domain can be supported through sharing of thoughts and feeling in a safe way. By working closely together or on the same project, children can and will give advice and encouragement to each other. Turn taking can be supported as they share materials with each other.
- The self-help domain is enhanced by children manipulating the materials, such as opening the lids on various containers and then putting things away when they are finished.



These are just a few of the ways that art experiences can support children and how they grow and learn.

With this in mind, it stands to reason that the more materials we give children, in the art center, to experiment with and to explore the more learning opportunities they have. Lila Laky and Rose Mukerji-Bergeson state in their book, *ART: Basic for Young Children*, “Aesthetic awareness can be fostered indirectly by exposure to an environment rich in opportunity to

experience sensory phenomenon of all kinds.” It also can support their acceptance of diversity.

Through art in your class, children can get a small glimpse of other countries and cultures. Remember some research may need to be done beforehand to make sure that we demonstrate



respect for each culture as we share this with our class in a correct manner. This can be a good parent involvement aspect of your program.

Giving children additional art materials is a step in the right direction to help them have an opportunity to participate in a higher order of learning than we may have provided them with in the past. Adding various mediums to the center will give it a new life. Items such as different types of clay, rainbow crayons, tape, colored pencils, and yarn are a great start. The list is endless.

What we need to remember is that these materials can be used in different ways. Take crayons, for example. They can be melted. They can be taped together to make rainbow crayons. Press hard with the crayon as you color and you can also go back and make etchings by rubbing a toothpick across the colored part of the paper. Another example of using untraditional materials in art would be letting children use a comb or sponge or loofah or even sliced fruit while finger-painting to create their own type of textures and patterns.

Adding clay is a great way of giving the children the benefit of experimenting with three-dimensional creations. This is also a great way to strengthen your program with the Early Childhood Environment Rating Scale - to score a 7 in the area of "Art" you must offer three-dimensional art at least once monthly.

As you break away from the long-established ideas that keep you from exploring uncharted, maybe messy

territory in your art center and incorporate some changes into your art program remember to make sure your art materials and the experiences you facilitate for the children are age-appropriate for each developmental level and can be adapted for each individual child. Make these changes gradually so that children are comfortable enough to take an active part.



## References

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- Council for Professional Recognition. 1996. **The Child Development Associate Assessment System and Competency Standards**. Washington, DC.
- Harms, T., R., Clifford, and D., Cryer. 1998. **Early Childhood Environment Rating Scale**. Revised. New York, NY.
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- Unknown. 2004. Artcrafts. Crayola. <http://www.crayola.com/ideas/index.cfm?mt=artcrafts>

# Don't Let Your Commonwealth Credential Expire!

June is fast approaching and for those of you receiving your Commonwealth Child Care Credential through the CCR&R at WKU, June brings the expiration date of Commonwealth Child Care Credentials. In order to keep your credential current, there are two things you must do: (1) You must have completed 15 hours of training in early childhood since June 2004; and (2) You must contact Amy Hood at the CCR&R to complete the necessary paperwork prior to June 3, 2005.

If you are unsure of the number of hours of training you have received, don't worry! Amy can help you determine that. Get in touch with her soon by calling 1-800-621-5908 or 270-745-2216 or by e-mailing Amy at [Amy.Hood@wku.edu](mailto:Amy.Hood@wku.edu).

# How to Prepare for A New Child in Your Program

*Taylor Tucker, CCR&R Quality Coordinator*

Think about what you can do for a new family enrolling a child in your program. Whether the child is an infant or a preschool aged child, you need to gather information to make the child's first weeks successful. Early care and education programs should have a policy on the information they gather on any child beginning care in their program. It is a good idea to gather some of this information on a form that can be given to the classroom teacher and filed in a central location. Think about your program's goals and philosophy and what type of information would help both the teacher and the child. Some things you might want ask the parents are:

- What does your child like to be called?
- What are the names of people he is familiar with and what is their relationship?
- What are your child's favorite toys and activities?
- Does he/she have a "special" toy?
- What kinds of food does your child like to eat?
- What kinds of food does your child not like?
- What are your child's bathroom habits?
- What are the words you use when your child needs to use the bathroom?
- What are your child's sleeping habits?
- How does your child usually go to sleep?
- Does your child sleep with anything?
- Does your child have any allergies (food, environmental, etc.) ?
- What medication is your child currently taking?
- In which area does your child need assistance – feeding, moving, communicating, or socializing?
- Is your child receiving any specialized services?
- Is there anything else that you can tell me that would help our program provide better care for your child?

As you can see, depending on the child's age some of these questions may not apply. But for others it is very good information to have. Knowing a child's sleeping routines, regardless of the child's age, will help the child transition into care. Eating habits are also important. For older children, it is important to

know what the child likes and dislikes. It is important to continue to offer children a variety of foods because we all know children's likes and dislikes change over time. But knowing this information will help make sure the child has some food he likes.

Many children have a "special" toy. Some children use this toy to help them go to sleep. We need to keep this consistent between home and school. For many children the first days in care can be scary. This special toy will help ease them into the routines.

Finally, you should always have at least one open-ended questions to ask so parents can tell you what they feel is important about their child. Parents know their children better than anyone else and can often give us vital information that can help us serve their children better. Take advantage of that knowledge.

## Welcome, Lindsay Spence!

The CCR&R wants to welcome Lindsay Spence to our office. Lindsay will be working with the CCR&R staff as an intern over the Spring 2005 semester.

Lindsay is a WKU senior originally from Nashville, Tennessee. She is majoring in Child Studies with a minor in Family Services within the Family and Consumer Sciences Department. Not only has Lindsay been studying about children, she has also worked part-time in child care for nine years.

While working as an intern, Lindsay will be visiting providers with our staff, conducting observations and participating in some of the training events. Please join us as we welcome her to our team!

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# ***THE CHILD CARE PROFESSIONAL***

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