

Child Start
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www.childstart.org



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Nicole Nansel, KQRS Coach
Larry Dreyer, Data Specialist
Amanda Jones, Workshop Clerk
Brandy Johnson, Workshop Clerk

Provider's Forum



Visit and subscribe to Child Start's Providers Forum to stay up to date on topics that interest you!

Updated regularly, this is the first place you can see CribNotes and the newsletter each month. Current openings for trainings are posted as well as important and useful information from Child Start and other members of our community. You can even post comments and participate in surveys!

Subscribing makes it even easier to stay informed. Anytime the site is updated, an email will be sent you automatically (no more than once a day) to let you know the topics posted. It is easy to subscribe and unsubscribe...just a few clicks.

Don't delay! Visit www.childstart.org and click on the Provider Forum link on the left hand side of the page. You will be able to subscribe once you are at the Providers Forum.

Growing With Children

Saturday, March 7th, 2009

West Heights United Methodist Church

745 N. Westlink Ave, Wichita, KS

visit www.childstart.org for more information

February 2009 In-Service Trainings

Date	County	Title
2	Harper	Creative Curriculum Infants, Toddlers & Twos-Food ,Sand/Water,Outdoors Part 3
2	Sedgwick	PCAN–M4, Understanding Temperaments and Attachment Part 2
4	Sedgwick	Child Abuse Recognition & Reporting/Signs and Symptoms
5	Sumner	Pediatric First Aid Introduction and Refresher
7	Sedgwick	Adult, Child & Infant CPR & First Aid/Safety
9	Sedgwick	PCAN–M4, Understanding Temperaments and Attachment Part 3
10	Butler	HKK –M1, Let’s Move, Learn and Have Fun
10	Sedgwick	HKK-M2, Healthy Habits Grow Healthy Children
11	Sedgwick	Pediatric First Aid Introduction and Refresher
12	Marion	HKK-M1, Let’s Move, Learn and Have Fun
17	Butler	HKK-M1, Healthy Kansas Kids & Active Families
17	Sedgwick	HKK-M2, Food, Fun and Fitness- It’s Berry, Berry Good
18	Sedgwick	Child Abuse Recognition & Reporting/Signs and Symptoms
19	Marion	HKK-M1, Active Play Area Design
19	Sedgwick	Tools of the Trade I
21	Rice	Tools of the Trade Module
21	Sedgwick	Adult, Child & Infant CPR & First Aid/Safety
23	Reno	Creative Curriculum for Preschool: Setting the Stage
23	Sedgwick	Pediatric First Aid Introduction and Refresher
24	Butler	HKK-M1, Active Play Area Design
24	Sedgwick	HKK-M2, Pick a Better Snack- Go for the Whole Grains!
26	Marion	HKK-M1, Healthy Kansas Kids & Active Families
26	Sedgwick	Nuts and Bolts of Center Care 101 Part I
28	Sedgwick	Conscious Discipline: Part 2

March 2009 In-Service Trainings

Date	County	Title
4	Sedgwick	Child Abuse Recognition & Reporting/Signs and Symptoms
7	Sedgwick	Adult, Child & Infant CPR & First Aid/Safety
7	Sedgwick	Growing with Children Conference
10	Sedgwick	Pediatric First Aid Introduction and Refresher
12	Sedgwick	Tools of the Trade II
16	Kingman	Creative Curriculum for Preschool: Block Play
16	McPherson	HKK-M2, Healthy Habits Grow Healthy Children
18	Sedgwick	Child Abuse Recognition & Reporting/Signs and Symptoms
21	Sedgwick	Adult, Child & Infant CPR & First Aid/Safety
23	McPherson	HKK-M2, Pick a Better Snack- Go for the Whole Grains!
23	Sedgwick	Pediatric First Aid Introduction and Refresher
24	Cowely	Pediatric First Aid Introduction and Refresher
26	Sedgwick	Nuts and Bolts of Center Care 101 Part II
30	McPherson	HKK-M2, Food, Fun and Fitness- It’s Berry, Berry Good
31	Reno	Creative Curriculum for Preschool: How Children Develop
31	Rice	Creative Curriculum for Preschool: Sand and Water

*For more information or to make a reservation please call 316-682-1853 or visit www.childstart.org
Workshop Cancellation Hotline (Recorded message with status of workshops): 316-682-1853 ext. 279*

Bright Beginnings

Child Start, Inc.

Wichita
Toll free 800-684-3962
www.childstart.org

Counties Served: Butler, Cowley, Harper, Harvey, Kingman, Marion, McPherson, Reno, Rice, Sedgwick and Sumner

From the Director

I am pleased to introduce new Outreach staff!

Chasity Kuffler, Referral Counselor, is a semester shy of an Associate's Degree in Early Childhood Education. She has been a stay-at-home-mom, a nanny and a family child care provider. She enjoys spending time with her children, family and friends, and doing crafts such as hair bows and magnetic jewelry.

Shirley Lewis, Referral Counselor, earned a B.S. in Home Economics from Friends University. Shirley was formerly a CACFP staff member for thirteen years. She is a collector of African-American porcelain dolls and angels. Shirley loves to travel to visit her family in Texas, Missouri, Oklahoma and Washington State. Her hobbies include cooking, sewing and ceramics.

Nikki Nansel, KQRS coach, has an Associate's Degree in Elementary Education. She was a family child care provider for 10 years. Nikki started at Child Start in CACFP and then moved to a new position as a KQRS Coach. In her free time, she enjoys spending time with her family, "crafting" and sewing and working with the Army Reserve Family Readiness Program.

Kate Hovis, Infant/Toddler Specialist, worked at the WSU Child Development Center for two and a half years. Kate comes to us from Chattanooga, Tennessee.

Other staff news: Kelly Cain-Swart, former Training Specialist, has moved to a new position as Infant/Toddler Specialist.

Yours for children,
Cheryl Dunn, Outreach Director

Parents and Families Working Together

Opportunities for parents, staff and children to interact informally is important because as parents become acquainted, they can turn to each other for support and feel more at ease with their

BEST PRACTICE IN ACTION

provider or center staff. Parent involvement is any activity that empowers parents and families to participate in their child's program, either at home or in a center setting. Examples may include picnics at a local park, special meals (breakfast, lunch or dinner), cultural celebrations, family portraits, family meetings, as well as having an open-door policy.

There are many advantages to families and teachers working together, including the following:

- Families develop new friendships.
- Families learn from other families.
- Individual parents and guardians become involved.
- Families gain new insight and understanding about the curriculum.
- Families develop an awareness of developmentally appropriate teaching and learning practices and how they are helpful both at child care and at home.
- Families gain appreciation for teacher's efforts.
- Parents are better able to define appropriate levels of expectations for their child's development and begin to perceive their child's developing abilities and skills.
- Parents feel more comfortable in their interactions with teachers.
- Parents develop an appreciation for their own parenting and leadership abilities.

Just as children need to receive information in a variety of ways, so do families. Promote involvement activities through individual conversations and invitations, written forms such as newsletters and flyers, and take advantage of new technology such as e-mail or text messaging. Getting information to families in the way that is their most useful learning method is the trick. Don't worry about

See TOGETHER, back page



The Positive Effects of Reading Aloud to Children

*"You may have tangible wealth untold;
Caskets of jewels and coffers of gold.
Richer than I you can never be--
I had a Mother who read to me."*

— Strickland Gillilan

Parents, grandparents, child care providers, teachers, all who interact with children in their daily lives should strive to achieve the positive effects of reading aloud to children by reading to our children for at least 20 minutes a day. Twenty minutes equates to approximately 2 – 4 stories, depending on the reading level of the child. The good news is that 20 minutes of reading time can be broken up throughout the day – 10 minutes at the child care center, 10 minutes at home.

Ideally, the 20 minutes of reading time should be one-on-one reading per child. Obviously, this can be challenging if you have more children, but the positive effects of reading aloud to children will make a world of difference. Reading to a group is also important, contributing to such things

as learning to take turns, sharing, and forging a strong bond between siblings, but it does not need to be long and should be in addition to one-on-one reading. If you are in an environment with many children, ask for help. Have a grandparent or volunteer regularly come to the classroom for the specific purpose of reading to individual or small groups of children while you provide activities for the rest.

Second, one-on-one reading provides the perfect environment to bond, connect, and communicate with each child. Certainly these are positive effects of reading aloud to children.

Finally, one-on-one reading is also the perfect informal teaching environment, one of the foremost positive effects of reading aloud to children. All young children love to ask questions when they are read to because they all have curious little minds. Reading one-on-one provides children with the best opportunity to ask all the questions they want about the pictures, the story, or whatever may be burning in their minds. One-on-one reading really is a special time with just Mom, or Dad, or whoever may be reading, and we can, and should, take advantage of all these "informal" opportunities to teach our children with each question they ask.

CURRICULUM CORNER

The Kissing Hand book is a great one to use to create a "Story Bag" for your classroom. You could create a story bag that families can check out with a copy of the book, containing a raccoon stuffed animal, a pre-cut hand, a heart sticker, and maybe a raccoon-coloring sheet. Be sure to check out the Kissing Hand Links <http://www.thevirtualvine.com/TheKissingHand.html> for plenty of raccoon coloring sheets and ideas for your individualized story bag. Model for the students how to use the story props to retell the story at home.



LIBRARY CORNER

The Kissing Hand

Author: Audrey Penn
Reading level: Ages 4-8
Hardcover: 32 pages
Publisher: Child & Family Press;
1 edition (June 25, 1993)
Language: English
ISBN-10: 0878685855
ISBN-13: 978-0878685851
Cost: \$14.00 (Used \$5.00)

A beautiful book about Chester Raccoon and his mother and how love works to reassure when we are frightened.

The Kissing Hand is a story for any child who confronts a difficult situation, and for the child who need reassurance. Helpful for dealing with separations, which occur when a child enters school for the first time or for a child entering foster care or residential care, a child facing a temporary separation from loved ones. Also, powerful through the experience of the death of a loved one such as a parent, grandparent or other special person. Parents and others who care for children will find an unforgettable way of communicating the message that all of us need to hear "You are loved."

Raccoon Song

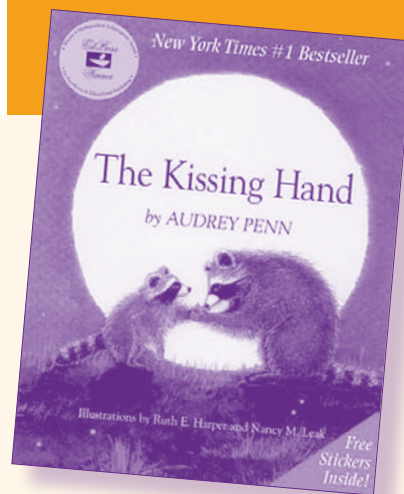
(Sung to the tune "Kookaberra")

MUSIC NOTES

Raccoon sleeps in a hollow tree
While the sun shines on you and me.
Sleep, little raccoon,
(children hold puppets and pretend they are sleeping)
Sleep, little raccoon,
Warm and cozily.

In the darkest part of night
Raccoon has the best eyesight.
Look, little raccoon, *(children have puppets peering around the room)*
Look, little raccoon,
My, your eyes are bright.

Raccoon hardly makes a sound
When he prowls all around.
(children hold puppets and quietly creep around the room)
Hunt, little raccoon,
Hunt, little raccoon,
Find food on the ground





Early Childhood Professional Development Survey

“Containerized” Infants

According to recent reports, today’s infants are spending almost sixty waking hours in “containers” such as cribs, car seats, high chairs, swings and strollers. Over the past thirty years, items such as the infant carrier that attaches to a car seat base, Exersaucers®, walkers, bouncers and Boppy® seats gained appeal with parents and child care providers, who often

UPDATE IN THE FIELD

explain the use of containers as a matter of safety or hygiene. But experts warn that they may be doing more harm than good. The limited mobility that containers allow means that infants are limited in their movements and in varying their positions.

Physical and occupational therapists report seeing an escalation in cases of infants with flattened skulls (called plagiocephaly), as well as poor muscle, motor, and visual development.

The American Physical Therapy Association is urging caregivers and parents to give infants more tummy time while babies are awake and supervised. Tummy Time Tools, a brochure designed for parents and child care providers explains the benefits of tummy time and illustrates various positions for everyday care giving routines. The AAP, in a list of frequently asked questions for parents and caregivers, suggests at least three sessions of tummy time per day, for about ten minutes at a time (for more information about this, visit <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;116/5/1245>).

For the baby who doesn’t enjoy tummy time, picking the right time of day, such as after a nap or diaper change, is very important. Toys placed in a circle around the baby will encourage reaching in different directions and will help muscle development needed for rolling over, scooting and crawling. For more information on physical activity guidelines for infants, visit the National Association for Sport & Physical Education web site and view “Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years.” Tummy Time Tools brochure can be downloaded off the APTA web site: www.apta.org/consumer.

Each year KACCRRRA (Kansas Association of Resource and Referral Agencies) conducts an Early Childhood Professional Development Survey as a tool for your local R&R (Resource and Referral agency) to plan and deliver professional development. Every childhood professional should complete this

PROFESSIONAL DEVELOPMENT

survey; including all Family Child Care providers and each staff

member at Child Care Centers, Head Start Centers, Preschools and After School Programs. This includes owners, directors, assistant directors, teachers, teacher aides, and substitutes. Please take a few minutes to complete this survey which is available on the KACCRRRA website at www.kaccrra.org. If you do not have internet access and would like to complete a hard copy of the survey, please contact your local R&R. For questions about the survey, contact the KACCRRRA office at 877-678-2548 or locally in Salina at 823-3343.



Hydration: The Value of Water

Water is one of the most important and essential nutrients for our bodies. It acts like our body’s transportation system, carrying nutrients to cells, removing wastes from cells, and carrying hormones and enzymes to other parts of the body. It also helps regulate our body temperature,

PROVIDER PERSPECTIVE

lubricates joints, and moves food in our digestive tract. What many people do not realize is that our bodies lose between 64 and 80 ounces of fluid daily, depending on our age, gender, level of physical activity and the climate in which we live. The 8x8 rule of consuming eight, 8-ounce glasses of water is

well known, but that may not ensure that you are properly hydrated. Instead, focus on drinking a minimum of 64 ounces to replace what you lose daily, and drink water throughout the day. Research shows that drinking a glass of water upon waking in the morning gets the brain going and helps reduce headaches associated with dehydration.

Dehydration is also the number one cause of daytime fatigue, so if you’re feeling sleepy or run-down, try drinking a big glass of water. Oftentimes, our minds tell us we are hungry when really, we are just thirsty. Drinking a glass of water with meals and snacks, and throughout the rest of the day will help your body stay hydrated and keep your consumption of calories within a healthy range. The number of calories you consume in drinks may surprise you, so we suggest keeping a daily drink log for a few days. As a goal for the next two weeks, try to replace one non-water drink with a glass of water each day and see how many calories you cut from your typical diet.

What about this referral process?

One of the free services your local R&R offers to child care facilities is to assist in filling vacancies. As a business, whether the facility is a child care center or a family child care home, it is important to meet desired enrollment in order to fulfill budget requirements.

Basic information obtained from KDHE is maintained in the databases on each child care facility; information such the name of the licensee, address of the facility and what type of regulation the facility holds. Each child care facility has the option to be given out as a referral to families needing child care. Whether or not the facility chooses to be referred to families, the data about vacancies, enrollment, education and other information is vital to the support of the child care community.

With only the basic information in the database, however, a family may not be able to find a facility to meet its needs, and facilities with vacancies would not easily be matched with families. Each of the 7 local R&Rs attempts to contact every child care facility in its service delivery area (SDA) once every three months in order to update vacancy information. Child Care facilities are encouraged to contact their R&R at any time to update information, as there is nothing more frustrating to a parent than to call a facility from the list they receive only to find that there are no vacancies.

In addition to the quarterly vacancy updates, once each year a complete provider profile is requested of all child care facilities. Much of the information on the profile is used for data collection and not necessarily for matching a family with a child care facility; information such as salaries and benefits is not shared with the family but is used as data to support the child care community. A family is never given information on salaries, benefits or the census data that is in the facility record.

Next month, watch for a discussion of how families look for child care.

TOGETHER, from page 1
overdoing it. With our busy lives, it takes hearing information at least three times before it sticks.

Try to incorporate gatherings with community events where families may already be planning to attend. As you get

together, you may want to include some information on parenting, or have families do an art project together. This way, parents are learning while they are having fun with their children. In today's busy world, combining learning events with fun makes it more convenient for everyone.

BUSINESS TIPS



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What do raccoons eat?

NUTRITION NEWS



Its menu includes plants like berries, acorns, and grapes. Around people, the raccoon loves to eat the corn in our gardens so lets have corn with lunch!

Here is a corn recipe that is sure to please even children that do not normally like corn.

Corn 'N Cream Cheese

- ¼ c. milk
- 1 (3 oz. pkg) cream cheese
- 1 Tbsp. butter
- ¼ tsp. salt
- 2 (12 oz.) cans whole kernel corn drained (or use frozen 3 cups)

Combine milk, cream cheese, butter and salt in sauce pan. Cook over low heat, stirring constantly, until cheese melts and is blended. Add corn and heat. Makes 6 servings of corn that taste extra special.

Upcoming Events

Kansas Division for Early Childhood (KDEC) Annual Conference

February 26 – 27

Hilton Wichita Airport Executive Conference Center

Natural Play Environments Workshop

March 6

Heston Mennonite Church