

# Early Connections

A Newsletter for the Addison Early Childhood Community  
Spring 2007

## **What's the purpose of early childhood education? What do we mean when we talk about "quality" programs?**

The primary goal of an early childhood program is to stimulate growth and development, while igniting intellectual curiosity. At this age, children are rapidly developing cognitive, language, social and motor skills. They play, discover, explore, try out new tasks, go to new places, and act curious. By offering a "child-centered" setting, high-quality early education programs promote this.

Students often come to my Preschool Curriculum course with a picture of a preschool experience as teacher-directed. Children are expected to sit quietly in a circle and listen as the teacher talks. At a specific time, everyone eats snack. At another specific time, the children all do the same art project. Does this sound like a high-quality preschool classroom? My students think the answer is "yes."

But this is not the most meaningful picture. In fact, this picture needs to change. Children learn through experience; this experience is called play.

Picture a child-centered setting in which the teacher has specific goals for learning, focused on play. The room is filled with busy, noisy children making their own choices at learning areas. There's a water table with tubes and funnels; there's an art area with paint, glue, feathers, colorful paper and scissors. There's a teacher sitting cozily with children in the book area. Some children are at the snack table; others are in the dramatic play area, playing restaurant with menus, money and pretend food.

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If the purpose of an early childhood program is growth and development, how is that happening here?

The water table teaches science and logic. The children are exploring liquids; they are adding to their scientific and mathematical vocabulary by learning such words as pour and funnel, more and less, full and empty.

The art area focuses on creativity. Cognitive skills develop as the children explore color, shape and texture. Motor skills expand as children use scissors to enhance their collage designs. The book area is a place to develop literacy skills, while children interact, think, move, speak and even learn to negotiate ("I'll be this, and you do that ...") in the dramatic play area. Play is rich with learning opportunities.

*Continued on p. 10...*

## Addison County Child Care Services

81 Water St., Middlebury, Vt. 05753

Phone: 802-388-4304

Fax: 802-388-3063

Hours: 8 am - 5 pm

**Resource Specialist:** Amethyst Peaslee

Email: [resource@mjcvt.org](mailto:resource@mjcvt.org)

**Subsidy Specialist:** Jane Reilly

Email: [subsidy@mjcvt.org](mailto:subsidy@mjcvt.org)

**Referral Specialist:** Ginny Sinclair

Email: [referral@mjcvt.org](mailto:referral@mjcvt.org)

**FS/PS Specialist:** Doumina Noonan

Email: [FS-PS@mjcvt.org](mailto:FS-PS@mjcvt.org)

**Success by Six:** Ginny Sinclair

Bits of Understanding

## RESOURCES FOR EARLY EDUCATORS

- ◆ **The Resource Room** has equipment, children's books and other resources that you can borrow for a month at a time. It is open during MJCC business hours, whenever there is a training, or by appointment. It is also possible to have items delivered to your program. Call Amethyst for more information.
- ◆ **The Resource Room** has many **new books and videos for early care and education providers** including a set specifically on **School Age Care and activities**.
- ◆ **Child Care Provider Network Resources:** Laminator, photocopier, theme sets, books. **Call Tammy: 352-9848; Lorie: 948-2599; Gerri: 453-3707.**
- ◆ **The Director's Network:** has a large laminator. **Call Amethyst** if you have books, posters or other creations you would like to laminate. **The cost is \$1.25 per yard.**

cy Hall	Thursday, December 7, 2006	Children are constantly hungry for sounds and words. Your child's early coos and babbles are actually an important form of communication. In almost no time, he will speak his first words. Then he'll master new ones by the handful as he gathers the ingredients he'll need for a strong start in school and in life.
ital ference Rm 4	Thursday, December 7, 2006	Create a taste for language. Just as you slowly add new tastes and textures to help your baby move from baby food to real meals, you can help him go from babbling to talking by introducing new words and by sharing what they mean and how to use them.

## COMMUNITY RESOURCES

- ◆ **The CUPS Team:** If you have a child or are working with a child ages 0-6, with challenging social emotional behavioral issues & need support and/or information, please call **388-3171 & speak with Anne or Linda.** project is available to answer questions and provide support and consultations. If you have or are working with a child 3 years or under whom you have concerns about, contact **388-3171.**
  - ◆ **Your local Early Essential Education office (EEE):** If you are concerned that a child you care for has a developmental delay, contact your local EEE office. They can answer questions and provide support/resources and guidance for talking with parents.
  - ◆ **Addison Central/ Middlebury - ACSU Referral Line: 382-1760**
  - ◆ **Addison Northeast: Bristol - Carol Birdsall/Cindy Kuhns: 453-3674**
  - ◆ **Addison Northwest: Vergennes - Deb Angier: 877-2867**
  - ◆ **POISON HELPLINE: 1-800-222-1222**
  - ◆ **Expectant Parents Classes:** Community Health Outreach Program, **Porter Hospital - 382-3413**
  - ◆ **LaLeche League:** For information for nursing mothers call **Samantha @ 545-2009**
  - ◆ **MOPS:** non-denominational non-profit org for mothers of preschoolers. **Call Melanie @ 877-6823.**
  - ◆ **Natural Beginnings Breastfeeding Support Group: 3rd Tues. @ 10AM - Vt. Dept. of Health, 700 Exchange St.; Suite 101; Middlebury - for information call Vicki @ 236-4136**
  - ◆ **Community Health Service:** Evening clinics, physical exams, immunizations, prescriptions, well child visits. No one is turned away regardless of ability to pay. **for information call 388-0137**
  - ◆ **Vermont Dept. of Health:** Information on WIC, Healthy Babies, Kids & Families, Dr Dynosaur etc. For information call **388-4644.**
  - ◆ **Womensafe:** Ongoing services include support groups, 24 hour hotline, confidential safe homes, counseling, legal advocacy For information call **388-4205 or 1-800-288-4205.**
  - ◆ **www.leadsafevermont.org**
  - ◆ **For a complete listing of Community Resources, call 388-4304**
  - ◆ **Funding for this project provided by the Child Development Division of the Department of Children and Families, Addison County Success by Six and Addison County Child Care Services.**
- Learn more about your child's growing vocabulary at: [www.talaris.org/spotlight\\_bubbles.htm](http://www.talaris.org/spotlight_bubbles.htm)
- \* for simple ways to incorporate learning in everyday moments: **BornLearning.org**



## EARLY CARE AND EDUCATION CLASSES

Classes are free and open to early care and education providers, parents and other community members. **Pre-registration is required.** Please contact Amethyst at 388-4304 or resource@mjcvcvt.org **Classes take place at Mary Johnson Children's Center at 81 Water St. in Middlebury and run from 6:30 - 8:30 PM.** unless otherwise noted.

**NEW! Caring for Infants and Toddlers in a Multiage Home Care Environment**  
**Thursday March 15 & 22 6:30 - 8:30 PM**

**Ann Duclos-Collier and Gerri Barrows**

This will be a Make It and Take It Workshop which focuses on the developmental needs of infants and toddlers underlying their unique behaviors. Create inexpensive toys and props to meet these needs in appropriate ways. The workshop sessions will take place onsite in the programs of **Network coordinators Ann Duclos-Collier and Gerri Barrows. CDA #1, 2, 3,8**

**Register early, participants limited to 12.**

**NEW! Identifying and Supporting Children with Special Needs**

**Tuesday April 3rd 6:30 - 8:30 PM**

**Bits of Understanding: How to Feed Your Child's Growing Vocabulary**  
**Presented by the Addison Northeast Early Education Program**

Community Hall	Thursday, December 7, 2006	Children are constantly hungry for sounds and words. Your child's early coos and babbles are actually an important form of communication. In almost no time, he will learn when to seek the help of others in understanding and master new ones by the handful as he gathers the ingredients he'll need for a strong start in school and in life.	understanding of developmental milestones and their importance, why and a deficit, and methods of discussing behaviors with parents. He will learn when to seek the help of others in understanding and master new ones by the handful as he gathers the ingredients he'll need for development, and to identify resources for acquiring information.
Capital Conference Rm 4	Thursday, December 7, 2006	Create a taste for language. Just as you slowly add new tastes and textures to help your baby move from baby food to real meals, you can help him go from babbling to talking by introducing new words and by sharing what they mean and how to use them.	Making appropriate referrals and assisting families in making their services will also be covered. <b>Level II, CDA # 2, 3, 8</b>

**NEW! Sensory Integration Series with The Philo Center**

**Tuesday April 10 & 17 6:30 - 8:30 PM**

Philo Center staff will offer information and practical advice on Sensory Processing Disorder, a common but frequently misdiagnosed problem in which the central nervous system misinterprets messages from the senses. Often children who are regarded as having 'behavior problems' in reality suffer from Sensory Processing Disorder. Learn about red flags as well as equipment you can make and activities to help children integrate their senses. **CDA #1, 2, 3, 8**

**Advanced Specialized Care**

\*Talk as you go: Describe actions and objects that are part of your daily activities-as a sports announcer would. "It's raining today. Let's use an umbrella. An umbrella keeps us dry when it rains."  
 \*Mix it up: Use a variety of words each day. Instead of using the word nice, say, "It's a marvelous day." Explain the word to your child and use it again in another way.  
 \*Follow your child's lead: Provide the words to describe his interests. If your child notices a bug, say, "What do you see? A caterpillar? Yes. It's a caterpillar. A small, fuzzy, brown caterpillar."

**Th. April 5: Never Too Early:** Childhood literacy and related developmental issues are introduced through exploration of eight children's books. Attendees participate in animated readings; learn songs, rhymes, and movement exercises, and take home ideas for book extension activities. **Each participant receives a free set of eight books.** Sue Rakowski CDA # 1,2,5

\*Be on the look out: Spot interesting pictures and words in your child's books, in stores, or on street signs. Point to them. Use the new words in sentences again and again.  
 \*Extend the conversation: Even when your child is too little to answer, engage him in conversation. If he says "moo," you say, "Yes, moo! A cow says moo!"

**Th. April 12: Early Birds and Bookworms:** Skills and ideas presented in 'Never Too Early' are extended as providers learn ways to share a second set of books. **You must have previously attended a 'Never Too Early' in the same calendar year.** Sue Rakowski CDA # 1, 2, 5

\*Wherever you are-the bathtub, the dinner table, or the grocery store-experiment with fun and creative ways to teach your child new words. Simply stir his imagination... and watch his vocabulary grow!

**Th. April 19: Never Too Early with Sign Language:** This is a more advanced early literacy training open to anyone who has previously completed a Never Too Early/Early Birds & Bookworms series. **Visit Reading Rockets to learn more about your child's language development:** <http://www.readingrockets.org/article/73>  
 From Civitas - bits.civitas.org. For more information: resource@bits.civitas.org  
 receive a resource book for children's books, which they will learn to sign in American Sign Language (ASL). They'll also learn how to sign a children's song and receive additional goodies. Sue Rakowski CDA area # 2, 5  
<http://www.readingrockets.org/article/73>  
 spotlight\_bubbles.htm  
 \* for simple ways to incorporate learning in everyday moments: [BornLearning.org](http://BornLearning.org)

### Basic Specialized Care

**March 29: Basic Specialized Care, part 1: Brenda Gooley, district director of the Dept. of Children and Families (DCF)** will discuss definitions of abuse and neglect, the role of the mandated reporter, indicators of abuse and neglect and working with the system.

**6:30 - 8:30 PM CDA # 5, 6**

**March 31: Basic Specialized Care, Parts 2 & 3:** will look at typical growth & development, the effects of abuse and/or neglect, red flags, the intergenerational nature of abuse and working with families. **8:30 am - 12:30 PM CDA # 3, 4, 8**

**REMINDER SPECIALIZED CARE PROVIDERS:** Your Advanced Specialized Care training requirement is calculated by the calendar year, not by a year from when you took your basic training. Please note the many Advanced trainings available this spring... there may **NOT** be any new ones in the fall.

**Sat. April 28: Understanding and Responding to the Sexual Behavior of Children :** Examines the range of sexual behaviors in children and adolescents from normal to very concerning and introduces the range of responses adults can give to prevent children from developing abusive sexual behaviors among their peers. Also covers what professionals and parents can do if sexual behaviors have become repeated or chronic, looks at the 'cycle of abuse' and how adults can intervene. **Courtney Gandee, Prevent Child Abuse VT; 8:30 - 12:30, CDA 1, 3, 4 Counts towards Advanced Specialized Care requirements**



**3 Day Touchpoints Course At The Life Center in Brandon, VT**  
**Sat Mar 24                      Fri April 6                      Sat April 14                      from 9 am - 4 pm**

This three-day seminar is designed for early care and education providers who want to incorporate elements of the Touchpoints Approach into their practice.

The Touchpoints Approach helps professionals engage around key points in the development of young children. By helping parents identify and expect bursts and regressions in child behavior (the "touchpoints") professionals can reduce parental frustration and self-doubt while fostering parenting skills and the parents enjoyment of their child. In the process, the bond between the provider and the family is strengthened. This seminar gives participants a solid understanding of all Touchpoints elements through seminars with regional site faculty. Participants will:

- Understand the theories and concepts of the Touchpoints Approach, with emphasis on the developmental and relational elements of parent-child-provider relationships, and their applications;
- Enhance their delivery of care to families by using relationship-building strategies and communication tools based on the Touchpoints Approach;
- Observe and participate in encounters that demonstrate the Touchpoints Approach of anticipatory guidance.

*Taught by Touchpoints Faculty Laura Lawson Tucker, Family Child Care Provider from Windham County and Susan Kenendy, Rutland Dept. of Health.*

**Cost is \$40.00 per person. Scholarships are available; Counts for: Level II; CDA areas # 4 and 8; Advanced Specialized Care. Contact Amethyst at 388-4304/resource@mjcvt.org**

**SEE PAGE 10 FOR INFO ON TOUCHPOINTS REFRESHER/SUPERVISION...**

**WHAT'S HAPPENING**

**PARENTING 101 METV Channel 16** - Check out the new program on Channel 16, another source of parenting information for busy parents. The Parent Child Center has developed the series and the first 3 programs cover child development birth through 2 years of age. The series will air on TV on Monday 10:00 am, Wednesday 1:00 pm and Thursday 8:30 pm. If you have suggestions for speakers or topics for programs call Jenne Morton or Sue Bloomer at 388-3171

**LEARNING THE DANCE OF ATTACHMENT - Practical Skills to Use with Your Foster or Adopted Child:** Holly Van Gulden will help parents create a better understanding about their children's attachment issues and how to best reach beneath disruptive behaviors with novel and practical parenting techniques. **March 17, 8:30 - 4, Hampton Inn, Colchester**  
**Contact Kristi at 223-4744 or kpetrochko@eastersealsvt.org**

**BREASTFEEDING SUPPORT GROUPS:**

**Natural Beginnings Breastfeeding Support Group** 3rd Tuesday every month 10:00 am to noon; Dept of Health, Middlebury. For information, Vicki Kirby at 236-4136 or 948-2172

**Working Moms Breastfeeding Support Group** 2nd Tuesday every month 9:30-6:30 College St Children's Center For info call Lori Dotolo 388-5741

**Leanne League** 1st Friday 9:30-11:00 am (starting Jan 5th) For info call Samantha 945-2009  
**Prenatal and Post Partum Exercise Classes!** Mondays 5:06-15 pm. Call Heidi Sims 388-3413

**Cooking For Life Classes in Buxton** - free take home groceries with each class. Baptist church  
 9:00 - 11:30 am The dates will be available soon. For more information call WYE 388-4644.

**Public Health Week Celebration** - Tuesday, April 5 at the Parent Child Center in Middlebury there will be an event for supporting young parents who are choosing to quit smoking. During the event participants will find available resources promoting smoking cessation, healthy nutrition and physical activity. Call Jen Heath at 388-4644

**Ready to Quit Smoking?** Use WIC participants each day \$5. Instead of giving the for quitting smoke. It's a mar-  
 ing during pregnancy and explain the words to your child and use it a game with another way who want  
 to quit, tell the following. Provide the words that describe his interests. If you a child notices a  
 time: Low on gas? "What do you CO? Pa? Aes, Nipolar? You like Camilla? A small fuzzy, brown cat-  
 available with Quit "Bucks or Quit Bills for all Vermonters. **Call Jeff Heath at 388-4644.**

**Vermont Quit Line** 1-877-VESQUIT (1-877-937-7848) and words in your child's books, in stores, or  
 Porter Hospital Tobacco Line: 988-8860 Use the new words in sentences again and again.  
 \*Extend the conversation. Even when your child is too little to answer, engage him in con-

**SENSORY INTEGRATION** with Phio Center Staff, Tues. April 10 6:30 - 8:30 PM  
 @ Mary Johnson Children's Center. See pages 4 & 5. To Register, call 388-4644.

**THE PUBLIC CENTER PRESENTS FREE SPRING SEMINAR SERIES**  
**March 7<sup>th</sup>** Dr. Molly Fleming, Naturopathic Physician - Diets and Alternative Treatments  
**March 21<sup>st</sup>** Inger Dybfest, Music Therapist - Therapeutic uses of music  
**April 4<sup>th</sup>** Larry Hall, licensed psychologist - New neuropsychological interventions  
**April 18<sup>th</sup>** From Gigi Smith, licensed psychologist. For more information to Relationship Development  
 Intervention (RDI) Visit [www.pnccenter.org](http://www.pnccenter.org)  
**Reading Rockets to learn more about your child's language development:**  
**Weds. 6-7:30 PM** when reading rockets or Saturday, 7:30 PM (In The Old Gailer School Space)  
**Contact The Call Center at 388-3200 or [www.pnccenter.org](http://www.pnccenter.org)**  
**spotlight\_bubbles.htm**

\* for simple ways to incorporate learning in everyday moments: [BornLearning.org](http://BornLearning.org)

## ONGOING EVENTS

**LIBRARY STORY TIMES**---check with your library for days and times of story hours and special events.

Bixby Library, Vergennes 877-2211  
Brandon Library 247-8230  
Ilsley Library, Middlebury 388-4097  
Lawrence Library, Bristol 453-2366  
Lincoln Library 453-BOOK 2665  
Neshobe School Library 247-3721

New Haven Library 453-4015  
Orwell Library 948-2041  
Platt Library, Shoreham 897-2647  
Russell Library, Monkton 453-4471  
Salisbury Library 352- 1047  
Starksboro Library 453-3732

## RECREATION

Bristol for information 453-5885 or visit [www.bristolrec.org](http://www.bristolrec.org)

Middlebury for information 388-8104 or 388-4041

Vergennes contact Tara Brooks @877-1159 T&W, 8 am -12 pm or visit [recreation@vergenne.org](mailto:recreation@vergenne.org)

**ARTS and CRAFTS**---Frog Hollow Craft Center for information call 388-3177 or visit [www.froghollow.org](http://www.froghollow.org)

**PLAYGROUPS**---The Addison County Parent/Child Center will be sponsoring **free** playgroups for children birth to 6 and accompanying adult. The Play Group calendar follows the school calendar and snow day closings. For info call 388-3171

**Bristol**: Tuesdays 10-11:30 Bristol Baptist Church

**Middlebury**: Tuesdays 9:30-11:00 St Stephen's Church

**Shoreham**: Fridays 9:00 - 11:00 Congregational Church

**Vergennes**: Wednesdays & Fridays 9:30-11:00 Congregational Church

**Parents of Special Kids (POSK)** Are you looking for someone who understands, are you frustrated, do you want to talk?? Together we will listen, find ways to cope, and create solutions to make our families lives better. 2<sup>nd</sup> Monday each month at 7:00 pm at the Congregational Church, Town Hill Rd, New Haven For info call Ann 453-7324

**Autism Support Daily** is a parent-led support group open to parents, families and friends of those on the spectrum. New members are always welcome. 1<sup>st</sup> Monday of each month 7:00 pm at the Congregational Church, Town Hill Rd, New Haven for info 802-660-7240 or [lynnmgeorge@adelphia.net](mailto:lynnmgeorge@adelphia.net) or [www.autismsupportdaily.com](http://www.autismsupportdaily.com)

**Vergennes Area Rescue Squad** has 3 technicians for fitting car seats---Beth Bannister, Chuck Welch and Becca Webb. They are holding "fitting station" hours on the first Thursday of each month from 3:00-6:00 pm and on the third Saturday from 9:00 am to 1:00 pm. Phone 877-3683

**MOPS** (Mothers of Preschoolers) 3rd Thursday of each month from 9 - 11 AM. Call 877-6823

**Lead Testing** - Do you live in a home built before 1978? If so, your home may contain lead paint. Lead can harm your child's brain and may cause learning and behavior problems. **Every child should be tested for lead at age 1 and 2.** Testing is available through your child's healthcare provider or at the Vermont Department of Health office in Middlebury. For more information, call MaryAnne Noonan at 388-4644.

## TODDLERS

When children learn to walk, they are called toddlers. Usually this term is applied to one and two-year-old children. This is a stage in the growth of a child and not a specific age. The toddler stage is very important in a child's life. It is the time between infancy and childhood when a child learns and grows in many ways. Everything that happens to the toddler is meaningful. With each stage or skill the child masters, a new stage begins. This growth is unique to each child. Children have their own time-table. During the toddler stage, most children learn to walk, talk, solve problems, relate to others, and more. One major task for the toddler is to learn to be independent. That is why toddlers want to do things for themselves, have their own ideas about how things should happen, and use "no" many times each day.

The toddler stage is characterized by much growth and change, mood swings, and some negativity. Toddlers are long on will and short on skill. This is why they are often frustrated and "misbehave." Some adults call the toddler stage "the terrible twos." Toddlers, bursting with energy and ideas, need to explore their environment and begin defining themselves as separate people. They want to be independent and yet they are still very dependent. One of the family day care provider's greatest challenges is to balance toddlers' need for independence with their

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Capital Conference Rm 4	Thursday, December 7, 2006	Create a taste for language. Just as you slowly add new tastes and textures to help your baby move from baby food to real meals, you can help him go from babbling to talking by introducing new words and by sharing what they mean and how to use them.	Adults who work with toddlers often find it helpful to appreciate their way

The toddler stage can be a difficult for adults and toddlers. Working with toddlers can be especially challenging in a multiage environment. It is important to be aware of what to expect from toddlers - an understanding of this stage of development can make it more fun—and less frustrating—for everyone.

\*Mix it up. Use a variety of words each day. Instead of using the word nice, say, "It's a marvelous day." Explain the word to your child and use it again in another way.  
 If you are interested in learning more about developmentally appropriate ways to include toddlers in your program, see the workshop description on page 4 titled: **Caring for Infants and Toddlers in a Multiage Setting.**  
 \*Follow your child's lead. Provide the words to describe his interests. If your child notices a bug, say, "What do you see? A caterpillar? Yes. It's a caterpillar. A small, fuzzy, brown caterpillar."

\*Be on the look out. Spot interesting pictures and words in your child's books, in stores, or on street signs. Point to them. Use the new words in sentences again and again.

**RUTLAND COUNTY EARLY CHILDHOOD CONFERENCE**  
 March 10th, 8 AM - 3:15 PM - Holiday Inn, Rutland  
 Keynote by Jack Agatti - Encouragement vs. Praise

\*Extend the conversation. Even when your child is too little to answer, engage him in conversation. If he says, "moo," you say, "Yes, moo! A cow says moo!"

\*Wherever you are—the bathtub, the dinner table, or the grocery store—experiment with fun and creative ways to teach your child new words. Simply stir his imagination ... and watch his vocabulary grow!

**CHITTENDEN COUNTY EARLY CHILDHOOD CONFERENCE**  
 April 14th Hampton Inn, Colchester

**Keynote: Jim Greenman, author of *Caring Spaces, Learning Places and Prime Time: A Handbook for Excellence in Infant and Toddler Care***  
 From Civitas - bits.civitas.org For more information: 802-985-8214

**Contact Child Care Resource at: 1-800-339-3367 or www.childcareresource.org**  
<http://www.readingrockets.org/article/73>

**Learn more about your child's growing vocabulary at: [talaris.org/spotlight\\_bubbles.htm](http://talaris.org/spotlight_bubbles.htm)**

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### A Letter from a Toddler

For young children, play is a way to learn. If toddlers could, they might describe what goes on in a good child care setting this way:

Dear Caregiver:

You looked a little tired and discouraged when the parents were coming to pick all of us up today. Then when that one dad said, “Did they learn anything today or did they just play?” I thought maybe you’d just about had it. I’m writing to cheer you up and tell you that I’m learning lots because you help us play.

Tonight at supper, my big sister said that she learned “the nines table” in school today. I’m not sure what the “nines table” is but everyone seemed pleased and excited that she learned it.

I learned a lot today. Unfortunately, I can’t talk enough to describe what I learned about how the world works. I know that dumping out bins of toys, climbing, knocking over blocks and squashing bananas on my feeding tray doesn’t sound as mysterious as “the nines table”, but I’m sure grateful that you know how important it all was.

Thank goodness you know I have to play to learn. For example, remember today how every time you’d kneel down and open up your arms, I’d run to you for a big hug? We were playing a game, of course, and we’d both laugh - but just the act of running was learning for me. Babies and toddlers learn through their big muscles, you know. When I ran into your arms, it not only made me feel loved and happy, it gave me a chance to practice the movements of using my arms and legs together. I’m brand new at that. I’m glad you had time to play so that I could learn. Thank you.

And I’m glad you noticed today how much fun I had tapping things with the xylophone hammer. Remember? I tapped the xylophone for a while, then the table, then the floor and lots of other objects. I discovered so many different sounds—metallic, strong, soft. Oh, by the way, sorry about Robby’s head. It sure scared me when he cries so loud. Thanks for finding all those boxes and pans for me to tap. I am beginning to understand so much more about the world now because you realized I was learning, not “just playing”.

I heard you say, “Tappers need things to tap!” You must believe that “Dumpers need things to dump”, too, because you filled up that coffee can with the clothespins over and over and let me dump it out as much as I wanted to. You must have realized I wasn’t trying to make a mess when I dumped out all the tubs of toys yesterday. I need to dump things out. I’m so curious about how something can be full one minute and empty the next—and that I can make it happen! Dumping things out makes me feel big. After lots of play at dumping, I’ll want to try filling. It’s really the very first step towards being able to put things away neatly - when I’m older. Thanks to your helping me play, I’m learning that it’s good to be curious, it’s good to explore and learn and understand. I get the feeling you think my play is pretty valuable. My play is all my own idea, you know. You must think that my ideas are pretty valuable too. Hey, that must mean you value me too! I’m important and what I learn is important - even if it isn’t the “nines table”. Please don’t be discouraged. You helped me play today. You gave me gifts of learning and self-esteem that nobody can ever take away. See you tomorrow!

From A Toddler in Child Care (from *Infant Caregiving* by Alice Honig and J. Ronald Lally)

## Subsidy News

There are two different ways in which subsidy schedules are created depending on the service need of the parents and the schedule of the child.

### Set Schedules

If a child is on a set full time schedule, registered homes and licensed centers will receive a weekly rate. A child on a set schedule is always paid the full weekly rate even if the child occasionally attends less than 26 hours. If the child consistently attends less than 26 hours the Subsidy Office should be contacted to make the appropriate change to a part time schedule.

If a school age child typically attends less than 26 hours a week, a set part time schedule is created and registered homes and licensed centers are paid the part time weekly rate up to 25 hours a week. For example, if a child attends three days a week after school and all day (8 hours) for two days due to illness or school closings, the provider still receives the part time rate. (2 + 2 + 2 + 8 + 8 = 22 hours)

### Variable Schedules

1. To cover school age children full time (26+ hours) for specific weeks (e.g. Feb/April vacations) a variable schedule is created. The system will not pay coded days when working off a variable schedule. If you need to use a code, on-line providers should call our office and we will notify Waterbury to override. (Note: A coded day in a variable schedule will only be over-

City Hall	Thursday, December 7, 2006	Children are constantly hungry for sounds and words. They are actually an important form of communication. In almost no time, he will speak his first words. Then he'll master new ones by the handful as he gathers the ingredients he'll need for a strong start in school and in life.	s normal part time schedule.) Paper providers can write their ac- le line on their rosters and the proper adjustments should be made ment nce for these specific full time weeks, use <u>only</u> the variable
ital ference Rm 4	Thursday, December 7, 2006	Create a taste for language 5-9 PM Just as you slowly add new tastes and textures to help your baby move from baby food to real meals, you can help him go from babbling to talking by introducing new words and by sharing what they mean and how to use them.	the part time attendance line. variable schedule (back up or occasional provider), the provider te when the child attends. In this scenario, providers do not receive

payments for sick days, provider closed days, or child vacation days.

**Legally exempt providers are paid daily rates only. Legally exempt providers are not eligible for any coded days.**

\* Talk as you go. Describe actions and objects that are part of your daily activities-as a sports announcer would. "It's raining today. Let's use an umbrella. An umbrella keeps us dry when it rains."

**Reminder about Provider Rates:** Whenever you are changing your rates it is important to notify Waterbury. We have the necessary form in our office or you can call Waterbury, and request it from them. We cannot change the rates in our office; it needs to be done in writing with the appropriate form. Rates you file with Waterbury are good for two years unless you initiate a change before that time.

\* Follow your child's lead. Provide the words to describe his interests. If your child notices a bug, say, "What do you see? A caterpillar? Yes. It's a caterpillar. A small, fuzzy, brown caterpillar."

\* Be on the look out. Spot interesting pictures and words in your child's books, in stores, or on street signs. Point to them. Use the new words in sentences again and again.

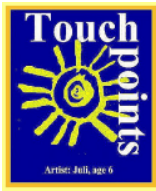
**Quality Early Education. Continued from page 1.**  
Before we can discuss the need for pre-K funding, we need to speak the same language. We need to understand that quality early childhood programs provide valuable learning opportunities through child-centered activities like play. We're not talking about four-year-olds at desks.

\* Wherever you are-the bathtub, the dinner table, or the grocery store-experiment with fun and creative ways to teach your child new words. Simply stir his imagination ... and watch

his vocabulary grow!  
Quality early childhood programs in Vermont should be a place of wonder and joy, of learning language, of developing curiosity, of reading, of gaining a sense of self, of learning to interact with others. They should lay a solid — and invaluable — foundation for the years of learning to come.

From Civitas - bits.civitas.org For more information:  
802-985-8211  
Visit Reading Rockets to learn more about your child's language development:  
<http://www.readingrockets.org/article/73>  
Laurel Borne, Associate professor of education at Champlain College and president-elect of the Vermont Association for the Education of Young Children.  
Learn more about your child's growing vocabulary at: [talaris.org/](http://talaris.org/)  
From *It's My Turn*, Published in The Burlington Free Press 02.02.07  
[spotlight\\_bubbles.htm](http://spotlight_bubbles.htm)

\* for simple ways to incorporate learning in everyday moments: [BornLearning.org](http://BornLearning.org)



**Touchpoints Refresher/Reflective Supervision and Mentoring**  
**Saturday May 5 9 am - 4 pm**  
**At The Life Center in Brandon, VT**

At its core, Dr. Brazelton's Touchpoints approach is a model of reflective practice. From the overall Relational Framework itself, to the Guiding Principles, the Touchpoints Approach asks practitioners to engage in meaningful, and sometimes challenging, self-reflection.

This workshop is for interdisciplinary providers with previous Touchpoints training who would like to review the model's basic principles and assumptions. There will be opportunities to explore and reflect on the application of the Touchpoints model in participants' current practice settings. This will be an interactive participatory workshop.

There are many opportunities that Touchpoints training, practice, and mentorship can offer for Reflective Practice. This workshop will present tools that practitioners can use to support staff in integrating self-reflection strategies into their work using the Touchpoints model as a focus. Reflective Practice is a process by which participants actively engage in thinking critically about their own reactions, judgments, behavior and intentions, integrating that thinking with their actions.

This workshop will offer opportunities for practitioners and mentors in health care, early care and education, and early intervention, to utilize a variety of tools for supporting the use of reflection by staff in their practice. It will also provide an opportunity for professionals across disciplines to explore how they can use the Touchpoints model to support the integration of services for families.

The registration fee is \$15.00. For more information or to register contact **Amethyst at 388-4304 or [resource@mjcvt.org](mailto:resource@mjcvt.org)**

### **Sensory Processing Disorder**

Sensory Processing Disorder (SPD) is a condition that disrupts the way the brain receives and processes information from the senses. People with SPD may be oversensitive, and feel, hear, smell, see and taste more intensely than most people. Or, they may be under-responsive and not sense things like heat, cold, or pain as strongly as the average person. According to the Foundation for Knowledge and Development, children with the condition may avoid being touched or be particularly sensitive to sensory stimulation, or they may seek it by being overly active or listening to loud music.

Behavioral problems are common in children with SPD as a result of frequent frustration. They may show signs of depression, anxiety or aggression, and may also have difficulty performing motor skills. While there is no cure for SPD, occupational therapy can help children learn to cope with symptoms. Therapy can teach children with SPD how to manage their responses to sensory stimulation and modify their behavior. (HealthDay News 08/18/06)

**To learn more about SPD, what to look for and ways you can support children with SPD in your care, please join occupational therapists from the Philo Center for a 2 part workshop on April 10 & 17. See page 4 for more details**

Other resources: [www.sensoryresources.com](http://www.sensoryresources.com) and [www.out-of-sync-child.com](http://www.out-of-sync-child.com)

\* Early Connections is now available online @www.mjccvt.org

Bits of Understanding: How to Feed Your Child's Growing Vocabulary

City Hall	Thursday, December 7, 2006	Children are constantly hungry for sounds and words. Your child's early coos and babbles are actually an important form of communication. In almost no time, he will speak his first words. Then he'll master new ones by the handful as he gathers the ingredients he'll need for a strong start in school and in life.
Capital Conference Rm 4	Thursday, December 7, 2006	Create a taste for language Just as you slowly add new tastes and textures to help your baby move from baby food to real meals, you can help him go from babbling to talking by introducing new words and by sharing what they mean and how to use them.

Recipes for success

\* Talk as you go. Describe actions and objects that are part of your daily activities-as a sports announcer would. "It's raining today. Let's use an umbrella. An umbrella keeps us dry when it rains."

\* **One Hour Recertification:** 8:30 - 9:30 AM - \$20.00  
 \* **First Aid:** 9:30 - NOON - \$20.00  
 \* **Lunch Break:** 12:00 - NOON

\* **CPR Certification:** 12:30 - 5:30 PM - \$25.00 (does not include First Aid)  
 Follow your child's lead. Provide the words to describe his interests. If your child notices a bug, say, "What do you see? A caterpillar?" Yes. It's a caterpillar. A small, fuzzy, brown caterpillar."

\* **If you were CPR certified 1 year ago, you may take the one hour recertification; otherwise, you need to take the full CPR certification; (there is flexibility within a month or so).**

- **If you take a CPR course and the First Aid course together, the cost is \$30.00.**  
Extend the conversation. Even when your child is too little to answer, engage him in conversation. If he says "moo," you say, "Yes, moo! A cow says moo!"
- **Registration forms need to be received a week before the class is scheduled.**  
Wherever you are-the bathtub, the dinner table, or the grocery store-experiment with fun and creative ways to teach your child new words. Simply stir his imagination ... and watch

NAME: \_\_\_\_\_ his vocabulary grow! PHONE #: \_\_\_\_\_

DATE OF TRAINING: \_\_\_\_\_ PLEASE CHECK TRAINING NEEDED:

ONE HOUR RECERTIFICATION \_\_\_\_\_ FIRST AID: \_\_\_\_\_ FULL CERTIFICATION: \_\_\_\_\_

802-985-8211 - bits.civitas.org - For more information.

Visit [www.philosophers.org](http://www.philosophers.org) to learn more about your child's language development. Take place at Mary Johnson Children's Center

<http://www.readingrockets.org/article/73>  
 Please make check payable to M.I.C.C. and send to: 81 Water St. Middlebury, VT 05753

Learn more about your child's growing vocabulary at: [talent.org](http://talent.org)  
 \* Center staff may register by phone; I will bill your program.  
[spotlight\\_bubbles.htm](http://spotlight_bubbles.htm)

\* for simple ways to incorporate learning in everyday moments: [BornLearning.org](http://BornLearning.org)

