

THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU



Volume XII, Number 5

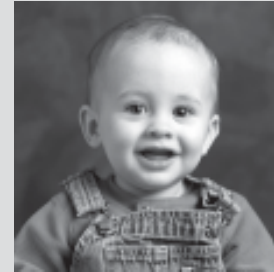
May 2005

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 Director
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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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 ccrr.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 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).

Encouraging Mothers to Breastfeed?

Jill Norris, CCR&R Early Childhood Health Coordinator

You have probably seen recent media campaigns encouraging mothers to breastfeed or heard in the media about research on breastfeeding. The most beneficial and natural first food for an infant is human milk and the act of feeding an infant fosters attachment with the mother and/or caregiver.

“Recent studies show that babies are less likely to develop ear infections, respiratory illnesses and diarrhea when breastfed exclusively for six months. Also, breastfed babies may be less likely to be obese in childhood” according to Breastfeeding Initiatives at the American Academy of Pediatrics, (www.aap.org).

Additionally, breastfeeding “supports rapid growth in both weight and length during the first year of life and beyond” and “has advantages for the mother, as well (*Caring for Our Children; National Health and Safety Performance Standards*, Chapter 4, page 8).” While many people in our country realize the benefits of breastfeeding, only 33 percent of mothers breastfeed their babies for six months, according to Breastfeeding Initiatives at the American Academy of Pediatrics. Reasons for this can include the perceived inconvenience, negative societal attitudes, and the difficulties of continuing to breastfeed after returning to work.

As advocates for what is best for children, it is important for all of us to encourage mothers to breastfeed and to do what we can to make this process easier for them, even after they return to work. Something as simple as providing a “designated place set aside for breastfeeding mothers who want to come during work to breastfeed” is a great first step (*Caring for Our Children; National Health and Safety Performance Standards*, Chapter 4, page 8). It is important for this place to provide comfort and privacy.

Additionally, providing safe handling and storage of breast milk is essential. According to National Health and Safety Performance Standards, it is important to remember the following when handling expressed milk:

- ◆ Place the breast milk in a clean, sanitary bottle;
- ◆ Clearly label that includes the infant’s full name and date of collection on a label that will not come off in water;
- ◆ Keep the breast milk frozen or refrigerated;
- ◆ Only remove from the refrigerator immediately before feeding;
- ◆ Warm under running warm tap water or by placing in a container of water that is no warmer than 120 degrees F, do not leave in a pot of water to warm for more than five minutes, test the temperature of the milk before feeding, and do not warm in a microwave;
- ◆ Use within 24 hours if thawed in the refrigerator; and
- ◆ Discard milk if it is contained in an unsanitary bottle, has been un-refrigerated for an hour or



more, has been fed over a period that exceeds an hour from the beginning of the feeding, and after 48 hours if refrigerated or 3 months if frozen.

It is also important to remember that breast-feeding or bottle-feeding an infant is a mealtime and mealtime is traditionally a social time in our society. According to the American Public Health Association and the American Academy of Pediatrics, “feeding should occur in a relaxed and pleasant environment that fosters healthy digestion and pro-social behavior.”

It is important that a breastfeeding area be quiet and private so that it fosters attachment between the infant and mother. Remember the National Breastfeeding Awareness Campaign slogan, “Babies Were Born To Be Breastfed,” and then think about how your program can encourage mothers to breastfeed and support them in this process.

Breastfeeding Resources:

- American Academy of Pediatrics Web Site: <http://www.aap.org>
- The National Women’s Health Information Center Web Site: <http://www.4women.gov>
- LaLeche League Web Site: <http://www.laleche.org>

Service One Credit Union Offers Scholarships

Service One Credit Union is pleased to announce that it is now accepting applications for scholarships to be awarded for the 2005-2006 academic year in the following amounts:

- ◆ One \$500 tuition scholarship;
- ◆ Two \$250 tuition scholarships;
- ◆ One \$165 book scholarship.

Partnering with the Western Kentucky University Foundation, the Service One Credit Union Endowed Scholarship was established to provide credit union members an opportunity to receive financial assistance in furthering their education.

The annual scholarship is open to all members of Service One Credit Union who are returning students to Western Kentucky University. The scholarship application and other qualification information is available from Service One’s web site, www.socu.com. The deadline to apply for the scholarships is June 15, 2005, so please act quickly.

New NAEYC Accreditation Performance Criteria

The new ***Early Childhood Program Standards and Accreditation Performance Criteria*** has been approved by the Governing Board of the National Association for the Education of Young Children (NAEYC). To review the new standards, check out NAEYC’s web page at www.naeyc.org.

Thousands of people helped develop the new standards and criteria by giving feedback to draft versions. Since it was created 20 years ago, the NAEYC Accreditation system has been a source of pride - for programs that achieve NAEYC Accreditation, for the families they serve, and for the early childhood profession as a whole. The new standards and criteria, and the other improvements we are making to NAEYC Accreditation, will be a source of pride for all of us for many years to come.

New self-study materials will be available at the 2005 NAEYC Annual Conference to be held in Washington, D.C, the week of December 7-10. The new NAEYC accreditation system will be fully operational beginning in September 2006.

Assessment Terms: Do They Confuse You?

Dr. Connie Jo Smith, CCR&R Director

From A to Z, there are dozens of assessment terms. To get you started on your quest for a better understanding of assessment for young children, see the common terms that start with “A.”

Let’s start with the word **Assessment**. It can have many different meanings, but overall it is a system for gathering information about a child so that we can better provide a successful learning environment. We may get information about a child in many ways including: asking their parents or guardians, observing them, collecting their work and analyzing it, or administering a standardized test. Assessment is better when there are several sources used to obtain information about a child. How do you get information about the children you serve?

Accommodations – Making adjustments in the assessment process so that children who have a disability or whose native language is not English can still show us what their abilities are during an assessment is accommodation. What good is gathering information if it is not a real reflection of what children know and need to know?

Authentic Assessment – This is sometimes called performance assessment or direct assessment and means that children are assessed while they are doing real life things in a natural situation. This is a great way to assess, because children are comfortable and you can see them in the real world.

Accountability – This means being responsible for showing that children are learning specific skills or knowledge. Sometimes a program may be required help children meet a standard or outcome and this must be documented some way. Think about checks and balances or proof in the pudding. Who are you accountable to and for what?

Align – This is like “Getting all of Your Ducks in a Row.” It is the relationship between the goals for children, the classroom activities, and the assessment.

For example, if you want children to learn to cooperate with each other, you would provide opportunities and encouragement for them to learn this and then observe to see if it is happening.

If you’re still hungry for more definitions, try out some of these web pages that have a wealth of definitions and other valuable assessment information.

- ◆ **Kentucky’s Early Childhood Continuous Assessment Guide:** <http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Kentucky%27s+Early+Childhood+Continuous+Assessment+Guide.htm>
- ◆ **Zero To Three:** <http://www.zerotothree.org/glossary.html>
- ◆ **NECTAC:** <http://www.nectas.unc.edu/chouse/dictionaries.asp?text=1>
- ◆ **Council of Chief State School Officers:** http://www.ccsso.org/projects/scass/projects/early_childhood_education_assessment_consortium/publications_and_products/2840.cfm
- ◆ **Wrightslaw:** <http://www.fetaweb.com/06/glossary.assessment.htm>
- ◆ **Northern Illinois University:** http://www.niu.edu/assessment/_resource/asterms.shtml
- ◆ **English Language Learner Knowledge Base – Assessment Terms:** <http://www.helpforschools.com/ELLKBase/references/EducationalAssessmentTerms.shtml>
- ◆ **Howard University:** <https://www.howard.edu/assessment/open/glossary.htm>
- ◆ **AGS:** <http://www.agsnet.com/glos/>
- ◆ **New Horizons for Learning:** <http://www.newhorizons.org/strategies/assess/terminology.htm>
- ◆ **Barry Sweeny, 1994:** <http://www.teachermentors.com/RSOD%20Site/PerfAssmt/glossary.html>
- ◆ **System for Adult Basic Education Support:** <http://www.sabes.org/assessment/glossary.htm>
- ◆ **CRESST/UCLA:** <http://cresst96.cse.ucla.edu/CRESST/pages/glossary.htm>
- ◆ **Authentic Assessment ToolBox:** <http://jonathan.mueller.faculty.noctrl.edu/toolbox/glossary.htm>

Easing Your Stress

By Sherri Meyer, CCR&R Coordinator

Many of us working in child care not only have a career in early care and education but we also have a family who have children involved in many activities, an extended family who may require our time, or we have professional obligations to fulfill such as going back to school or further training. Balancing all of these activities can be very stressful and leave us without sleep, worried, and stressed. Our work with young children will be affected by the stress and lack of sleep that may invade our lives. This article will provide ideas on how to ease the stress that many of us feel in our lives.

- We must realize that we cannot change the world, but we can change our views and attitudes. We also can look at the schedule we keep and make modifications.
- Instead of worrying about something, start thinking about ways to lessen the worry or make changes to what is worrying you. Don't avoid problems, but create ways to solve them.
- Look in the mirror and appreciate what you see and who you are. How you feel about yourself will help your stress or can make it worse.
- Sometimes we focus on what we do not have or what ideas we have not acted upon. The next time you focus on a dream that did not come true, focus on a new vision for the future and set goals for accomplishing the new dream.
- We all need a break from being the parent or caregiver so create a spending plan that will allow for that much needed vacation. With the finances ready to pay for the trip no matter how small or large, we will all come back to our work environment ready to go and refreshed for our work.
- Every person needs to know they are valued. Don't forget to see the value and good in yourself as you work with others. When you feel good

about yourself, you approach your work and life much more positive. This attitude about life is contagious.

- When talking with friends or co-workers, always remember to focus on the positive. There is enough negative in the world that we need to remain focused on the positive. Criticism and negativity have no place in a stress-free or attempting a less stressful life.
- Do you know a perfectionist? Many of us are one or know one. A perfectionist spends a great deal of time trying to be perfect when all this does is create more stress on the body and mind. Do things well and they will be close to perfect but with much less stress.
- When we laugh more, love more, and give more to others we receive those same gifts back but with greater emphasis. Laughter is, after all, the best medicine.

Our work with children as parents and professionals can be very stressful but with the few tips provided here, you can refocus your time and efforts to make the most of each day with your family, co-workers, and the children we serve. Be happy and healthy both in body and mind and we will accomplish great things.

For more information on women's health, visit the **Speaking of Women's Health** website at www.speakingofwomenshealth.com. Information is available on many topics related to women.



CCR&R PROFESSIONAL DEVELOPMENT TRAINING



JUNE 2005

REGISTRATION PORTFOLIO

CCR&R PROFESSIONAL DEVELOPMENT TRAINING

JUNE 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 June 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.

Child Care Resource & Referral Telephone Conference Call

AN OVERVIEW OF CHILD DEVELOPMENT

5:30-7:30 P.M., JUNE 2, 2005

This telephone training will provide participants with an overview of child development and developmentally appropriate practices. *Presenter:* Dr. Amy S. Hood, CCR&R Professional Development Specialist. *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
May 1, 2005.**

No registrations accepted after May 19, 2005.

NON-BRADD AREA PARTICIPANT

Registration Fee is \$10 per participant.

**Return form with payment no later than
May 1, 2005.**

No registrations accepted after May 19, 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 May 19, 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.

Registration Form
Child Care Resource & Referral Professional Development Training

THE INFLUENCE OF CULTURE ON CAREGIVING

6:00-9:00 P.M., JUNE 7, 2005

SIMPSON COUNTY EXTENSION OFFICE, 300 MAIN STREET, FRANKLIN, KENTUCKY

After attending this session, participants will have a greater awareness of: how different cultures emphasize different goals in raising children; how the experience of immigrating to the United States influences parenting beliefs and practices; the similarities and differences between their own and culturally based child-rearing beliefs and practices; and how to discuss culturally based differences in beliefs, assumptions, and behaviors. *Presenter:* Jill Norris, CCR&R Early Childhood Health Coordinator. *Target Audience:* General. *CDA Subject Area:* 4. *Core Content:* Family & Community Partnerships. *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 May 20, 2005.

After May 20, 2005 registration is \$15 per participant.

No registrations accepted after May 31, 2005.

NON-BRADD AREA PARTICIPANT

Early Bird Registration Fee is \$20 per participant.

Return form with payment by May 20, 2005.

After May 20, 2005 registration is \$25 per participant.

No registrations accepted after May 31, 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 May 31, 2005. Please return completed registration form with payment to:

Child Care Resource & Referral

117 Jones Jaggers 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

HOW FUNNY WAS THAT? HUMOR IN THE WORKPLACE

1:30-4:30 P.M., JUNE 15, 2005

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

Come laugh with me! Laughter is a powerful force and can have quite an impact at work. We will review some humor techniques use by Corporate America. Do you know Joe Boxer's story? We will look at personal humor styles and consider proper and improper practices in using humor in the workplace. Bring a joke, cartoon, or funny story to share. *Presenter:* Dr. Connie Jo Smith, CCR&R Director. *Target Audience:* General. *CDA Subject Area:* 5. *Core Content:* Program Management and Evaluation. *Traning Level:* 2.

Doors will open and participant check-in will begin at 1:00 p.m. on the day 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 May 20, 2005.

After May 20, 2005 registration is \$15 per participant.

No registrations accepted after May 31, 2005.

NON-BRADD AREA PARTICIPANT

Early Bird Registration Fee is \$20 per participant.

Return form with payment by May 20, 2005.

After May 20, 2005 registration is \$25 per participant.

No registrations accepted after May 31, 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 May 31, 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.*

CCR&R PROFESSIONAL DEVELOPMENT TRAINING

SATURDAY, JUNE 18, 2005

MASS MEDIA & TECHNOLOGY HALL, WKU, NORMAL STREET, BOWLING GREEN, KY

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

- BUILDING COLLABORATIVE RELATIONSHIPS WITH FAMILIES OF INFANTS AND TODDLERS.** Participants of the session will gain an increased awareness of: how to recognize their own feelings, thoughts, motivations, reactions and behaviors; formulating a hypothesis about the meaning of a person's behavior using information they gather; and using self awareness and careful observation to develop responses to parents with a specific goal in mind.. *Presenter:* Jill Norris, Early Childhood Health Coordinator. *Target Audience:* Infant/Toddler. *CDA Subject Area:* 4. *Core Content:* Family & Community Partnerships. *Training Level:* 2.
- SPANISH 101.** Join us for this look at the Hispanic culture and learn about working with families and children. We will also learn some Spanish words and phrases to teach young children and help us better communicate with families. *Presenters:* Sherri Meyer, CCR&R Coordinator and Celia Lopez, Director and Founder of Centro (La Esperanza), A Resource for Hispanics. *Target Audience:* Preschool. *CDA Subject Area:* 4. *Core Content:* Family and Community Partnerships. *Training Level:* 2

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

- INTRODUCTION TO SIGNING WITH INFANTS AND TODDLERS.** Join this interactive session where we will discuss the importance of sign language with infants and toddlers, how this assists with the development language, and learn some basic signs for your use with children. *Presenters:* Sherri Meyer, CCR&R Coordinator and Andy Hensley, Outreach Consultant, Kentucky Department of Education/Kentucky School for the Deaf. *Target Audience:* Infant/Toddler. *CDA Subject Area:* 8. *Core Content:* Child Growth and Development. *Training Level:* 2.
- THE POWER OF PROJECTS IN PRESCHOOL CLASSROOMS.** This session will examine how using projects in the preschool classroom can help teachers focus children's learning by meeting the challenges they face such as: overcoming poverty, moving children toward literacy, responding to children's special needs, helping children learn a second language, and effectively meeting standards. *Presenter:* Jill Norris, CCR&R Early Childhood Health Coordinator. *Target Audience:* Preschool. *CDA Subject Area:* 5. *Core Content:* Learning Environments & Curriculum. *Training 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 May 20, 2005.

After May 20, 2005, registration is \$15 per half-day session (\$30 for a full day of training).

No registrations accepted after June 6, 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 May 20, 2005.

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

No registrations accepted after June 6, 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 June 6, 2005. Please return completed registration form with payment to:

Child Care Resource & Referral, WKU, 117 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.

REGIONAL AUTISM INSTITUTE 2005: SPECIAL SESSIONS

8:30 A.M. - 3:30 P.M., JUNE 17, 2005

KENTUCKY INTERNATIONAL CONVENTION CENTER
221 FOURTH STREET LOUISVILLE, KENTUCKY 40202

YOU ARE INVITED TO AN AUTISM INSTITUTE 2005 SPECIAL SESSION
FOR PRESCHOOL AND CHILD CARE PROFESSIONALS

Understanding Autism, Simple Strategies, Communication & Play, and Multi-Systems
Approach to Interventions for Preschool Children

If you require additional information about Autism Institute 2005, please call 1-800-334-8635, ext. 852-4631 or e-mail Kristen Frarey at Kristen.frarey@louisville.edu. Registration information will also be available on our website at www.kyautism.com.

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.



Best Wishes, Lindsay!

Over the past few months, many of you have had the opportunity to meet and work with Lindsay Spence as she was completing her internship with the CCR&R. Lindsay has visited many centers, completed many Environmental Rating Scales, provided written information for the newsletter, and assisted with our Child Care Provider Appreciation Ice Cream Social event.

As the semester comes to an end, so does Lindsay's internship. She will be graduating from WKU with a Bachelor's Degree in Child Studies and will be moving on to begin her career in the early childhood field.

We take this opportunity to thank Lindsay for all of her hard work and for the insight she has given us this semester. We wish you the best of luck, Lindsay, and look forward to working with you again in the future as you continue working with and advocating for children and families! Congratulations!

Welcome Back, Heather!

The entire staff of the CCR&R is very happy to welcome back Heather Alms from maternity leave! Of course, even while she was officially off the clock, Heather still took time to help us out on a regular basis. With a lot of team work, we made it through with only minor glitches.

We want to express a big thanks to Cynthia Sprouse and Holly Hatcher for handling incoming calls and making many parent referrals. Thanks also to Jill Norris for dealing with daily administrative issues, and to Sara Redmon, our student worker, who kept the daily grind growing.

Finally, we'd like to express our thanks for the patience of those we serve who might have gotten caught in the few holes we were unsuccessful in plugging as we juggled activities in Heather's absence. We appreciate you all!



Congratulations!

Congratulations are in order for several area providers who have recently earned their Child Development Associate (CDA).

Samantha Phelps

Granny's Child Care in Warren County

Martha Huffman

Scottsville Road Baptist Church in Warren County

Tonya Pedigo

Scottsville Road Baptist Church in Warren County

Dawn Haley

Creative Corner in Logan County

Jennifer Moore

Creative Corner in Logan County

This national credential, awarded from the Council for Professional Recognition in Washington DC, is earned by individuals working in early childhood who have completed several requirements, including:

- ◆ Participating in at least 120 clock hours of training,
- ◆ Compiling a Professional Resource file,
- ◆ Being observed while working with children,
- ◆ Obtaining information from parents, and
- ◆ Completing an Early Childhood Assessment and oral interview.

If you would like to learn more about earning a Child Development Associate, contact the CCR&R office at 1-800-621-5908 or by e-mail at crr.expert@wku.edu.

Physical Activity: Crucial for Child Development

Lindsay Spence, WKU Student & CCR&R Intern and Dr. Amy S. Hood, CCR&R Professional Development Specialist

Sedentary lifestyles are greatly contributing to the growing number of young children who are overweight. This brings to light the importance of physical activity. Physical activity is very important for young children and one area that some feel is being left out of curriculum. As Early Care and Education professionals, we must help establish opportunities for physical activities throughout our daily routines.

In an effort to encourage children to be physically active early on in life, the National Association for Sport and Physical Education (NASPE) has established some guidelines for children birth through five years old regarding recommended amounts and types of physical activity. It is also very important to remember that the activities we provide for our children must meet the needs of each child individually, and these guidelines have established appropriate time frames for structured and unstructured physical activity.

The NASPE recommends that infants be actively involved in exploring their environments. Families and caregivers should make sure that children are encouraged to explore their environment by being on the floor, crawling, walking, etc. They also recommend that throughout the day, infants and toddlers be engaged in 30 minutes of structured activity. This should not be 30 minutes all at one time, but short times throughout the day dedicated to making sure they are physically active.



For preschoolers, the amount of activity time is increased to 60 minutes, again not 60 minutes all at once but short times throughout the day. Simple games such as *Simon Says*, tag, or chase, and activities such as dancing are developmentally appropriate and should be incorporated in a child's schedule every day. These activities not only get children active but they are important as they help their gross and fine motor skills.

The NASPE also warns about the amount of time that young children spend being sedentary. It is suggested that children NOT be sedentary for more than 60 minutes at a time, unless they are sleeping. This means being confined to strollers, walkers, sitting, watching television, playing games, using the computer, etc. By ensuring that children have physically active times, the opportunity for children to become sedentary is decreased.

As educators, we must make sure that our children are given ample time every day to work their bodies physically. Not only do these activities provide our children with better physical health, but they can assist with enhancing mental health as well.

Physical activity should not only be a school activity; families should also serve as positive role models by participating in physical activities that can be fun and valuable at the same time. We've included a few example activities on the following page.

References

- Partick, K, Spear, P, Holt, K, & Sofka, D (2001). *Bright Future in Practice: Physical Activities*. Virginia: National Center for Education in Maternal and Child Health.
- National Association for Sport and Physical Education. <http://www.aahperd.org/naspe/template.cfm?template=toddlers.html>

Suggested Physical Activities

PARACHUTE GAMES

This activity for preschool children enhances both fine and gross motor skills.

Materials Needed: A Parachute (available through many vendors of classroom materials and games, or from a local Army surplus store)

Procedure: Lay the parachute out flat on the ground. Have the children space themselves around the parachute and grip it by placing their thumbs under the chute and their fingers on top.

Getting the Children Ready to Use the Parachute: The children can warm up to this activity by making waves with the parachute. First, have the children use only their wrists in an up/down motion. Then move in an up/down motion using the wrists and elbows. Finally move in an up/down motion using the wrists, elbows, and shoulders. The parachute will flutter and wave with the motion.

OTHER ACTIVITIES WITH THE PARACHUTE:

Merry-Go-Round. Using the right hand, have all the children move in one direction, rotating the parachute around its center. Have word cues the children are familiar with: jog, walk, gallop, jump, and skip. (Note: the younger children may not skip yet, they will substitute another movement on their own accord!). When the right hand has practiced several movements, then switch to the left hand.

Cat and Mouse. Have several children go under the chute and pretend to be mice. The remaining children hold up the parachute and pretend to be cats. As the children under the chute crawl around, the children holding the chute hide the mice by creating shoulder (big) waves. After the mice have a few turns hiding under the parachute, they can change places with the cats.

Free for All. Have the children lift the parachute as high as they can above their heads and peek across at their opposite neighbor. The parachute will fill

with air and then gently float down. Repeat this movement two to three times. When the parachute is at its highest point, the teacher should give the sign to "Go!" The children should run as quickly as they can to the opposite side of the parachute. Failing to get to the other side is as much fun as making it before the parachute falls to the ground.

Cool Down: Children lift the parachute above their heads and peek across at their opposite neighbor. They gently allow the chute to float down. Do this a several times until the children have calmed down.

TOSS THE BEAN BAG

This activity encourages gross motor skills and communication skills for preschool children.

Materials: Four bean bags and music

Procedure: Have children form a circle (arms-length apart). In order to get the children ready, have them toss the beanbag to the child next to them. Go around the circle tossing the bean bag twice. Next, the teacher can explain to the children that when the music starts you toss the beanbag to the person next to you. When the music stops the person holding the bean bag should demonstrate a type of physical activity (example: jumping jack). Play until all children have had a turn or until they lose interest in the game.

(This game can be varied with older children by passing a bean bag in both directions at the same time. The child that ends up with both bags at the same time must perform the ritual.)



Obesity in Children

Taylor Tucker, CCR&R Quality Coordinator and Infant/Toddler Specialist

The number of overweight children almost doubled from 1980 to 1999, and the number of overweight teens almost tripled. Overweight children are 10 percent more likely to become obese adults. This will cause a greater risk for coronary heart disease, Type 2 diabetes, certain cancers, and osteoarthritis. These diseases are now showing up in overweight children and adolescents.

Why are children gaining so much weight? Basically, if more calories are consumed than are burned, weight gain occurs. So it is a combination of eating higher calorie foods and less physical activity. Higher calorie foods are now more available and have become less expensive, so people eat out more than they did 30 years ago. Fast food companies are marketing convenient, high fat foods at a more affordable price.

The result is that 84 percent of children are eating too much fat and fewer than 51 percent are eating one serving of fruit a day. In addition, children are drinking more sodas and less milk. Research found that only 1 percent of children actually eat the recommended servings from the food groups, including dairy, fruits, and vegetables. Portion sizes have also increased in the past 20 years. For example, if you compare the portion sizes of foods served in 1970 to 2000, you will see the how much portion size has increased.

CHANGES IN PORTION SIZE, 1970-2000		
Food	1970	2000
French Fries	2 oz	> 4 oz
Deli Bagel	2 oz	4 -7 oz
Muffin	2 oz	6-8 oz
Soda	6½ oz	12-20 oz
Chips	½ oz-1 oz	2-4 oz
Candy Bar	1 ½ oz	2-4 oz

Food companies encourage larger sizes by making the larger size cheaper and asking each customer if they want to up-size their purchase. The super-sized french fries and soda can add 660 calories more than ordering the sandwich alone. A large sized “value” meal can easily be 1,500 calories. For some people this is most of the calories they need for a whole day.

Another way young children have access to high calorie, low nutrition foods is through access to snack foods at schools. A recent survey (Tietzen, Walters, and Courtney) of a sample of Kentucky schools found widespread availability of snack foods, use of foods as a reward, and minimal opportunities for physical activity. Of the schools surveyed, 66 percent had vending machines available to students. The reason, of course, is that the schools received average annual revenues of \$6,016.69 from these machines.

What Can We Do About This Problem?

Teachers can:

- Encourage children to move more
- Incorporate more movement in the curriculum
- Serve healthy snacks
- Stop rewarding children with food
- Stop punishing children by taking away recess
- Cut out TV time
- Be a healthy role model for children by not drinking sodas and avoiding unhealthy snack foods.

Parents can:

- ◆ Limit TV and computer time, including video games
- ◆ Offer children healthy foods. Buy more yogurt and fruits and fewer chips and cookies.
- ◆ Make time for the entire family to enjoy regular physical activities together
- ◆ Be a healthy role model for your children
- ◆ Serve more fruits and vegetables

- ◆ Eat meals together at the table
- ◆ Stop watching TV during mealtimes
- ◆ Limit fast food eating to no more than once per week

Children can:

- ★ Try some low-fat, low sugar snacks
- ★ Eat more fruits and vegetables
- ★ Record what you eat for a few days and compare it to the Food Guide Pyramid
- ★ Be active

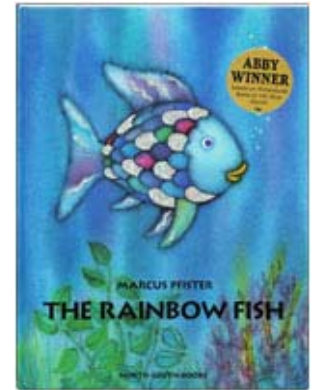
References

- ◆ Based upon *Growing Healthy Kids in Kentucky: Creating Communities to Reduce Childhood Overweight*, a Kentucky Cooperative Extension Service article published in 2002 by Janet L. Tietzen, Ph.D., L.D. Extension Specialist in Food and Nutrition, UK College of Agriculture and Karen Mason, Ph.D., Assistant Professor, Department of Consumer and Family Sciences, Western Kentucky University. Permission to reproduce in portions or its entirety for educational or non-profit purposes is granted. See the full article online at: <http://www.ca.uky.edu/agc/pubs/fcs3/fcs3533/fcs3533.pdf>
- ◆ Tietzen, J., E. Walters, A. Courtney. *Kentucky School Nutrition & Health Environment Survey*. January 2002.

Book Of The Month: The Rainbow Fish

Lindsay Spence, CCR&R Intern

The Rainbow Fish by Marcus Pfister is a delightful story for all young children. This book is filled with beautiful illustrations and important lessons for children to learn about friendship. Join in on learning about a beautiful fish that learns to make friends through sharing his shimmering scales. The Rainbow Fish can teach our children about sharing, friendship, and the importance of inner beauty!



The popularity of this book has led to a variety of teacher-generated classroom activities, and many are finding their way to the internet. Here is just a small sampling for ***The Rainbow Fish*** related websites for your perusal, and a few suggested activities from Dr. Connie Jo Smith, CCR&R Director:

- ◆ www.dltk-teach.com/books/rainbowfish
- ◆ www.harvey152.org/~cmeyer/rainbowfish5.htm
- ◆ www.thesea.ecsd.net/rainbow_fish.htm
- ◆ www.thevirtualvine.com/rainbowfish.html
- ◆ <http://falcon.jmu.edu/~ramseyil/pfister.htm>

Rainbow Fish Lotto

Materials Needed: 1 manila folder 1 envelope (6x9 in.) Glue or tape
Adult scissors 1 fine tip marker 2 sheets of ocean pictures

Directions: Glue one sheet of ocean pictures the inside of the folder. Using the other sheet of ocean pictures, cut the picture cards out. Write a title and simple directions with the marker on the side of the envelope where the flap closes. (Rainbow Fish Lotto 1. Open envelope. 2. Remove lotto cards. 3. Match the cards to the pictures on the sheet. 4. Put cards back into the envelope and return folder.) Using glue or tape, securely attach the envelope to the back side of the manila folder, leaving the top of the envelope so it can open and close easily. Place the lotto cards inside the envelope. Decorate the front of the folder any way you want.

Other Ideas: Make lotto games with different number of pieces so children of various abilities can participate. Glue lotto cards onto cardboard to make them more durable. Laminate the lotto cards. Laminate the folder before attaching the envelope.

Rainbow Fish Folder Puzzle

Materials Needed: 1 manila folder 1 envelope (6x9 in.) Glue or tape
Adult scissors 1 fine tip marker 2 pictures of Rainbow Fish

Directions: Cut closely around one picture of Rainbow Fish. Trace an outline of Rainbow Fish inside the folder using the picture you cut. Cut the picture of Rainbow Fish into puzzle pieces- the number will depend upon the age and ability of the children who will work the puzzle. Once puzzle pieces have been cut, put them in the outline you made and trace around each of them with a marker so it will be easier for children to work the puzzle. Write a title and simple directions with the marker on the side of the envelope where the flap closes (Rainbow Fish Puzzle 1. Open envelope. 2. Remove puzzle pieces. 3. Work the Rainbow Fish puzzle. 4. Put puzzle pieces back into the envelope and return folder.) Using glue or tape, securely attach the envelope to the back side of the manila folder, leaving the top of the envelope so it can open and close easily. Place the pieces of the puzzle inside the envelope. Decorate the front of the folder with the other Rainbow Fish picture or any other way you want.

Other Ideas: Make puzzles with different number of pieces so children of various abilities can participate. Laminate the puzzle pieces. Laminate the folder before attaching the envelope.

Rainbow Fish Ocean Scene

Materials Needed: One flat sheet or large piece of cloth Paint of many colors and paint brushes
Container to clean brushes Markers of many colors
Newspaper or other protective material to work on

Directions: Look at pictures in the book, *The Rainbow Fish*, for ideas and decide what to paint/draw. Spread newspapers or other protective material in a working space. Collect supplies (paint and/or markers, sheet, brushes, and container for cleaning brushes). Using supplies create an ocean for children to use when role playing Rainbow Fish.

Other Ideas: Involve children in creating an ocean on a sheet, bulletin board, or other surface. Show children the ocean scene and invite them to add fish or plants to it.

Rainbow Fish Sequencing

Materials Needed: 1 manila folder 1 envelope (6x9 in.) Glue or tape
Adult scissors 1 fine tip marker 2 sheets of fish (little, medium, big, bigger)

Directions: Using the picture sheets, cut out all fish. Trace some or all fish on the inside of the folder starting with the smallest and ending with the largest. Write a title and simple directions with the marker on the side of the envelope where the flap closes. (Rainbow Fish Sequencing (or Sizes) 1. Open envelope. 2. Remove pictures of fish. 3. Put the fish in order from smallest to largest in the folder. 4. Put pictures of fish back into the envelope and return folder.) Using glue or tape, securely attach the envelope to the back side of the manila folder, leaving the top of the envelope so it can open and close easily. Place the pictures of fish inside the envelope. Decorate the front of the folder.

Other Ideas: Make sequencing charts with different number of fish so children of various abilities can participate. Encourage children to sequence fish without using the outlines as a guide. Make sequencing charts with different fish from the book. Laminate the pictures. Laminate the folder before attaching the envelope.

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

THE CHILD CARE PROFESSIONAL

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