

A Child Care Professional's Guide

A Collaborative approach providing connections in Weld County on :

- Education & Training Opportunities
- Professional Resources
- Community Supports/Resources



Spring 2010

Creating Curriculum for Infants and Toddlers

By Debbie Becker, Child Care Services Coordinator, United Way of Weld County

The foundation of a good curriculum for infants and toddlers begins with an understanding of how they learn. By understanding how infants and toddlers learn, creating a sound curriculum becomes a matter of intentionally building on every aspect of that information.

One of the ways that infants and toddlers learn is through their interactions with other people. For the interaction to be memorable the child must first have a strong relationship with the person, such as the connections between the child and her parents or primary caregiver. Because infants and toddlers are just beginning to build language, words hold little to no meaning, however the tone of voice and facial expression of the caregiver when relating to the child carries much meaning. The child is learning social and emotional behaviors through the way the caregiver interacts with her.

Building a relationship with the infant in your care begins with respecting his primary attachment to his parents. By following their instructions regarding the care of their child, responding to his needs quickly, relating to him individually and being consistently caring in your interactions with him will help to develop a seamless transition between home and child care. As he learns that you can be trusted to meet his needs and becomes more comfortable with you, you are building a secure and trusting relationship where he knows he is safe and can thrive.

An effective infant toddler curriculum uses schedules and routines to cement the relationships between caregiver, parent and child. Consistency in her schedule provides the child freedom to explore because she knows that her needs are regularly met. She is free to try new foods, because she knows that even if she refuses it, she will not go hungry. She is free to play hard and tire herself because she knows that she will be able to rest. She is free to sleep soundly because she knows that she is safe in your care.

The second way that an infant learns is through observation. If the child's eyes are open, he is learning. Notice how intently an infant watches an object suspended above him. As he hits the object and it begins to swing, he is learning the concept of cause and effect in that he caused the movement, and then observes the effect of his actions. However, if there was no object for him to observe or interact with, then the learning time is diminished. Thus, another part of an appropriate curriculum is the environment that is provided for the child.

~ Continued on page 5

Childhood Behaviors

Challenging vs. Typical

Education and Training Opportunities

United Way of Weld County 970-353-4300
 www.unitedway-weld.org 800-569-5590
 Information and Referral (land line only) 211

Child Care Services

Sheila Watson, Director
 sheila@unitedway-weld.org 970-304-6181

Debbie Becker, Coordinator
 debbie@unitedway-weld.org 970-304-6191

Vanessa Blair
 vblair@unitedway-weld.org 970-304-6188

Caroline Gelatt
 cgelatt@unitedway-weld.org 970-304-6184

Fax 970-353-4738

Qualistar www.qualistar.org

Aims Community College 970-330-8008
 www.aims.edu or www.aimsced.com

Early Childhood Instructors
 Becky Ward-Smith 970-339-6307
 Judy Gump 970-339-6298

PreLicensing Training:

KidCare Nutrition Sponsor 970-351-8779
 Wildwood Food Program 800-359-9453

Medication Administration Training:

Susan McColl 970-667-2401
 Ann Burkett 970-484-0486

First Aide/CPR Training:

HeartSmart 800-894-3439
 Life Rescue 303-932-6268
 American Red Cross 970-352-7212

Child Care Professional Organizations

CAEYC

Colorado Association for the Education of Young Children
 Laura Presley-Reynolds www.naeyc.org 888-892-4453

Weld District CAEYC

Weld District Association for the Education of Young Children
 Becky Ward-Smith 970-339-6307

ACCP

Association of Child Care Providers www.weldaccp.org
 Margie Mellon 970-587-4757

WCFCCA

Weld County Family Child Care Association
 Diane Lange 970-356-6409

CAFCC

Colorado Association of Family Child Care
 Tricia Kelly-Lynch 303-914-8687

Weld Chapter ECEAC

Weld Chapter Early Childhood Education Association of Colorado
 Barb Schuttenberg 970-352-2222

AGE/ STAGES	TYPICAL BEHAVIORS
Toddlers	<ul style="list-style-type: none"> • Tantrums • Terrible Twos - "No!" being the most used word • Emerging independence • Bites or hits
Preschool-ers	<ul style="list-style-type: none"> • Tests limits • Asks "Why?" a lot • May tell lies, steal or argue
Young School-Age Children	<ul style="list-style-type: none"> • Stubborn, refuses to do something • Bossy, likes to be in control • Does not like criticism • Still emerging independence - wants things own way

The term "challenging behavior" is used to describe children's difficult or "problem" behaviors that do not go away over time or after using typical tried-and-true discipline methods. You and your child care provider should focus on the behavior and not the child.

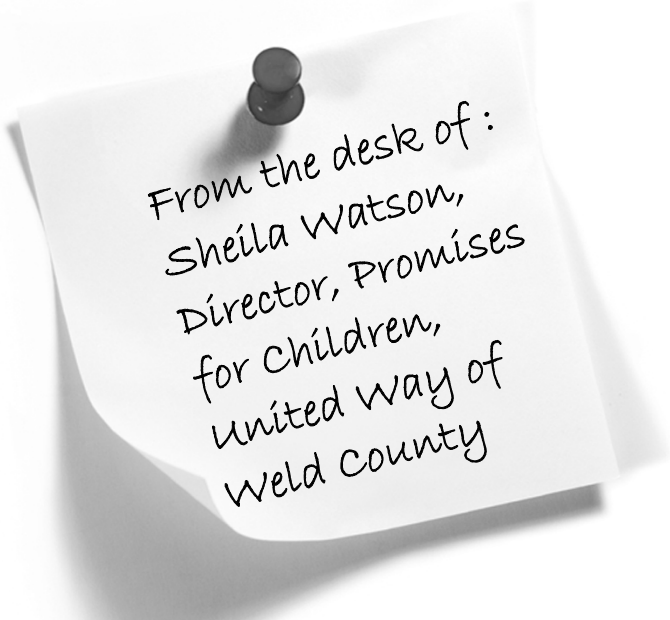
Challenging behaviors can occur at home, in child care, in school, or any combination. They usually occur regularly rather than every once in awhile. Most challenging behaviors fall into one of these categories:

- Aggression: biting, hitting, throwing, choking, verbal threats
- Self-injury: head banging, scratching or picking skin, throwing self to floor
- Stereotypical or repeated motions: gestures, hand flicking, mouthing, body rocking
- Classroom disruption: hyperactivity, talking out, arguing, unusual vocalizations
- Noncompliance: not responding to directions, defiance, bickering, jumping, crawling
- Inappropriate play or behavior: stealing, self-exposure, inappropriate touching of others, eating nonfood materials, other behaviors outside of social acceptance

Many of these behaviors can result in a child hurting someone else or himself, or cause disruption within a larger group setting.

Except from:

Parent Central Express, the monthly e-newsletter of [Parent Central](#), a program dedicated to helping parents access information on children's issues and resources on parenting. Parent Central is a program of the National Association of Child Care Resource & Referral Agencies (NACCRRRA).



DID YOU KNOW THAT...

- ⇒ All behavior is a way to communicate?
- ⇒ All behavior that persists is usually working for the child?
- ⇒ All problem behavior has a cause and a goal?
- ⇒ There is a connection between a child's ability to communicate and challenging behavior?
- ⇒ The pattern of behavior is important: not single or isolated events?
- ⇒ The best approaches to challenging behavior are ones that:
 - A. Respond to the underlying cause and need for the behavior?
 - B. Use positive approaches?
- ⇒ The best way to prevent challenging behavior is to foster children's social and emotional needs and skills?

For more serious or challenging behaviors that do not respond to regular approaches or strategies, it would be helpful to determine the cause or trigger of the challenging behavior(s). Some challenging behavior may have an underlying physical cause or be the result of an undiagnosed disability.

What Can You Do?

Call United Way of Weld County's Child Care Services and ask for a Special Needs Referral Packet. This packet includes questionnaires for both the child care provider and the parent that will give the Mental Health Professional the information regarding the behaviors that are being presented. Once complete, return the forms to United Way and we will forward them to the appropriate agency that can assess the needs of the child in the situation and determine if the child is in need of mental health intervention or social and emotional behavioral support within the program setting.

When mental health intervention is required, the assessing partner agency will work with the family to provide the help that the child needs.

If support in the program setting is needed, United Way has funding to provide a Child Care Specialist to work with the program staff in order to address the triggers that are causing the behavior.

When working together, we can support the family by meeting the child's needs and encourage growth through consistency in the early learning environment.

Community Support

Community Resource Info Line	211
Bright Beginnings/Warm Welcome	970-353-4300
Child Advocacy Resource & Education (c.a.r.e.)	800-894-3439
	970-356-6751

Child Abuse Reporting

Department of Human Service	970-352-1551 x 6211
Law Enforcement	970-350-7000

Concerns about Developmental Issues

Family CONNECTS	970-330-3842
Envision	970-339-5360

Poison Control Center	800-332-3073
United Way of Weld County	970-353-4300
www.unitedway-weld.org	

KidCare Nutrition Sponsor	970-351-8779
Wildwood Food Program	800-223-0557

Child Care Licensing

On-Call Licensing Agent	303-914-6304
Georganne Buccine	970-356-2961
Bettina Stutzman	970-686-9506
Marlene McKenzie	970-206-4495

Department of Human Services

(Assignments as of April 5, 2010)

Child Care Unit	352-1551	
WORKER	CASELOAD	EXTENSION
Shari Armstrong	Supervisor	6302
Norma Fritchell	Lead-Confidential Cases	6377
Sopopa Gonzales	Bo-Bz; E-Kn; Span E-K	6315
Sylvia Flores	D-Dz; Ko-Pe; Span L-Z	6325
Susan Shilladay	A-Az; Pf-R;	
	EELC & Child Welf	6316
Judy Gallegos	C-Cz; S-Sik; Co Works	6386
Rita Ruyle	B-Bn; Sil-Z	6317
Phyllis Perez	Reception	6306
	Child Care Clerk	6399

LEAP Technicians	352-1551	
WORKER	CASELOAD	EXTENSION
Diane Binder	Bp-Dau	6249
Ines Carter	Dav-Garcia, J; Span A-Z	6388
Marti Geck	Heo-La	6398
Carrie Giggy	Lb-Mar;A-Bo	6381
Lindsay Gillingham	Mas-Ra; Garcia, K –Hen	6394
Adele LaRiviere	Rb-Sb	6283
Konnie Loera	Sc-Z	6390
Rhonda Williams	Leap Clerk	6391

Dear Debbie,

*Answers to questions that I have
been asked recently...*

Note: While this space is usually used to answer questions, I received the following letter as an encouragement to other child care providers, and is well worth sharing...

Expanding Quality in Infant & Toddler Care. What is this? Why would I, as a Family Home Child-care Provider, want to take a forty-five hour class like this? Those were the thoughts I had when I read about this class offering in the United Way Childcare Newsletter Summer 2009. I glanced at it, thought it was just for center based caregivers and put it out of my mind. A few months later I revisited the same thoughts but this time I thought, well, I would like to apply for a license known as “3 under two” and thought the course couldn’t hurt and it might help me get more hours of training for this age group. So why not commit to taking the class? I applied to take the class and was accepted for the grant that pays for the class.

I am so happy I stepped out of my comfort zone and took the plunge to take the class. The class is amazing and I don’t know why everyone would not want to take it. I learned so much about child development, how the response I give to the little ones in my care effects how they grow and develop; this class helped me to re-organize my playrooms and curriculum to enable optimum learning for the children I care for. Not only did the class teach about the development of the children it also covered the importance of parents and caregivers roles in the lives of the children we care for.

I encourage all caregivers of children, Home Providers and Center Providers, to enroll in this class the next time it is offered. It will grow your level of care and change the way you approach the care you give to the children you care for and help you to improve your relationships with their families.

~A family child care professional

Dear Child Care Professional,

As everyone that has taken the training for the new Rules Regulating Family Child Care Homes knows, the Division of Child Care is highly encouraging everyone to take this class. Although it is not a requirement for everyone, it is required for anyone that desires to change their standard license to any other license type or to take advantage of the “Temporary Flexibility” rule. For those that were ahead of the game, and took this class in the past, there is no need to repeat it. If you would like to take this class in the next school year, you may contact Correen Martinez at beanabeth@msn.com or (970) 388-3417 for more information.

Debbie Becker

Child Care Services Coordinator
United Way of Weld County

The environment must include sufficient space for the child to move freely, yet safely. She must be able to run and play while knowing that her caregiver is within reach. She can explore awhile, and then come back to her caregiver to share a new discovery or to sit beside her caregiver if she desires reassurance. Climbing areas that will challenge her physically, as well as soft and cozy areas that will allow for calm, quiet inspection of books or toys are strategic parts of the environment piece of the curriculum as well.

There also needs to be a variety of interesting things to explore. A well balanced curriculum for infants and toddlers will address the materials that will be provided for the child's exploration. As the caregiver observes his interests and developmental abilities, decisions can be made regarding the appropriate options that are provided each day.

The third way that an infant or toddler learns is through her experiences. When playing with a rubber duck floating in water, she will learn that she is able to hold the duck in her hand while the water runs through her fingers. She is learning physics through her experiences with the properties of liquid and solid.

By building on the selection of materials to be used in the environment, the effective curriculum will address ways to keep the child interested and challenged from one day to the next. The curriculum must allow for the child to experience each activity for as long as he is interested. Then, by making a slight modification, create a new experience for him. After the child begins to tire of playing with the duck in the water, the caregiver can add items that sink to the bottom of the water instead of floating as the duck did. Now he is able to experiment with surface tension and the effect of size, shape and weight of objects in the water, as well as water displacement when he puts too many objects in the water.

Tying all of the components together happens with the final piece of a developmentally appropriate infant and toddler curriculum. Planning the environment and experiences while maintaining and supporting the schedules of each child and family is the key to implementation. This piece looks different for infants and toddlers than it would for older children, however. With older children, the caregiver looks to the desired outcome of the learning in planning the experiences. When working with infants or toddlers, each child has her own agenda and the curriculum is needed to support the learning timeline set by the child. The caregiver must observe each child, and with an understanding of early childhood development, allow the needs and interests of each child to guide the activities and experiences offered each day.

*You may not mean much to the world,
but you mean the world to the
children and families in your care.
Celebrating the work that you do every
day of the year during this week of the
Young Child, April 11—17, 2010*



Professional Development Trainings



Training Date	Training Topic	Training Domain	Presenter	Training Hours	Training Location
April 22, 2010 6:30pm – 8:00pm	Compassion and Conflict Resolution	Family & Community Relationships	Sharon Benson	1.5	Weld County Training Center 1104 H Street
May 17, 2010 6:30pm—8:00pm	Developmentally Effective Approaches in the Block Area	Developmentally Effective Approaches	Dr. Susan Thompson	1.5	Weld County Training Center 1104 H Street
2009-2010 10 Trainings + 1 Conference				24.5 hours	
August 19, 2010 6:45pm – 8:15pm	TBD	TBD	TBD	1.5	Weld County Training Center 1104 H Street
September 16, 2010 6:30pm – 8:00pm	TBD	TBD	TBD	1.5	Weld County Training Center 1104 H Street
October 9, 2010 9:00am – 12:00noon	TBD	TBD	TBD	3.0	Weld County Training Center 1104 H Street
October 21, 2010 6:15pm – 7:45pm	TBD	TBD	TBD		Ft. Lupton Library 425 S. Denver Ave.
November 18, 2010 6:30pm – 8:00pm	TBD	TBD	TBD	1.5	Weld County Training Center 1104 H Street
December 16, 2010 6:30pm – 8:00pm	TBD	TBD	TBD	1.5	Weld County Training Center 1104 H Street
January 20, 2011 6:30pm – 8:00pm	TBD	TBD	TBD	1.5	Weld County Training Center 1104 H Street
March 5, 2011 8:00am – 4:30pm	Love to Learn Conference			7.0	UNC University Center
March 17, 2011 6:45pm – 8:15pm	TBD	TBD	TBD	1.5	Weld County Training Center 1104 H Street
April 16, 2011 9:00am – 12:00noon	TBD	TBD	TBD	3.0	Weld County Training Center 1104 H Street
April 21, 2011 6:15pm – 7:45pm	TBD	TBD	TBD		Ft. Lupton Library 425 S. Denver Ave.
2010-2011 8 Free – Greeley 2 Free – Ft. Lupton 1 Conference Total Training hours				15 hrs 3 hrs 6 hrs 24 hrs	

Community of Learners

Children learn about the world around them through their interactions with the members of their community—parents, teachers, peers and others. Early childhood providers have the opportunity to positively influence children’s development by intentionally creating a “community of learners” in their childcare setting. A component of Developmentally Appropriate Practice (Copple and Bredekamp, 2009) describes creating and fostering a “community of learners” that supports every child in the child care setting by providing an environment that nurtures development and learning in all areas—physical, emotional and cognitive.

In the child care/early childhood education setting, caregivers can create and support a community of learners by practicing the following steps:

- Create a positive social and emotional climate by treating each member in your setting as valuable. You can work toward this by recognizing children who are present and the children that are absent each day. Have the children help you take attendance.
- Provide opportunities for small group play, group projects, and group conversation. After a group project create a project book about the activity that the children have worked on together with photographs, drawings, the children’s stories, etc.
- Help children learn how to regulate their behavior by setting clear, reasonable and consistent boundaries and limits. State expected behaviors, telling children what TO do: “Please use your inside voice.” Or “We walk inside.”
- Redirect inappropriate behaviors; for example, help the child become engaged in a different activity or toy.
- Model desired behaviors; show the children what you want them to do by doing it yourself! Say “please”, “thank you”, “May I have a turn with the pen so I can write your name?”, and ask children if you can help them for example, “May I please wash your face?”
- Actively listen to children and acknowledge their feelings and frustrations. Allow children to express negative emotions such as anger and frustration and provide them a safe outlet, such as stomping their feet. Read books that have people expressing a variety of emotions. Talk about emotions and label emotions as children have them; for example “You look really sad. Do you want to cuddle?”, “You have a smiling face. You must be really happy!”
- Maintain an organized physical environment that protects the health and safety of the community of learners and supports young children’s physiological needs. Ask children help make a poster of classroom rules as a group project.
- Create a predictable and orderly routine. You can accomplish this by setting a schedule and following it each day. Inform children of variations to the schedule.
- Incorporate children’s home culture and language in daily activities. Post family pictures or create a photo album. Read books or play games that include a variety of the children’s cultures.

How children view the world and their place in it can be significantly shaped in the early childhood setting. The caregiver is instrumental in helping children to learn to navigate social interactions successfully.

Copple, C and Bredekamp, S. eds. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (Third Edition)*. Washington, DC: National Association for the Education of Young Children.

How will you **Celebrate**

Week of the Young Child?

The Week of the Young Child, April 11-17, 2010 is a time to celebrate the lives of young children, and is the perfect opportunity to thank the adults involved in their care and education. Parents, teachers, caregivers and other adults play important roles in the lives of young children, and Week of the Young Child 2010 celebrates their efforts.

2010 Children’s Festival	April 10, 2010 10:00 am—3:00pm	Island Grove Event Center, Greeley
The Learning Curve	15% discount all week for Early Childhood Teachers & Parents of young children	3810 W 10th Street, Greeley 970-515-6840
Knowledge Bound	15% discount all week for Early Childhood Teachers & Parents of young children	1045 Main Street, Windsor 970-674-2997



A Child Care Professional's Guide
Brought to you by: United Way of Weld County's Child Care Services
With information provided by: Weld County Department of Human Services, the
National Association of Child Care Resource and Referral Agencies, and the
Weld District group of the Colorado Association for the Education of Young Children



Return Service Requested

United Way of Weld County
Child Care Services Program
P.O. Box 1944
Greeley, CO 80632

A special THANK YOU to all who attended or assisted at the 2010 Love to Learn Child Care Conference! We hope to see you back again next year!



Save this Date!
March 5, 2011



A Conference for Early Childhood Professionals
At the University Center, University of Northern Colorado, Greeley, Colorado