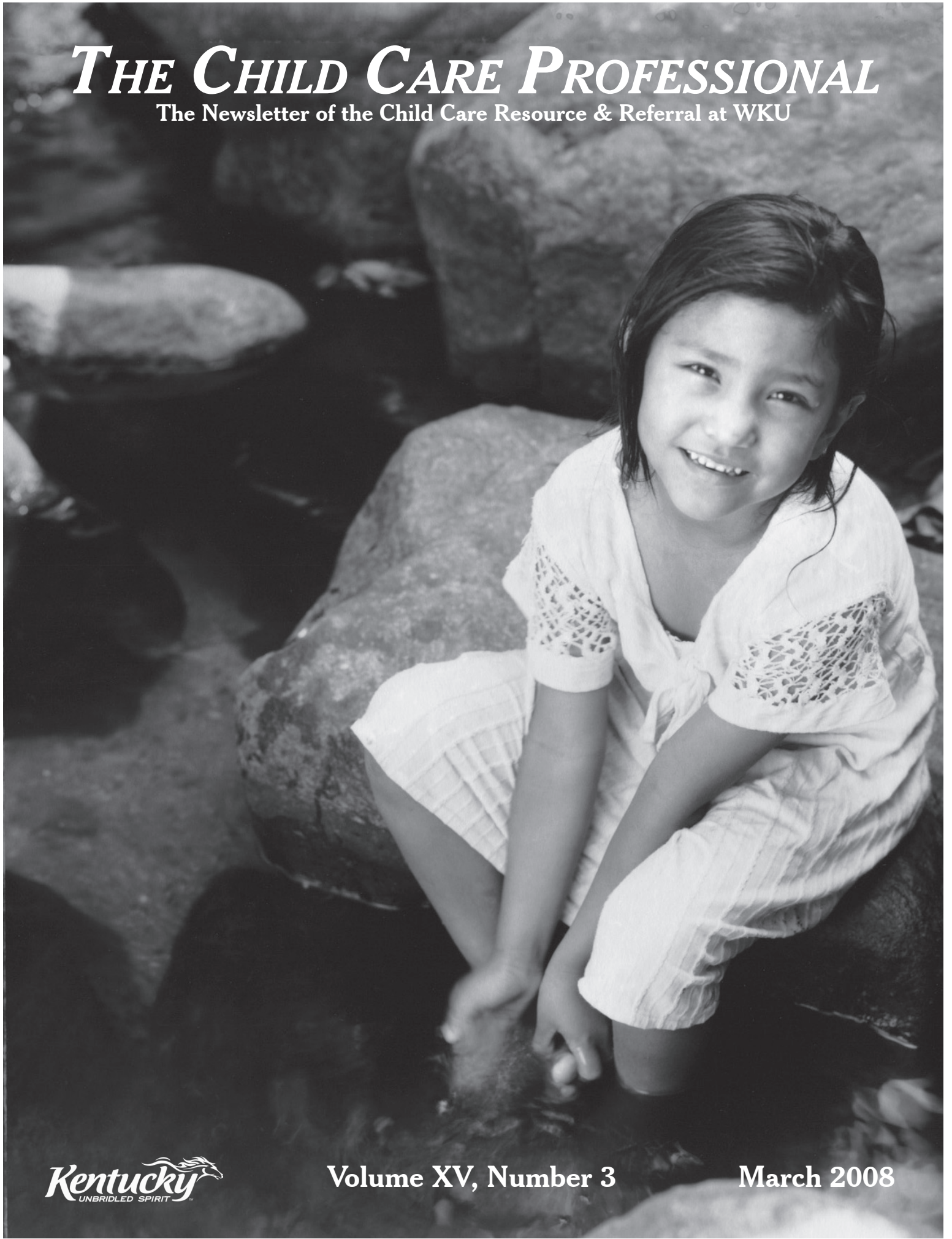


THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU

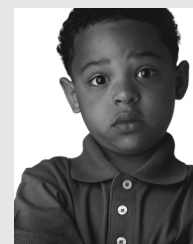


THE CHILD CARE PROFESSIONAL

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,
- Providing training hours leading to the Commonwealth Child Care Credential and the Child Development Associate (CDA), 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:

Dr. Connie Jo Smith, CCR&R Director
Jill Norris, CCR&R Coordinator

Sherri Meyer, Parent & Community Coordinator
Dr. Amy Hood Hooten, Training Specialist
Heather Alms, Provider Assistant & Office Coordinator

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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
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Phone Us at (270) 745-2216 or (800) 621-5908 - Fax Us at (270) 745-7089
E-Mail Us at crr.expert@wku.edu • Or Visit Our Website at www.wku.edu/ccrr-wku/
Hours of Operation: 8:00 a.m. - 4:30 p.m., Monday through Friday

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).

Funded in part by the Kentucky Cabinet for Health & Family Services through the University of Kentucky Research Foundation.

Children's Advocacy Day at the Capitol

Sherri Meyer, CCR&R Parent & Community Coordinator

Thursday, February 7, 2008 was again a very exciting day as Jill Norris, CCR&R Coordinator and Sherri Meyer, CCR&R Parent & Community Coordinator traveled with Sherri's son William to Frankfort, Kentucky for **Children's Advocacy Day at the Capitol**. This advocacy day for young children is sponsored annually by many agencies around the state of Kentucky to promote children's issues and support the need to continue to fully fund programs that serve children and families.

Participants were welcomed to Frankfort early that morning in the Capitol Rotunda. After a kick-off rally led by youths in Kentucky sharing information on the *2008 Blueprint for Kentucky's Children*, advocates were sent off to visit legislators to share the message that as legislators decide on how to spend Kentucky's state dollars in the budget, they should ask, "Is it good for all Kentucky's Kids?" Many advocates were participating with a focus on safe and healthy families, providing fair opportunities for every child, and providing fair deals for working parents. All of these issues, including child care, affect all children and have an impact on the future of Kentucky. The message was clear – it is good to invest in Kentucky's kids!

After visiting and leaving information in the Representatives' and Senators' offices, the advocates attended the House Health and Welfare committee meeting, then gathered in the gallery (the upstairs of the House of Representatives) to view the legislative process in person. What a great experience, one that everyone should take part in! William really got involved when he was asked to participate by being a House Page for the day; his job was to pick up and deliver notes on the floor.

This annual event typically occurs in February and more people are needed to visit and contact legislators every year during this time and throughout the year. It is

our responsibility to let legislators know our views on the laws being considered for passage and on budget issues that concern us. If you've never visited Frankfort or the Capital, make a point to do so. It is such an impressive building adorned not just with past history, but with history that is made everyday.



Speaker of the House Jody Richards and honorary House Page William Meyer

If you would like more information on being an advocate for children, attending the event next year, or information on contacting your legislators, please call the Child Care Resource & Referral. We will be glad to assist you. Or you can download information for the Senators and Representatives from <http://www.lrc.ky.gov> by clicking on *Who's*

My Legislator? There are also *Kid Pages* for school age children with pictures and historical information that may be of interest. The website also allows you to find out how legislators vote for specific bills, find out what bills there are, and much more!

To call and leave a message for a Senator or Representative, call the LRC Legislative Message Line at 800-372-7181. Here is a chart of each BRADD county and the Senators and Representatives that represent them:

County	Senator	Representative
Allen	Richie Sanders, Jr.	Rob Wilkey
Barren	Richie Sanders, Jr.	Johnny Bell
Butler	Brett Guthrie	C.B. Embry
Edmonson.	Richie Sanders, Jr.	Dottie Sims
Hart	Carroll Gibson	Dottie Sims
Logan	Joey Pendleton	Sheldon Baugh
Metcalfe	Richie Sanders, Jr.	James Comer
Monroe	David Williams	James Comer
Simpson	Richie Sanders, Jr.	Rob Wilkey
Warren	Brett Guthrie	Jody Richards Johnny Bell Jim DeCesare Rob Wilkey

2008 Blueprint for Kentucky's Children

Sherri Meyer, CCR&R Parent & Community Coordinator

While at the Children's Advocacy Day at the Capitol in Frankfort, we were able to share information on the **2008 Blueprint for Kentucky's Children**. The entire Blueprint can be found on the Kentucky Youth Advocates webpage at <http://www.kyyouth.org>.

The Blueprint for Kentucky's Children is a six year plan coordinated in partnership with many groups. The Blueprint has three main areas: (1) Safe and Healthy Families; (2) Fair Opportunity for Every Child; and (3) Fair Deal for Working Parents.

Safe and Healthy Families looks at improving access to the Kentucky Children's Health Insurance Program (KCHIP) and improving access to dental care services for children.

Fair Opportunity for Every Child includes plans for ensuring an integrated birth to five early learning system including Pre-K programs for families up to 200% of poverty in diverse community settings including child care and Head Start programs as well as for increasing funding for the STARS for KIDS Now Quality Rating System and Scholarship programs. Fair opportunity also focuses on enhancing resources for accessible child



care services by raising the Child Care Assistance Program (CCAP) eligibility level to 165% of poverty and allowing a family to remain on the program until they reach 200% of poverty.

Fair Deal for Working Parents is the third part of the Blueprint and promotes protecting families from unreasonable payday lending practices meaning that a cap would be put in place for families who use check-cashing businesses. This part of the Blueprint includes an implementation of a state-level Earned Income Tax Credit (EITC) that would offer about 350,000 low income families in Kentucky to keep more of their earned income to use for the daily expenses their family incurs.

For the full report and more detailed information, please visit the Kentucky Youth Advocates website at <http://www.kyyouth.org>. There you will find more details as well as the applicable House and Senate bills and data sheets. Please share this information with families to help keep them informed on regulations that may affect them.

Want to Be Published? Or Announce An Event?

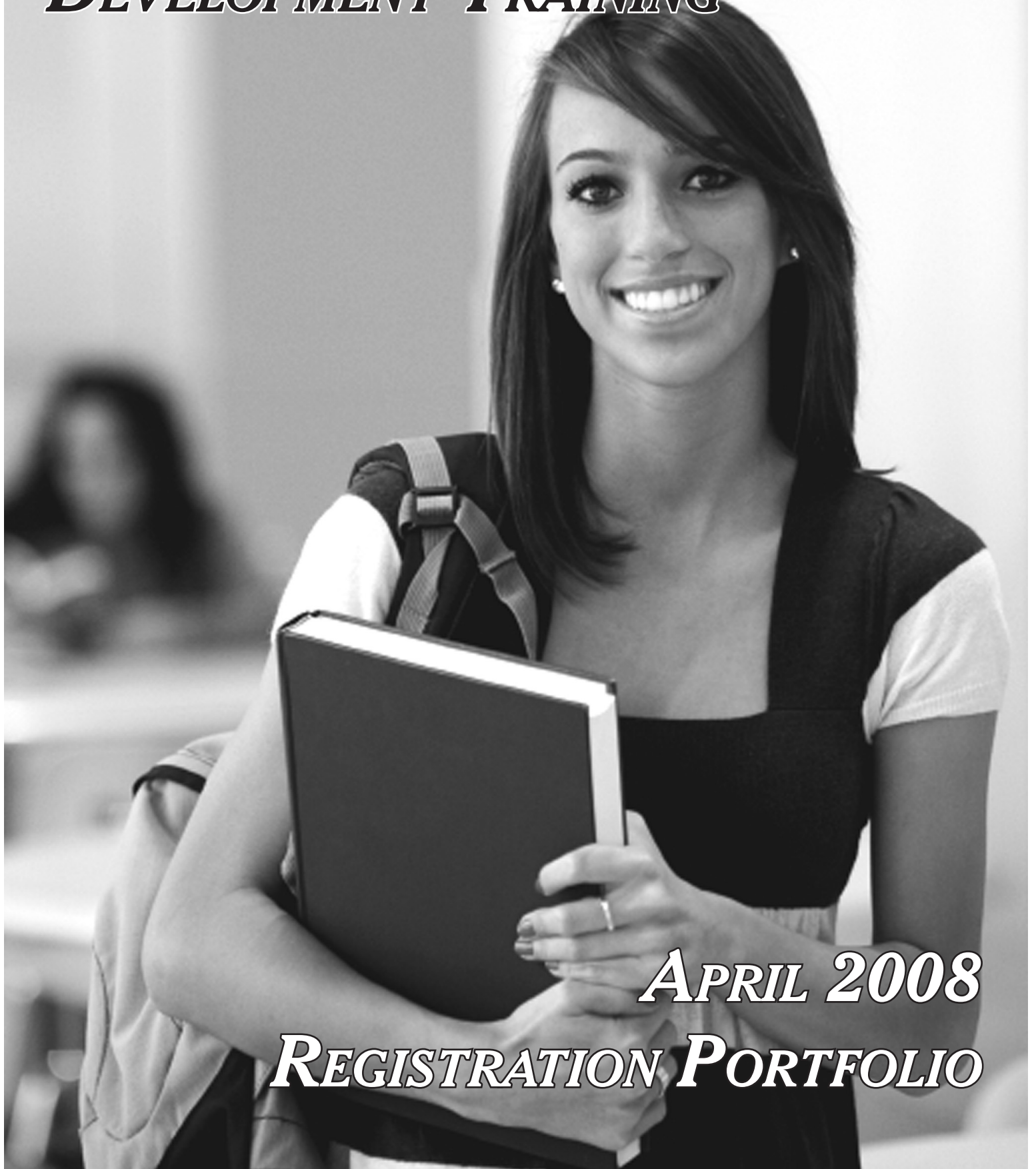
If you are an administrator, coordinator, teacher, or caregiver, we encourage you to submit articles to be considered for publication in **THE CHILD CARE PROFESSIONAL**. You can share your experiences in early care and education, tell us about activities that work well with children, share ways you communicate 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, 1906 College Heights Blvd. #11098, Bowling Green, Kentucky 42101-1098.



*CCR&R PROFESSIONAL
DEVELOPMENT TRAINING*



APRIL 2008

REGISTRATION PORTFOLIO

CCR&R PROFESSIONAL DEVELOPMENT TRAINING

APRIL 2008 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 months of April 2008. 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. You may also register on-line for all CCR&R training at www.wku.edu/ccrr-wku.

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

The CCR&R reserves the right to cancel an event if enrollment criteria are not met or when conditions beyond our control prevail. In the event of cancellation, the liability of the CCR&R is limited to the refund of registration fees only.

Attending Weekday Training? We Provide the Parking Pass!

Weekday parking on the WKU campus can be difficult. That's why the CCR&R provides free temporary WKU Visitor's Parking Passes for those pre-registering to attend CCR&R training on a weekday (Monday-Friday). Stickers can be picked up at Registration and should be placed on the driver's side dashboard of your car. Passes are valid only for the dates indicated on the pass.

With a Visitor's Pass, you may park in all Non-Premium lots, including non-premium Faculty/Staff, Housing, Student, and Commuter Lots. You cannot park in Premium (i.e., gated) Lots, Handicapped Parking Slots, or Loading Zone slots, or in fire lanes or other parking-prohibited areas. (As always, parking on campus is not regulated after 5:00 and on weekends, so passes are not required for attending evening training or training on Saturdays.)

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.

CCR&R Professional Development Training

Saturday, April 19, 2008

Mass Media & Technology Hall, Normal Drive, WKU, Bowling Green, Kentucky

Morning Session: 9:00 a.m. - Noon

- TEACHING WITH INTENTIONALITY.** We all want academics, but developmentally appropriate academics. It is difficult to make preschool both fun and challenging. This session will explore ways to be sure children are learning enough of the things that matter and loving every minute of it. *Presenter: Karen Chapman, Early Childhood Consultant, Simpson County Regional Training Center. Target Audience: General. CDA Subject Area: 8. Core Content: Child Growth & Development. Training Level: 3.*
- LET'S TALK REGS!** Join this interactive session where information will be offered and your specific questions regarding the regulations will be answered. Participants should come ready for discussion and don't forget to bring questions you have regarding child care licensing! *Presenter: Felisa Coleman, Human Services Surveyor Supervisor, Division of Regulated Child Care. Facilitator/Presenter: Jill Norris, CCR&R Coordinator. Target Audience: General. CDA Subject Area: 5. Core Content: Health, Safety & Nutrition. Training Level: 1.*

Afternoon Session: 1:00 - 3:00 p.m.

- INFANT/TODDLER BEHAVIORS.** This session will examine typical behaviors that are seen in infants and toddlers and behaviors that are red flags. We will also look at activities in the classroom to help promote social-emotional, cognitive, language development, art, music, movement and dance, and drama/play. *Presenter: Sandy Hackbarth, Early Childhood Mental Health Consultant. Target Audience: Infant/Toddler, General. CDA Subject Area: 3. Core Content: Child Growth & Development. Training Level: 2.*
- TV CHOICES: ARE WE MAKING THE RIGHT ONES?** Join us for a look at television use in preschool age classrooms as we discuss recommended practices and options available. *Presenter: Sherri Meyer, CCR&R Parent & Community Coordinator. Target Audience: Preschool. CDA Subject Area: 1. Core Content: Learning Environments & Curriculum. Training Level: 3.*

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

Copy and share this form as necessary; print clearly and submit one form per person.

Registration Fees are \$20 per participant for the 3-hour Morning Session and \$15 per participant for the 2-hour Afternoon Session. (\$35 for a full day of training)

Register on-line at www.wku.edu/ccrr-wku OR return form with payment by April 11, 2008.

No registrations accepted after April 11, 2008. There will be no on-site registrations!

To receive CEU Credits, please check here ___ and include an additional \$15 fee.

Name: _____ Position: _____

Age Group(s) Served: _____ Program Name: _____

Address: _____

City: _____ County: _____ State: _____ Zip Code: _____

Phone Number : _____ E-Mail Address for Confirmation (if available): _____

ECE-TRIS ID Info: Birth Date: ___ / ___ / ___ (Day/Mo/Yr) Last 4 Digits of SSN: _____

Check Enclosed Purchase Order # _____ Enclosed

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

Card Expiration Date: ___ / ___ Signature: _____

No registrations accepted after April 11, 2008. Please register on-line at www.wku.edu/ccrr-wku OR return completed registration form with payment to:

**Child Care Resource & Referral, Western Kentucky University
1906 College Heights Blvd. #11098, Bowling Green, KY 42101-1098**

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
ORIENTATION TRAINING FOR EARLY CARE & EDUCATION PROFESSIONALS
Tuesday, April 22, 2008
Room 104, Jones-Jaggers Hall, University Boulevard, WKU, Bowling Green, Ky

Morning Session: 9:00 a.m. - Noon

- BASIC HEALTH, SAFETY, AND SANITATION AND RECOGNIZING AND REPORTING CHILD ABUSE.** This is the first half in a mandatory session of six-hour training that all child care employees must attend during the first 90 days of employment. *Presenter: Jill Norris, CCR&R Coordinator. Target Audience: New Employees. CDA Subject Area: 1. Core Content: Health, Safety & Nutrition. Training Level: 1. **This session also functions as the Registered Providers Orientation.***

Afternoon Session: 1:00 - 4:00 p.m.

- RECOMMENDED PRACTICES.** This is the second half of the mandatory session of six-hour training that all child care employees must attend during the first 90 days of employment. *Presenter: Sherri Meyer, CCR&R Parent & Community Coordinator. Target Audience: New Employees. CDA Subject Area: 1, 3, or 8. Core Content: Learning Environments & Curriculum, Child Growth & Development. Training Level: 1.*

Doors will open and participant check-in will begin at 8:30 a.m.
 Copy and share this form as necessary; print clearly and submit one form per person.

Registration Fee is \$40 per participant.

Register on-line at www.wku.edu/ccrr-wku OR return form with payment by April 15, 2008.

No registrations accepted after April 15, 2008. There will be no on-site registrations!

To receive CEU Credits, please check here ___ and include an additional \$15 fee.

Name: _____ Position: _____

Age Group(s) Served: _____ Program Name: _____

Address: _____

City: _____ County: _____ State: ___ Zip Code: _____

Phone Number: _____ E-Mail Address for Confirmation (if available): _____

ECE-TRIS ID Info: Birth Date: ___ / ___ / ___ (Day/Mo/Yr) Last 4 Digits of SSN: _____

Check Enclosed Purchase Order # _____ Enclosed

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

Card Expiration Date: ___ / ___ Signature: _____

No registrations accepted after April 15, 2008. Please register on-line at www.wku.edu/ccrr-wku OR return completed registration form with payment to:

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The Domains of Child Development

Edith Dipert, WKU Student

Child development can be broken into a series of interrelated and interdependent domains consisting of Cognitive, Communication or Language, Motor or Physical, Social and Emotional, and Adaptive or Self-Help.

Cognitive Development involves the process by which children learn to solve problems and understand the environment through interaction with the elements in their surroundings. According to Piaget, cognitive development comes in four stages. The sensorimotor stage lasts from birth to about two years of age. In this stage, children move from repetitive reflexive actions and accidentally discovering a desired outcome, to using different purposeful actions to obtain a goal.

The second stage is the preoperational stage which lasts from about two years until seven years of age. In this stage, children are egocentric and their thinking is based on appearance. The concrete operational stage is third and lasts from about seven to eleven. In this stage, children develop the use of logic instead of basing all thinking on visuals. Finally, the formal operational stage lasts from eleven on. In this stage children understand more abstract issues, like fairness for example (Martin & Fabes, 2006).

Communication or Language Development is how children learn the rules of language and communicating with others. Many theories have been offered to explain how this skill is developed. In their most basic forms, these explanations range from reward systems to biological functions in the brain to simple exposure (Martin & Fabes, 2006). For example, Crain, Goro and Thornton argue that children are born with a set of universal language principles that account for variation between languages. This is an argument that defends a

biological view of how language develops (Crain, Goro, & Thornton, 2005).

Children begin making sounds that are not crying around the age of six months. Gestures and the intent to communicate come at around 10 months. First words come around 12 months, which is after they actually understand the words. From here to about 18 months children add about three words per month to their vocabulary. By the age of two years, children are adding about 10 words per day to their vocabulary (Martin & Fabes, 2006).



Motor and Physical Development starts with reflexive movements while the brain develops and eventually the child learns to control these movements. Motor skills can be separated into gross and fine motor skills. Gross motor skills require large movements and a large part of the body. These skills allow the child to move around their environment. Some examples gross motor skills are lifting the head, sitting, crawling, standing and walking. Fine motor skills are smaller movements that require control of small parts of the body. These skills allow a child to interact with objects. Examples of fine motor skills are reaching and grasping (Martin & Fabes, 2006).

Social and Emotional Development is how children interact with and create relationships with others, and how emotions emerge within the child. This domain deals with many concepts including behavior with others, demonstrating feelings, and regulating emotions (Martin & Fabes, 2006). Thomasgard and Metz break social-emotional development into seven stages - feeling secure; feeling close and engaging with others; grasping nonverbal communication; sending and receiving gestural and verbal messages; substituting a thought for an action; connecting feelings and ideas; and

connecting present actions to the future (Thomasgard & Metz, 2004).

Moore, Lippman and Brown refer to **Adaptive or Self-Help Development** as self-sufficiency. They suggest that self-sufficiency is the growing ability to take care of oneself in many areas. Employment is listed as an outcome of self-sufficiency in the later years (Moore, Lippman, & Brown, 2004). Self-help development is the ability to slowly learn behaviors that help children do for themselves, decreasing dependence on parents.



Relation & Interdependence of Domains

Cognitive Development is reinforced by all four of the other domains. Motor development reinforces cognitive development in that learning new movements allows the child to explore the world and gain knowledge. Communication and language development reinforce cognitive development by allowing the child to communicate with others and understand responses in the quest for knowledge and problem solving. Social and emotional development is related to cognitive development in a similar way to communication. Through the interaction made possible by social and emotional development and problem-solving skills, understanding of the environment and increased knowledge can be formed.

Adaptive or self-help development is obviously linked to cognitive development. In an effort to develop skills necessary to become self-sufficient, increased

knowledge and understanding of the obstacle facing an individual is absolutely necessary and must be used in a back and forth trade off. Cognitive development also reinforces all of the other domains just as they reinforce it. Gaining knowledge and an understanding of the world around a child is necessary for the extension of the other domains of development.

Communication and Language Development is also reinforced and related to all the other domains of development. Cognitive development is related to this subject in that remembering information and gaining knowledge are a large part of creating a vocabulary alone, not to mention the ability to remember and use the rules of language and communicating with others. Motor skills are necessary for communication before language and speaking becomes one of the child's abilities. Children learn to communicate through gestures and grunts before they can say a real word. These gestures required the accumulation of fine and gross motor skills.

Social and emotional development is related to communication by the interaction involved. Interaction is the key here. By interacting with others, children learn the rules of communication and language. An example of this is learning new words while learning to take turns in a conversation. Adaptive behaviors allow children to learn new ways of speaking and correcting themselves when they discover they have made a mistake in communicating. Communication is extremely important in all the other domains of development because it allows for exchange between the child and other people which can lead to progress in other forms of development.

Social and Emotional Development is dependent on other domains of development as well. Children have to learn proper behavior in specific situations and different ways to display how they feel or what they need. Without cognitive skills (such as retaining information) this would be impossible. Social and emotional development is centered on communication and language. Learning to create relationships and convey emotions with others is absolutely out of the question without the ability to communicate with others in an acceptable manner. In a very simple way, physical ability is used to support social and emotional skills. For example, motor skills are used in play while interacting with others and

the control of small body parts is used for smiling and gestures. Self-help development comes into play with social development in learning to interact with others. For example, approaching other kids is stressful for some children and learning to make friends on their own is a major step for many kids.

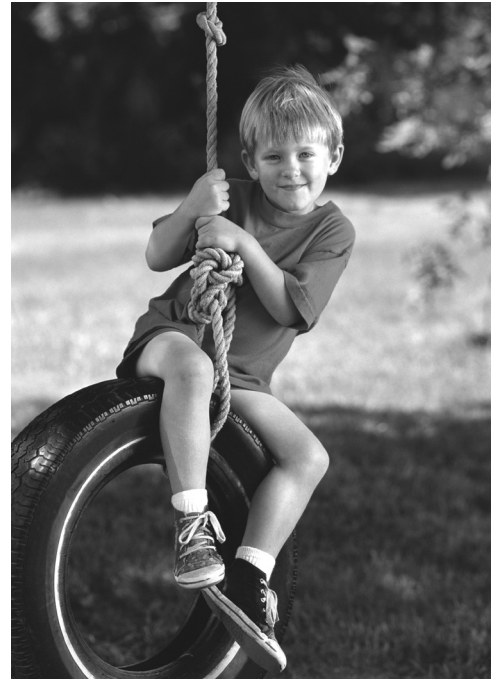
Adaptive or Self-Help Development is supported by the other domains in that all other types of development must take place in order for a child to learn to use their skills to create more independence. Motor skills obviously are important for a child learning to solve problems for themselves, which is a component of cognitive abilities. Social and communication abilities are required for gaining skills that the child didn't have prior to interaction, which will be necessary in completing tasks without the direct help of others.

Motor Development is dependent upon the other domains as well. Cognitive abilities are required due to the fact that children develop motor skills through accidents and reapplying the actions to get a desired outcome. Adaptive or self-help development reinforces motor skill development because these skills are based on children trying to reach a desired outcome for their own personal achievement. This is a form of self-help.

All the domains of development are dependent upon each other. They all develop together and reinforce each other. The domains of development are interdependent and interrelated in that they cannot exist exclusive of each other and each is also enhanced by the others.

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Congratulations to Area Providers!

Congratulations to Linda Reynolds from WKU Campus Child Care in Warren County and to Sherrita Tyree from Brownsville Child Care in Edmonson County for completing the coursework required for earning their Kentucky Director Credentials!

The Kentucky Director Credential is awarded to individuals who have completed the required coursework through a college or university. Ms. Reynolds and Ms. Tyree completed their coursework in December 2007 at Western Kentucky University. For more information regarding the requirements for the Director Credential, you may contact Dr. Amy H. Hooten at 1-800-621-5908 or you can e-mail Amy at amy.hood@wku.edu.

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