

**MODULE I: INTRODUCTION TO CHILD DEVELOPMENT**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY  
CHILD CARE ADMINISTRATION  
CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

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## **INTRODUCTION: Unit I: Child Development**

### ***Why is child development important?***

Understanding child development is central to the work of all individuals who care for and teach children. It explains how children develop intellectually, physically, socially and emotionally. Application of the information enables parents and care providers to meet the needs of children in the best possible way. Because children learn and interact differently than adults, this knowledge is crucial.

### ***How will understanding child development assist care providers***

The study of children encourages individuals to more fully understand themselves, to be responsible care providers, and to assist parents and families in the partnership of rearing healthy children who are in the position of being capable of developing to their best potential. It matches with national consensus on the importance of the early years of development and provides the basis for professional practice in early childhood education and care.

### ***Content of the module:***

This module is designed to discuss the domains of development, the child's neural development and physical, cognitive and social-emotional milestones from birth through school age. Content will include the examination and creation of developmentally appropriate activities to enhance children's physical, cognitive and social-emotional development.

It is true that all children are more similar than different from one another. However, children are also unique individuals with different capabilities, needs and strengths. Thus, diversity in development in children birth through school age is also included.

In every area of the content, emphasis will be placed on the application of the information such that it leads to enhanced developmental outcomes for children.

## **S☆CCEEDS CORE KNOWLEDGE ELEMENTS**

1. Child and Family Development
2. Professional and Personal Development

## **S☆CCEEDS CORE KNOWLEDGE COMPETENCIES**

1. Child Development
    - Identifies characteristics of child development.
    - Reviews the developmental milestones and accomplishments of children in the cognitive, social-emotional and physical domains; applies this information to children in age categories.
    - Creates appropriate activities that enhance development of children in specific age and functional levels.
  2. Personal Growth
    - Creates activities which support developmental milestones, thus providing the individual with professional skills to share with parents and children
- Enhance personal confidence and competence of participant

## TRAINING SCHEDULE

<b>Topic Discussed</b>	<b>Clock Time</b>
Introductions	20 minutes
Why is Child Development Important?	30 Minutes
Ages and Stages	15 Minutes
Physical Development	50 Minutes
<i>Break</i>	10 Minutes
Brain Basics	45 Minutes
Social and Emotional Development	45 Minutes
<i>Meal Break</i>	60 Minutes
Cognitive Development	45 Minutes
<i>Break</i>	10 Minutes
Development	45 Minutes
Developmental Differences	45 Minutes
Summary Personal Development	20 minutes
<b>TOTAL TRAINING HOURS</b>	<b>6 hours*</b>

\* Training hours do not include meals and breaks.

## GLOSSARY

**Child development:** Changes in physical, social, emotional, and cognitive (intellectual) functioning over time, from conception through adolescence.

**Cognitive development:** The process of learning to think and reason, and to make sense of the world. Children naturally develop cognitive skills as they explore and investigate everything in their environment. They continue to develop and refine their cognitive skills as they grow. With experience, they add new information in an orderly way to what they have learned. *Cognitive development is also called intellectual development—the terms are often interchanged.*

**Development:** A process that brings something (or someone) to a more advanced state; progress from a previous, lower stage to a more complex stage. Children’s development is influenced by genetics, the environment they live in, culture, and their interactions with others.

**Developmental diversity:** Development that differs from what physicians and others have described for “typical” children.

**Developmental delay:** A child’s development in one or more developmental domains occurring at an age significantly later than their peers. Children with developmental delays seem to be moving along a typical developmental path however, they move more slowly in their progress and function similar to children who are much younger than they are.

**Developmental differences:** When children’s pattern of development is faster or slower than that of children in the same age group.

**Developmental domains:** The areas established by scientists to study children’s growth and development. The developmental domains are: social-emotional, physical, and cognitive (intellectual) which includes language development.

**Developmental milestones:** Are a set of functional skills or age-specific tasks that most children can do at a certain age. Scientists have compiled milestones in each domain of development for children at various age levels.

**Emotional development:** Refers to the feelings children have about themselves—their self concept, and their feelings about other people in their lives, and the environment in which they live. It is the process of an individual recognizing and communicating their emotions (e.g. feelings of joy, sorrow, anger, etc.). It also involves learning to identify and express emotions leading to the ability control one’s own behavior.

**Infants:** Children under 18 months of age who are not yet walking; sometimes defined as 0-12 months or before the first birthday.

**Myelin:** A butter-like insulation [greasy coating] around the axons (nerve). Myelin enables nerves to quickly conduct electrical impulses from one brain area to another. Without myelin, the nerves work very slowly and are not effective at sending or receiving signals.

**Myelination:** The process by which myelin grows around nerves (axons) of the brain. At birth, most of the brain lacks myelin, which is why newborns are so “helpless.” As different parts of the brain myelinate, the function of that particular area (e.g., vision, movement, language) begins to work much faster and better.

**Neurons:** Nerve cells in the brain that sends messages to the body. There are about 25 types of neurons in a human brain. They all consist of a *cell body* (which produces energy and makes chemicals to sustain the neuron); *dendrites* (tree-like branches that receive signals from other neurons); and an *axon* (a very long, branching cable that brain signals travel across to reach other parts of the brain).

**Physical development:** The gradual gaining of control over large and small muscles. For example, large muscle skills include: sitting crawling, walking, running, and throwing; and small muscle skills include holding, pinching, and flexing fingers and toes.

**Preschoolers:** Children between the ages of 3 and 5 years.

**Primary schoolers:** Children between the ages of 5 and 8, or enrolled in kindergarten through third grade.

**School-agers:** Children between the age of 9 and 14, or enrolled in grades four through eight.

**Social development:** The process of children getting to know and value the people in their lives. It involves building and maintaining relationships, getting along with other children and adults, initiating (starting) and responding to conversations, and being able to tell parents, peers and adults their wants, needs and ideas.

**Synapses:** Connections between neurons that transmit (carry) messages from one neuron to another.

**Toddlers:** Children between the ages of 18 months and three years, though children who have learned to walk regardless of age are referred to as toddlers.

## **What is Child Development?**

*Child development* refers to how a child becomes able to do more complex things as they get older. Development is different than growth. *Growth* only refers to the child getting bigger in size. When we talk about development, we are talking about developing skills like:

**Large/Gross motor skills:** Using large groups of muscles to sit, stand, walk, run, and keep their balance, etc.

**Small/Fine motor skills:** Using hands to be able to eat, draw, dress, play, write, and do many other things.

**Language skills:** Speaking, using body language and gestures, communicating, and understanding what others say.

**Cognitive skills:** Thinking skills: including learning, understanding, problem solving, reasoning, and remembering.

**Social/Emotional skills:** Interacting with others, having relationships with family, friends, and teachers; cooperating, and responding to the feelings of others.

## **Developmental Domains**

- Scientists have divided children's development into separate domains or areas to make studying children easier.
- The domains of development are: physical, social/emotional, and cognitive or intellectual which includes language development.
- All developmental domains are interconnected. Development in one area influences another.

Development in each area occurs in a relatively ordered sequence, but the time in which children acquire specific skills varies. For example, some children learn to walk at 9 months and some learn to walk at 12 months; some children say their first word at 8 months, some at 10 months, etc.

## **Child Development Domains**

### **Physical Development: Birth through school age.**

Physical development includes the processes of body growth and development as well as motor (use of small and large muscles) and brain development. Differences exist in how fast children develop physical abilities, like walking or being able to hold a pencil, but most often these skills follow a pattern or sequence (e.g., most children learn to crawl before they learn to walk).

### **Cognitive Development: Birth through school age.**

Cognitive or intellectual development includes how children learn about the world and how they acquire and develop language skills. Children's cognitive or intellectual development progresses through stages in which their ability to process new information, solve problems, and gain

knowledge from objects (toys, equipment, nature, etc.) and people in their environment become more sophisticated over time.

### **Social and Emotional Development-birth through school age**

Social and emotional development includes processes related to children's interactions with others. Social-emotional development involves children's self-awareness, self-concept, and their ability to build social relationships with others. It also includes their understanding of their own and others' emotions.

### **Diversity in Development-birth through school age**

Children are more alike than different, however, there are differences in children's development and growth in each domain. Children with special needs develop differently than children who are developing at what scientists have determined is an average pace. Children who show a **developmental acceleration** function at a level more like older children. Children who show a **developmental delay** function more like younger children.

## **Physical Development Milestones 0-6 Month Olds**

### **Large Muscle**

- moves by squirming
- lifts head
- turns head to look at sounds and movements
- raise head and chest
- rolls from his stomach to his back (4 months)
- can roll from his stomach to his back and over again by 6 months
- may sit up with or without assistance
- will hold head level with body when pulled to sit

### **Small Muscle**

- bring hands together
- plays with your hands and own hands
- begins to grasp and track objects in the environment
- grasps toys that are within reach

## **Physical Development Milestones 7-12 Month Olds**

### **Large Muscle**

- sits alone
- creeps or crawls
- pull themselves up to stand
- walk while holding onto furniture
- bounces on legs, but feet do not leave the floor
- shake head no
- push/roll a ball

### **Small Muscle**

- clap and bang objects together
- begins stacking objects
- reach for spoon when being fed
- pass objects from hand to hand
- drinks from a cup independently
- plays patty cake
- put toys or objects into a container

## **Physical Development Milestones 1-2 Year Olds**

### **Large Muscle**

- enjoys bouncing/jumping in place
- coordination is improving and can stand on one foot for short periods of time
- can run/toddle the length of the room without falling
- climbs up stairs, but still has difficulty climbing down stairs
- pushes and pulls toys while walking
- lifts heavier objects
- dances to music
- uses riding toys by pushing them with feet
- kicks ball in forward direction
- climbs out of crib and or high chair

#### **Small Muscle**

- likes to unwrap objects like food or gifts manipulates objects with fingers and thumb alone
- uses a spoon or fork to eat
- empties and fills containers with objects
- scribbles with markers or crayons
- looks at books and turn pages
- draws lines and other marks on paper (scribbles)
- takes off some pieces of clothing

### **Physical Development Milestones 2-3 Year-Olds**

#### **Large Muscle**

- more active than at any other point in their life
- can throw a ball and kick them forward
- can stand on tip toes
- can catch a small ball by the end of the year
- can ride a tricycle with pedals
- feels uncomfortable when diapers are soiled or wet
- builds with large blocks

#### **Small Muscle**

- can take things apart and put them back together; especially likes to screw and unscrew lids
- draws circles and perhaps faces
- takes off loose fitting clothing
- enjoys painting and playdough
- drinks from cup alone
- likes puzzles

### **Physical Development Milestones 3-4 Year Olds**

**Large Muscle**

- likes to walk longer distances
- likes to play on the jungle gym
- body is leaner and taller and the head appears more in proportion to the body
- always on the go and likes to ride a tricycle
- likes to jump from the low heights to the floor
- likes to run, throw and kick balls and can do this with some measure of accuracy

**Small Muscle**

- holds crayons, pencils, and markers with a more adult grasp
- laces small beads
- buttons large buttons
- snips or cuts with scissors
- beginning to dress self

**Physical Development Milestones  
4-5 Year Olds****Large Muscle**

- pedals and steers a tricycle skillfully
- can jump over objects 5-6 inches high
- can catch, bounce, and throw a ball easily
- can hop on 1 foot
- needs 10-12 hours of sleep per night
- can gallop
- may be able to skip
- easily climbs on climbing equipment

**Small Muscle**

- can thread small beads on a string
- uses eating utensils easily and skillfully (spoon, fork, and/or knife)
- dresses self with little or no help
- can form shapes and objects out of clay, play dough and other materials
- draws people and other objects
- begins to make letter-like forms

**Physical Development Milestones  
5-6 Year Olds****Large Muscle**

- very good at running, skipping, galloping, and other physical activities or methods of exercise
- likes to go on walks and go to the park
- can use simple tools like a hammer and a nail
- can walk up and down steps unsupported using alternating feet

- can hop many times on one foot and can control direction and coordination
- can go for longer periods of time without having to go to the bathroom

### **Small Muscle**

- can tie shoes
- can dress self with no help
- can cut with ease and coordination

## **Physical Development Milestones Primary Schoolers**

### **Large Muscle**

- body movements becoming fluid and more graceful.
- increased body strength
- demonstrates interest in competitive sports
- can bat, kick, and catch moving balls,

### **Small Motor**

- fine motor coordination increases in both speed and smoothness.
- improves coordination, hand dexterity and reaction time—can do things with both hands.

## **Physical Development Milestones School Aged**

### **Large Motor**

- girls are generally as much as 2 years ahead of boys in physical maturity
- girls may begin to menstruate
- more adult-like appearance in body shape, height and weight
- has a good sense of balance and body coordination
- is more directed in his/her drive for physical activities (running, jumping, balancing, throwing, catching)

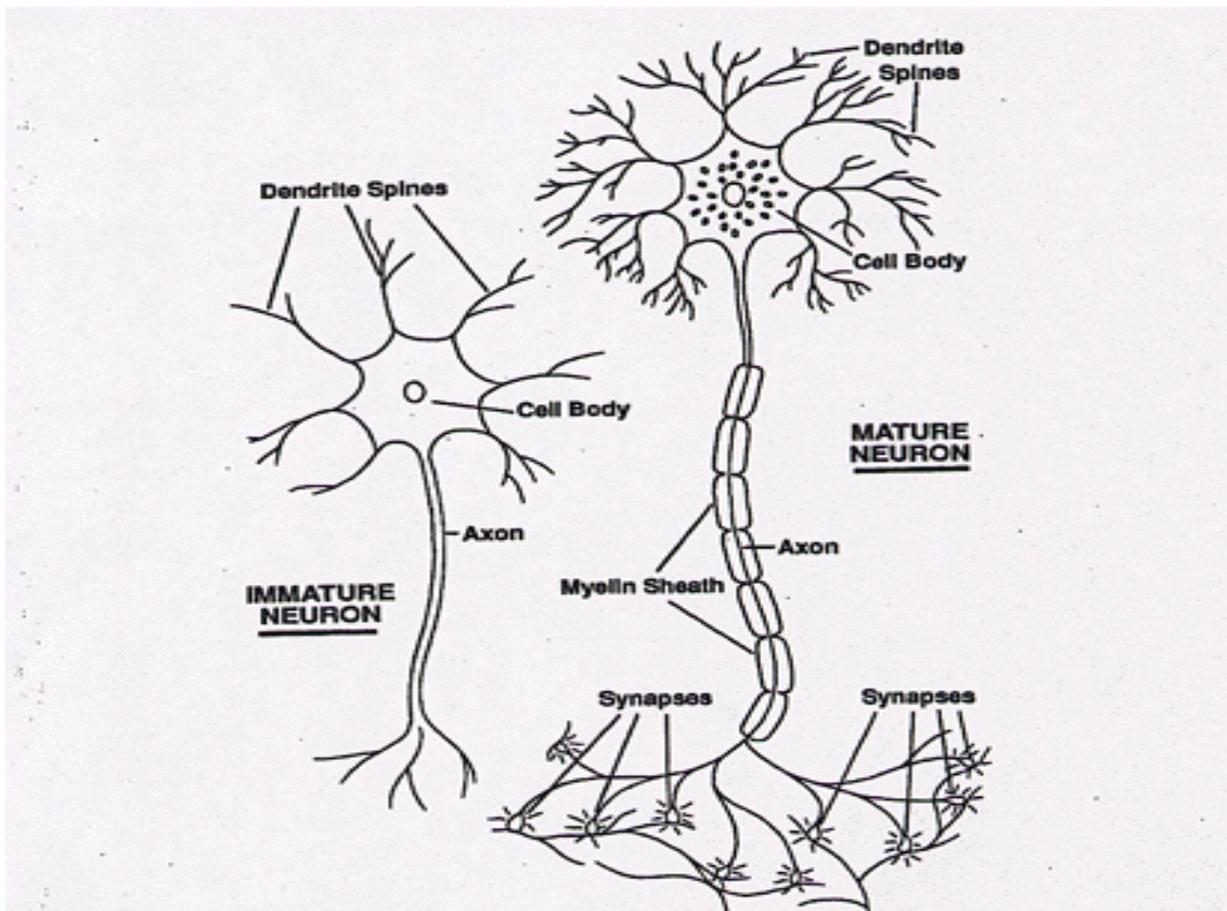
### **Small Motor**

- has good development and coordination of small muscle in hands and fingers (woodworking, costume making, drawing, etc)
- has improved hand-eye coordination (tossing, throwing, catching skills)
- Has more control over small muscles, and therefore writes and draws with more skill.

## Handout I.1

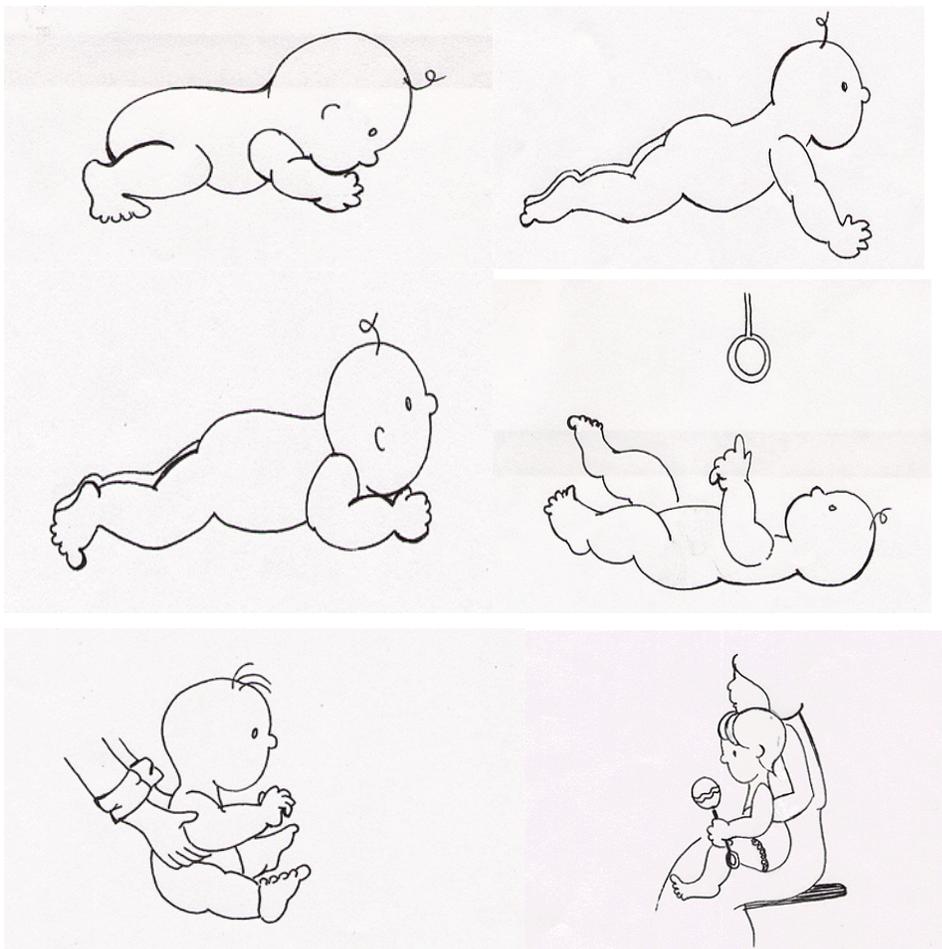
### Brain Basics –

At birth, the human brain is remarkably unfinished. Most of the 100 billions neurons, or brain cells, are not yet connected. During the first month of life, the number of synapses, or connections in the brain, increases 20 times to more than 1,000 trillion. Once connected, these synapses send message from one part of the brain to another. Synaptic or neural connections are developed through daily verbal and physical interactions that the infant shares with parents, siblings and other caregivers. Daily routines such as feeding, bathing, and playing reinforce and strengthen specific neural connections, such as those needed for language. Neural connections that are not used very often eventually wither away in a natural process called neural pruning.



As a child matures, the actual number of neurons in the brain remains about the same, however the human brain triples its birth weight within the first three years of a child's life. This increase in weight is the result of the increase in synaptic connections. The dendrites—the message-receiving part of the neuron also grows larger and heavier. In addition, the long axons connecting the synapses and the dendrites gradually develop a protective coating of a white, fatty substance called myelin. Myelin wraps around the axons and makes the transmission of messages throughout the brain faster and more effective. Myelination—the covering of the axon with myelin—occurs at different times in different parts of the brain, and this process seems to match children's development of various physical skills and cognitive abilities.

As the brain matures, babies begin to gain some control over their bodies. Muscle/motor control begins at the head and works downward (cephalocaudal) and from the center of body outward (proximodistal). However, a baby's development depends upon the interaction of her goals—why he/she is doing something; their muscle tone/coordination, and brain development. In other words, an infant's motor skills do not automatically develop at a certain point in brain development but, without a particular level of brain-growth, a baby would not be able to roll over, sit upright, or stand. For instance, the neuromuscular development during the first four months of life is dramatic, and during this time helpless infants develop the muscle tone and coordination that allows them to turn over at will.



Babies also develop a sense of balance and better eye-hand coordination as synaptic connections in the cerebellum (frontal lobe of the brain) and parietal lobe strengthen. The cerebellum of the brain controls intellectual functioning. The parietal lobe of the brain, located near the crown of the head controls taste, touch, the ability to recognize objects, hand-eye coordination, and some visual recognition (the ability to understand what you're looking at). Development in these areas allows most six-month-old babies to sit upright with adult support, and to successfully grasp objects within their reach. The ability to hold and inspect interesting items gives babies even more opportunities to explore, play and talk.

## **Brain Research and Caring for Children**

Brain research has helped us to know more about how children grow and develop. It has also helped us to change the ways we care for our children.

**We used to think...**It was important to keep babies from putting objects in their mouths.

**Now we know...**Babies are like scientists because in addition to seeing and hearing, babies also use their sense of taste, touch and smell to discover all the properties of the objects around them. By smelling and putting “things” in their mouth babies learn if things:

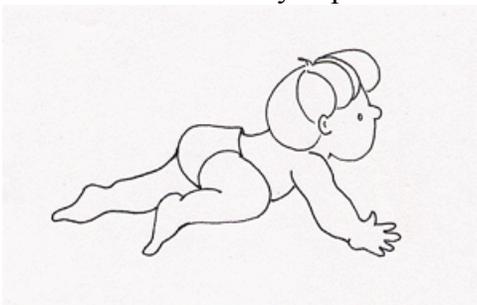
- feel hard or soft
- taste bitter or salty
- smell sweet or foul

**However:** it is important for parents to make sure the child’s world is safe to explore.

**Toddlers need to “get physical” in their play.**

**We used to think...**Toddlers could play for long periods of time in their playpens or cribs.

**Now we know...** Toddlers’ brains develop through a wide range of physical interactions with the people, objects, and toys in their world. Therefore they need to be able to travel around the home/center to safely explore.



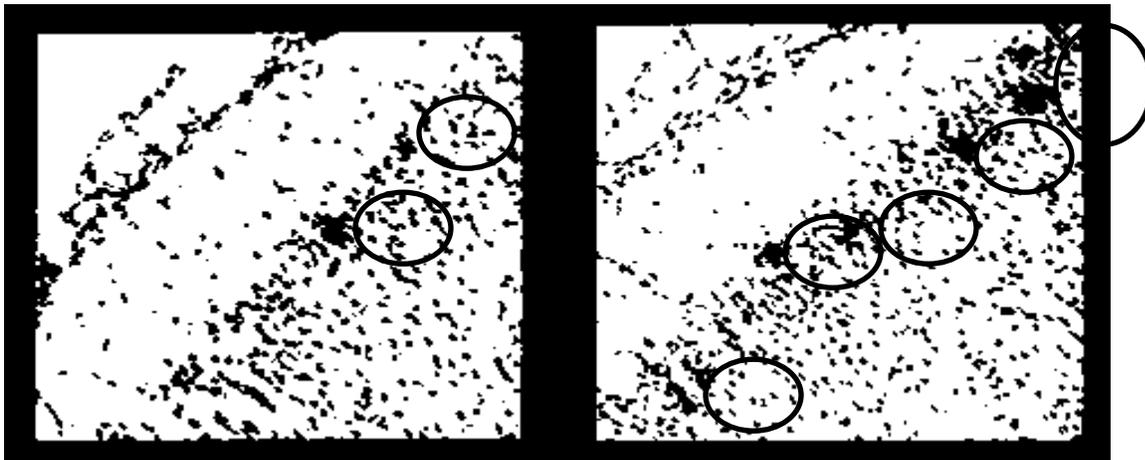
**We also know...**

Children need to be able to have safe places to explore. To keep babies from exploring areas that are “off-limits”, make sure they have special places and toys such as, plastic bowls and large wooden spoons, rattles, books, and other toys to keep them entertained.

We used to think...**that picking up a baby each time he/she cried would spoil them.**

Now we know... **that babies need a great deal of physical attention.**

Provide the babies in your care with lots of physical attention, nurturing, and safe places to explore and grow: their brain development depends on it!



THE TWO IMAGES PICTURED ABOVE INDICATE THE IMPORTANCE OF PHYSICAL TOUCH. MORE BRAIN CELLS DIED IN AN INFANT RODENT (RIGHT IMAGE) DEPRIVED OF PHYSICAL ATTENTION FROM ITS MOTHER COMPARED WITH AN INFANT RODENT (LEFT IMAGE) RAISED UNDER NORMAL CIRCUMSTANCES. THE BRAIN CELLS THAT HAVE UNDERGONE DEATH ARE CIRCLED.

## **Social and Emotional Milestone Cards**

### **0 to 6 Month Olds**

- learns to calm, comfort and reassure self
- develops a sense of trust in caregivers
- begins to smile and laugh
- likes to be held close
- likes it when you put your face close to theirs (about 12 inches away from their face)
- learns to communicate needs through crying and other sounds

## **Social and Emotional Milestone Cards**

### **7 to 12 Month Olds**

- prefers primary caregivers
- may cry when strangers approach
- pats own reflection in mirror
- may push away things not wanted (bottle, toys)
- responds to own name

## **Social and Emotional Milestone Cards**

### **1 to 2 Year Olds**

- wants to explore and express own feelings and looks for help in doing this
- develops feelings of empathy
- loves to show affection to members of the family and sometimes other adults or children they do not know
- knows name and tells name to others
- loves to imitate adult actions
- more capable of playing independently
- wants to do things on own

## **Social and Emotional Milestone Cards**

### **2 to 3 Year Olds**

- plays pretend games by self and with others by the end of the year
- very assertive and likes to say “no” when they do not want to do something
- can be very self-centered and sharing can be difficult
- enjoys playing near other children, but does not always join in
- wants to help with “adult” tasks
- becomes frustrated easily and often

## **Social and Emotional Milestone Cards**

### **3 to 4 Year Olds**

- helping out makes them feel important and needed
- likes to be asked for their opinion; please respect their answers
- likes to have responsibilities; such as doing chores around the home/center
- will use “please” and “thank you”
- takes pride in accomplishing things
- no longer hesitates when they see a group of children at play; they just jump right into group situations
- likes to use language and being understood by others is important to them

### **Social and Emotional Milestone Cards 4 to 5 Year Olds**

- has very strong likes and dislikes and hates for things to be unfair
- hates to lose games and will sometimes cry when they lose
- loves to engage in fantasy play & dramatic play
- loves to play simple board games with others although they may find following rules difficult
- changes friends often and may be jealous of other children
- may choose one parent or caregiver to study and imitate

### **Social and Emotional Milestone Cards Primary Schoolers**

- tends to prefer playing with children of the same sex
- does not like criticism or failure
- helpful with chores
- enjoys taking care of and playing with other children
- has a strong need for love and attention from parents and teachers
- may become upset when behavior or school work is criticized or ignored
- cares about the feelings and needs of others

### **Social and Emotional Milestone Cards School-Aged Children**

- becomes more social, less physically aggressive
- has a strong need to feel a sense of belonging and acceptance from peers
- tends to form small cliques of friends
- peers are the “reference point” for feelings of self esteem
- learns that they can disagree with others and still be accepted
- begins to interpret another's feelings
- likes to tease younger friends or siblings
- very competitive - winning causes great joy / losing causes great pain
- begins to develop a positive/negative self-concept
- develops emotions of pride, guilt and personal responsibility
- has a keen sense of fairness - everyone should get the same

- learns the importance of rules

### **Cognitive Development Milestones 0 to 6 Month Olds**

- looks at patterns
- recognizes own belongings (e.g., bottle, blanket, etc.)
- searches for hidden objects
- aware of new surroundings- becoming more outgoing in familiar surroundings and somewhat quiet in unfamiliar ones
- points or reaches for objects of interest

### **Cognitive Development Milestones 7 to 12 Month Olds**

- babbles to self
- puts everything in mouth
- repeats actions that cause change (shakes rattle to repeat sound)
- begins to respond to words
- stares for long periods to figure things out
- likes to look at books
- can combine two objects in play

### **Cognitive Development Milestones 1 to 2 Year Olds**

- imitates your actions and words
- begins to use words for the first time
- touches everything
- points to objects of interest in books and in the environment
- responds to complex instructions with appropriate actions (i.e., “Go find your shoes and bring them to me”)
- loves to pick out familiar faces in photo albums
- stores memories for longer periods of time
- able to name most or all body parts.
- loves to explore and experiment and know the uses of common household objects.
- begins to play by imitating adults, e.g., brushing hair after seeing an adult do it

### **Cognitive Development Milestones 2 to 3 Year Olds**

- attention span increases greatly; will even look for details in books and toys
- can follow simple directions
- expresses feelings and wishes well
- engages in pretend play and can use one object to represent another
- can memorize short rhymes

- can sing simple songs
- can engage in complex thought processes and thinks about doing something before they do it
- sometimes has trouble making choices, but likes the independence to be able to make choices
- still has a limited attention span

### **Cognitive Development Milestones 3 to 4 Year Olds**

- constructs an understanding of concepts, numbers, and cause and effect
- begins to use logical reasoning
- reflects on experiences in order to make sense of them
- can only focus on one dimension of an object or idea at a time
- can recall a complex, two-step direction such as “Go find the ball and bring it to me”
- can classify objects by one attribute (color)
- beginning to understand the concepts of more and less

### **Cognitive Development Milestones 4 to 5 Year Olds**

- understands taking turns and can do so without being reminded
- wants to know what will happen next
- can count up to 10 objects
- can sort objects by two attributes (shape and color)
- can follow several instructions given at the same time (i.e., “Put the toys away, wash your hands, and come and eat snack”)
- can place objects in a line from largest to smallest
- can recognize familiar words and letters
- speaks in complex sentences

### **Cognitive Development Milestones Primary Schoolers**

- understands that everyone has their own view and perception of things.
- can understand complex concepts and relationships (mommy’s sister is her Aunt)
- can classify objects into groups based upon many different things
- begins to understand that a certain amount of play dough, blocks, water, etc stays the same no matter what shape it takes
- can understand simple principles of science and that parents do not have magical powers
- sees consequences in advance and can plan accordingly
- understands and is able to follow sequential directions
- routines important for daytime activities
- more aware of body proportions when drawing human figures

- likes to put drawings into action
- has a solid sense of numbers
- learning multiplication and fractions

### **Cognitive Development Milestones School-Agers**

- beginning to think and reason in a more adult-like way
- solves complex problems
- sees things from many viewpoints
- daydreams about future and careers
- tells time
- reads for pleasure
- has a sense of humor ("do you know any good jokes? What's your favorite joke?")
- enjoys administering surveys and collecting data that teaches them about others their own age

## Language Development

### Concept 1. Children are born primed to learn language

It is important to begin talking to a baby right after birth. Research has found that if you hold a baby between the mom and a stranger and they both begin talking to the baby, the baby will turn its head towards... *the mom*. The baby already knows her mother's voice from hearing it in the womb.

**We also know...**the more words babies hear, the more connections their brains are able to make. Within a few months of their birth children, even though they are not able to produce adult words, are already beginning to recognize and understand words!

### Concept 2. Children communicate immediately

Babies begin to communicate right after they are born. They communicate by crying, cooing and babbling. Babies use these sounds (vocalizations) to express their needs and connect to their families.

**We also know...**you cannot spoil a baby. A child's need for attention is just as important as their need for food. Parents and caregivers who always respond to babies coo and cries build: Security, Trust, and Attachment.

### Concept 3. Children are mimics

Babies learn to talk when their parents and caregivers label objects and describe actions as the baby and parent do real-life tasks together. For example as Mom and baby Robbie are watching the kitty, Mom labels and describes the event for her child:

*Robbie, look at the kitty. The kitty is crying.*

**We also know...**babies must **hear** and **see** speech. Babies learn language by closely watching and imitating their parents' tongue and mouth movements. T.V. can't connect speech to a real-life task and T.V. watching doesn't let babies see mouth movements closely enough.

#### **Concept 4. Use parentese to talk to toddlers.**

There is a special way to talk to a baby: It is called *parentese*. An infant's brain initially relies on elongated vowel sounds to process language. The rate and pitch of "parentese" perfectly matches the auditory processing speed of the infant. As the child matures his brain eventually speeds up to process speech at a normal rate. "Parentese" is exaggerated, slowed, sing-song speech that stretches the vowels, and allows the baby to **see** your mouth move as you say words and **hear** the language, for example, "**Look at the baaaby's toooes.**"

**We also know...** "Baby talk" is not human speech and has no meaning, for example, *Oh do do goo da goo.*

#### **Concept 5 Children learn to talk when families and caregivers talk to them!**

Children learn to talk when others talk to them, and the size of their vocabulary depends on:  
**How much their parents and caregivers talk to them.**

Hart and Risley's (1995) longitudinal study of parent-child interactions revealed vast differences in the amount of spoken language young children are exposed to in the home.

- Children from welfare homes heard an average of 616 words an hour.
- Children from working-class families heard 1,251 words an hour.
- Children from professional homes heard 2,153 words per hour.

The amount of language that these children heard greatly influenced their later language and literacy development. Children who heard more words per hour as infants and toddlers had better vocabularies and were more successful in reading.

**Compare the following mother-toddler interactions. What child will most likely have the largest vocabulary?**

**Mom 1.** *Ok Crystal, let's eat.*

**Mom 2.** *Ok Paulie, it's time to eat our lunch. Let's see what we are*

*having? Yes, let's have carrots.*

**Mom 3.** *Ok Teryl, it's lunchtime. Are you hungry? Mommy is so hungry! Let's see what we have in the refrigerator today.*

*What is this? It's orange. Could it be peaches? Could it*

*be apricots? Let's see!! See the picture on the jar?*

*That's right it's carrots.*

### **Concept 6. Language is learned in context**

Caregivers who talk to their children while they demonstrate what they are doing help the child's brain to sort sound into words and then words into categories. Language is learned through a "Show and Tell." The following scene shows just how simple and fun connecting words with actions can be.

**Dad:** Ok, buddy, it's changing time. Let's start with the diapers. Who's that on your diapers?

**Baby:** (Six months old, begins to laugh at his caregiver)

**Dad:** Yeah, it's Mickey on the diapers.

**Baby:** (Makes whooping sounds)

**Dad:** Let's take the wipe and clean your bottom.

### **Concept 7. Language growth starts with the listening vocabulary**

*Now we know...There are two types of vocabularies:*

- Listening (receptive) - If children are spoken to consistently, their listening vocabulary begins to develop quite early. Many babies can "point to daddy's nose" between 7 and 10 months.
- Spoken (expressive) - While babies coo and babble almost immediately, the use of real words usually begins around age 1 and by age three many children have hundreds of words in their listening and speaking vocabularies

We also know...children try to make sense of word relationships, for example; opposites (up-down, in-out) and synonyms (tiny, little, small, petite). They need their parents and caregivers to help them understand the differences.

### **Concept 8. Language takes time to learn**

Modeling appropriate grammar is the best way to help a child. Criticizing or overcorrecting a child's language will only make them self-conscious.

**We also know...**children's first attempts at language are rarely perfect. Talking, like any other new skill, takes time and practice to develop. Parents and caregivers can support children's listening and speaking development by:

- Listening carefully      Asking questions
- Answering questions      Having conversations
- Playing with their child      Reading to their child

### **Concept 9, Children can learn more than one language at a time**

An infant's brain is equipped to hear all of the sounds of all languages. A child who learns two languages before age five will be able to speak like a native in both languages.

**We also know....**a child's brain is more capable than an adult's to learn two languages at once. It is important for family members and caregivers to speak to the child in the language they feel most comfortable.

### **Language Development Milestone Cards 0 to 6 Month Olds**

- repeats vowels and consonant sounds, such as "bamaba"
- invents own sounds to reflect different emotions
- vocalizations sound more and more like actual speech
- beginning to understand a few words.
- creates sounds for objects, e.g., "bah" for bottle

### **Language Development Milestone Cards 7 to 12 Month Olds**

- utters first words (usually 9-12 months)
- Says "Mama" or "Dada"
- comprehension of words increases dramatically
- waves hand, says "bye-bye"
- likes to look at books
- responds to own name

### **Language Development Milestone Cards 1 to 2 Year Olds**

- talks to self, using expressive "jabbering"
- echoes single words that they hear spoken
- hums and tries to sing simple songs
- uses 2-3 word sentences (around end of first year)
- may say "bye," "hi," "please," and "thank you," if prompted
- listens to short rhymes or fingerplays with pleasure
- says names of toys and familiar objects

### **Language Development Milestone Cards 2 to 3 Year Olds**

- asks what and where questions over and over
- understands the word "no" and sometimes does not like it
- knows pictures of common objects, like a cat and a dog
- knows first name
- likes to chant syllables and sing silly songs
- speaks in short sentences
- has learned concepts such as in, on, and under
- has several favorite phrases that they might say often
- likes to play copy cat games and other silly games

### **Language Development Milestone Cards**

### **3 to 4 Year Olds**

- says things much more clearly than before
- still has trouble with speech sounds (for example. *y*, *r*, and *s* sounds)
- can speak in complete sentences, now
- early writing attempts look like scribbles and marks, but they represent ideas and stories
- likes to sing with you and other children
- likes to converse with you about objects, people and animals that you see outside and in the environment
- likes to hear stories and be read to
- likes to match words with text that is written in a memorized story; sometimes makes errors

### **Language Development Milestone Cards 4 to 5 Year Olds**

- language becomes more complex; speaks with over four words per sentence
- pronunciation, fluency, and articulation (the way words are pronounced) has improved
- knows the social rules of language, such as politeness, and turn taking
- knows about 800 to 1,500 words
- may begin to use letters that are associated with sounds in a story they are writing at the end of this year
- tries to write own name
- uses good grammar when speaking (e.g., says went instead of goed)
- asks very direct questions and often talks about action in conversation (to go)
- acts out elaborate events which tell a story (dramatic play or pretend play)
- enjoys rhyming and using nonsense words

### **Language Development Milestone Cards Primary Schoolers**

- understands over 8,000 words and has a vocabulary of about 2,300 words
- may be able to write own name and a few other words (5-6 year olds)
- has become very adept at using language socially
- can engage in pretend play with others quite easily
- understands the social rules of language (body language, politeness)
- begins to use letters that are associated with sounds in a story they are writing
- may be able to read simple sentences
- can memorize entire stories and understands that words have meaning
- understands that reading and writing words play a large role in life
- likes to read to you and tell you about the story
- begins cursive writing.
- uses correct spacing when writing words and sentences
- enjoys reading spontaneously
- likes to look through catalogs or magazines

- writes longer, more detailed stories.

### **Language Development Milestone Cards School-Agers**

- has the ability to retell a story in sequence
- is less likely to make grammatical mistakes, in oral speech
- is able to speak and understand from the listener's point of view
- enjoys both the illustrations and the written word in books
- enjoys fiction books and non-fiction books
- reads for enjoyment as well as to learn
- bonds with friends by sharing made-up languages, secret codes, etc.
- may enjoy keeping a diary

## **Case Study 1: Stevie**

### **HISTORY**

Stevie is a 40-month-old (three years-four months) child with Down syndrome. He lives with his parents and an older sister. His mother is a housewife and his father works for a local engineering firm. Stevie and his family have participated in a home-based early intervention (education) program since Stevie was born. Stevie is currently in good health, and is currently under the care of a doctor for repeated ear infections. The results of Stevie's most current assessments (tests) are as follows.

### **COGNITIVE/INTELLECTUAL DEVELOPMENT**

Stevie was able to successfully participate in the assessment process for 45 minutes. He was able to attempt most of the tasks that were requested of him. He could make a tower of 7 blocks and aligned 3 blocks in a row to make a pretend train. He can fit a circle, square, and triangle into a formboard puzzle. He was able to use a stick to reach a toy that was placed beyond his grasp. Stevie was able to pick up 10 tiny pellets and place them into a small bottle. Using a pencil, he was able to imitate a circle as well as horizontal and vertical lines. He seems to be at about a 24-month age level in this domain.

### **LANGUAGE/ COMMUNICATION DEVELOPMENT**

According to his mother, Stevie has a vocabulary of about 50 words and signs (sign language). He frequently uses 2-word sentences. His family has been working on teaching him some signs, and this appears to be successful. His articulation (the way he pronounces words) is poor and he cannot be understood by people outside of his family. He can only pronounce the sounds m, n, b, p, and d. He can correctly point to pictures of objects in books (for example: dog, cat, baby, and bird). He can correctly point to 7 body parts. In terms of understanding language and expressing himself, he seems to be functioning at about a 20-month level.

### **GROSS MOTOR DEVELOPMENT**

Stevie is a very active child. He runs with a somewhat off-balance gait (way of walking) and occasionally falls. He seems rather clumsy. He can climb stairs using the handrail, but creeps downstairs on his belly. He can kick a large ball, toss a small ball, and is unsuccessful at jumping off a step. He does ride a tricycle at home. According to his mother, he enjoys playground activities such as the swing and slide.

### **FINE MOTOR DEVELOPMENT**

In terms of fine motor skills, Stevie attempts to use his thumb and fingers to pick up pellets and beads, and is successful when given enough time. With a demonstration and some encouragement, he can place large pens in a pegboard, and turns single pages in a book.

## SOCIAL DEVELOPMENT

This area is one of Stevie's strengths. He plays well with and along side other children, and attempts to imitate their activities. He has special friends who reportedly enjoy his company. He can take turns on the playground when he is reminded to do so. He greets people with "hello" and says "thank you" when reminded. He has chores at home, which he routinely completes. He shares toys on occasion. He tells his own name.

## SELF-HELP

He eats independently with a spoon. He can dress himself with some supervision. He is not successful at toileting tasks although his mother has started to work with him in this area. He does wash and dry his hands and face with assistance. According to his mother, he seems to enjoy imitating household tasks such as sweeping the floor and mowing the lawn.

## Activity Cards

**Physical Development Activity Card  
0-6 Month Olds**

**Activity # 1: Roll Baby Roll**

1. On a large flat surface safely place the baby on his/her back.
2. Gently take hold of the infant's ankles and slowly roll him onto his stomach.
3. As you do this chant, "Roll Baby Roll—Roll Over Baby."
4. After you have helped the baby roll to his stomach, chant again and help roll him to his/her back.

**Activity #2: Turn Over Temptation**

1. While the baby is laying on his/her back, sit beside him/her and call his/her name.

**Why:** These large motor movements help infants learn how to roll over and strengthen arm and back muscles. Changes in the baby's brain allow the baby to begin to gain control over his/her body. These types of movements eventually help babies learn how to sit up and crawl.

**Physical Development Activity Card  
7-12 Month Olds**

**Activity #1: Noise Makers and Shakers**

1. Sit on the floor with several toys that make noise (rattles, musical toys, pots and pans and wooden spoons).
2. Show each toy to the child. While you do this make sure you bang, shake or rattle the toy.
3. Say "Do you hear the noise. Can you make the noise?" Offer the toy to the child and encourage them to make noise!

**Activity #2: Hidden Toys**

1. Sit on the floor with the child and several of his/her favorite toys.
2. Place one of the toys under a blanket or small cloth and say, "Where is the toy?"
3. Uncover the toy and say, "There it is"
4. Cover toy again, and ask child to find the toy.
5. To make this game harder, you can place toys under a cardboard box (e.g., a shoe box).

**Why:** These types of activities encourage children to use their developing muscles. When we play games like this with young children, they come to understand that they can use their bodies to get what they want.

## **Physical Development Activity Card 1-2 Year Olds**

### **Activity #1: Rolling A Ball**

1. Sit on the floor with the children and a small soft rubber or foam ball.
2. Take the ball and roll the ball back and forth between you and the children.
3. While you are rolling you can sing this little song to the tune of Row Your Boat.  
“Roll, roll, roll the ball  
back and forth it goes...  
it’s your turn to roll the ball  
so roll, roll, roll, roll, roll! Yeah!”
4. Enjoy singing and rolling the ball back and forth to each other.

### **Activity #2: Hot Cross Toss**

1. Take a large cardboard box or laundry basket and closely place it where tossed objects can’t harm anything.
2. Take small soft rubber or foam ball and together count how many of them you and the toddlers can toss into or near the basket/box.
3. Take turns tossing as you teach the children how to throw an overhand and underhand ball.
4. Enjoy talking, laughing, and playing with the children while you toss the balls.

**Why:** These activities allow children to have the opportunity to practice large motor movements. They also help to teach the concept of “turn-taking” which is an important skill to master as they begin new types of interactive play.

## **Physical Development Activity Card 2-3 Year Olds**

### **Activity #1: Let’s Dance**

1. When you sense the child is getting restless, put on some high-energy music and dance together! Children usually enjoy this type of activity, especially when the adult dances with them.
2. For a variation – put of classical music (try the radio station if you do not have this type of music in your home). The slower melodies offer another way for children to express themselves.

## **Activity #2: Kitchen Drummers**

1. The kitchen has all kinds of everyday objects that, with supervision, can turn into a fun activity.
2. Large plastic bowls turned upside down and a pair of wooden spoons can substitute for drums.
3. Allow children to create all kinds of drumming “music” and rhythms with her instruments.

**Why:** These activities allow children to feel expressive in their environment. This helps to build their self-esteem.

## **Physical Development Activity Card 3-4 Year Olds**

### **Activity #1: Dolls, Dolls, Dolls**

Children enjoy playing and pretending with dolls. If the child has a favorite stuffed toy or doll it can be a useful tool when introducing a child to a new skill or environmental situation.

1. When you are going to teach a child about something new, model it first using a doll or stuffed animal.
2. For example, if you are going to teach a child how to ride on a tricycle, use a doll and a toy bike to show how the doll’s feet push on the peddles to move the tricycle.
3. This helps you to communicate with the child about what they will doing, and also gives the child a visual example to help calm any fears he/she may have about trying something new.

### **Activity #2: Puppets**

1. Take a clean sock that has lost its match and place it on your hand.
2. Push the tip of the sock into the palm of your hand to create a mouth for the puppet.
3. Take a marker and draw on eyes, nose, ears, whiskers, and any other details you would like to add.
4. Tell a story to the children using the puppet.

**Why:** Pretend play with dolls or puppets allows children to be creative as well as practice whatever they are learning. Allowing children to pretend with these toys helps to build a feeling of security as they experience new events or simply adds an element of fun to their pretend play. Engaging children in these activities promotes physical and social and emotional development. It

also provides a meaningful chance to build their vocabulary and fine motor skills as they play with these toys.

### **Physical Development Activity Card 4-5 Year Olds**

#### **Activity #1 Dishpan Sink and Float**

1. Collect several bathtub toys and other safe household objects—some that float and some that do not. Some examples of things to include are: a wooden spoon, metal spoon, tennis ball, ping pong ball, measuring cups, bar of soap, shampoo bottle, fruits and vegetables (real or plastic), and an empty water bottle.
2. Fill the dishpan with warm water.
3. Predict together before you put an item into the water whether it will sink or float. Ask children why they think an object floats or sinks as you demonstrate the concepts of sink, float, light, and heavy.

**Be sure to watch children around water at all times. Do not leave them unattended--- not even for a moment.**

#### **Activity #2 Shaving Cream Fun**

1. Take a can of shaving cream and spray some onto the table or other plastic surface.
2. Allow children to finger paint and sculpt the shaving cream.

**Why:** These activities allow children to experiment, learn, and play with objects that are familiar to them. This activity also promotes physical development and fine motor skills.

### **Physical Developmental Activity Card Primary Schoolers**

#### **Activity #1 Cutting Clay**

As children's fine motor skills develop, it is important to provide them with the opportunity to safely practice cutting objects. A fun way for children to refine this skill is to give them the chance to use safety scissors to cut through different objects. In addition to practicing on paper, another a fun thing for children to cut is clay.

1. Make a batch of clay according to the recipe below.
2. Hand each child a large ball of clay to work with.
3. Allow children to use safety scissors to cut off pieces of clay that they would like to have to work with.
4. Children can also make letters and shapes with the clay.

### **Modeling Clay Recipe**

Three fourths cup flour; half a cup salt;

One and a half teaspoon alum powder

One and a half teaspoon oil, and a half cup boiling water

Mix dry ingredients together and add the water and oil—Mix well—You can add food coloring or tempera paint if you wish to have color—Store in a plastic bag.

### **Activity # 2: Dance and Movement**

Provide time for school-age children to explore dance and movement

- Permit children to bring music from home to dance to at child care.
- Allow children to play with musical instruments and make their own music.

**Why:** It is important that children have a creative outlet. Playing with the clay not only allows them to have fun but also allows them to practice several other important skills such as letter recognition and refining small motor skills as they cut, pinch, roll, mold, and manipulate the clay. Dancing encourages children to move their bodies in new and novel ways. As children mature, increased physical skills enable them to participate in many activities large and small muscles.

## **Physical Developmental Activity Card School Aged**

### **Activity #1 Five Dollars**

Required: A ball, a bat, and mitts (softball, hardball, whiffle ball).

Everyone goes to the outfield except the batter.

1. The batter hits the ball from a toss or a batting tee. The players in the outfield receive points as follows: One dollar for fly catch, fifty cents for one bounce catch, and twenty-five cents for the one who picks up a grounder.
2. The first person to receive five dollars **in points** bats next. Great for math skills and variations of counting help those with different learning styles.

### **Activity #2: Five Pin Soccer**

Required: soccer, volleyball or rubber ball

Players: small to large groups

1. Place teams at opposite ends of a gym or field.
2. Place five 2-liter plastic soda bottles in the center of the field. A little gravel in the bottle helps it to stand up and creates more noise and excitement when hit.
3. At the start signal, players kick balls from behind their line trying to knock down a pin. The player who knocks down a pin must run out and set the pin back up. Score 1 point for each pin knocked down. First person to receive five points wins.
4. You can have more skilled players play less skilled by placing the lesser skilled players closer to the pins. It can also be played with four teams arranged in a square around the pins.

### **Activity # 3: Sewing**

Provide activities such as sewing, knitting, and or weaving.

**Why:** School-age children have abundant energy. They like activities that have rules, but may need help in learning and interpreting the rules. Physical activities promote cognitive development, increase strength, help develop better coordination and improve self-esteem. As an adult working with young children, you can help them discover the pleasure of using their bodies in active ways.

## **Cognitive Development Activity Cards 0 to 6 Month Olds**

### **Activity #1 Hide and Find**

While playing with the baby on the floor take one of her favorite toys and show it to her/him.

1. Tell her/him to “Watch”, while you hide it in your pocket or put it behind your back.
2. Ask the baby, “Where did your toy go?” See if she/he will crawl to reach for it or point to its hiding spot.
3. After playing with the baby give her/him back her/his toy.
4. Be sure to praise her/him for her/his attention and efforts.

### **Activity #2 Come and Get It**

When the baby can crawl you can begin to play crawling games.

1. Take the baby’s favorite toy or object and show him/her that you have it.
2. Take the toy with you to a close spot where he/she can crawl to you and the toy.
3. Encourage him/her to crawl over to you and get the toy.
4. Give him/her a big hug and the toy after all of his/her hard work

**Why:** These activities help to encourage babies to use their crawling to accomplish a goal. This helps to build self-confidence as they discover that they have control over their movements. The activity Hide and Find also helps infants to learn more about the concept of object permanence. This concept helps babies to learn that just because they can’t see an object temporarily does not mean it is gone forever.

## **Cognitive Development Activity Cards 7 to 12 Month Olds**

### **Activity #1 Play it Again Sam**

1. Shake a rattle or musical instrument in front of the child.
2. Hand the toy to the child and ask him/her to “make the noise.”

### **Activity #2 Drop and Pick**

1. Take some blocks or other toy and drop them one by one into a container.
2. Dump the container and do it again.
3. Encourage the child to drop toys into the container too.

**Why:** Children this age love to see the circular pattern in activities. This is why many will drop their spoons or other item over the edge of their high chairs time and time again. These types of activities teach children about cause and effect—I drop it and mom or teacher will pick it up!

## **Cognitive Development Activity Cards**

## 1 to 2 Year Olds

### Activity #1: Water Play

1. Provide the children with a cooking pot, plastic cups, and other safe non-breakable kitchen utensils.
2. Then provide them with some water to play with in these containers.  
\*Health specialists recommend giving each child his/her own dishpan of water, to prevent the spread of disease.
3. Allow the children to pour, splash, and play with the water.
4. While they are playing, be sure to label and describe what they are seeing and doing.
5. Enjoy... and never leave the children unattended near water—not even for a moment.

### Activity #2: Stacking Blocks

1. Provide the child with a set of plastic blocks of various sizes.
2. Show the child how to stack the blocks into a tower, with the largest block on the bottom and the smaller blocks on the top.
3. As you stack the blocks say, “Look, I put the big blocks on the bottom and the small blocks on the top, so they don’t fall down.”

**Why:** These interactions also allow children to interact and experiment with water and manipulate objects of various shapes and sizes. This type of play changes the brain, helping children to understand quantity, volume, size and shape.

## Cognitive Development Activity Cards 2 to 3 Year Olds

### Activity #1 Matching Size and Shape

Take three similar objects alike in size or style. Examples may include: 3 shoes (a pair of shoes and one single shoe that is different) or 3 spoons (two little silver spoons and one big silver spoon).

1. Show the child the objects and describe how two of the objects are the same and how one is different.
2. Hold up one of the matching shoes or spoons and ask him to “Find the one just like this one.”

Praise and encourage the child for all efforts. If the child is having trouble, guide him/her to the correct match as you describe **how** they are the same.

## **Activity #2 Matching Colors**

Find three socks, toothbrushes; cups, or any other ordinary household objects that you have multiples of. When finding three of the chosen object, be sure to locate two items that are identical in color and one that is different.

1. Show the child the three objects and talk about the colors of each.
2. Pick up one of the objects that has a match and ask the child to find the same one you did.

**Why:** These activities help children to learn how to discriminate, categorize, and group objects. These activities also allow you to teach children about the concepts of same, different, size, shape, and color.

## **Cognitive Development Activity Cards 3 to 4 Year Olds**

### **Activity #1 Nifty Nesting**

While in the kitchen/home center, find as many different sized plastic bowls or measuring cups as possible.

1. Hand them to the child to play with.
2. Show the child how they can be nested together from large to smaller sizes.
3. Allow the child to sort and classify as he/she decides how to make them all fit together.

Also...as a variation to this game, ask children to sort the bowls and cups by some other difference, such as by color. Praise their efforts.

### **Activity #2 Sorting Dishes**

1. Loading or unloading the dishwasher can be a fun way to play a sorting game with toddlers. You can do this in home care with an actual dishwasher; if you are in a center you can use the home area and have children sort the “play” silverware. If you do not have a dishwasher in your home center, a silver ware divider will work too.
2. Ask the child to watch as you model how to put the silver ware into the appropriate compartmentalized slots.
3. Now allow the child to help you sort the spoons from the forks. Then have the child put the spoons away into their appropriate places.
4. If possible, have the child sort large spoons from small spoons and then decide which compartment the different sizes will fit into.
5. Be sure to compliment his/her efforts.

**Why:** As children are learning how to discriminate and classify objects, it is important to have as many meaningful activities as possible for them to practice this important skill. Noticing how things are alike or different helps children develop discrimination and classification skills.

### **Cognitive Development Activity Cards 4 to 5 Year Olds**

#### **Activity # 1 What's Missing?**

1. Place two or three objects on a tray or table.
2. Name all the objects. Repeat for younger children.
3. Tell child to close his/her eyes.
4. Quickly remove one object.
5. Ask, "What's missing?" Encourage the child to guess.
6. Repeat. Have the child remove an object and quiz you as well.

#### **Activity #2 Missing Picture Part**

Draw a series of familiar pictures: people, animals, or recognizable objects. Make sure to leave something obvious out of each drawing and have the child identify what's missing.

**Why:** Children will learn cause and effect, concept awareness, critical thinking, following directions, logical reasoning, problem solving, size and shape discrimination, visual discrimination, and visual memory

### **Cognitive Development Activity Cards Primary Schoolers**

#### **Activity #2 Counting Games**

Children love playing counting games. When ever possible allow them to help you count objects.

1. When you are cooking allow children to help you count out the eggs or any thing else that the recipe may call for.
2. When you are playing, have children help you count the toys.
3. When you are walking, have children count steps with you.

4. Allow children to practice counting skills as often as possible. When appropriate have them count backwards. For example, if you bought six doughnuts and the child eats one, then how many will you have.

**Why:** These games give children the chance to practice problem solving and learning their colors, numbers, letters, and shapes in meaningful and fun ways. These types of games help to build a child's confidence and their understanding of numeracy.

### **Activity # 2: Club House**

Allow students to create a club house.

Provide students with large empty boxes and masking tape.

Ask them to connect the boxes to create a 'club house'.

### **Activity # 3 Board Games Area**

Provide children with many board games, and teach them card games that use math concepts.

Chess

Checkers

Backgammon

Junior Pictionary

Go Fish

Rummy

**Why:** Games allow children to use the skills they are learning in school in a fun setting. Chess, checkers and backgammon all require children to think strategically, which strengthens their mathematical skills.

## **Cognitive Development Activity Cards School Aged**

### **Activity #1 Jokes and Riddles**

Materials: Joke and Riddle books

Make sure that the jokes and riddles are age appropriate. For instance:

- What has no beginning or end and nothing in the middle? (*a doughnut*)
- How much dirt is there in a hole exactly 1' deep and 1' across?

*(None. A hole is empty)*

1. Each student will choose two riddles/jokes to present to the group.
2. If the student has difficulty reading the riddle, another student may be paired up to read with him/her.
3. Have each child create a page for Classroom Joke Book. Each page could have five of the child's favorite riddles or jokes with illustrations to accommodate them.
4. The jokes / riddles may be typed on a computer or printed neatly.
5. Compile all students' pages in a classroom book.

**Why:** Jokes and riddles motivates students to listen carefully and think. They are tools to enhance reading, writing, listening, and speaking skills.

## **Activity #2 Brochure Bonanza**

Before taking a trip, it is common to read a brochure and find out more information about a particular destination. Creating a travel brochure allows students to gain more information about a different location while utilizing basic research skills, with a particular emphasis on the "5 W" questions.

### **What You Need:**

- Art Paper
  - Research
  - Materials
  - Markers
  - Pencils
  - Crayons
1. Tell children to imagine they could go on a trip anywhere in the world.
  2. Inform them that it will be their job to play the travel agent and construct a brochure that explains their destination of choice.
  3. Remind them to keep in mind the "5 W" questions as they conduct their research, paying close attention to the question, "Why would someone want to go there?"
  4. Stress the importance of using details and adjectives.
  5. Instruct students to provide colorful illustrations to supplement their text.
  6. When all brochures are finished, have students present them to the class.

And Furthermore... Conduct a poll to determine the class' most preferred vacation spot.

**Why:** Expanding a child's sense of their world gives them a sense of place while stimulating their imaginations. This geographic activity will put your students on the map!

## **Language Development Activity Cards 0 to 6 Month Olds**

### **Activity #1: “Reading” Board Books**

It is never too early to start reading to a baby! Find plastic, cloth, or sturdy, non-toxic board books at your local library or bookstore.

1. Hold the baby in your lap with her/his back against your chest so she can see the pictures of what you are reading and describing to her/him.
2. Read the simple book with lots of pictures to the baby. Be sure to describe the pictures you point to and tell her/him about what she/he is seeing even if there are not words on the page to read aloud.
3. The most important thing to do is to talk to children about what they are looking at and to enjoy being together.

### **Activity # 2: Just Keep Talking**

While playing with a child try telling him about everything you touch.

1. Each time you touch an item/toy while playing say the name of the toy, and how it is used.
2. Try to talk to the child as much as you can throughout the play.

**Why:** As children are learning about language it is important for them to be surrounded with words in meaningful contexts. Story and picture books allow for many enriched language experiences as well stimulate the child’s vision. These early literacy experiences not only begin a love of reading, but can also help to expand the length of the baby’s attention span.

## **Language Development Activity Cards 7 to 12 Month Olds**

### **Activity #1: So Long**

Children at this age love to use “sign language” to communicate with others.

1. Each time you leave the child, make an exaggerated wave with your hand and say, “Bye-Bye”.
2. Encourage the child to wave back at you. You may also help the child wave to friends or parents as they leave the center/home.

### **Activity # 2: Singing While We Work**

1. Use songs to describe what you are doing throughout the day. You might chant, “Clean-up, Clean-up Everybody Clean Today” as you clean up the toys, or “This is the Way we Wash our Hands” after diapering.

**Why:** Young children are attracted to music. Teaching with music provides children with the motivation to talk and to copy your actions.

### **Language Development Activity Cards 1 to 2 Year Olds**

#### **Activity #1: Interactive Reading**

It is never too early to start reading to children! Find a colorful picture book with a simple story at your local library or bookstore.

1. Hold the child in your lap with his back against your chest so that he/she can see the pictures of what you are reading and describing to him/her.
2. Read the book to the child. Be sure to describe the pictures you point to and even if there are not words on the page to read aloud.
3. Allow the child to turn the pages, push buttons or lift the flaps if the book provides the opportunities to do so. Ask the child to point to the objects you are talking about.
4. The most important thing to do is to make this an enjoyable experience for both of you and to do it often! Read. Read. Read.

#### **Activity #2: Together T.V.**

Sit next to the children while they are watching a favorite television show, video, or DVD (for example: Sesame Street, Baby Bach, or Barney).

1. While watching this show, point to the objects on the screen. Label and describe what she is seeing.
2. Pay attention to which parts the child enjoys most during these shows.
3. Laugh together at funny parts and make comments such as “That was funny, wasn’t it!” or “I liked that part too”.
4. Enjoy this social time with toddlers.

**Why:** It is important for children to be surrounded with language in meaningful contexts because it allows them to play with and imitate the sounds they hear. Books and quality audiovisual programs allow for many enriched language experiences as well as to stimulate the child visually.

### **Language Development Activity Cards 2 to 3 Year Olds**

#### **Activity #1: Terrific Toast**

Take a piece of bread (white or wheat) and place it on a cookie sheet. Fill some small cups with about a half an inch of milk. Then add a few drops of food coloring to the milk. Make as many different colors as you would like.

Talk with and label the colors for the child as you make them together.

1. Next take a clean sterilized eyedropper and model for children how to fill it with the colored milk.
2. Allow children to take the milk filled dropper and drop dots of color onto your toast in any pattern and with any color you would like.
3. Have fun being as creative as you would like with this “painted bread”.
4. Then put this piece of bread into the toaster and wait until it pops up.
5. Eat and enjoy your terrific toast together.

*NOTE: If your center does not allow you to use food for activities, you may drop the colored milk (or water) onto a stack of paper towels. Watch and discuss how the colors blend.*

### **Activity #2: Finger Painting Pudding**

Make a batch of vanilla pudding according to the directions on the box. When your pudding has set, spoon out the pudding into several small bowls. Take some food coloring and add a few drops of color to your pudding.

1. Make as many different colors as your would like. Talk to the child and label the colors for him/her as you make them.

**Why:** These creative multi sensory activities allow for descriptive oral language experiences. These opportunities allow caregivers and children to have new and creative situations to talk about which helps to expand a toddler’s vocabulary. It is also important to engage them in fun and creative types of art activities. Both of these sample activities give children a chance to creatively express themselves.

*NOTE: This activity may also be done by combining food coloring to white finger paint.*

## **Language Development Activity Cards 3 to 4 Year Olds**

### **Activity #1: Scavenger Hunt**

1. Create a pretend grocery store in your dramatic play area using empty cans, boxes, etc. from food items. Place similar items in “rows” as you would find them in a grocery store (cereal boxes, canned goods, frozen foods, dairy products, drinks, paper supplies, etc.)
2. Walk down the “isles” with the children and play the “I Spy Game”
3. Say, “I spy a box that is orange, has a bumble bee on the front, and a word that starts with the letter C” (fill in any descriptors that match the item you are trying to have children locate).
4. Tell children to look for the clues you gave them to help them find the object. You can give hints such as: “You’re getting closer”, or “You’re almost there, just two more steps to the left”.
5. Have fun together as you hunt for items in the aisles.

## **Activity #2: Prop Box Fun**

Children enjoy the time they spend playing “pretend”.

1. Children like to make believe they are at a shoe store, or to pretend to cook, and you should find props to enhance this play.
2. An easy, inexpensive way to add props to make a shoe store to save the shoe boxes and fill them with old shoes. You may also want to collect shoe horns so the children can help one another put on the shoes.
3. An easy way to pretend to be a chef is to turn the home area into a restaurant area. Place table cloths on the table; add flowers or other center pieces, menus, etc. Make or buy chef hats and aprons for the chef to wear and menus for the patrons.
4. Model for the children how they can use these props while they pretend that they are a shoe store clerk or a master chef.

**Why:** These activities allow for children to be engaged with print in meaningful and fun ways. Through these interactions with print, children may begin to show an interest in other types of print in their environment. These experiences with print are the first steps children must encounter on their journey to literacy. Understanding that letters and logos have meaning is a very important first step on the road to reading.

## **Language Development Activity Cards 4 to 5 Year Olds**

### **Activity #1: Cereal Box Puzzles**

Putting together puzzles is a fun activity for children to do.

1. A simple way to make inexpensive puzzles is to take an empty cereal box and cut out the front panel of the box.
2. Cut this decorative panel into 6 or 8 large puzzle pieces. Hand these to the children to fit together again.
3. Celebrate each child’s hard work with praise. When they are finished playing, paper clip the puzzle pieces together or put them in a small zip loc baggie.

### **Activity #2: Super Scribble Notebooks**

Children need a place to develop and practice their writing abilities.

1. Assemble several loose sheets of paper from around your house or center and staple, tie, or glue them together.

2. Provide children with writing utensils to accompany their notebooks. Allow the children to draw, scribble, write, and color in this notebook.
3. Encourage the children to draw and write down things as often as possible.
4. Enjoy making entries into this notebook together

**Why:** Both of these activities encourage children to pay attention to and practice with print. These early experiences with print are the first steps to encouraging beginning literacy behaviors.

### **Language Development Activity Cards Primary Schoolers**

#### **Activity #1: Magnetic Letters**

Find some large plastic magnetic letters at your local store. Provide a magnetic surface such as the refrigerator door or a cookie sheet to play on.

1. Allow the child to play with the letters. You can help put the letters in alphabetical order as you label them together.
2. Next spell out the child's name together with the letters.
3. You can also make similar word families together by trying to make as many simple words as possible. For example put up the letters AT, then try different letters to make as many real words as possible such as: CAT, MAT, FAT, SAT, RAT, BAT, HAT, and PAT. Another example would be to put up the letters OT. The words you can make are DOT, GOT, HOT, LOT, NOT, POT, and ROT.
4. Enjoy playing with the letters of the alphabet.

#### **Activity # 2: Magazine Rack:**

Provide children with magazines appropriate for their age. Create a special private space for reading away from younger children.

Kids Time  
Kids Sports Illustrated  
Ranger Rick  
Clothing or sport catalogs

**Why:** Primary Schoolers are learning the skills of reading. Both of these activities provide a fun way for children to practice literacy concepts and learn that reading is both enjoyable and functional.

### **Language Development Activity Cards School-Agers**

#### **Activity # 1: Secret Messages:**

Allow children to play word games such as:

- Hangman
- Secret message, where they will write notes to one another using a symbolic alphabet.  
A = ¶    b= §

### Activity # 2: Storytelling

It is sometimes difficult for children to realize the plot is not just what happens in a story but the events and the order in which they occur.

1. Have the children select a series of three to six pictures. They may or may not be related.
2. Illustrations from favorite books, pictures of faces, action photos, and pictures from calendars are easy to work with. Have them put the pictures in random order.
3. The children then make up a story based on what they see in sequence.
4. These stories may be shared orally or written on chart paper.
5. Then ask the child to change the order of the pictures and make up a new story.

**Why:** A teacher can create an environment which continues to foster children’s interest in the study of language. These activities help children to understand that reading and writing are interrelated and that there are recognizable patterns in text.

### Activity # 3: Poetry Illustration

Poetry is part of the magic that motivates children to love reading.

Have a wide selection of poems available. Make sure that the poems are age appropriate. For example:

#### *The Planet of Mars*

*On the planet of Mars, they  
    have clothes just like ours.  
And they have the same shoes  
    and the same laces.  
And they have the same charm  
    and the same graces.  
And they have the same heads  
    and same faces...  
But not in the very same places.*

Taken from “Where the Sidewalk Ends,” by Shel Silverstein

1. Have the children look through several poems and read one that they enjoy.
2. Then have them “quick-draw” a picture of what they think an illustration of the poem may look like.

3. When completed, have them share their finished product with the class.
4. Compile all students' pages in a classroom book.

**Variations:**

1. Have children highlight (yellow) all the nouns (people, places, things). *Remember you can always test a noun by putting "the" or "a" in front of it.*
2. Highlight (pink) all rhyming words.

**Course Evaluation**

Trainer’s Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES            NO

**Please circle the appropriate number for each item.**

Strongly Agree    5   4   3   2   1            Strongly Disagree

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | The workshop content met my training expectations.     | 5 | 4 | 3 | 2 | 1 |
| 2. | The presentation was clear and to the point.           | 5 | 4 | 3 | 2 | 1 |
| 3. | The presenter was knowledgeable and well prepared.     | 5 | 4 | 3 | 2 | 1 |
| 4. | The handouts were useful.                              | 5 | 4 | 3 | 2 | 1 |
| 5. | The videos were helpful. (if applicable)               | 5 | 4 | 3 | 2 | 1 |
| 6. | Most of the course content was new information to me.  | 5 | 4 | 3 | 2 | 1 |
| 7. | My knowledge and/or awareness of this topic increased. | 5 | 4 | 3 | 2 | 1 |
| 8. | The physical environment of session was adequate.      | 5 | 4 | 3 | 2 | 1 |

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

1.

2.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

1.

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**MODULE II A: CREATING A DEVELOPMENTALLY APPROPRIATE  
LEARNING ENVIRONMENT**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY  
CHILD CARE ADMINISTRATION  
CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

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## TRAINING SCHEDULE

<b>Topic Discussed</b>	<b>Clock Time</b>
Introduction Module II A	20 minutes
<i>Home/Center Room Arrangement</i>	
Your Favorite Place	20 minutes
Creating Indoor/Outdoor Spaces	40 minutes
<b>Break</b>	
<i>Selecting Appropriate Materials</i>	
What makes a good toy?	20 minutes
Creating a material list	40 minutes
Summary	10 minutes
Professional Development	
<b>Meal Break</b>	
<b>TOTAL TRAINING HOURS</b>	<b>2.5 hours*</b>

\* Training hours do not include meals and breaks.

## GLOSSARY

**Developmentally appropriate:** Means consistent with a child's physical, emotional, social, cultural, and cognitive development, based on the child's age and family background and the child's personality, learning style, and pattern and timing of growth.

**Learning/ interest center:** A clearly defined area of the classroom where children explore different subject areas or disciplines (e.g., art, library, science, blocks, writing, computer, sociodramatic play, etc.).

**Manipulative toy:** Toys that have movable pieces, such as puzzles, blocks that link together, items for counting, sorting, stringing, etc.

**Natural toys:** Toys made from natural materials, wood, metal, cloth, etc.; items from nature, such as shells, rocks, leaves, pine cones, etc.

**Open-ended toys:** Toys that can be used for a variety of purposes, such as blocks, art materials, etc.

**Realistic toys:** Toys that look like the items they were made to represent, such as toy cars, animals, babies, etc.

**Sensory toys:** Toys that stimulate the senses, such as water, sand, toys with different textures, mirrors, toys that make noises, etc.

## **Handout II.1: Your Favorite Place**

Think about your favorite place-the place you feel most comfortable and welcomed. This may be your home or maybe it's your parents' home or it may be an outdoor space – imagine the place you most like to be. Using the handout, individually answer the following questions about your favorite place and then share them with your small group:

- What is it about this place that you like?
- How does this place make you feel?
- How is this place decorated? (e.g., How is the art work or other objects in the space displayed? What do the artifacts tell you about the place?)
- How is this place organized? (e.g., Where are things located? What is the layout? Are there different spaces for different people/things?)
- What types of activities happen in this place?
- What is your role in this place?

## Handout II.2

### Learning or Interest Centers

The following learning/interest centers are most common in early childhood programs.

A **quiet, soft library/book area** - designed for reading, quiet games, relaxing and privacy.

1. An **open area** for group or circle time - an area large enough to accommodate a large group of children. Toddlers and Infants need more open floor space for crawling, etc.
2. A floor area for **block building and imaginative play**. This area can house unit or hollow blocks, and figures and vehicles that can be incorporated into block play.
3. An area for **dress-up and dramatic play**. This area can be transformed into a post office, fire station, beauty parlor or grocery store by making available real-life items for each setting.
4. An area for **game-playing and manipulatives, often called the table-toy area**. A variety of table activity materials such as, bristle blocks, flexible blocks, building blocks legos ©, and puzzles.
5. A **science and nature area** containing natural materials such as rocks, shells, plants, leaves, pinecones, flowers, bugs, etc. Try to include a hand lens, microscope, science books and posters that can be used by the "scientist" to learn something new about an item in nature. Toddlers should be provided with rocks, shells, pinecones and other natural objects that are large enough so they will not swallow them.
6. An **arts and crafts area** - preferably an uncarpeted area close to a sink for easy clean-up. Materials should be easily accessible to children who want to work by themselves with little supervision e.g. crayons, markers, glue, paste, tape, scissors, yarns, scrap paper, fabric material and soft clay. This area can also be used for special, planned activities that can be messy such as paper-mache projects, finger and foot painting, easel painting or tie-dying. Also consider having a project drying and storage area.
7. A **cubbie area** - where children can hang their hats and coats and store their belongings.
8. A lockable **storage area** - an organized area where staff can store supplies and equipment required for activities, as well as a place for their own belongings.
9. An **information area** for parents and staff – This area contains required postings such as the license, emergency medical procedures, procedures for care of a sick child, the snack menu. Sign-in sheets, newsletters and announcements may also be posted here.

## Handout II.3

### Things to Consider When Evaluating a Learning Environment

<b>What You Should See</b>	<b>Why</b>
Noisy areas separated from quiet areas (for example, blocks and dramatic play located near each other, separated from books and table toys).	Most children cannot focus on quiet activities if they are distracted by noise from neighboring centers. Separating the areas allows children to get the most out of both types of activities.
Low furniture (such as bookshelves, tables and chairs, and dividers) and floor coverings (such as carpeting and linoleum) used to create work areas and work surfaces for small group activities.	Using low furniture to define workspaces helps children concentrate, because they are not distracted by activities in other areas. At the same time, staff can watch over the children to ensure their safety and respond to their needs.
Areas set up for different kinds of self-selected activities (e.g. dramatic play, art, blocks, table toys, books, sand and water, and computers).	An important goal of early childhood education is to help children learn to make their own choices. Staff should set up the interest areas so that the choices are clear to children and so that children can select from a variety of activities including quiet and active ones.
Materials displayed on low shelves labeled with pictures and words, where children can reach what they need and replace items when they are finished.	When materials are readily accessible, children can choose what they want to use. Labeling the place where each object belongs helps the children maintain the environment and learn that orderliness is valued. This helps children take responsibility for their environment and develop independence and self-esteem. The cleanup process promotes cognitive skills such as sorting and matching.
Toys with small pieces stored in dishpans or plastic storage containers labeled with pictures of what is contained inside.	This keeps the shelves attractive and inviting and also allows children to find and use what they need without assistance.
Soft spaces (such as large pillows, rugs, rocking chairs, platforms, and couches) where children can relax and be alone or with chosen friends.	Children who spend long hours in a program need a soft and comforting place to relax and get away from noise and over stimulating activities. Being able to recoup their energy contributes to the children's emotional well-being and encourages positive behavior.

<b>What You Should See</b>	<b>Why</b>
Logically organized materials displayed on low shelves near the area where children use them (for example, crayons and markers with drawing paper, pegs with the pegboards, blocks and accessories in the block area).	This tells children which materials belong together, suggest how materials can be used, and supports complex play. Logical grouping of materials promotes their appropriate use.
Pictures (children's work, photographs of children and their families, and other pictures relevant to the children's interests) hung on the walls at the children's eye-level.	Children are unlikely to notice pictures that are hung far above their eye-level. Displaying their work conveys respect for their efforts and gives them pride in their accomplishments.
An area within the room that can be set up with equipment (such as a climber or balance beam) or used for activities (such as moving like animals and running in place that allow children to use their large muscles).	Young children need many opportunities to exercise their large muscles. Children develop many physical skills during the preschool years that they will use throughout their lives. Physical development contributes to positive self-esteem as children learn to feel good about their bodies and their gross motor skills.
A safe, well organized outdoor play area that includes a variety of surfaces, equipment, and materials for large muscle play and space for activities (such as painting, woodworking, and playing with water) that might also take place indoors.	The outdoor environment provides a new world for children to explore and room for them to release pent-up energy. Activities that might take place indoors are enjoyed by children in different ways when conducted outdoors.

Modified from Department of Defense Sure Start Manual (2003).

## Handout II.4

### What are the types of playgrounds and what do they contribute to children?

There are three major types of playgrounds: (see Arnold, S. (1996) *Behavioral and Social Factors in Environmental Design*).

1. *Traditional type*: Slides, swings, see saws, etc. identifiable to children, but does not provide for cognitive and social play
2. *Contemporary type*: Joins or connects different pieces of equipment, such as tunnels, ramps, slides, rope climbers, and or “fireman poles.” These playgrounds are most commonly found in parks and new schools or child care centers. They are more costly, than other playgrounds, but are liked more by children than the traditional type. They encourage educationally worthwhile forms of play.
3. *Adventure/creative type*: Contains loose parts like old tires, lumber, crates and other “found” materials. Allows children to create their own environment, provides flexibility, and encourages cognitive, social and physical development **Playground design guidelines**

Children need different play opportunities to complete their social, intellectual, and physical needs. Therefore, providers should work with children in a variety of ways during outdoor play time.

1. Successful playgrounds do not just depend on the play structures themselves, but also the organization and landscaping of the entire site—make sure the area is aesthetically pleasing.
2. There should be diverse activity spaces for structured games, creative play, play with natural elements, water and sand play, quiet play and shared open space.
3. Play areas need to allow the children to create their own environment to some degree to allow for adventure and creative play—make sure some equipment is moveable.
4. Provide ambiguity to stimulate fantasy play—tunnels, houses or large boxes, loose parts for creative and cognitive play—dress up clothes, crates or boxes, hula hoops, parachutes.
5. Provide a variety of small spaces, changes in level, changes in surface, stair seats, bushes, plantings, colors, textures, overhead elements, etc.
6. Use a variety of climbing situations and places above the ground so that the view the world from a different perspective.
7. The playgrounds should be accessible to all –if you have children with special physical needs, be sure to have paths for wheel chairs, wagons and swings with seatbelts, large balls for rolling, mats or other soft surfaces for “floor” exercises, etc.

8. Provide stages of difficulty so that children can choose activities that they can accomplish on their own.
9. Provide stages of difficulty so that children can choose activities that they can accomplish on their own.



## Handout II.6

### EQUIPMENT REQUIRED BY ARIZONA CHILD CARE LICENSING REGULATIONS

#### TITLE 9, ARTICLE 5. CHILD CARE FACILITIES

##### **R9-5-501. General Child Care Program and Equipment Standards**

Age-appropriate toys, materials, and equipment are provided to enable each child to participate in an activity.

- a. Toys, materials, and equipment are maintained in a clean condition.
- b. Storage space is provided in the facility for indoor and outdoor toys, materials, and equipment in areas accessible to enrolled children;

##### **R9-5-502. Supplemental Standards for Infants**

Toys, materials, and equipment in a quantity sufficient to meet the needs of the infants in attendance that include:

- i. Toys for stacking, pulling, and grasping;
- ii. Soft toys;
- iii. Books;
- iv. Mobiles;
- v. Unbreakable mirrors; and
- vi. Outdoor play equipment; and
- c. At least 1 adult-size chair for staff members' use when holding or feeding an infant;

##### **R9-5-504. Supplemental Standards for 1-year-old and 2-year-old Children**

Ensure that each activity area has a supply of age-appropriate toys, materials, and equipment in a quantity sufficient to meet the needs of the children in attendance.

- a. Toys, materials, and equipment include:
  - i. Books, including cloth books;
  - ii. Rubber or soft plastic balls;
  - iii. Puzzles and toys to enhance manipulative skills;
  - iv. Blocks;
  - v. Washable soft toys, stuffed animals, and dolls;
  - vi. Musical instruments; and
  - vii. Indoor and outdoor equipment to enhance large muscle development;
- b. Toys, materials, and equipment are:
  - i. Too large for a child to swallow; and
  - ii. Free of sharp edges and points;

##### **R9-5-505. Supplemental Standards for 3-year-old, 4-year-old, and 5-year-old Children**

In addition to complying with all child care standards, a licensee providing child care services for 3-year-old, 4-year-old, and 5-year-old children shall provide a supply of age-appropriate toys,

materials, and equipment in each activity area in a quantity sufficient to meet the needs of the children in attendance. Toys, materials, and equipment shall include:

1. Art supplies,
2. Blocks,
3. Books and posters,
4. Toys and dress-up clothes,
5. Indoor and outdoor equipment to enhance large muscle development,
6. Puzzles and toys to enhance manipulative and categorization skills,
7. Science materials, and
8. Musical instruments.

**R9-5-506. Supplemental Standards for School-age Children**

A licensee shall provide age-appropriate toys, materials, and equipment including:

1. Arts and crafts,
2. Games,
3. Puzzles and toys to enhance manipulative skills,
4. Books,
5. Science materials,
6. Sports equipment, and
7. Outdoor play equipment.

D. A licensee shall provide school-age children with a quiet study area.

**R9-5-507. Supplemental Standards for Children with Special Needs**

D. A licensee shall provide a child with special needs with:

1. Developmentally appropriate toys, materials, and equipment; and
2. Assistance from staff members to enable the child to participate in the activities of the facility.

**TITLE 9, ARTICLE 7. CHILD CARE GROUP HOMES**

**R9-5-901. General Program and Equipment Standards**

Each child care group home shall have sufficient play materials and equipment so that, at any one time, each child who is present can be individually involved in the activities outlined in the activity plan.

G. In addition to requirements specified in this rule, a child care group home providing care for 3-, 4-, and 5-year-old children shall provide the following play materials and supplies:

1. Art supplies,
2. Blocks and block accessories,
3. Books and posters,
4. Dramatic play areas with toys and dress-up clothes,
5. Large muscle equipment,
6. Manipulative toys,
7. Science materials, and
8. Musical instruments.

**R9-5-902. Supplemental Program and Equipment Standards for Infants and Children 2 Years of Age and Younger**

20. Materials and equipment meeting the interests and needs of infants and one- and two-year-olds shall include:
  - a. Books, including some cloth books;
  - b. Medium-size rubber or soft plastic balls;
  - c. Manipulative toys;
  - d. Blocks and block accessories;
  - e. Washable soft toys, stuffed animals and dolls;
  - f. Large muscle equipment; and
  - g. Musical instruments; and
21. Toys to be used by one- and two-year-old children shall be durable, clean, movable, nontoxic, too large to swallow, and have no sharp pieces, edges or points. Toys shall be inspected frequently and regularly to ensure they are not hazardous.

**R9-5-903. Supplemental Equipment Standards for School- age Children**

In addition to materials and supplies specified in R9-5-901(G), a child care group home shall provide play materials and equipment that meet the interests and developmental needs of children including:

1. Arts and crafts,
2. Games,
3. Sports equipment,
4. Books,
5. Science materials, and
6. Manipulative toys.

**R9-5-904. Supplemental Program and Equipment Standards for Special Needs Children**

2. Activities and equipment substitutions are available or necessary activity and equipment adaptations are made to meet the requirements of enrolled special needs children;

**TITLE 6, Article 52: FAMILY CHILD CARE HOME PROVIDERS**

**R6-5-5209. Program and Equipment**

D. A provider shall have play equipment and materials sufficient to meet the program requirements described in subsections (A) through (C) and to ensure that all children in care can be occupied in developmentally appropriate play at the same time.

E. A provider who cares for a child who is younger than age 2 shall have a variety of developmentally appropriate play equipment and supplies available for the child, such as:

1. Touch boards;
2. Soft puppets;
3. Soft or plastic blocks;

4. Simple musical instruments;
5. Push-pull toys for beginning walkers;
6. Picture and texture books;
7. Developmentally appropriate art materials, including crayons, paints, finger paints, watercolors and paper;
8. Simple, 2-3 piece puzzles and peg boards; and
9. Large beads to string or snap.

F. A provider who cares for a child age 2 or older shall have a variety of developmentally appropriate play equipment and supplies available for the child, such as:

1. Art supplies;
2. Blocks and block accessories;
3. Books and posters;
4. Dramatic play areas with toys and dress-up clothes;
5. Large muscle equipment;
6. Manipulative toys;
7. Science materials; and
8. Musical instruments.

**Source:** <http://nrc.uchsc.edu/STATES/AZ/arizona.htm>

## Handout II.7

### Is This Toy Appropriate?

1. **Is it safe?** There is no absolute safety against accident or injury, but reasonable precaution should be used, and toys should be selected with great care. Any toy can be unsafe if given to a child at the wrong age or when it is misused. A child's safety depends upon the types of toys selected, and the way they are maintained.
2. **Is it durable?** Toys are going to be used: hugged, dropped, thrown, stood on, chewed on, washed, dried, etc. So they need to stand up under normal wear and tear.
3. **Is it appropriate to the age of the child?** A toy should be selected according to unique and individual needs, and abilities, as well as physical and emotional characteristics of the child. For example, you wouldn't buy a two-wheel bicycle for a toddler or a crib mobile for a school-age child. Toys should allow for growth, so they can be used in many different ways over a long period of time.
4. **Will it work?** Does it do what it is supposed to do? Nothing causes loss of interest as readily as a toy that fails to perform. It often results in frustration, anger and discouragement.
5. **Is it artistic in color, form and expression?** Avoid ugly or grotesque figures, and toys that make harsh noises.
6. **Will it capture the child's interest?** You shouldn't have to coax, force or trick a child into playing with a good toy. Play should be spontaneous.
7. **Is it fun?** That is, are they fun from the child's point of view? Are they for enjoyment now? Can they be used at various ages?
8. **Will it stimulate creative activity?** Can the toys offer problem-solving opportunities? Do they leave room for imagination? Imagination isn't only concerned with unreal things, but also with reality, and it involves planning, ideas and creating. Does they toy teach new skills?
9. **Will it involve interaction with others?** Must the child play alone with the toy, or can others, such as peers, or adults, be involved, too?
10. **Does it contribute to the child's development?** Age and developmentally appropriate.
12. **Can it be kept clean easily?** Rag dolls, animals and the like should be washable, or at least have removable clothes that can be washed often.
13. **Is it reflective of the children's culture?** Books, dolls, puzzles, dramatic play supplies, wall decorations, etc., should reflect the culture of the children enrolled in your program.

## Handout II.8

### Top Ten Things to Consider When Buying Toys for Children with Disabilities

#### Recommended by The National Lekotek Center

1. **Multisensory appeal:** Does the toy respond with lights, sounds, or movement? Are there contrasting colors? Does it have a scent? Is there texture?
2. **Method of activation:** Will the toy provide a challenge without frustration? What is the force required to activate? What are the number and complexity of steps required to activate the toy?
3. **Where toy will be used:** Can the toy be used in a variety of positions such as side-lying or on wheelchair tray? Will the toy be easy to store? Is there space in the home?
4. **Opportunities for success:** Can play be open-ended with no definite right or wrong way? Is it adaptable to the child's individual style, ability and pace?
5. **Current popularity:** Is it a toy most any child would like? Does it tie-in with other activities like T.V., movies, books, clothing, etc?
6. **Self-expression:** Does the toy allow for creativity, uniqueness, and choice-making? Will it give the child experience with a variety of media?
7. **Adjustability:** Does it have adjustable height, sound volume, speed, level of difficulty?
8. **Child's individual characteristics:** Does the toy provide activities that reflect both developmental and chronological ages? Does it reflect the child's interests and age?
9. **Safety and durability:** Consider the child's size and strength in relation to the toy's durability. Is the toy and its parts sized appropriately? Does the toy have moisture resistance? Can it be washed and cleaned?
10. **Potential for interaction:** Will the child be an active participant during use? Will the toy encourage social engagement with others?

The following is a catalog of special education and rehabilitation equipment for children with special needs from birth to eighteen.

#### **Achievement Products, Inc.**

P.O. Box 9033

Canton, OH 44711

tel: 1-800-373-4699

fax: 1-800-453-0222

Mailto: [achievepro@aol.com](mailto:achievepro@aol.com)

**Course Evaluation**

Trainer’s Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES        NO

**Please circle the appropriate number for each item.**

	Strongly Agree	5	4	3	2	1	Strongly Disagree
1.	The workshop content met my training expectations.	5	4	3	2	1	
2.	The presentation was clear and to the point.	5	4	3	2	1	
3.	The presenter was knowledgeable and well prepared.	5	4	3	2	1	
4.	The handouts were useful.	5	4	3	2	1	
5.	The videos were helpful. (if applicable)	5	4	3	2	1	
6.	Most of the course content was new information to me.	5	4	3	2	1	
7.	My knowledge and/or awareness of this topic increased.	5	4	3	2	1	
8.	The physical environment of session was adequate.	5	4	3	2	1	

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

1.

2.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

1.

### **References for Further Reading**

- Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs* (2<sup>nd</sup> ed). Washington, DC: National Association for the Education of Young Children.
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- Greenman, J. (1988). *Caring spaces, learning places: Children's environments that work*. Redmond, WA: Exchange Press, Inc.
- Herrington, S. & Studtmann, K. (1998). Landscape interventions: New directions for the design of children's outdoor play environments. *Landscape and Urban Planning*, 42, 191-205.
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- Maufette, A. G. (1998). Revisiting your outdoor environment: Reasons to reshape, enrich, redevelop the outdoor space. *Canadian Children*, 23, 2, 17-21.
- U. S. Consumer Product Safety Commission (1997). Handbook for public playground safety. Washington, DC (May be downloaded from [www.cpsc.gov](http://www.cpsc.gov).)
- Wardel, F., (2000). Supporting constructive play in the wild: Guidelines for learning outdoors. *Child Care Information Exchange*, 133, 26-30.

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**MODULE II B: POSITIVE DISCIPLINE AND GUIDANCE**  
**ARIZONA DEPARTMENT OF ECONOMIC SECURITY CHILD CARE**  
**ADMINISTRATION**  
**CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

## TRAINING SCHEDULE

<b>Topic Discussed</b>	<b>Clock Time</b>
Introduction Module II B	20 minutes
Guidance of Young Children	
Building Relationships with children	30 minutes
Schedules that meet children's social and emotional needs	30 minutes
Teaching children social skills	30 minutes
<b>Dealing With Challenging Behaviors</b>	
What are challenging behaviors?	10 minutes
Analyzing challenging behaviors and providing supportive interventions	
Evaluating the effectiveness of "time out"	
Summary	10 minutes
Professional Development Plan	
<b>TOTAL TRAINING HOURS</b>	<b>3.5 hours*</b>

\* Training hours do not include meals and breaks.

## GLOSSARY

**Corporal punishment** Means any act that is administered as a form of discipline and that either is intended to cause bodily pain, or may result in physical damage or injury.

**Consequences:** Something that happens as a result of an action or behavior. **Logical consequences:** A consequence that imposed by someone other than the person exhibiting the behavior; logical consequences are directly tied to the behavior exhibited (e.g., you are blowing bubbles in your milk, it spills, and your teacher makes you clean it up before you can go onto the next activity). **Natural consequences:** a natural occurrence that happens in response to an act committed by an individual: you blow bubbles in your milk, it spills and your pants get wet.

**Discipline:** Means to correct a child's behavior that does not meet generally accepted levels of social behavior.

**Functional behavior:** Means behavior that is used for a specific purpose, such as hitting to get a toy from another child.

**Guidance:** Means the ongoing direction, counseling, teaching, or modeling of generally accepted social behavior through which a child learns to develop and maintain the self control, self-reliance, and self-esteem necessary to assume responsibilities, make daily living decisions, and live according to generally accepted social behavior.

**Time out:** Means removing a child from a situation by directing the child to remain in a specific chair or place identified as the time out place, for no more than 1 minute for each year of a child's age, but no more than 10 minutes.

**Unconditional attention:** Spending time each day in individual teacher-child interaction in an activity that the child finds interesting.

### Arizona licensing regulations related to discipline and guidance

#### **R-9-5-510 Child Care Centers**

B. A licensee shall ensure that a staff member does not use or permit:

1. A method of discipline that could cause harm to the health, safety, or welfare of a child;
2. Corporal punishment;
3. Discipline associated with:
  - a. Eating, napping, sleeping, or toileting;
  - b. Medication; or
  - c. Mechanical restraint; or
4. Discipline administered to any child by another child.

C. A licensee may allow a staff member to separate a child from other children for unacceptable age-appropriate behavior.

1. The separation period shall be for no longer than 3 minutes after the child has regained control or composure.
2. A staff member shall not allow a child to be separated for longer than 10 minutes without the staff member interacting with the child.

### **R9-5-909. Group Care Homes Discipline and Guidance**

A. Disciplinary measures shall meet the child's age, intellectual development, and emotional needs. All discipline shall be used to teach a child acceptable behavior, not as punishment or retribution.

B. Facility personnel shall define and maintain consistent, reasonable rules and set limits for children and shall model and encourage acceptable positive behavior.

C. A child whose behavior is uncontrolled may be restrained by being firmly held by child care personnel only when all of the following conditions apply:

1. It is necessary to prevent harm to the child or others,
2. It occurs simultaneously with the uncontrolled behavior,
3. It does not impair the child's breathing, and
4. Personnel shall use only the amount of restraint necessary to bring the behavior under control.

D. A child may be isolated from other children for unacceptable behavior but shall be kept in full view of child care personnel for periods not longer than three minutes after the child regains composure. Under no circumstances shall a child be isolated for more than ten minutes. No child may be isolated or locked into any closet, laundry room, garage, shed, structure, or room.

E. Disciplinary and guidance techniques and methods shall not be used which are:

1. Detrimental to the health or emotional needs of the child,
2. Humiliating or frightening to a child,
3. Corporal punishment,
4. Associated with eating, napping, or toileting,
5. Medications or mechanical restraints and devices, or
6. Administered or performed by other children.

F. If the children of the provider or facility personnel receive discipline inconsistent with that specified above, the discipline may not be performed in the presence or hearing of the enrolled children.

G. Only child care group home personnel shall be allowed to discipline an enrolled child.

## **R6 -5- 5212: Family Child Care Home Providers**

B. Only a provider may discipline a child in care

C. A provider may physically restrain a child whose behavior is uncontrolled, only when the physical restraint:

1. Is necessary to prevent harm to the child or others;
2. Occurs simultaneously with the uncontrolled behavior;
3. Does not impair the child's breathing; and
4. Cannot harm the child.

A provider shall use the minimum amount of restraint necessary to bring the child's behavior under control.

D. A provider shall not use the following disciplinary measures:

1. Corporal punishment, including shaking, biting, hitting, or putting anything in a child's mouth;
2. Placing a child in isolation or in a closet, laundry room, garage, shed, basement, or attic;
3. Locking a child out of the home facility;
4. Placing a child in any area where the provider cannot directly supervise the child;
5. Methods detrimental to the health or emotional needs of a child;
6. Administering medications;
7. Mechanical restraints of any kind;
8. Techniques intended to humiliate or frighten a child;
9. Discipline associated with eating, sleeping, or toileting; or
10. Abusive or profane language.

E. As a disciplinary measure, a provider may place a child in time out. During the time out period, the provider shall keep the child in full view. Time out shall not be used for children less than age 3.

F. A provider shall maintain consistent, reasonable rules that define acceptable behavior for a child in care.

G. A provider shall use discipline only to teach acceptable behavior and to promote self-discipline, not for punishment or retribution.

Handout II B.1

**Array Interaction Model**

	<b>Personal Objectives/Personality Types</b>			
	<b>HARMONY Pooh</b>	<b>PRODUCTION Rabbit</b>	<b>CONNECTION Tigger</b>	<b>STATUS QUO Eeyore</b>
<b>COOPERATIVE BEHAVIORS EXHIBITED</b> <b>(Positive Behavior)</b>	Caring Sensitive Nurturing Harmonizing Feeling-oriented	Logical Structured Organized Systematic Thinking-oriented	Spontaneous Creative Playful Enthusiastic Action-oriented	Quiet Imaginative Insightful Reflective Inaction-oriented
<b>RELUCTANT BEHAVIORS EXHIBITED</b> <b>(Negative Behavior)</b>	Over daptive Overpleasing Makes mistakes Cries or giggles Self-defeating	Overcritical Overworks Perfectionist Verbally attacks Demanding	Disruptive Blames Irresponsible Demands attention Defiant	Disengaging Withdrawn Delays Despondent Daydreams
<b>PSYCHOLOGICAL NEEDS</b>	Friendships Needs sensory experiences	Needs time complete tasks Needs organized environment	Needs contact with people Needs fun activities	Needs Alone time Needs Constancy in routines and procedures
<b>WAYS TO MEET NEEDS</b>	Value their feelings Comfortable work place Pleasing learning environment Cozy corner Work with a friend	Value their ideas Incentives Rewards Leadership positions Schedules To-do lists	Value their activity Hands-on-activities Group interaction Games Change in routine	Value their privacy Alone time Independent activities Specific directions Computer activities Routine tasks

\*modified with permission from Kortman (1999)

## Handout II B. 2

### *Student Scenarios*

#### ***HARMONY—Pooh***

Some children are primarily Harmony. Like Pooh, they are sensitive and caring—they are social butterflies! Friends are important to them, and they often praise their friends or share kind words. They feel for other people and want everyone to like them. They provide support for someone who is feeling badly.

When children with a Harmony personality type are in a Reluctant—negative mode of interaction, they tend to over-adapt, over-please and make many unintended mistakes. This often leads to a loss of self-confidence. They want to please others so much that they lose sight of their own goals and often don't think about their own activities. They also sometimes show an attitude of helplessness, wanting to be “rescued.” As a teacher, you can encourage Cooperative behavior in Harmony's by addressing their areas of need.

<i>Need Friendship</i>	<i>Provide Sensory/Caretaking Experiences</i>
Use comments like, “You are a good friend.”	Create a soft comfortable working environment
Make personal contact daily; let them know they are a valued member of your group	Provide open ended activities such as water and sand play
Ask to assist with another student who is having trouble with an activity	Provide creative outlets to express emotions
Provide opportunities for sharing materials, ideas, and equipment	Provide things to take care of such as, baby dolls, plants, pets, etc.

<i>What statement would be most encouraging for a Harmony?</i>		
a. Thank you for the way you are working.	b. Wow! Fantastic work!	c. You are such a good friend.

Answer: c.

*PRODUCTION—Rabbit*

Some children exhibit the Production personal objective strengths of being logical, structured, organized and persistent. Like Rabbit, they are thinkers, problem solvers, like information exchange and value such things as to complete tasks and consistent schedules. They are full of ideas and like to share these with you and others. They thrive on competition of projects and activities and enjoy seeing their work displayed. They like to hear comments about their accomplishments. They are very organized. They want to know the plan for the day.

When children with a production personality type are stressed and move into negative behaviors, they can become bossy or critical of themselves and others. They may make fun of friends' attempts to complete an activity. They may put undue pressure on their self to do things perfectly and get frustrated when things don't go their way.

As a teacher, you can encourage children with a Production personality type into Cooperative behavior by addressing his areas of need.

<i>Need Acknowledgment of Accomplishments and Work</i>	<i>Provide Time Schedule</i>
Use tangible rewards, like presenting/sharing work with class	Start and end class on time
Verbally acknowledge skills	Be organized and prepared for class
Value thinking by asking for input on problems or activities	Have schedule of the day/period posted in classroom
Provide classroom jobs	Have regular routines
Provide opportunities to share work with others	Announce changes to schedule or environment in advance

<i>What statement would be most encouraging for a child with a Production type of personality?</i>		
a. I like your thinking.	b. You make me happy.	c. You're doing terrific.

Answer: a.

*CONNECTION-Tigger*

Some children operate from the Connection personal objective. Like Tigger, they love activity and action and come into a room with a bounce. They are friendly and bright eyed. They connect with others in positive ways and enjoy being the center of attention. They like loud music and drama, enjoy jokes/funny stories and like to do things on the spur of the moment. They are full of ideas and very creative. They often ask the teacher, “Could we do it ‘this’ way instead?” They unconsciously tap their feet, make clicking noises with tongue, wiggle, etc. when they work.

When in a Reluctant mode, “Tiggers” can be disruptive, annoying, and attention-seeking. When they do “get in trouble,” they blame others. Nothing is ever their fault; someone else did it, the materials are at fault, or they didn’t understand what you wanted. The noises, wiggling, poking, etc become loud and intentional. Their impulses take over, and they may hurt other’s feelings with harsh words and actions.

As a teacher, you can best encourage “Tiggers” to become Cooperative by addressing their areas of need.

<i>Need Contact with other People or the Environment</i>	<i>Have Fun</i>
Encourage small and large group activities	Play many group games
Have them be a helper	Offer a variety of activities
Pay attention to the details of their work (e.g., “your building has seven doors and ten windows.”	Have activities ready in advance
Offer choices	Engage in movement activities
Encourage them to plan activities for self and others	Offer many creative outlets such as art and drama
Praise accomplishments	Allow for physical activity

<i>What statement would be most encouraging for Rosario?</i>		
a. You must be proud of the way you are working your mind.	b. Thumbs up on that one!	c. I appreciate the way you take pride in your work.

Answer: b.

*STATUS QUO-Eeyore*

Eeyores show the Status Quo personal objective. Eeyore’s are very quiet and show little expression. They don’t volunteer answers but when asked to contribute, they are exceptionally insightful. They tend to prefer to work alone (at all ages), enjoy working on activities with many parts and pieces. They love to look at books or be read to.

When Eeyores becomes stressed, they withdraw. As they disengage from the learning experience, they may seek a solitary place, suck their thumb, gaze off into space, etc. They have trouble completing assigned or new activities, especially when the activity is more diverse and open-ended because they like specific directions and don’t like change. Unfortunately, Eeyores often go “unnoticed” in group settings because they quietly withdraw from situations, rather than make a “fuss”.

As a teacher, you can best encourage Eeyore’s into Cooperative behavior by addressing their areas of need.

<i>Need Alone Time and/or Space</i>	<i>Provide Stability and Clear Directions</i>
Provide independent activities	Have set routines
Provide opportunities to converse with you one-on-one	Give clear step-by-step directions
Allow private time in classroom	Check progress frequently

<i>What statement would be most encouraging for Kylie?</i>		
a. I like your smile.	b. Thank you for the way you are working.	c. Wow! Fantastic work!

Answer: b.

\*modified from Kortman (1999)

## Daily Schedules

- **Establish a regular routine.**
- **Keep the daily routine consistent.**
- **Let the children know what they are going to be doing each day.**
- **Balance quiet and physical activities.**
- **Provide smooth transitions.**
- **Provide time for large group, small group and individual activities.**
- **Keep teacher-directed large group activities short and active.**
- **Provide a time for community sharing.**

## Overhead II B.4

### Example Daily Schedules

#### Infant Example

7:45-9:30 Children Arrive  
8:30-9:00 Breakfast Offered  
9:00-9:30 Indoor Play/Child's Choice  
9:30 Bottle Offered & Morning Nappers  
10:15-11:00 Outdoor Play/Child's Choice  
11:00-11:30 Lunch Offered  
11:30 Bottles Offered & Afternoon Nappers/Outdoor Play for Early Nappers  
12:30-1:00 Bottle Offered/Indoor Play  
1:30 Snack Offered  
2:30-3:00 Bottle Offered/Indoor Play  
2:30-4:15 Indoor Play/Child's Choice  
4:15-Pick-up

NOTE: For Infants and Toddlers diaper changing and toileting is an on-going process and is done as needed throughout the day. Checks should be done every hour. Diapering checks and changes should be recorded daily on a diapering chart. \*Schedules for infants and toddlers should be flexible and serve as a guideline for the day's activities. The primary goal should be to meet the individual needs of the children.

#### Toddler Example

7:45-9:30 Children Arrive  
7:45-8:30 Indoor Play/Child's Choice  
8:30-9:00 Breakfast Offered  
9:00-10:00 Indoor Play/Planned activities—individual book reading, puzzles, sensory art or music, etc.  
10:00 Snack  
10:15-10:45 Outdoor Play/Child's Choice  
11:00-1 1:30 Lunch Offered  
11:30-1:30 Nap Time -Early and Non-Nappers - Quiet Indoor Play  
1:30-2:00 Outdoor Play/Child's Choice  
2:00-2:30 Snack Offered  
2:30-4:15 Indoor/Outdoor Play/Child's Choice  
4:15-4:30 Cleanup and Closure  
4:30-6:00 Free choice until pick-up

## **Overhead II B.5**

### **Preschool Example**

7:45-8:30 Indoor Play (child choice)-all areas  
8:00-9:00 Breakfast Offered  
8:30-9:15 Indoor/Outdoor Play (child choice)  
9:00-9:15 Clean Up  
9:15-9:30 Greeting and Circle Time  
9:30-10:30 Activity/Center Time—planned and free choice activities  
10:30-10:40 Clean Up  
10:40-11:30 Outdoors  
11:30-12:00 Lunch  
12:00-12:15 Story Time  
12:15-1:45 Nap Time (quiet free choice for non-nappers and children who wake early)  
2:00-2:15 Small Group Time  
2:15-2:30 Snack  
2:30-3:45 Indoor Activity Time (free choice and planned activities)  
3:45-4:00 Indoor Clean Up  
4:00-4:15 Story Time  
4:30-6:00 Free Choice until pick-up

### **After School Care Example (ages 5-14)**

3:00 -3:30 Greeting and Snack Time  
3:30 to 4:30 Free Choice: Theme Games, Theme Activity, Outside Play  
4:30-5:30: Homework Help and or Free Choice for children who do not have homework or finish their homework early  
5:30 to 6:00 Group Games

## **Handout IIB.6**

### **Age Related Behaviors**

#### **Infants can be expected to:**

- cry when they need something;
- have their own sleep patterns;
- sleep less as they grow older; and
- play with their food and eat with their fingers.

#### **Because:**

- lack of oral communication skills; crying is a pre-verbal communication skill
- learning to trust that adults will meet their needs
- follow their individual “biological” clock

#### **Toddlers can be expected to:**

- say "no!" as a way to be independent and in control;
- be possessive of their belongings and often say, "my" or "mine";
- take toys from others without asking;
- cry and scream when asked to take turns or share;
- make messes;
- have toileting accidents;
- get into things;
- dawdle while eating, dressing, and picking up toys;
- be restless and have short attention-spans; and
- bite occasionally.

#### **Because:**

- lack of communication skills
- not aware of own or others' emotions
- learning to be independent

- have limited control of their muscles and movements
- are very curious
- lack of complex organizational skills

**Preschoolers can be expected to:**

- be physically active and be unable to sit still for long periods of time;
- engage in “rough and tumble” play;
- take toys without asking;
- whine;
- exaggerate or make up stories;
- be bossy;
- say "no" when asked to help caregivers "clean-up
- insist on doing everything themselves;
- challenge adult authority; and
- help out....even when not asked, which sometimes results in a mess or accident

**Because:**

- they don't understand the consequences of their actions
- they don't understand cause and effect
- have difficulty distinguishing between reality and fantasy
- tire easily
- are not yet able to identify and verbally express emotions
- learning to take initiative to satisfy own needs and wants

**Primary schoolers can be expected to:**

- fight strict rules and routines;
- flip-flop back and forth - sometimes seem grown-up, sometimes babyish
- be forgetful, messy, creative, and spontaneous;

- enjoy playing more than helping; and
- have difficulty distinguishing between "right" and "wrong".

**Because:**

- they are beginning to recognize their own abilities and inabilities
- want to please adults and peers
- have difficulty organizing too many thoughts or responsibilities at one time
- difficulty understanding moral dilemmas or understanding what “truth” is – e.g., should I tell the truth and hurt your feelings, or should I lie and make you happy.

**School-agers can be expected to:**

- lose control in certain situations - during competitive games, when on the playground;
- exclude children from groups;
- tease friends; and
- manipulate younger children into doing what they want

**Because:**

- they often compare themselves to others and want to be seen as competent
- identifying others as incompetent makes them feel competent
- have rapidly changing hormones
- want to be a “grown-up”
- they are testing their power to control people and situations

**Other reasons children may misbehave include:**

- illness
- tiredness
- change in regular routines or group patterns (a move, divorce, changing teachers, best friend moves, etc)
- need for extra attention or love (parent is out of town, not enough attention is provided outside of child care setting, etc.)
- low self-esteem

- anxiety (caregivers who don't know about ages and stages of children's growth and development might expect a 5 year old to do something that would be hard for an 8 year old to do.)
- confusion (if caregivers aren't familiar with family and household rules, they may tell children to do something that is against what they normally are told by parents.)

## Handout IIB.7

# Adult Strategies to Prevent Inappropriate Behaviors

## ANTICIPATE PROBLEMS AND PLAN ACCORDINGLY

- We know that infants will cry if their needs are not met—learn their routines
- We know toddlers have difficulty with sharing—provide two or three of the same toys
- We know that preschool children cannot sit still—shorten adult-directed times or keep them active.
- We know that primary-aged children are forgetful—state expectations for activities prior to beginning them.
- We know that school-agers often lose their tempers in competitive situations—organize non-competitive group activities.

## LET CHILDREN LEARN FROM NATURAL CONSEQUENCES

Many times, children learn as a result of natural consequences. For example, a child who plays with his milk may get wet and not like it; or a child who doesn't put his belongings away may lose them. In situations where children will not hurt themselves or others it is effective for them to learn the natural consequences of their behavior.

## IGNORE THE BEHAVIOR

Ignoring can be used to handle behaviors that are not dangerous or destructive. Remember that any attention, whether negative or positive, can be motivating for a child to continue a behavior. Ignoring a behavior includes not calling attention to the behavior verbally or through your body language. Ignoring can be very effective for behaviors such as whining and temper tantrums. *Always keep in mind that you are ignoring the behavior, not the child.* When a child is doing what you want them to do, or behaving appropriately, give them attention.

## BUILD FEELINGS OF CONFIDENCE

Children need to feel that they can do things and that they are valuable. If children have a positive attitude, they will want to try new things and will approach situations with confidence. You can help build confidence in children by helping them to solve problems. Read the following situations:

### Situation

Jose' spills his juice while carrying it to the trash can.  
What would you say?

Brandon is frustrated because he can't get a puzzle piece to fit.  
What would you say?

## **FOCUS ON DO'S INSTEAD OF DON'T'S**

Adults often use words like *don't*, *stop*, and *quit* when talking with children. Though these words are easy to use, they often confuse children. To learn social skills children need specific examples of appropriate behavior. In other words they need to know what to do in each situation.

Changing the *DON'Ts* into *DOs* shows children the exact behavior that you expect from them.

- Instead of DON'T throw the ball at your friend. Roll the ball to so Tim if you want him to play with you .
- Instead of DON'T hit. Use gentle hands.
- Instead of DON'T run. Walk, because the floor is slippery.

## **SET LIMITS OR RULES**

### **Have children can help you develop the rules and consequences.**

Children ages four and up can help make rules. Sit down with children and discuss existing or potential problems. Ask the children what can be done to prevent the problem. After the children suggest solutions to the problem help them to make a short rule

### **Start with only a few simple rules.**

It's easy to overwhelm the children—and yourself—by having too many rules. Too many rules are hard for the children to learn and hard for you to enforce consistently. About five rules are appropriate for most age groups. Make simple rules that teach the children what you want them to do. Stick to rules that are absolutely necessary for safety.

Examples:

Use Kind Hands

Use Kind Words

Use Walking Feet Indoors

### **When reinforcing rules, explain the reasons for the rules**

Children learn more about following rules when they understand the reasons behind the rules. A child may follow a rule just because an adult told him to, but that isn't learning about the need for the rule or the consequences of his/her behavior.

## **USE LOGICAL CONSEQUENCES**

When rules are broken, use logical consequences. Logical consequences relate directly to the behavior just as natural consequences do, however they are generally imposed by a teacher, parent, or other caregiver. For example, if the child purposefully rides into someone or something when riding a bike, taking away the bike for a reasonable amount of time may be the consequence. If toys are not put away, a reasonable consequence may be to put them in temporary storage.

## **PROVIDE CHOICES**

In situations where children do not comply with requests, provide children with two choices, both that you find acceptable.

You can sit with Suzy and listen to the story, or you can sit with me. You choose.

You can use kind hands when you play with your friends, or you can play alone. You choose

You can help us clean up now, or you can clean up these three toys in two minutes. You choose.

Giving children choices helps improve their behavior. Providing children with choices throughout the daily routine helps them to make choices in stressful situations.

Would you like to take a book outside today?

Would you like to eat your yogurt or your carrots first?

Would you like to be mice or elephants when you walk outside?

Choices lead to better behavior. When children feel they have some real power over their lives, they don't use misbehavior to find a sense of power.

## **TEACH FRIENDSHIP SKILLS**

Many disputes between children occur during play. These situations most often occur when children do not possess the skills needed to play with others. Teach children:

- How to enter play
- How to give a suggestion
- How to ask for a turn
- How to be helpful to others
- How to ask for help from a friend

## **TEACH EMOTION WORDS**

Many outbursts occur because children cannot identify nor express their own or others' emotions. Teach children about their and others' feelings. Teach how the following emotions "look" and feel.

- Happy
- Sad
- Mad
- Frustrated
- Nervous
- Scared
- Lonely

## **TEACH CHILDREN TO USE "I Statements"**

After children can identify emotions, teaching them to tell others how they feel about negative situations gives them the tools to solve problems in a peaceful manner.

Steps in an “I statement”

- I (state what you feel)
- Feel \_\_\_\_\_ (state your emotion)
- When \_\_\_\_\_ (state the problem).

Example “I Statement”

I Feel sad when you hit me.

I feel scared when I can't see you.

I feel lonely when I don't have anyone to play with.

## **HELP CHILDREN TO SEPERATE ACCIDENTS AND AGGRESSION**

Many young children think accidents are intentional forms of aggression. We need to teach them the difference between the two.

- Discuss the word accident
- Encourage children to help “fix” the accident
- Discuss accidents when they happen (e.g., Oh, that was an accident. I didn't mean to knock down your building. I'll help you fix it.)

### **Types of Aggression**

#### **Accidental**

Without thinking, children hurt others in the process of their play.

#### **Expressive**

A child derives enjoyment from a physical action that inadvertently hurts someone or interferes with their rights. Goal is not to hurt someone or get a reaction; the child is preoccupied with their own enjoyment.

#### **Instrumental**

Children engage in physical disputes over objects, territory, or rights and someone is hurt in the process

#### **Hostile**

Children experience satisfaction based solely on someone else's physical or psychological pain.

## **USE STORIES, SONGS OR DRAMATIC PLAY /ROLE PLAY**

- To teach about friendships
- To teach about problems solving
- To teach emotions
- To teach about accidents

## Handout II B.8

**Read the case study about Madison. Complete a functional behavioral analysis and support plan based on the information provided and the skills you learned today.**

### Case Study Madison

When Madison is in unstructured activities (centers) she will begin to mouth on toys/objects by either sucking or chewing on them. When this occurs, children will bring attention to the mouthing by either yelling out that it is gross or yucky or by getting a teacher. Madison will then gain adult attention. A teacher will then give Madison assistance by going over to Madison, helping her take the toy to the “dirty bucket,” and redirecting Madison to another activity and help her play.

Madison will pull items (bows, ribbons, clips...) out of hair, to initiate social interaction, as people enter the playground and when they are sitting or playing nearby. When this happens, children scream and an adult gives Madison attention by running to her and telling her “No!” and then helping her play.

When Madison is asked to do an activity that is difficult or undesirable (table activities, sitting in circle), she will attempt to escape the activity by resisting walking, by pulling away, and/or dropping to the ground. When this occurs, adults will decrease their demands or leave her where she is to play.

When Madison is asked to transition from one activity to another (sensory table to art, circle to small group) or when she is asked to sit for more than 1-2 minutes (circle, table activities), she will begin wandering around the classroom to delay or escape the transition. After Madison has wandered for about 30 seconds to 1 minute, an adult will go to her and try to redirect her back to the activity. When she then drops to the ground, she is most often left alone.

This material was developed by the Center on the Social and Emotional Foundations for Early Learning with federal funds from the U.S. Department of Health and Human Services, Administration for Children and Families (Cooperative Agreement N. PHS 90YD0119). The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Health and Human Services, nor does mention of trade names, commercial projects, or organizations imply endorsement by the U.S. Government. You may reproduce this material for training and information purposes. The authors wish to acknowledge Larry S. Joireman for the illustrations.

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We welcome your feedback on this *Training Module*. Please go to the CSEFEL Web site (<http://csefel.uiuc.edu>) or call us at (217) 333-4123 to offer suggestions.

## **Functional Behavior Analysis and Support Plan**

1. Describe the behavior in detail. Be specific about what is happening.
2. Describe the environmental and physical conditions that immediately surround the target behavior. What time of day does the behavior most frequently occur? What is happening in the daily schedule at that time of day? Where in the room does the behavior most frequently occur?
3. Identify the events that happen right before the behavior occurred. For example, did the teacher ask the child to clean-up? Did someone enter the child's play space? Did someone touch the child's toy? Was the child touched or talked to in an inappropriate way by a peer?
4. Identify the outcome of the behavior and formulate a hypothesis about the purpose or function of the behavior. What does the behavior accomplish? Did the child avoid something (e.g., not have to sit at story time?). Did the child get something (e.g., a toy he/she wanted)? How did peers and adults respond to the behavior? Did the child get attention?
5. Once you know the function of the behavior, you create a support plan to teach the child an appropriate way to meet the need he/she is trying to meet. For example, if you have determined that the child hits to get toys from other children, develop a plan to teach him or her to ask for toys.

## Course Evaluation

Trainer's Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES      NO

**Please circle the appropriate number for each item.**

	Strongly Agree	5	4	3	2	1	Strongly Disagree
1.	The workshop content met my training expectations.	5	4	3	2	1	
2.	The presentation was clear and to the point.	5	4	3	2	1	
3.	The presenter was knowledgeable and well prepared.	5	4	3	2	1	
4.	The handouts were useful.	5	4	3	2	1	
5.	The videos were helpful. (if applicable)	5	4	3	2	1	
6.	Most of the course content was new information to me.	5	4	3	2	1	
7.	My knowledge and/or awareness of this topic increased.	5	4	3	2	1	
8.	The physical environment of session was adequate.	5	4	3	2	1	

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

3.

4.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

2.

## References for Future Reading

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**MODULE III: LANGUAGE AND LITERACY**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY  
CHILD CARE ADMINISTRATION  
CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

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## TRAINING SCHEDULE

Topic Discussed	Clock Time
Introduction Module III	20 Minutes
Components of Early Literacy	5 Minutes
Oral Language Development	
1. Setting up a literacy-rich environment	60 Minutes
2. Adult Role in Literacy Play	20 Minutes
<b><i>Break</i></b>	
3. Talking to Children	30 Minutes
4. Read Alouds	30 Minutes
<b><i>Lunch</i></b>	
Print Awareness	
1. Functions and Purposes of Print	10 Minutes
2. Early Writing	15 Minutes
Alphabet Knowledge	
1. Components of Alphabet Knowledge	20 Minutes
2. Alphabet Activities	20 Minutes
Phonological Awareness	
1. PA Continuum	20 Minutes
2. PA Activities	20 Minutes
<b><i>Break</i></b>	
Putting it All Together	
1. Literacy Vignettes	15 minutes
2. Everyday Literacy	15 minutes
3. Literacy Lesson Plans	20 minutes
Homework Help	15 minutes
Literacy in After-school Programs	15 minutes
Summary	20 Minutes
<b>TOTAL TRAINING HOURS</b>	<b>6 hours*</b>

\* Training hours do not include meals and breaks.

## GLOSSARY

**Arizona Early Childhood Standards:** Statements approved by the State Board of Education outlining what Arizona's preschool children should know and be able to do. Located at <http://www.ade.state.az.us/earlychildhood/ecestandards.asp>

**Alphabetic knowledge:** Knowing the names and shapes of the letters of the alphabet.

**Big books:** Oversized books that allow for the sharing of print and illustrations with children.

**Conventional Spelling:** Writing words following conventional spelling rules.

**Emergent literacy** The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful reading and writing activities.

**Environmental print:** Print that is a part of everyday life, such as signs, billboards, labels, and business logos.

**Experimental writing:** Efforts by young children to experiment with writing by creating pretend and real letters and by organizing scribbles and marks on paper.

**Invented spelling:** The use of letter-sound relationship information to attempt to write words. Young children begin to spell words by writing letters for the sounds they hear in each word (e.g., young children may write "lik" for "like" because they do not hear the silent /e/ at the end of the word).

**Literacy:** Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

**Onset and Rime:** Onsets and rimes are parts of monosyllabic (one syllable) words in spoken language. Onsets and rimes are smaller than syllables but may be larger than phonemes. An onset is the initial consonant sound of a syllable (the onset of **bag** is **b-**; of **swim** is **sw-**). The rime is the part of a syllable that contains the vowel and all the letters that follow it (the rime of **bag** is **-ag**; of **swim** is **-im**).

**Phoneme:** Phonemes are the smallest units of sound that change the meanings of spoken words. For example, if you change the first phoneme in **bat** from /b/ to /p/, the word **bat** changes to **pat**. English has about 41-44 phonemes. A few words, such as **a** or **oh**, have only one phoneme. Most words have more than one phoneme. The word **if** has two phonemes /i/ and /f/.

**Phonemic awareness:** Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. An example of how beginning readers show us they have phonemic awareness is combining or blending the separate sounds of a word to say the word ("/c/ /a/ /t/ - **cat**.")

**Phonics:** Phonics is a form of instruction to cultivate the understanding and use of the alphabetic principle, that there is a predictable relationship between phonemes (the sounds in **spoken** language) and graphemes, the letters that represent those sounds in **written** language and that this information can be used to read or decode words.

**Phonological awareness:** covers a range of understandings related to the sounds of words and word parts, including identifying and manipulating larger parts of spoken language such as words, syllables, and onsets and rimes. It also includes phonemic awareness (see above) as well as other aspects of spoken language such as rhyming and syllabication.

**Pretend reading:** Children’s attempts to “read” a book before they have learned to read. Usually children pretend read a familiar book that they have practically memorized.

**Print awareness:** Knowing about print and books and how they are used. Knowing that print goes from left to right and top to bottom on a page of written text. Understanding that print is used to get things done (e.g., writing a shopping list helps us remember which items to buy at the store).

**Segmentation:** Taking spoken words apart sound by sound (cat would be pronounced c/a/t/).

**Spoken language:** The language used in talking and listening; in contrast to written language, which is the language used in writing and reading.

**Syllable:** A word part that contains a vowel or, in spoken language, a vowel sound (*e-vent, news-pa-per, pret-ty*). Event has two syllables; newspaper has three syllables; and pretty has two syllables).

**Vocabulary:** Vocabulary refers to the words a person knows. *Listening vocabulary* refers to the words a person knows when hearing them in oral speech. *Speaking vocabulary* refers to the words we use when we speak. *Reading vocabulary* refers to the words a person knows when seeing them in print. *Writing vocabulary* refers to the words we use in writing.

Glossary modified from: U.S. Department of Education, Office of Intergovernmental and Interagency Affairs. (2002). *Helping Your Child Become a Reader*. Washington, DC.

## **Background**

Literacy is a continuous process that begins at birth. Children's knowledge of literacy develops as they strive to understand written language and how it is used in their everyday lives (IRA & NAEYC, 1998). Children begin learning about reading and writing at a very early age by observing and interacting with readers and writers, and through their own attempts to read and write (Sulzby & Teale, 1991). However, the amount of literacy exposure that children receive during the preschool years (birth – age 5) varies greatly from child to child. These differences have been found to have a considerable effect on children's literacy learning during kindergarten and the elementary grades (Christian, Morrison, & Bryant, 1998; Leseman & de Jong, 1998).

The children most at risk of developing reading problems are those who begin school with low language skills, less phonemic awareness and letter knowledge, and less familiarity with the purposes and functions of print (Burns, Griffin, & Snow, 1999). Therefore, it is imperative that childhood educators and children's parents are knowledgeable about emergent literacy and that they collaborate to provide children with literacy-rich environments and experiences that scaffold their development toward conventional literacy.

Research has revealed several key skills and dispositions that are most predictive of reading achievement in the elementary grades: oral language skills, awareness of the functions and conventions of print, phonological awareness, alphabet knowledge, and print motivation (Burns, Griffin, & Snow, 1999; Neuman & Dickinson, 2001; Roskos, Clements, Vukelich, & Christie, 2002; Whitehurst & Lonigan, 1998). All adults who work with young children should be familiar with how to create experiences to promote the development of these skills, as they form the core content of effective early literacy instruction.

This training guide is designed to acquaint early childhood educators with scientifically-based early reading research and instructional strategies and activities that are effective in developing the language and literacy skills of young children.

## **Handout III.1**

### **Hints for Setting Up a Reading/Library Area**

#### **Location:**

- In a location visible upon entering the room
- In an area defined on three sides by low shelves and walls
- Near the writing area
- Away from distractions
- In a space large enough for a few children to use at one time
- In a spot with good lighting

#### **Furnishings:**

- Age-Appropriate table and chairs
- Beanbag chairs
- Children's rocking chairs
- Large pillows
- Carpet or area rug
- Low, open shelves

#### **Decorations:**

- Posters and displays related to books
- Pictures and signs made by the children
- Photographs of children and adults reading books
- Plants
- Interesting things to look at and talk about (for example, a seashell)

#### **Props to Encourage Acting Out Stories:**

- Puppets
- Felt board and pieces
- Items related to familiar books
- Books on Tape

## **Handout III.2**

### **Setting Up a Writing Area**

#### **Location:**

- In a location visible upon entering the room
- In an area defined on three sides by low shelves and walls
- Near the library area
- In a space large enough for at least four children to use at one time
- Away from distractions
- In a spot with good lighting

#### **Furnishings:**

- Carpet or area rug
- Low, open shelves
- Child-sized table and chairs
- Desk and chair (for an office)
- Personal writing area (provide a cardboard appliance carton or place a screen in front of a desk and chair)

#### **Suggested Writing Tools:**

- Chalk (white and colored)
- Markers (washable, nontoxic, thick and thin tips)
- Crayons
- Pencils (thick and thin lead, regular and colored)

#### **Suggested Surfaces to Write On:**

- Chalkboards (wall and lap) and cardboard
- Magic slates
- Ready-made blank books
- Paper (lined and unlined; graph; different sizes, colors, weights, textures)
- Notepads and notebooks
- Index cards (lined and unlined, different sizes)
- Stationary and envelopes
- Journals or Diaries

#### **Additional Supplies:**

- Dictionaries with pictures
- Thesaurus for older children

### Handout III.3

### Creating a Literacy-Rich Play Environments

**Instructions:** Review the following example of literacy materials that might be included in the home area of center of home care setting and how children might use them. Design a similar chart for each interest area listed below the example.

#### **Example Area: House Corner**

##### **Type of Literacy Materials:**

Menus  
Food containers  
Calendars  
Magazines  
Cookbooks  
Tickets  
Storybooks  
Paper or notepads and pencils  
Cardboard, markers, and tape  
Books  
Pad of sales slips

##### **How Children Could Use Them:**

Read menus in a restaurant  
Read food packages  
Write appointments on a calendar  
Read magazines while waiting for the doctor  
Read recipes in cookbooks  
Use tickets to play bus, movie theater, sports event  
Read bedtime stories to babies  
Make shopping lists  
Write and post signs for grocery store  
Read to dolls or stuffed animals  
Write food orders, prescriptions, and receipts

#### **Create charts for each of the following areas:**

To assist you in the creation of your charts, ask yourself: what types of literacy related materials do construction workers or architects use; do scientists use; do mathematicians use; do artists use; do nature enthusiasts use?

Block Area  
Science Area  
Math or manipulative Area  
Art Area  
Outside/Playground Area

## **Handout III.4**

### **Suggestion for Additional Literacy- Related Dramatic Play Areas**

To maintain children's interest in dramatic play, the "Home Area" of the classroom may be transformed into any of the following literacy-related play areas:

Doctors Office  
Post Office  
Pet Store  
Grocery Store  
Bank  
Shoe Store  
Construction Site  
Farmhouse  
Aquarium  
Supermarket  
Airport  
Garden  
Construction Site  
Museum  
Zoo  
Pizza Shop  
Ice Cream Shop  
Beauty Parlor

## Handout III.5

### Encouraging Oral Language Development

Read the following statements. Circle those that encourage children to use language. Rewrite the statements that don't encourage children's use of language.

*Tell me some more.*

*Let's talk.*

*Keep it down.*

*Not right now.*

*I want to hear you.*

*Clean up that mess.*

*Not so loud.*

*Oh, that must hurt.*

*Go find something to play with.*

*I want to understand.*

*Don't interrupt.*

*I'd like to hear about it.*

*I'm busy right now.*

*Go ahead, I'm listening.*

*It's not good manners to interrupt.*

*Can this wait?*

*That's interesting.*

*Not so fast.*

*It's time to be quiet.*

## Handout III.6

### **Adult-Child Interaction Strategies for Building Oral Language and Vocabulary in Infants Toddlers and Preschoolers**

There are several strategies teachers can use to support children's oral language development:

**Expansions** – The adult recasts the child's statement to reflect appropriate grammar.

Adult: What are you doing?

Child: Washing baby.

Adult: Yes, you are washing **the** baby.

**Extensions** – The adult restates and extends the child's statement into a complete thought and includes a prompt to entice the child to continue the conversation.

Child: Washed Baby

Adult: You washed the baby. Was that fun?

**Parallel talk** – The adult describes the child's actions.

Child building a block tower.

Adult: You are building a high tower, with six doors.

**Self-talk** – The adult describes their own actions.

Adult: First, I have to put three eggs in the bowl, and then mix in one cup of milk.

**Vertical structuring** – The adult uses questions to encourage the child to produce longer or more complex sentences.

Child: I want a drink.

Adult: Would you like a cold glass of juice, or a tall glass of milk?

Child: I want a tall glass of milk. .

Adult: Okay, let's get a cold glass of juice.

**Oral Cloze** - Adult structures the conversation so the child must provide a word or phrase to complete the statement.

Adult: The little old lady swallowed a \_\_\_\_\_!

Child: Fly!

Adapted from: Vukelich, Enz, B., & Christie. (2001). Teaching Language and Literacy from Birth through Kindergarten. Addison, Wesley, Longman.

#### **Talking to primary and school age-children:**

- Help children become aware of how people use language to get what they want—focus on tone of voice and how to phrase requests.
- Encourage children to share what they know about topics in a variety of formats and settings.
- Provide opportunities for children to share personal opinions, interpretations, and experiences.
- Listen to and talk with children personally.

## Handout III.7a

### Read-Aloud Guidelines

#### Before Reading

- Designate a time and place for daily read-alouds
- Select quality literature
- Prepare by reading the book yourself; note words that may be unfamiliar to children
- Provide children with an introduction to the book; state the title, author and ask them questions to get them interested in the book (e.g., "What do you think this book is about?" "What do you think will happen to the ---- in this story?").

#### During Reading

- Read with expression
- Stop occasionally to ask questions about the book as you read

(Whitehurst, et al., 1994) explains that the acronym PEER can help adults remember what to say when reading to children using the Dialogic or Describer Reading Method:

- **Prompt** the child to say something about the book or page (e.g., "What's this? Tell me about this page.").
- **Evaluate** the child's response (e.g., "Yes, she is happy, but what do you think she is happy about?").
- **Expand** the child's response by adding information to it (e.g. "She got new red shoes for her birthday, and that made her happy.").
- **Repeat** the child's response to make sure the child has learned something from it.

To help adults know how to **prompt** children to say something about the book or page, Whitehurst uses the acronym CROWD:

- **Completion:** Leave a blank at the end of the prompt and let the child fill it in. This is often used with rhyming material.
- **Recall:** Ask questions about what happened on the page that's just been read. Recall questions can also be asked at the end of a book to summarize the action or main point, or at the beginning if it has been previously read (a good memory challenge).
- **Open-ended:** Ask a question about the picture on the page (e.g., "What is happening here?"). This kind of prompt works well with richly detailed books. Ask the children to imagine something and to describe it.
- **"W" prompts:** Ask what, when, where, why, and how questions. Focus on the pictures. W prompts teach children new vocabulary by letting them repeat words in the book.

- **Distancing:** Ask children to relate the pictures or words to their own life experiences. Distancing questions help children with verbal fluency, conversation abilities, and narrative skills (e.g., "Tell me about a time you felt afraid.>").

### **After Reading**

1. Encourage children's responses to the book (e.g., "How did the ---- in the story feel?" "What do you think will happen to --- now?" "What did you like about that story?" "Did anything like that ever happen to you?").
2. Create a play activity related to the story you read
  - Dramatic story play also helps improve children's narrative skills. Children's pretend play with story props helps develop their story recall and story-related comprehension

## Handout III.7b

### Reading Strategies and Example Book Lists

#### Infants

##### Oral Language Development

- Prompt babies to communicate with you by repeating their cooing sounds back to them.
- Describe to a baby what you're doing as you perform your daily activities.
- Describe what the baby is doing.

##### Reading to Infants

- Make reading a loving personal experience. Snuggle comfortably with the baby on your lap. Choose books with one colorful picture per page. Point to each picture. Change your voice with each picture.
- Select books with cloth or cardboard pages.
- Act out and exaggerate animal noises and other sounds.

##### Reading Strategies for Infants:

- Use rhythm and rhyme to captivate and charm infants
- Have fun with your voice and enjoy the telling; infants will respond to your changing voice and your enthusiasm
- Remember, made up tales can be very simple: "*The bunny woke up. She s-t-r-e-t-c-h-e-d and went outside.*"

##### Books for Infants

- Board books with photos or other babies
- Brightly colored board books to touch and taste
- Books with photos of familiar objects like balls and bottles
- Nursery rhymes and finger plays
- Made up stories about everyday objects
- Songs that tell stories, such as *I'm a Little Teapot*
- Stories with sounds, gestures, and facial expressions

##### High Contrasting Colors (Black/White/Red): (Birth - 6 Months)

Studies have shown babies prefer these colors in the early weeks of life up until 6 months of age. Their vision is not fully developed and responds best to bold contrasting colors and graphics.

*White on Black.* Hoban, T. (1993). New York: Greenwillow Books. - 0688119190

*Black on White.* Hoban, T. (1993). New York: Greenwillow Books. - 0688119182

*What Is That?* Hoban, T. (1994). New York: Greenwillow Books. - 068812920X

*Who Are They?* Hoban, T. (1994). New York: Greenwillow Books. - 0688129218

*Baby Animals Black and White.* Tildes, P. (1998). Watertown, MA: Charlesbridge Publishing. - 0881063134

*Look! Look!* Linenthal, P. (1998). New York: Dutton Children's Books. - 0525420282

*First Cot Book (First Focus).* Haslam, J. (2000). London: Ladybird Books. - 0721499317

*Farm.* Lodge, J. (2001). London: Campbell Books. - 0333902505  
*Pets.* Lodge, J. (2001). London: Campbell Books. - 033902513  
*Baby Panda.* Didierjean, M. (2001). Bristol, PA: Baby's First Book Club. - 1881445488

### **Colors: (5 Months - 1 Year)**

Babies gain visual perception much more quickly than was once believed. It is important to feature single objects as to not over stimulate. Children less than 18 months often find it difficult to understand complicated illustrations that adults recognize instantly. Books with one color image are probably best.

*Spot Looks at Colors.* Hill, E. (1986). New York: Putnam Publishing Group. - 039921349X  
*Red, Blue, Yellow Shoe.* Hoban, T. (1986). New York: Greenwillow Books. - 0688065635  
*Brown Bear, Brown Bear.* Carle, E. (1992). New York: Henry Holt & Company LLC. - 0805047905  
*I Love Colors.* Miller, M. (1999). New York: Little Simon. - 0689823568  
*Touch and Feel: Colors: Zoo.* (1999). Columbus, OH: McGraw Hill Children's Publishing. - 0737302887  
*Touch and Feel: Animal Colors.* (2000). New York: Dorling Kindersley Publishing. - 0789452219  
*The Color of My Wings.* Aber, L. (2000). New York: Reader's Digest Children's Books. - 1575844419  
*Happy Colors.* Weeks, S. (2001). New York: Reader's Digest Children's Books. - 1575847167  
*Colors (Slide N' Seek).* Murphy, C. (2001). New York: Little Simon. - 0689840101  
*Chuck Murphy's Color Surprises: A Pop-Up Book.* Murphy, C. (1997). New York: Little Simon. - 0689815042  
*Happy Baby Colors.* Priddy, R. (2001). Sterling, VA: VHPS Virginia. - 031249047  
*Mouse Paint.* Stoll Walsh, E. (1995). New York: Red Wagon Books. - 0152002650  
*Little Blue and Little Yellow.* Lionni, L. (1995). New York: Mulberry Books. - 0688132850

### **Textured Books:**

Encourage babies to reach out and touch the pages and enjoy reading as a tactile experience. Texture also allows babies to build on their sensory exploratory approach to objects around them.

*Touch and Feel: Wild Animals.* Kindersley, D. (1998). New York: Dorling Kindersley Publishing. - 0789429187  
*Touch and Feel: Farm.* Kindersley, D. (1998). New York: Dorling Kindersley Publishing. - 0751353892  
*Touch and Feel: Baby Animals.* Kindersley, D. (1999). New York: Dorling Kindersley Publishing. - 0751351423  
*Touch and Feel: Kitten.* Kindersley, D. (1999). New York: Dorling Kindersley Publishing. - 0751359068  
*Touch and Feel: Puppy.* Kindersley, D. (1999). New York: Dorling Kindersley Publishing. - 0789439913  
*That's Not My Teddy.* Watt, F. & Wells, R. (1999). London: Usborne Publishing Ltd. - 0746037821

*That's Not My Puppy.* Watt, F. & Wells, R. (1999). London: Usborne Publishing Ltd. - 0746037783  
*Kipper's Sticky Paws.* Inkpen, M. (2001). London: Hodder Children's Books. - 0340788526  
*Teletubbies: My Touch and Feel Cloth Book.* (2001). London: BBC Consumer Publishing. - 0563476354  
*Touch and Feel: Pets.* Kindersley, D. (2001). New York: Dorling Kindersley Publishing. - 0789479338  
*Touch and Feel: Jungle Animals.* Kindersley, D. (2001). New York: Dorling Kindersley Publishing. - 075133328X  
*Night, Night Baby.* Birkinshaw, M. (2002). London: Ladybird Books. - 0721481353

**Object Labeling (Familiar & Environmental) w/ Texture:**

Babies are beginning to learn and explore their world. Object labeling allows them to get to know their environment. Name the pictures. As you read to your little one, remember to point to and name the objects in the book. A child will not know that a picture in the book is a puppy unless you tell him.

*Touch and Feel: Home.* Kindersley, D. (1998). New York: Dorling Kindersley Publishing. - 0789429179  
*Touch and Feel: Clothes.* Kindersley, D. (1998). New York: Dorling Kindersley Publishing. - 0789429195  
*Match Shapes With Me.* Hood, S. (1999). New York: Reader's Digest Children's Books. - 1575843242  
*Baby Faces.* Miller, M. (1998). New York: Little Simon. - 0689819110  
*Touch and Feel: Shapes.* Kindersley, D. (2000). New York: Dorling Kindersley Publishing. - 0751363804  
*Buster's Bedtime.* Campbell, R. (2000). London: Campbell Books. - 0333765710  
*Touch and Feel: Playtime.* Kindersley, D. (2001). New York: Dorling Kindersley Publishing. - 0789474190  
*Touch and Feel: Bedtime.* Kindersley, D. (2001). New York: Dorling Kindersley Publishing. - 0789474182  
*The Going to Bed Book.* Boynton, S. (1995). New York: Little Simon. 0671449028  
*Froggy Gets Dressed.* London, J. (1992). New York: Scholastic. 0590617303

## Toddlers

### **Oral Language Development**

- Encourage toddlers to tell you about a picture or familiar object. Ask questions, such as "why," "how," and "what if." Wait for a response.
- Expand on the toddler's talk. If a toddler shouts, "doggie!" as he points to a dog, confirm the toddler's words: *"Yes. A doggie is running on the grass. He's a big white doggie with brown spots."*
- Invite toddler to "use words" and imitate what you say. *"Kevin, tell Jessica you would like to share the crayons."*

### **Reading to Toddlers**

- As you settle down for book reading time, relax! Storybook reading can help calm active toddlers.
- Position yourself face-to-face with the toddler when telling or reading a story.
- Use a soft voice to draw a child into the story. This will encourage the toddler to listen intently.
- Toddlers recognize favorite books by their covers. They also enjoy repeated readings of the same book and sometimes pretend to read a familiar story. This reinforces their learning.
- Choose stories that reflect toddlers' day-to-day experiences such as learning to cooperate, making new friends, or eating with utensils.
- Read the title of the book you have chosen. Give the child an initial sense of the story by taking a "picture walk" through the pages. Discuss what you see.

### **Reading Strategies:**

- Stress the story line -- tell a nursery rhyme as a story to draw attention to what happens, not what rhymes
- Invite them to join you in telling -- include actions or repeated lines that they can say with you
- Keep it short -- make stories brief and fun so that you capture children's attention without taxing them

### **Books for Toddlers**

- Sturdy board books that they can carry
- Books with photos of children doing familiar things
- Goodnight books for naptime
- Books with only a few words on each page
- Books with simple rhymes or predictable text
- Animal books
- Nursery rhymes
- Stories about themselves
- Familiar tales like *The Three Bears*
- Stories they can act out like *The Itsy Bitsy Spider*

### **Interactive/ Lift the Flap Books:**

Encourage babies to reach out and touch the pages and enjoy reading as a tactile experience. Texture also allows babies to build on their sensory exploratory approach to objects around them.

- Baby's First Winnie-the-Pooh: A Soft Storybook.* Milne, A.A. (1998). New York: Dutton Children's Books. - 8525458980
- Where is Baby's Belly Button?* Katz, K. (2000). New York: Little Simon. - 0689835604
- Fit-A-Shape: Shapes.* (2000). Philadelphia, PA: Running Press. - 0762408146
- Fit-A-Shape: Food.* (2001). Philadelphia, PA: Running Press. - 0762410566
- Where's My Fuzzy Blanket?* Carter, N. (2001). New York: Scholastic Paperbacks. - 0590444662
- Where is Baby's Mommy?* Katz, K. (2001). New York: Little Simon. - 0689835612
- Fit-A-Shape: Clothes.* (2001). Philadelphia, PA: Running Press. - 0762409347
- The Wheels on the Bus.* Stanley, M. (2002). Bristol, PA: Baby's First Book Club. - 1580480071
- Touch and Talk: Make Me Say Moo!* Greig, E. (2002). Bristol, PA: Sandvick Innovations. - 1580483674
- Quack, Quack, Who's That?* Noel, D. & Galloway, R. (2002). London: Little Tiger Press. - 1580482791
- Teletubbies Baby: All the Way Home: A Baby Play Book: A Toe Game.* (2002). London: BBC Consumer Publishing. - 0563533838

### **Labeling Familiar People, Emotions and Actions:**

Name the pictures. As you read to your little one, remember to point to and name the objects in the book. A child will not know that a picture in the book is a puppy unless you tell him. Name the picture and encourage the child to say the name with you.

- Winnie the Pooh: Feelings.* Smith, R. (2000). New York: Random House Disney. - 0736410082
- Winnie the Pooh: Senses.* Smith, R. (2000). New York: Random House Disney. - 0736410090
- WOW! Babies.* Gentieu, P. (2000). New York: Crown Publisher. - 0517800802
- Faces.* Miglis, J. (2002). New York: Simon Spotlight. - 0689848420
- Feelings.* Miglis, J. (2002). New York: Simon Spotlight. - 0689848439
- Where The Wild Things Are.* Sendak, Maurice (1988). New York: HarperTrophy. - 0064430553
- Alexander and the Terrible, Horrible, No Good, Very Bad Day.* Viorst, J. (1987). New York: Aladdin Library. - 0689711735
- The Selfish Crocodile.* Charles, F. & Terry, M. (2000). New York: Scholastic. - 0439135753
- Glad Monster, Sad Monster: A Book About Feelings.* Emberley, E. & Miranda, A. (1997). New York: Scholastic. - 0590037080
- No David!* Shannon, D. (1998). New York: Scholastic Trade. - 0590930028

### **Rhyme and Rhythm:**

Between 12 months and 18 months children discover that words have meaning. With this in mind, your book selections for your child should stimulate her sight and hearing. Books with rhymes are great because they introduce the child to sounds and syllables and the rhythm and rhyme of language.

*Each Peach Pear Plum.* Ahlberg, A. & Ahlberg, J. (1978). London: Penguin Books Ltd. - 067088278X

*Moo, Baa, La La La.* Boynton, S. (1982). New York: Little Simon. - 067144901X

*Down By the Bay.* Raffi, & Westcott, N. B. (1990). New York: Crown Publishers. - 0517566451

*Five Little Ducks.* Raffi (1999). New York: Crown Publishers. - 0517800578

*Five Little Monkeys Sitting in a Tree.* Christelow, E. (1993). St. Louis, MO: Clarion. - 0395664136

*This Old Man.* Jones, C. (1990). New York: Houghton Mifflin Co. - 0395546990

*The Itsy Bitsy Spider.* Trapani, I. (1993). Watertown, MA: Charlesbridge Publishing. - 1580481671

*Find the Puppy.* Cox, P. (2001). London: Usborne Publishing Ltd. - 0746038240

*Find the Kitten.* Cox, P. (2001). Newton, MA: EDC Publications. - 0746038224

*Five Little Monkeys Jumping on the Bed.* Christelow, E. (1998). New York: Houghton Mifflin. - 0395900239

## Preschoolers

### **Oral Language Development**

- Have individual conversations with each child every day.
- Encourage children to talk about their interests and things that are on their minds, such as their favorite activities or their families.
- Invite children to think in new ways. "*How many ways can we...?*" "*What might happen if...?*"

### **Reading to Preschoolers**

- Position yourself at a child's eye level.
- Choose books that reflect what is happening in the life of a preschooler: books about family, friendship, make-believe, etc.
- Encourage preschoolers to talk about familiar and favorite books and reread those favorite books.
- Group story times are fun at this age. However, reading aloud one-on-one is **extremely** important for preschool children's development.

### **Reading Strategies:**

- Let children ask questions about the story -- their questions will lead to lively conversation and deeper meaning
- Let children tell the story -- children as young as three can memorize a story and many children love to express their creativity

### **Books for Preschoolers**

- Books about kids that look and live like them
- Books about making friends
- Counting books and alphabet books
- Books about things that they have a special interest in, like trains or animals
- Books about going to school or to the doctor
- Books about having brothers and sisters

- Books with simple text that they can memorize or read

### **Encourage Scribbling:**

Children who are encouraged to draw and scribble "stories" at an early age will later learn to compose more easily, more effectively, and with greater confidence than children who do not have this encouragement.

- Crayon World*. Santomero, A. (1999). New York: Simon Spotlight. - 0689824483  
*Figure Out Blue's Clues*. Perello, J. (1999) New York: Simon Spotlight. - 0689824475  
*Blue's Treasure Hunt Notebook*. Santomero, A. (1999). New York: Simon Spotlight. - 0689825412  
*Harold's Fairy Tale: Further Adventures With the Purple Crayon*. Johnson, C. (1994). New York: Harper Trophy. - 0064433471  
*Harold's Trip to the Sky*. Johnson, C. (1981). New York: Harper Collins. - 0064430251  
*A Picture for Harold's Room*. Johnson, C. (1985). New York: Harper Trophy. - 0064440850  
*Harold and the Purple Crayon*. Johnson, C. (1981). New York: Harper Collins. - 0064430227  
*Get in Shape to Write*. Bongiorno, P. (1998). New York: Pen Notes. - 093956422X  
*Messages in the Mailbox: How to Write a Letter*. Leedy, L. (1994). New York: Holiday House. - 082341079X  
*Lets Learn to Write Letters: A Wipe-It-Off Practice Book*. Troll Books (1994). Memphis, TN: Troll Association. - 0816731721  
*Lets Learn to Write Numbers: A Wipe-It-Off Practice Book*. Troll Books (1994). Memphis, TN: Troll Association. - 0816731713

### **Environmental Print:**

- M & M's Counting Book*. McGrath Barbieri, B. (1994). Watertown, MA: Charlesbridge Publishing. - 0881068535  
*The Cheerios Play Book*. Wade, L. (1998). New York: Little Simon. - 0689822804  
*The Cheerios Animal Play Book*. Wade, L. (1999). New York: Simon and Schuster Merchandise. - 0689830149  
*Pepperidge Farm Goldfish Fun Book*. McGrath, B.B. (2000). New York: Harper Festival. - 0694015040  
*Kellogg's Froot Loops! Counting Fun Book*. McGrath, B.B. (2000). New York: Harper Festival. - 0694015067  
*The Sun Maid Raisins Playbook*. Weir, A. (1999). New York: Little Simon. - 0689831307  
*The Oreo Cookie Counting Book*. Albee, S. (2000). New York: Little Simon. - 0689834896  
*Pepperidge Farm Goldfish Counting Fun Book*. McGrath, B.B. (2000). New York: Harper Festival - 0694015040

### **Predictable/Repetitive:**

- One Fish, Two Fish, Red Fish, Blue Fish*. Suess, Dr. (1960). New York: Random House. - 0394800133  
*Peepo!* Ahlberg, J. & Ahlberg, A. (1999). London: Penguin Uk. - 0670871761  
*I Know an Old Lady Who Swallowed A Fly*. Bonne, R. (1987). London: Oxford University Press - 0192798375

*The Very Hungry Caterpillar.* Carle, E. (1994). New York: Philomel. - 0399226907  
*The Very Quiet Cricket.* Carle, E. (1990). New York: Philomel. - 0399218858  
*From Head to Toe.* Carle, E. (1999). New York: HarperCollins. - 0694013013  
*The Napping House.* Wood, A. (1984). New York: Harcourt Brace Jovanovich. - 0152567089  
*We're Going on a Bear Hunt.* Rosen, M. (1997). New York: Little Simon. - 0689815816  
*A-Hunting We Will Go.* Langstaff, J. (1991). New York: Aladdin Library. - 068971503X  
*I'm As Quick As A Cricket.* Wood, A. (1998). Swindon, England: Child's Play International Ltd. - 0859536645

### **Alphabet**

*Old Black Fly.* Aylesworth, J. (1995). New York: Henry Holt. - 0805039244  
*Chica Chica Boom Boom.* Archambault, J. & Ehlert, L. (2000). New York: Aladdin Library: Simon & Schuster. -068983568X  
*A Is for Animals: An ABC Pop Up.* Pelham, D. (2001). New York: Little Simon. - 0689847068  
*Alphabet Under Construction.* Fleming, D. (2002). New York: Henry Holt & Co. - 0805068481  
*Dr. Suess's ABC's: An Amazing Book.* Suess, Dr. (1996). New York: Random House. - 0679882812  
*Barney's ABC, 123, and More!* (1999). New York: Barney Pub. - 1570642435  
*Richard Scarry's Cars and Trucks from A-Z.* Scarry, R. (1990). New York: Random House. - 0679806636  
*Miss Bindergarten Gets Ready for Kindergarten.* Slate, J. (1996). New York: Scholastic. - 0590819313  
*The Alphabet Tree.* Lionni, L. (1990). New York: Knopf. - 0679808353

### **Counting:**

*1,2,3 Count With Me.* Hood, S. (1999). New York: Reader's Digest Children's Books. - 1575843250  
*Over on the Farm.* Gunson, C. (1999). New York: Scholastic. - 0590298917  
*1 2 3 Count With Me: My First Lift-The-Flap Counting Book.* Tucker, S. (1996). New York: Little Simon. - 0689808283  
*One Yellow Lion.* Van Fleet, M. (1992). New York: Pengu Books. - 0803710992  
*Ten Little Ladybugs.* Gerth, M. (2001). Santa Monica, CA: Piggy Toes Press. - 1581170912  
*One Moose, Twenty Mice.* Beaton, C. (1999). New York: Barefoot Books. - 1841482854  
*Over in the Meadow.* Keats, E.J. (1999). New York: Puffin. - 0140565086  
*Ten Rosy Roses.* Merriam, E. (1999). New York: HarperCollins - 0060278870  
*Counting Crocodiles.* Sierra, J. (1997). San Diego, CA: Gulliver Books. - 0152001921  
*How Many Can You See?* Reidy, H. (1999). New York: Zero to Ten Ltd. - 1840891556  
*My First Lift the Flap Numbers Board Book.* Kindersley, D. (2001). New York: Dorling Kindersley Publishing. - 0789479303  
*My First Number Board Book.* Kindersley, D. (1999). New York: Dorling Kindersley Publishing. - 0789434504  
*Seven Blind Mice.* Young, E.D. (1992). New York: Puffin. - 0698118952  
*Mouse Count.* Stoll Walsh, E. (1995). New York: Red Wagon Books. - 0152002669  
*Hide and Seek.* Lee, B. (2001). New York: Orchard. - 0531303020

### **Functional Print:**

*I Read Signs.* Hoban, T. (1987). Lebanon, IN: Pearson Learning. - 068807331X  
*I Read Symbols.* Hoban, T. (1988). New York: William Morrow & Co. Library. - 0688023320  
*Little Bo Peep's Library Book.* Cowell, C. (1999). London: Hodder Children's Books. - 0340722843  
*The Jolly Pocket Postman.* Ahlberg, J. & Ahlberg, A. (1995). London: William Heinemann Ltd. - 0316602027  
*The Jolly Christmas Postman.* Ahlberg, J. & Ahlberg, A. (1991). London: William Heinemann Ltd. - 0590471503  
*The Jolly Postman or Other People's Letters.* Ahlberg, J. & Ahlberg, A. (1986). London: William Heinemann Ltd. - 0316020362  
*Bunny Cakes.* Wells, R. (1997). New York: Scholastic. - 0590234269  
*Bunny Money.* Wells, R. (2000). New York: Puffin. - 014056750X  
*The Little Red Hen Makes a Pizza.* Sturges, P. (2002). New York: Puffin. - 0142301892  
*Penguin Post.* Gliori, D. (2002). New York: Harcourt. - 015216765  
*Signs at the Park.* Hill, M. (2003). New York: Children's Press - 0516243659  
*Signs at School.* Hill, M. (2003). New York: Children's Press - 0516243667  
*Signs on the Road.* Hill, M. (2003). New York: Children's Press - 0516243624  
*Signs at the Store.* Hill, M. (2003). New York: Children's Press - 0516243632

### **Primary Schoolers**

#### **Oral Language Development**

- Review books prior to reading and introduce unfamiliar words
- Play charades with new vocabulary words found in the stories you read
- Discuss words with multiple meanings (e.g., for the word run: Mary has a run in her nylons; John is running a race.)
- Discuss words that imitate sounds (e.g., buzz, vrrrooom)
- Play games that encourage the use of antonyms ( asleep, awake; punishment, reward; beautiful, ugly)
- Play games that encourage the use of synonyms (big, vast, grand, huge)

#### **Reading to Primary Schoolers**

- Read one or two chapters of a book per day
- Encourage buddy reading where one person reads a page and another person reads the next page. Alternate reading pages throughout the book.

#### **Reading Strategies**

- Let children act out the story
- Discuss the characters in the book and how they are similar to or different from people in the child's life
- Create "story maps" as you read (children make a picture to represent the main ideas of each chapter and connect them to form a visual map of the story).

Make dioramas (select a scene to recreate inside of a box and share with one another)

#### **Books for Primary Schoolers**

- Favorite picture books

- Chapter books
- Books about unusual happenings (e.g., pirate ships, space aliens, etc.)
- Books about friendship
- Books about events that happen in school

*Ramona the Pest.* Cleary, Beverly.

*Fantastic Mr. Fox.* Dahl, Roald.

*Much Ado about Aldo.* Hurwitz, Johanna.

Sarah Plain and Tall. MacLachlan, Patricia.

*Charlotte's Web.* White, E.B

*Little House in the Big Woods.* Wilder, Laura Ingalls.

## **School Age Children**

### **Oral Language Development**

- Encourage school agers to use new vocabulary in their conversations and writing
- Continue to introduce rare or unfamiliar words from books, music videos, television, magazines, etc.
- Call attention to the way authors use words to convey a particular meaning (e.g., “magical words” in Harry Potter)
- Research the history of words
- Do crossword puzzles

### **Reading to School Agers**

- Read excerpts of new books to heighten children’s interest in the book
- Read all types of poetry
- Connect the topic of the book to real life events
- Read comic books and discuss the use of illustrations to represent ideas
- Read magazines and newspapers and discuss how authors write informational text

### **Reading Strategies**

- Encourage children to discuss the events of the story
- Encourage children to discuss characters in the story
- Do author studies where you read several books by one author and discuss the author’s writing style
- Have an “author’s chair” where school agers read their stories to one another and young children
- Have a “poetry slam” where school agers read their poems to one another
- Create comic strips
- Produce talk shows or news shows to tell the younger children about upcoming events
- Write letters to the editor, mayor, or other public officials
- Write songs

### **Books for School Agers**

- Books with mysteries to solve, such as *Encyclopedia Brown*
- Historical Fiction

- Books about social issues that children of this age may face
- Poetry
- Popular magazines

*Tuck Everlasting.* Babbitt, Natalie.

*Lincoln: A Photobiography.* Freedman, Russell.

*Anastasia Krupnik.* Lowry Lois.

*Bridge to Terabithia.* Paterson, Katherine

*Where the Sidewalk Ends: Poems and Drawings.* Silverstein, Shel.

*Roll of Thunder, Hear My Cry.* Taylor, Mildred.

## Handout III.8

### Using Print in the Environment

#### **Print That Says What Things Are or Where Things Belong**

- Names and symbols on cubbies and coat hooks
- Labels on shelves and containers used to hold materials
- Labels that name the interest areas
- Labels that name things (for example, stove on the toy stove in the house corner)
- Labels that say what items are stored on supply shelves or in closets

#### **Print That Reminds You What to Do**

- Signs that tell the daily schedule or agenda
- Signs that tell children how to wash their hands
- A list of a few simple rules created by the class
- Instructions for the care of pets or plants
- Signs made by children to protect their work (for example, *Please do not touch our building*)

#### **Print That Provides Information**

- Bulletin boards (post notices to parents, interesting pictures, stories)
- Recipe charts
- Children's names on artwork (written by children or an adult)
- Descriptions of children's artwork
- Alphabet charts or word walls hung at children's eye-level
- Examples of student poems, stories, etc.
- Charts that explain the writing process
- Charts that explain the parts of a sentence, paragraph, story.

#### **Print That Asks You to Respond or Contribute**

- Sign-up sheets (for example, for children to check out books from the classroom library)
- Surveys (in which children can answer a question by writing their names in the appropriate place. For example, *What kind of fruit do you like to eat? Apples or Bananas?*)
- Attendance charts (for example, where children can put name cards in a slot on the chart, write their names on a large piece of paper, or put checks next to their names on a list)
- Helper chart (so children can sign up for a classroom job)
- Message boards (to let children and adults send and receive messages)
- Language experience charts (where adults can write children's stories, recollections of a shared experience, poems, interesting words, comments, and ideas)

#### **Special Tips:**

- Use English and home languages on all printed items.
- Hang print and art work at children's eye level.
- Let children see you making signs and labels so they will know why and how print is used.
- Invite children to make their own signs and labels.

- Invite children to select their work for display



**Stages of Children's Name Writing  
(Adapted from Lieberman, 1985)**

- 1. Scribbles that represent their name.**



- 2. Actual Letters appear (one letter, the first few letters, or the first and last letters of their names).**



- 3. All letters, but may not be in conventional order.**



- 4. Letters in conventional order (may include reversals).**



## Handout III.11

### Nine Components of Alphabet Knowledge

Modified from Pinnell and Fountas (1998) *Word Matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.

Full understanding of the alphabet involves:

1. The ability to name each letter.
2. The ability to recognize the letter
3. The ability to distinguish each letter from other letters (letters with tunnels: O, P, R, D, Q, B; letters with curves: U, S, C, G, J; letters with zig zags: Z, N, K, M, N, W; etc.
4. How the direction of the letter makes it different from other letters (*b* and *d*).
5. The ability to recognize the letter in known words (e.g., own name).
6. The formation of the letter in upper- and lowercase manuscript handwriting.
7. The sound of the letter in isolation.
8. The sound of the letter in combination with others (*ch*).
9. The sound of the letter in the context of a word.

#### Three Ways to Remember Letters

1. Movement- using the hand
2. Voice- saying and hearing it (the formation of the letter is described verbally).
3. Visual form-seeing it in print (knowing letters in their names)

To help children learn letter names, child care providers might add the following letter recognition materials to their classroom or home literacy area.

Alphabet books on tape

Sorting boxes and

- Magnetic letters
- Sandpaper letters
- Alphabet puzzles

Alphabet lotto or bingo

Alphabet Blocks

Children's name cards

Writing materials

A Letter wall containing the alphabet and photos of things in the children's environment that start with each letter---children's pictures work well (e.g., a picture of Nancy for N)

Letter stamps

Small chalkboard and chalk

Salt and sand trays for tracing letters with a finger

## Strategies for Teaching Letter Knowledge

1. Discuss letters in children's own names and the names of people who are important to them.
2. Play games with children's nametags.
3. Use objects, photos and words on labels.
4. Discuss letters found in environmental print (M in McDonalds).
5. Collect anecdotal notes on children to determine what letters they are exploring and 'capitalize' on their interest.
6. Talk about the role of letters as you write and read with children.
7. Provide routines, activities and games for talking about and manipulating letters.
  - Alphabet dice (roll die and find matching letter, roll die and use body to make that shape, roll die and all people with that letter in their name go to wash hands, etc.).
  - Hunt for letters on walks (similar to finding letters on billboards while traveling in the car).
  - Jump over J's, March around M's, and Paddle by P's.
  - Tape letters to floor that are large enough for children to lie on.
  - Letter Bingo.
  - Alphabet scrapbooks to document classroom 'events' (e.g., a photo of Alicia eating an Apple, Boys playing with Blocks, Claire Cooking).
  - Letter Twist (draw upper case letters on posterboard and provide children with wicki sticks or pipe cleaners to 'trace' the letter).
  - Print Style Sort (provide children with letter in various print styles—A A **A** for sorting; sort by distinguishing characteristics: tails and hooks: p & j; tunnels and holes: n & o; sticks and circles t and b).
  - Sound bags (fill paper bags with items that represent the same letter sound—apple, acorn, airplane, etc.).
  - Buried Letters--Bury plastic letters in sand. Find the hidden letter.
  - Alphabet HoKey PoKey--Children find letter and dance with it.
  - Catch a Letter--Using a dowel, yarn, and magnet, children "fish" for a letter spread on the floor.
  - Writing letters/words in various mediums
    - Shaving cream
    - Play dough
    - Pipe cleaners
    - Blocks
    - Salt

To help **primary aged children** learn about letters, child care providers may add the following letter recognition materials to their literacy centers.

- Boxes of letters for matching, sorting, and making words
- Common sight words, including children's name for matching
- Collection of alphabet books, pictionaries, and individual letter books

- Alphabet linking charts that link upper and lower case letters
- Computer and related software

### **Activities**

- Ordering: Find all the letters of the alphabet and put them in order by singing the alphabet song to your self or looking at the alphabet chart.
- Matching: Match upper and lower case letters
- Making words: Make all the words you can from a set of letters (m, a, t, h, b, f, s). Make all the words you know that start with the letter of your name or your friends name.
- Letter Detective—find the missing letter. Children use a magnifying glass to look for letters that correspond to the sound the teacher says. They can also look for the letters in their spelling words if they have spelling homework.

### **Things to Consider When Introducing Children to the Alphabet**

1. ATTEMPT TO AVOID LETTER OF THE WEEK! Make letters meaningful—introduce as many letters as possible in the context of reading and writing activities
2. Begin with letters children are familiar with (e.g., letters in their name)
3. Move to easy to distinguish letters (x and o)
4. Introduce letters that are frequently seen in isolation (e.g., A, I).



**Phonological Awareness Continuum**

Listening

Alliteration

Sentence  
Segmenting

Syllable  
Segmenting

Onset-Rime  
Segmenting

Phoneme  
Segmenting

Rhyme

Blending

Blending

Blending

Talking and listening to others

Listening games such as, animal bingo and “telephone”

Bike, Ball, Boy

Tongue Twisters

Sun, Fun, Run

Singing to Songs, Finger Plays

The boy  
went to the  
park.

Using a chip to cover each word as it is said.

Turkey

/tur/ /key/

tuur-keey

turkey

Boat

/b/ /oat/

Boat

Ball

/b/ /a/ /ll/

Ball

**Usually a K-3 activity.**

## Handout III. 12b Expanded Phonological Awareness Continuum

**LISTENING** – the ability to attend to and distinguish both environmental and speech sounds from one another.

Determining the direction from which a sound comes

Playing games where blindfolds are used can help students develop a sense of the directionality of sounds.

Recalling or memorizing auditory information

Learning to distinguish one environmental sound from another teaches the concept “same/different,” as well as, the ability to hear differences and label or identify them

Intonation of voice and awareness of rhythmic patterns

The following list of questions can be used by teacher’s to recognizes various components of a student’s listening skills

Auditory: Acuity How well does he hear?

Alertness: At what level is his awareness of sound?

Discrimination: Can he distinguish similarities and differences in sound?

Memory: Can he remember what he hears? Is he able to retrieve that information?

Sequencing: Is he able to identify the order of what he hears?

Figure-ground: Can he isolate one sound from a background of sounds?

Perception: Does he comprehend what he hears?

**RHYME** – the correspondence of ending sounds of words or lines of verse.

Rhyming is the ability to identify words that have identical final sound segments.

Exposure

Judgment (identify same or different)

Production (produce word with the same final sounds)

**ALLITERATION**- the knowledge that words start with the same sound.

Tongue twisters

Matching names with the same beginning sounds

**WORD AWARENESS** – the knowledge that sentences consist of words and that these words can be manipulated.

Word matching (placing a chip or block on each word in a sentence)

Pointing to words as they are read

Counting (number of words in sentence or phrase)

**SYLLABLE AWARENESS** – the ability to hear parts or segments of phonemes that comprise the rhythm of the word.

Counting  
Segmenting  
Blending  
Deletion

**PHONEMIC AWARENESS** – the ability to attend to, identify, and manipulate the sounds that are representative of graphemes in the English language.

Exposure to alliteration in text

Initial sound identification/comparison

Sound/symbol correspondence

Final sound identification

Phoneme counting (with and without visual aids)

Phoneme segmentation

Phoneme blending (synthesis)

Phoneme deletion

Phoneme substitution

**Handout III.13**

**Ordering Phonological Awareness Activities**

Order the activities below according to the heading(s) on the phonological awareness continuum.

1. Clap twice for Harry's name.
2. When I say a word, you hand me a block.
3. Animal sound bingo.
4. Let's put these sound together /ch/ /i/ /n/.
5. Guess this word: /pup/ /py/.
6. Saying nursery rhymes
7. Reading the book Six Sleepy Sheep
8. I'm thinking of a word that rhymes with.....

## Handout III.14

### Signs of Effective Phonological Awareness Activities

1. The activities are **oral and multisensory**.
2. Teachers and children play listening games
  - Play sound matching games. Fill empty film containers with bells, rice, rocks, beans, and other materials that make interesting sounds (two of each). Have children shake the containers and match the sounds.
  - Sit in a circle with a bag of objects that make noise (for example, a horn or bell). Have a child remove an object from the bag and demonstrate the sound it makes. The other children who have their eyes closed must guess which object is making the sound.
  - Take children outside and have them listen for different sounds. Later, make a list of the sounds that were heard outside. Students also can take turns describing sounds.
  - Listen to a tape of environmental sounds.
  - Have children move to music with different tempos.
3. Teachers and children play with **rhyme and alliteration**.  
*Nancy needs and nickel. Bev buys bikes. Tyler talks turkey. Jennifer jumps junipers.*
4. Teachers and children **segment and blend** “silly sentences” .
5. Teachers and children experiment with **phoneme replacement** activities: “*Bappy Birthday to Bo*”.
6. Teachers and children **use music to segment and blend phonemes**:  
  
*If you think you know this word shout it out.*  
*If you think you know this word shout it out.*  
*If you think you know this word, tell me what you heard,*  
*If you think you know this word shout it out. /m/ /e/ ME!*
7. Teachers use children’s names as a source for literacy experiences.
  - a. Name Riddles: I’m thinking of someone who has a /N/ in their name.
  - b. Name Songs:

Heggely, Peggly, Bumble Bee,  
Who can say their name for me? Nancy?  
Say it \_\_\_\_\_  
Clap it \_\_\_\_\_

Whisper it \_\_\_\_\_  
Who's next?

8. Teachers do *Picture Walks* and *Sound Talks* during read aloud activities (picture walk: teachers review the pictures in the book with the children before reading it; sound talk: the teacher focuses on the sound of one letter throughout the book for example the sound /s/ when reading the story *Six Sleepy Sheep*).
9. Teachers and children play sound listening games that help children to identify common sounds (farm, household, musical, etc). Teachers ask questions such as, *Which sound is first? Where did that sound come from? Is this sound loud or soft?*

## Handout III.15

### Literacy Vignettes

Read each vignette. Determine what you can tell about each child's literacy development. With members of your *table group*, discuss how you might scaffold his/her learning in the identified area of literacy. As a group, select and record two ideas for each child.

1. Brad sits at the table and begins to make squiggles on the paper.



He sweeps his finger across his squiggly lines and says, "Brad".

What can you determine about Brad's understanding of concepts of print, and what types of activities would you plan to scaffold his learning?

2. Lauren: I'm writing letters. (she fills the front of an envelope with letter-like markings).

Megan: I can write my own name see "M-E-G-A-N".

Lauren: (Licks and seals the envelope). "If you put your name on an envelope then you can get a letter."

What can you determine about the Lauren's understanding of the functions of print, and what types of activities would you plan to scaffold her learning?

What can you determine about Megan's understanding about letter recognition, and what types of activities would you plan to scaffold her learning?

3. When Alicia gets up from the art area to go play, she says to her teacher, "See you later alligator!" The teacher replies, "We are almost ready to clean-up pup." As Alicia walks to the library area, she sings, "I need to get a book look."

What can you determine about the Alicia's development of phonological awareness, and what types of activities would you plan to scaffold their learning?

## Handout III.16

### Using Everyday Events to Facilitate Interest in Literacy

**Instructions:** Discuss the following situations with your group. Develop a plan for how you might encourage children to use literacy to further explore these events. Present your plans to the full group.

#### **1. The New Playground**

A center just completed a new playground. For the first time, each classroom has direct access to the outdoors. The toddlers are very excited because some of the new equipment is sized just for them. *How can you encourage the toddlers' emerging literacy in the new playground?*

#### **2. The Picnic**

The staff, children, and families of a home-based child care program held a picnic last weekend at a local park. They played games, went on a nature walk, and collected leaves. The celebration ended with families telling their favorite stories to the children. *How can you encourage the children to use literacy as you follow up on this experience?*

#### **3. The Building Renovation**

Across the street from a preschool program, an old building is being renovated to create a new community center. Each day the children watch from the window as trucks deliver materials, backhoes dig up the blacktop, and workers come and go. *How can the preschool teacher encourage the children to use literacy as they respond to this interest in the renovation project?*

#### **4. A Visit to the Theatre**

Third, fourth, and fifth grade children from your school-age program went on a field trip with their school to see the play *The Phantom of the Opera*. When they arrive at the center they excitedly tell you about play. *How can you use the children's interest in the play to incorporate literacy into your after school program?*

## **Handout III.17**

Sample Pre-Kindergarten Lesson Plan  
*Jump, Frog, Jump* by Robert Kalen

### **Objectives:**

The children will recall (or demonstrate) the attributes of a frog.

The children will predict the characters and/or setting of a story.

The children will participate in a story read-aloud with movement, choral response and dramatic play.

### **Materials:**

- Circles of green construction paper (lily pads) taped to the floor at the circle area, one for each child
- Book: *Jump, Frog Jump* by Robert Kalen (Greenwillow Books, 1981)
- Flannel board characters or puppets in the story with the identifying names attached (turtle, snake, fish, frog, fly, children, net, basket) written in large letters.

### **Warm-up:**

Begin with a short movement activity. Show the children a picture of a frog or a realistic frog toy. Ask them if they know the name of the animal, what sounds it might make and to show you how a frog might move. Give the children time to move like frogs. Join them in the movement activity. Then, ask the children to hop to a lily pad to hear a story about a frog.

### **Activity:**

- Ask the children to look at the cover of the book *Jump, Frog, Jump!* and to predict who might be in the story and where it might take place.
- Show the children the words "Jump, Frog Jump" on the front of the book. Ask them to look and listen for those words during the read-aloud. Encourage them to say the words with you as you are reading the story.
- After the read-aloud is complete, ask the children if they remember what happened to the animals in the story.

### **Closure:**

End the story by using a quiet voice and telling the children that it is nighttime on the pond. The sun has gone down, the moon and stars are out. What do they think the frogs might do now? What sounds do they hear in the pond? If possible, record their responses on a large sheet of paper.

### **Extension**

Encourage children retell the story in their own words using flannel board characters or animal puppets. Put the lily pads in the dramatic play area so children can reenact the story during free choice time.

## Handout III.18

### Checklist for Helping Children With Homework

*Show You Think Education and Homework Are Important.*

Do you set a regular time every day for homework?

Do the children have the papers, books, pencils, and other things needed to do assignments?

Do children have a fairly quiet place to study with lots of light?

Do you set a good example by reading and writing yourself?

Do you stay in touch with the children's teachers?

*Monitor Assignments.*

Do you know what the homework assignments are? How long they should take? If not ask the child's teacher.

Do you see that assignments are started and completed?

Do you discuss homework with the children's parents?

*Provide Guidance.*

Do you understand and respect each child's style of learning? Do they work better alone or with someone else?

Do you help children to get organized?

Do you talk with the children about homework assignments?

### **Suggested Materials:**

Dictionary

Thesaurus

Index cards for studying spelling words

Letter blocks

Posters with grammar rules

Posters with writing tips

Pens, pencils, and paper

Newspapers and magazines for current events

Computer

Encyclopedias for research reports

Clipboards for children to use while working on the floor, etc.

Comfortable seating

Good lighting

## **Handout II.19**

### **Strategies for Including Language and Literacy in After School Programs**

Literacy board games for primary and school aged-children. The following games can be purchased at most toy stores.

**Pictionary**

**Scrabble**

**Boggle**

**Jeopardy**

**Twenty Questions**

**UpWords**

**Hangman**

#### **Organize Book Clubs**

- Have children read the same book—you can read it too!  
Hold book club meetings to discuss the book  
You can discuss the book after each chapter or when everyone is finished

#### **Have a Battle of the Books Competition**

- Divide the children who read the book club story into teams and have them answer questions related to the book. Award 5 points for each correct question. The winner gets to select the next book to read. You can also organize Battle of the Book competitions with other after school programs in your area.

#### **Compare books and movies based on the books**

- Harry Potter
- Lord of the Rings
- Book: The Sorcerers Apprentice and the movie Fantasia

#### **Create your Own Movies**

#### **Invite an author to visit the center**

#### **Make SANDWICH BAG BOOKS for younger children**

##### Materials

Small plastic "zip lock" sandwich bags

Tagboard or construction paper

Magazine pictures, greeting cards, photos, etc.

Felt tip pens or crayons (optional)

Needle and thread or cloth tape

##### Instructions

1. Cut pieces of tagboard to fit inside bags, leaving a 3/4" space on the open side of each bag.

2. Glue magazine pictures, print from cereal boxes or other environmental print, greeting cards, etc., to each side of the tagboard pieces. Other options would be to draw pictures and to label pictures with words.
3. Insert tagboard pieces into plastic bags, with the open ends of the bags at the left.
4. Sew open ends together with needle and thread or secure with tape.

### **Do "Novel In An Hour" Plays**

Students are placed in groups and given "one or two" chapters of a pre-selected chapter book. Chapter books may be chosen from the suggested reading list for your specific grade level.

- Each group reads the chapter, studies the characters, creates props, and rehearses their lines for 1/2 hour or so. They also complete a chapter worksheet (attached) listing the chapter's characters, setting, plot, etc.
- Then comes the fun! Starting with chapter one, each group presents their part to the class and this continues until the book is completed.
- It's fun to see how all the chapters mesh together, even though each group has no idea what the others are doing. It usually takes one hour to complete the entire lesson.
- You can set aside one day a week (Fridays??) for your "Novel in an Hour" literary presentation and continue throughout the year.

## Novel in an Hour

Title of Book: “ \_\_\_\_\_ ”

Author: \_\_\_\_\_

Chapter: # \_\_\_\_\_

### Characters:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Setting:** \_\_\_\_\_

**Plot:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter: # \_\_\_\_\_

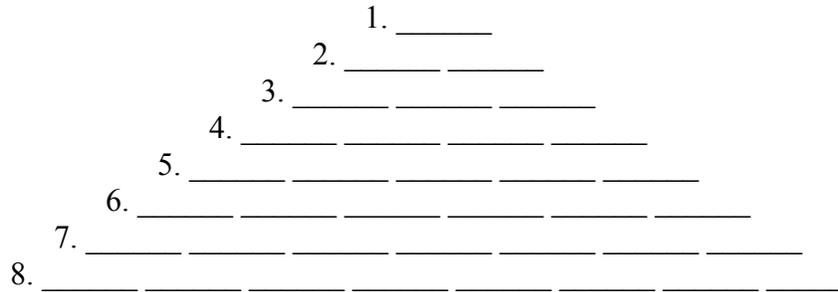
### Characters:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Setting:** \_\_\_\_\_

**Plot:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Create Story Pyramids:** A popular activity with students is a story pyramid. The pyramid is a great story map activity to get students actively engaged in dissecting the parts of a story. You can alter the pyramid to fit any grade level, but 1st -3 rd grade students do well with a pyramid that goes up to 8 lines. Here is an example:



Use your favorite story to answer these questions:

1. Main Character
2. Two words describing the main character
3. Three words describing the setting
4. A four word sentence describing the problem.
5. A five word sentence describing the first event in the story.
6. A six word sentence describing the second event in the story.
7. A seven word sentence describing the third event in the story.
8. An eight word sentence describing the solution to the story.

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**Course Evaluation**

Trainer’s Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES        NO

**Please circle the appropriate number for each item.**

	Strongly Agree	5	4	3	2	1	Strongly Disagree
1. The workshop content met my training expectations.	5	4	3	2	1		
2. The presentation was clear and to the point.	5	4	3	2	1		
3. The presenter was knowledgeable and well prepared.	5	4	3	2	1		
4. The handouts were useful.	5	4	3	2	1		
5. The videos were helpful. (if applicable)	5	4	3	2	1		
6. Most of the course content was new information to me.	5	4	3	2	1		
7. My knowledge and/or awareness of this topic increased.	5	4	3	2	1		
8. The physical environment of session was adequate.	5	4	3	2	1		

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

1.

2.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

1.

**MODULE IV: MATHEMATICS**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY  
CHILD CARE ADMINISTRATION  
CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

**DEVELOPED BY:** Arizona State University College of Education, Early Childhood Department, College of Liberal Arts and Sciences, Department of Languages and Literatures, and the College of Nursing.

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## **S☆CCEEDS CORE KNOWLEDGE ELEMENTS**

1. Math and Science
2. Professional and Personal Development

## **S☆CCEEDS CORE KNOWLEDGE COMPETENCIES**

1. Is able to plan and implement activities that encourage individually and developmentally appropriate math skills and concepts.
2. Identifies criteria for selecting developmentally appropriate materials that encourage children's discovery, problem solving and math skills.
3. Understands the teacher's role in asking open-ended questions to support cognitive development.

## TRAINING SCHEDULE

Topic Discussed	Clock Time
Introduction Module IV	20 Minutes
Math and Play	20 Minutes
Number and Operations	
1. Counting	20 Minutes
2. Comparing Amount	15 Minutes
3. Operations-Addition and Subtraction	10 Minutes
4. Number and Literacy	10 Minutes
<i>Break</i>	
Algebra	
1. Classification	20 Minutes
2. Patterns	20 Minutes
Geometry	
1. Spatial awareness	20 Minutes
2. Spatial visualization	20 Minutes
<i>Meal Break</i>	
Measurement	20 Minutes
Data Analysis	
Collecting Data	20 Minutes
Displaying Data	20 Minutes
Analyzing	20 Minutes
Putting it all Together	30 Minutes
<i>Break</i>	
Math in School Age Programs	30 Minutes
Summary	20 Minutes
<b>TOTAL TRAINING HOURS</b>	<b>6 hours*</b>

\* Training hours do not include meals and breaks.

## GLOSSARY

**Addition (or joining):** Mathematical operation that combines or joins groups. The answer in addition is called the sum. The numbers to be added are called addends. If  $5 + 4 = 9$ , then 5 and 4 are addends, and 9 is the sum.

**Algebra (patterns and relationships):** A branch of mathematics that uses symbols, letters and numbers to express relationships between and among a variety of numerical truths. For young children Algebra deals with identifying and describing patterns (e.g., the pattern of stripes in a shirt or the pattern of a tile floor).

**Attributes:** Characteristics of objects (e.g., a square has four even sides and two faces—front and back; a triangle has three sides and three points).

**Base ten blocks:** A set of blocks used to teach children place value; the set contains ones (single blocks); longs which represent tens (ten “ones” blocks that are connected to make a long); and flats which represent hundreds (ten “longs” are connected to make a flat). For the number 126 you would have 1 flat, 2 longs, and 6 ones.

**Classification:** How we order objects based on their characteristics (e.g., all the canned vegetables are located in one aisle of the grocery store.); see sorting.

**Data Analysis:** making sense or organizing information (data) collected to answer a question (e.g., If asking the question, “What is your favorite color?” you would analyze the data to determine how many people like orange, yellow, blue, green, etc. and then determine which color the most people select.).

**Geoboards:** Wooden boards with pegs arranged in an array.

**Geometry:** The study of lines, angles, shapes and their properties. Geometry is concerned with physical shapes and the dimensions of objects.

**One to One (1-1) Correspondence:** A one to one (1-1) correspondence is a mapping or relationship that pairs a whole number with an object. This relationship is basic to the counting process for young children as it establishes a procedure for determining “how many”.

**Pattern Unit:** n repeating patterns, the **pattern unit** is the group of elements that repeat. In 1, 2, 3, 1, 2, 3, 1, 2, 3, . . . the **pattern unit** is 1, 2, 3.

**Picture Graph, Picto-Graph:** A representation using pictures or icons to report the frequencies regarding a category or question (e.g., if there are 12 girls and 9 boys in the class, we could show the frequency of girls with pictures of 12 girls and the frequency of boys with pictures of 9 boys).

**Repeated addition:** A model for the operation of multiplication.  $1+1+1 = 3$  is a repeated addition model for  $3 \times 1 = 3$ .

**Repeated subtraction:** The process used in the “traditional” division algorithm. Also, an excellent model for teaching the concept of division.  $40 - 8 - 8 - 8 - 8 = 0$  models  $40 \div 8 = 5$ .

**Seriation:** The ability to create a series or pattern by arranging objects in some order based on one or more attributes (e.g., size—largest to smallest; color—lightest to darkest; width—fattest to skinniest, etc.)

**Sorting, Classifying:** The grouping or arranging of items or ideas according to specified characteristics (e.g., all the red balls in one pile and all the blue balls in another).

**Subtraction** (or separation): A mathematical operation, the inverse of addition. The answer in subtraction is called the difference. If  $A - B = C$ , then A is the minuend, B is the subtrahend and C is the difference. Subtraction can take on three forms:

- **Take-away:** Kerry had four balloons. He gave one to Molly. How many does he have now?
- **Missing Addend:** Ronny wants eight pencils for his math group. He has three pencils. How many more does he need?
- **Comparing:** Patty has nine marbles. Jose has six marbles. How many more marbles does Patty have than Jose does?

**Symmetry:** A figure has symmetry if it has parts that correspond with each other in terms of size, form, and arrangement. For example, a figure with line (or mirror) symmetry has two halves which match each other perfectly if the figure is folded along its line of symmetry (e.g., butterflies are symmetrical).

**Tally:** A method of counting that is used to keep track of responses or results in statistical surveys or probability experiments. Four responses would be tallied as  $////$ , five as  $/////$ .

**Tangrams:** A collection of seven shapes that can be put together to form other shapes. Tangrams are designed to help children see that we can use a collection of shapes to make another shape (e.g., a square and a triangle make a house; a triangle and a circle make an ice cream cone).

**Unifix cubes:** a collection of one inch cubes that can be connected together. Unifix cubes are used to help children count and compare the amount of numbers (1 cube is smaller than 10 cubes linked together; one is smaller than ten).

## Handout IV.1

Read the vignettes below and discuss with your “table group” what math concepts the children are using in each interaction.

1. Ms. Cho notices Clif saying, “Six, four, two, five,” when counting trucks. Ms. Cho asks, “How many trucks do you have?” Clif says, “I have lots.”
2. Dominic is in the housekeeping center. He presses the numbers 911 on the dramatic play phone. “I’m calling for help,” he yells.
3. Mr. West puts placemats around the table. Miyoko follows, placing one plate and napkin on each placemat. Together they count, “one, two three...”
4. Bobbi and Anja are putting together unifix cubes. Bobbi has six cubes connected. Anja has 10 cubes connected. Anja and Bobbi decide to measure how far it is from the door to the table. Bobbi discovers that it takes 5 of her sticks from the door to the table. Anja discovers that it takes only 3 of her sticks.
5. Last week, Mr. Steinman and the children’s parents took digital pictures of the children playing at child care and at home. Today, Mr. Steinman has a chart hung on the wall of the classroom which is divided into 2 sections. At the top of one column on the chart is the word day and a picture of the sun. The heading at the top of the other column contains the word night and a picture of the moon. The children talk about the different times of the day and the activities that go on throughout the day as they sort their photos. Ramon puts his picture of eating breakfast at home in the “day/sun” column. Bobby Joe puts his picture of going to bed under the “night/moon” column. As other children add their photos to the chart, Mr. Steinman leads a discussion about things that happen during the day and things that happen at night.
6. Jasmine is playing with the teddy bear counters. She puts them in order by size – large, medium, and small.
7. Mary is making a necklace of colored beads. After stringing a yellow bead and a purple bead, Mary yells, “I need another yellow one.” “I need a purple one.” The teacher notices that Mary has designed a pattern of purple, yellow, purple, yellow.
8. The teacher has put dog bones in a large jar and says, “How many dog bones are in Clifford’s (the Big Red Dog) jar?” The children make guesses, and then help count the bones in the jar. The class compares predictions and final results.
9. While playing house, the children take off their shoes and group them by “Shoes with Laces,” “Boots,” and “Shoes that Slip-on.”
10. The class pizzeria contains a cash register, purses, and play money. Juan and Mario begin to “make” pizzas in the kitchen. Missy finishes eating and approaches the cash register

table. Juan runs over to the cash register and charges Missy "\$100.00" for her piece of pizza. Missy takes some money from her purse and pays Juan. Juan puts the money in the drawer. Missy says, "You didn't give me my change."

11. Curtis and Ryan were playing with blocks. They had developed a car dealership by using the blocks, small cars, and people. Ryan said, "I am going to buy that green car." When asked how he was going to pay for it, he went to the writing center and took a checkbook. "I'm going to write a check for the car." Ryan paid Curtis with the check.
12. Five children are standing in a line pretending to be ducks while they sing the song "Five Little Ducks." Sam, the first duck, walks away from the line and the other children count the remaining ducks to find out how many are left in the row. The children continue singing the song until no ducks are left standing in the row.

## Learning to Count

**Rote Counting** Children know number names, but not necessarily in proper order. Children do not necessarily understand or use one-to-one correspondence when counting. During the rote counting stage counting children make several types of counting errors:

- Pointing to objects and saying words, but not in proper order.
- Skipping counting names.
- Repeating counting names.
- Touching an item more than once, so that it is counted twice.

**Rational Counting** Children who count rationally use one-to-one correspondence when counting. Number names are said in correct order (stable order rule), they can count objects in any order, and understand that the last number indicates the size of the set (cardinality rule).

### Handout IV.3

### BOOKS FOR WORKING WITH NUMBER

<b>NAME OF BOOK</b>	<b>AUTHOR</b>
1 Hunter	Hutchins
1, 2, 3 To The Zoo: A Counting Book	Carle
A Caribbean Counting Book	Faustin
Anno's Counting Book	Anno
Bunches and Bunches of Bunnies	Matthews
Fifty on the Zebra: Counting with the Animals	Tabor
Count Your Way Through Series	Haskins
Count!	Fleming
Count-a-Saurus	Blumenthal
Counting Crocodiles	Sierra
Counting Penguins	Chessen
Counting Wildflowers	McMillan
Every Buddy Counts	Murphy
Feast for 10	Falwell
Five Little Monkeys Jumping on the Bed	Christelow
Frogs Jump: A Counting Book	Brooks
From One to One Hundred	Sloat
Gray Rabbit's 1, 2, 3,	Baker
How Many Feet in the Bed?	Hamm
How Many Feet? How Many Tails?: A book of Math Riddles	Burns
How Many Snails?	Giganti
How Much Is A Million?	Schwartz
Kellogg's Froot Loops!	Barbier
M & M's Counting Book	McGrath.
Mice Twice	Low
Monster Math	Miranda
Mouse Count	Walsh
One Crow A Counting Rhyme	Aylesworth
One Gorilla: A Counting Book	Morozumi
One Hungry Cat	Burns
One Potato	Pomeroy
One Watermelon Seed	Lottridge
Over in the Meadow	Keats
Splash!: A Penguin Counting Book	Chester
Ten Black Dots	Crews
Ten Bright Eyes	Judy Hindley
Ten Little Rabbits	Grossman
Ten, Nine, Eight	Bang
The Baseball Counting Book	McGrath
The Cheerios Counting Book	Bolster
The Crayon Counting Book	Ryan

The Gummy Candy Counting Book	Hutchings
The Icky Bug Counting Book	Pallotta
The Rain Forest Counts!	McCourt
Two Crazy Pigs	Nagel
Two Ways to Count to Ten	Dee
What Comes in 2's, 3's and 4's?	Aker

### **BOOKS FOR WORKING WITH ADDITION AND SUBTRACTION**

<b>NAME OF BOOK</b>	<b>AUTHOR</b>
12 Ways to Get to 11	Merriam
Domino Addition	Long
Elevator Magic	Murphy
Fish Eyes: A Book You Can Count On	Ehlert
Five Little Monkeys Jumping on the Bed	Christelow
Jelly Beans for Sale	McMillan
Monster Math Picnic	MacCarone
One Guinea Pig is Not Enough	Duke
One Hundred Hungry Ants	Mac Kain
Splash	Jonas
Ten Sly Piranhas	Wise
The Candy Counting Book	McCourt
The Shopping Basket	Burningham
Twenty is Too Many	Duke

Preschool children (birth –age five) can perform addition and subtraction of small numbers (Broody, 2000). However, they have difficulty adding groups of numbers over five. Even infants recognize that when something is added to group of objects that the original group changes. That is the beginning of understanding addition! Children learn about addition by answering questions such as “*How many more?*” Every time a child adds a block to his/her tower and they notice that it is bigger, they are learning about the principle of addition. They learn subtraction by answering questions such as “How many are left?” In fact, many children’s songs teach subtraction.

One of the best ways to provide young children with experience with addition and subtraction is playing games. Kamii (1996) suggests that children can learn to add by adding up numbers on two die or two cards while playing board games, and by keeping score while they play games such as bowling, Hungry Hungry Hippo, etc (children can use tally marks to keep score, continually adding one to another throughout the game). This is called **successive addition**. They learn to subtract while playing games such as musical chairs, and tag (count the number of children before the game begins, each time a child get “out” subtract one).

## Handout IV.4

### BOOKS FOR WORKING WITH PATTERNS AND SEQUENCES

Fortunately for us, young children love collections—Poke man cards, rocks, bugs, Beanie Babies etc., and they are naturally curious about identifying the similarities and differences in the objects they collect. As child care providers we can capitalize on children's interest in collecting things and help them expand their understanding of classification. Building children's classification skills helps children to identify patterns in numbers and solve mathematical problems. To do this we must encourage children to talk about how they classify things. We can use literature to encourage children to classify objects in more than one way.

#### NAME OF BOOK

A Pair of Socks  
Beep Beep, Vroom Vroom! :  
Button Box  
Lots and Lots of Zebra Stripes: Patterns in Nature  
Pattern  
Rabbit's Pajama Party  
Sorting  
The Very Hungry Caterpillar

#### AUTHOR

Murphy  
Murphy  
Reid  
Swinburne  
Pluckrose  
Murphy  
Pluckrose  
Carle

#### Pattern Activities

- Look for patterns on leaves
- Working with simple patterns in their bead and block construction
- Building patterns with two colors of Unifix cubes or pattern blocks
- Constructing a pattern with two colors of napkins at snack time
- Clapping the rhythms of their name
- Coloring every second or fifth or tenth day on a calendar of days in school
- Exploring patterns in wallpaper
- Create patterns using sponge printing, collage materials, geometric shapes or wrapping or wall paper

## Handout IV.5

**Background:** Preparing young children for geometric problem solving involves much more than teaching them to identify shapes. Children’s geometric understanding depends, in large part on their spatial orientation and spatial visualization abilities. *Spatial orientation* involves the ability to describe where objects are located in space. *Spatial visualization* involves the ability to mentally manipulate objects and conclude how they might look from various perspectives (Clements, 1998). Games such as those listed below can help children learn about space.

### Complete the following:

1. You are planning to play Simon Says to help children understand **distance words** like far/close, short/long, **position words** like on over/under top/bottom, inside/outside, etc, and **direction or location words** like, beside, behind, in front of, around, or straight. List at least five things Simon might say.

**Background:** Children learn about spatial visualization by examining the properties of three dimensional objects in their environment, and then describing how these objects look when they are out of view. Children begin to learn about spatial visualization when they touch and manipulate objects. They notice that some things are pointy, some round, some long, some zig zagged, that some have four sides and some only three. Children also visualize objects what objects look like when they think about things that are out of their view (when playing peek-a-boo, children learn to visualize the person). Spatial visualization is what geometry is all about—visually manipulating objects and imagining their properties from a variety of perspectives.

### Complete the following:

2. You and a group of children are going to the park to test out the new climber, which has monkey bars, ramps, and a slide. What types of questions can you ask to help the children think about **distance, position or location** words when they are on the climber? List at least 5 questions.

## **Handout 1.6**

### **Stages of Block Usage**

- Children carry blocks around but do not use them for construction.
- Children begin to use blocks to build in rows, either horizontally or vertically with much repetition of patterns.
- Children begin to bridge using two blocks with a space between them, connecting them with a third block.
- Children use blocks to enclose a space.
- Children use blocks to make decorative patterns with symmetry.
- Children use blocks to reproduce or symbolize actual structures and create dramatic play using the structures.

### **Stages of Drawing**

- Students randomly place scribbles on a page.
- Students begin to control their fine motor abilities and learn to direct the size of their drawings.
- Students begin to use circles in drawings perhaps to represent a face.
- Students add line to drawings, perhaps drawing stick arms (lines and rectangles) and legs out of the circle (face); there is no body for the figure.
- Students begin to draw more realistic looking objects; the human figure with a body and gradually add more and more body parts. There is little understanding of space - objects are placed in a haphazard way throughout the picture.
- Students begin to use a baseline for their drawings. A baseline is the line at the bottom of the page that represents the ground. Children now realize that things just don't float in the air. Sometimes we will see a line representing the sky at the top of the page

## Handout IV.7

### BOOKS FOR WORKING WITH GEOMETRY

NAME OF BOOK	AUTHOR
Bear in a Square	Blackstone
Changes, Changes	Hutchins
Circles, Triangles and Squares	Hoban
Color Farm	Ehlert
Cubes, Cones, Cylinders, & Spheres	Hoban
Eight Hands Round: A Patchwork Alphabet.	Whitford
Grandfather Tang's Story	Tompert
Pigs on the Ball: Fun With Math and Sports	Axelrod
Round and Square	Schlein
Shapes, Shapes, Shapes	Hoban
So Many Circles, So Many Squares	Hoban
Ten Bright Eyes	Hindley
The Greedy Triangle	Burns
The Secret Birthday Message	Carle
The Silly Story of Goldie Locks and the Three Squares	Maccarone
Three Pigs, One Wolf, and Seven Magic Shapes	MacCarone

## Handout IV.8

### BOOKS FOR WORKING WITH MEASUREMENT

<b>NAME OF BOOK</b>	<b>AUTHOR</b>
Counting on Frank	Clement
How Big is a Foot?	Myller
How Big Is Big?	Strauss
Inch by Inch	Lionni
Jim and the Beanstalk	Briggs
Measuring Penny	Leedy
Much Bigger than Martin	Kellogg
The Biggest Fish	Keenan
Super Sand Castle Saturday	Murphy
The Best Bug Parade	Murphy
The Fattest, Tallest, Biggest Snowman Ever	Rex

### BOOKS FOR WORKING WITH TIME

<b>NAME OF BOOK</b>	<b>AUTHOR</b>
8 o'clock	Creighton
Bats Around the Clock	Appelt
Clocks and More Clocks	Hutchins
Game Time	Murphy
Get Up and Go!	Murphy
Just a Minute	Slater
Just in Time	Cave
Monster Math School Time	MacCarone
Nine o'clock Lullaby	Singer
Telling Time with Big Mama Cat	Harper
The Clock Book	Mason
The Grouchy Ladybug	Carle
The sleepy owl	Pfister

We use measurement for many things. We measure time, length, width, volume height, capacity (how much something will hold), distance, speed, and temperature. Children learn to understand measurement during play as they actively describe and compare the differences in objects. We can provide many activities that encourage children to measure things. Children can use yarn, linking blocks, chain links, blocks, sand timers or other materials in the classroom/home to measure things. You may also use the books on this booklist to help children explore measurement

## Handout IV.8

### Creating a Math Homework Center

Children of all ages need manipulatives to help them see abstract mathematical concepts. In fact if you go into middle school and high school classrooms, you will see students playing with math manipulatives. By creating a homework center that contains math manipulatives you will provide children with access to the tools they need to complete math homework. Books also help children *see* math in the real world and may be used to help children think about the concepts they are learning in school.

#### Materials List

Base Ten Blocks  
Pattern blocks  
Tangrams (see pattern on page 20)  
Geoboards  
Geometric Solids  
Fraction pieces  
Computer Programs  
Manipulatives for counting (poker chips, small blocks, etc)  
Rulers  
Calculators  
Graph paper

#### BOOKS FOR WORKING WITH MULTIPLICATION AND DIVISION

NAME OF BOOK	AUTHOR
2 x 2 = Boo!	Leedy
A Remainder of One	Pinczes
A Remainder of One	Pinczes
Amanda Bean's Amazing Dream: A Mathematical Story	Burns
Anno's Mysterious Multiplying Jar	Anno
Bats on Parade	Appelt
Bunches and Bunches of Bunnies	Matthews
Divide and Ride	Murphy
Each Orange Had Eight Slices	Giganti
Jump, Kangaroo, Jump!	Murphy
One Hungry Cat	Rocklin
Seventeen Kings and 42 Elephants	Mahy
The Doorbell Rang	Hutchins

#### BOOKS FOR WORKING WITH FRACTIONS

NAME OF BOOK	AUTHOR
Eating Fractions	McMillan
Fraction Action	Leedy

Gator Pie  
Give Me Half!  
Jump, Kangaroo, Jump!  
The Doorbell Rang  
The Hershey's Milk Chocolate Bar Fractions Book

Mathews  
Murphy  
Murphy  
Hutchins  
Pallotta

## Handout IV.9

The **Touch Math** approach may be applied in number recognition, addition, subtraction, multiplication, and division as students, “see, say, and touch” basic math skills. The Touch Math method was originally created to help struggling students but has since evolved into a nationally accepted math instrument for all students at all levels of ability. Students physically touch each point on a number in a logical pattern as they count aloud, providing a natural, repeating, multi-sensory reinforcement of their newly acquired number recognition skills.

Using a multisensory approach, students will:

- **See** the number’s touch-points
  - **Hear** as touch-points are counted aloud
  - **Touch** the touch-points on the numbers while counting
- 
- Numerals 1 through 5 use single touchpoints, or dots. Numerals 6 through 9 use double touchpoints symbolized by a dot inside of a circle.
  - Students touch single touchpoints once and count aloud once. They touch and count double touchpoints twice. Students always touch with their pencils.
  - In TouchMath addition, students count forward, and in subtraction they count backward. In multiplication and division, they count in sequences. Students touch, count and repeat the problems and answers aloud to ensure success.

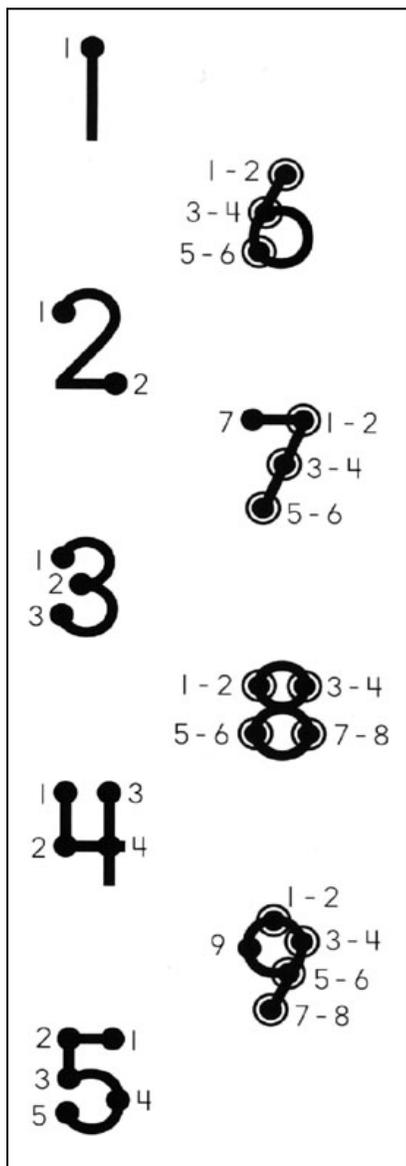
### **Tips for Teachers:**

To purchase a touchmath game or or more information regarding the “Touch Math” program, visit the following website:

[www.touchmath.com](http://www.touchmath.com) or call: **1-888-TOUCHMATH** for a free instructional video and sample activities.

## Handout IV.10

### Touch Math Counting



The number one is touched at the top while counting “1”

The number two is touched at the beginning and the end while counting “1, 2”

The number three is touched at the beginning, middle, and end while counting, “1,2,3”

The number four is touched on the down strokes while counting, “1,2, - 3,4”

The number five is touched and counted as shown, “1,2,3,4,5” The fourth ‘touch-point may be called the “belly button” to help students remember it.

The number six is touched and counted, “1,2, 3-4, 5-6”

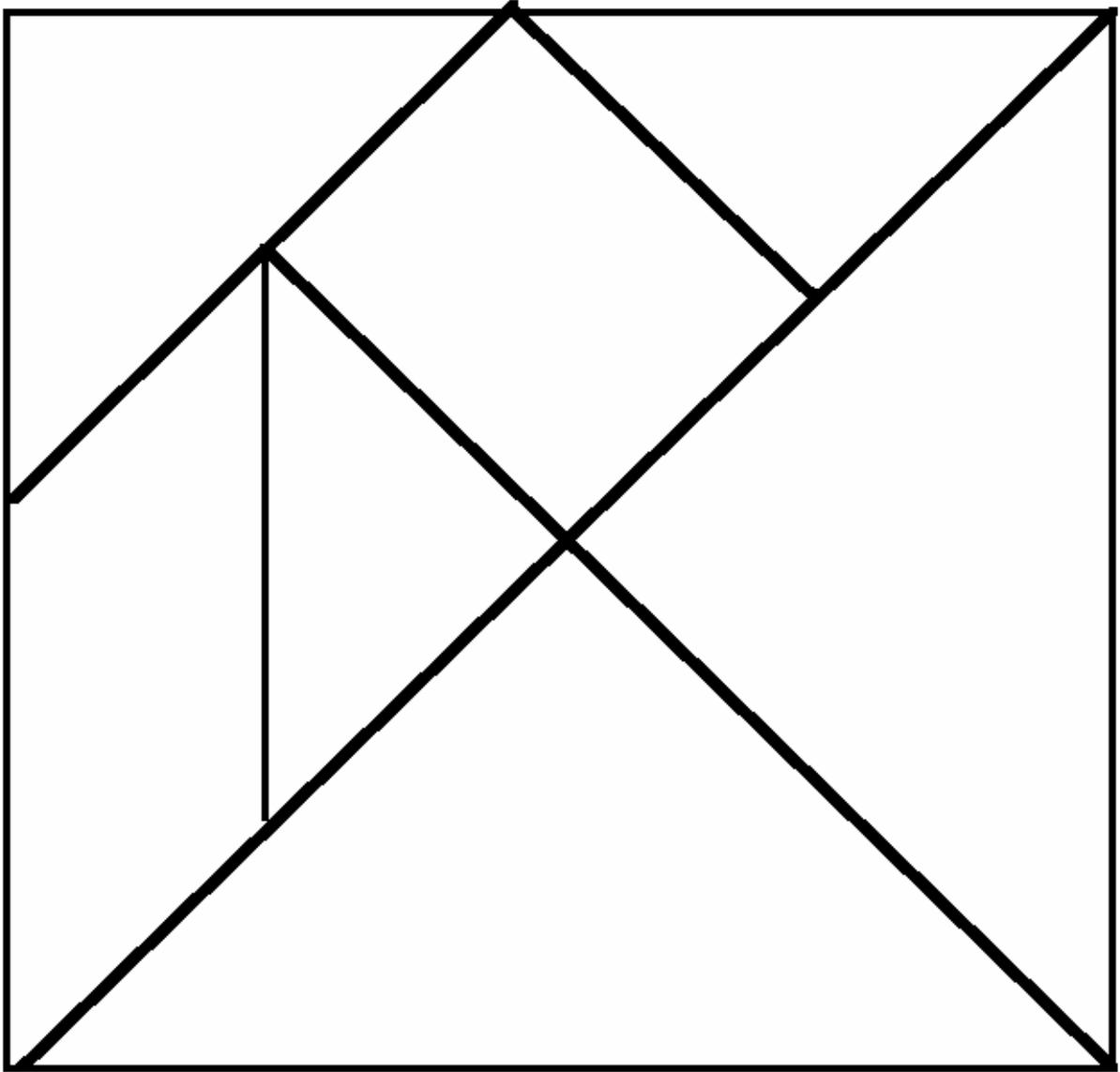
The number seven is touched and counted “1-2, 3-4, 5-6 and 7”.

The number eight is touched and counted, “1-2, 3-4, 5-6, 7-8”

The number nine is touched and counted, “1-2, 3-4, and 7, 8,9”

**Handout IV.11**

**Tangrams: Cut out pieces and fit together to make objects.**



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## Course Evaluation

Trainer's Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES          NO

**Please circle the appropriate number for each item.**

	Strongly Agree	5	4	3	2	1	Strongly Disagree
1.	The workshop content met my training expectations.	5	4	3	2	1	
2.	The presentation was clear and to the point.	5	4	3	2	1	
3.	The presenter was knowledgeable and well prepared.	5	4	3	2	1	
4.	The handouts were useful.	5	4	3	2	1	
5.	The videos were helpful. (if applicable)	5	4	3	2	1	
6.	Most of the course content was new information to me.	5	4	3	2	1	
7.	My knowledge and/or awareness of this topic increased.	5	4	3	2	1	
8.	The physical environment of session was adequate.	5	4	3	2	1	

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.  
Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

- 1.
- 2.

List two things from this course that you will use in working with young children:

- 1
- 2.

List one thing that you would like more information on.

- 1.

**MODULE V: INCLUDING CHILDREN WITH DISABILITIES  
IN CHILD CARE**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY  
CHILD CARE ADMINISTRATION  
CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

**DEVELOPED BY:** Arizona State University College of Education, Early Childhood Department, College of Liberal Arts and Sciences, Department of Languages and Literatures, and the College of Nursing.

**WRITTEN BY:**

Billie Enz, ASU, College of Education  
Amy Kolwaite, ASU, College of Nursing  
Suzanne Lamorey, ASU, College of Education  
Lynda Redendo, ASU, College of Education  
Nancy Perry, ASU, College of Education, Project Coordinator  
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**TRANSLATED BY:**

Saúl Holguín Cuevas, Ph.D, educator & Chicano novelist.  
Kathleen Penney, Court Interpreter, Superior Court, at Maricopa County  
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**REVIEWERS:**

Cheryl Beahan, Association for Supportive Child Care  
Noreen Ireland, Yavapai College  
Donna Kremiller, Yavapai College  
Linda Loosle, Yavapai College  
Vicki McCarty, Association for Supportive Child Care  
Wendy Watson, Yavapai College  
Susan Wilkins, Association for Supportive Child Care

## **GETTING STARTED WITH THE TRAINING**

1. Review the entire training guide before you begin the training.
2. Review the principles of adult learning before you conduct the training.
3. Review the S☆CCEEDS core knowledge elements and competencies. These are the objectives of the training.
4. Collect the needed supplies and materials to conduct the training.
5. Select an introductory activity from the list provided, or create your own.
6. Prepare the overheads and participant handouts to conduct the training.
7. Have fun!

## **S☆CCEEDS CORE ELEMENTS**

1. Developmentally/individually appropriate curriculum content and practice
2. Professional and Personal Development

## **S☆CCEEDS CORE COMPETENCIES**

### **Inclusion Principles and Practices**

1. Demonstrates an ability to adapt curriculum to meet the needs of all children including the integration of IEP and or IFSP goals.
2. Demonstrates an ability to adapt environment as necessary for children's individual needs.
3. Selects materials and designs experiences in all curriculum areas that are reflective of the child's culture, community, and abilities.
4. Practices self-assessment and self-improvement as an early childhood professional on an on-going basis.

## GLOSSARY

**Assessment:** The way a service provider determines what activities will help the child and family, and whether or not the child needs further evaluation.

**Individualized Education Plan (IEP):** Is a written plan and agreement between the parent, and the school (as well as other involved parties), describing the educational services and goals, and supports provided to a child with special needs.

**Individualized Family Service Plan (IFSP):** Is a written plan describing services, providers, locations, and goals for services and supports provided to the child and family. The IFSP is prepared by a team that includes the infant or toddler's family and all service providers (including the child care provider). Services are to be family-focused and provided in the "natural environment, including home and community settings in which the infant or toddler with disabilities participate."

**Speech and Language Pathologist:** *Speech-language pathologists* work with people who cannot make speech sounds, or cannot make them clearly; those with speech rhythm and fluency problems, such as stuttering; people with voice quality problems, such as inappropriate pitch or harsh voice; those with problems understanding and producing language; those who wish to improve their communication skills by modifying an accent; and those with cognitive communication impairments, such as attention, memory, and problem solving disorders. They also work with people who have oral motor problems causing eating and swallowing difficulties.

**Occupational Therapist:** Occupational therapy is skilled treatment that helps individuals achieve independence in all facets of their lives. *Occupational Therapists* help individuals compensate for physical limitations resulting from an injury, illness or disability by teaching skills and techniques needed to perform activities of daily living (e.g., eating, toileting, and dressing).

**Physical Therapist:** A health professional who uses exercises and other methods to restore or maintain the body's strength, mobility, and function.

## TRAINING SCHEDULE

<b>Topic Discussed</b>	<b>Clock Time</b>
Introduction	5 minutes
Lecture and Discussion: Inclusion- Who, What, Where, Why?	15 Minutes
Lecture and Discussion: Inclusion - What Does It Mean to You?	25 Minutes
Lecture and Discussion: Teaming with Parents and Other Professionals	20 Minutes
Teaming Exercise	25 Minutes
<b><i>Break</i></b>	
Lecture and Discussion: Roles of Parents and Teachers Handout #1	20 Minutes
Lecture and Discussion: Assessment Handout #2	20 Minutes
Case Study - Julie's Strengths and Needs Handouts #3 & #4	40 Minutes
<b><i>Meal Break</i></b>	
Lecture and Discussion: Activity- Based Approach to Inclusion Handouts #5 & #6	35 Minutes
Lecture and Discussion: Developing Inclusive Activities Handouts #7 & #8	75 Minutes
<b><i>Break</i></b>	
Lecture and Discussion: Prompts Handout #9	35 Minutes
Lecture and Discussion: Adaptations Lab Handout #10	35 Minutes

Summary	10 Minutes
---------	------------

**TOTAL TRAINING HOURS:** 6 (Does not include break time or meal time.)

## **HANDOUT #1**

### **CHARACTERISTICS OF PEOPLE WHO MAKE A DIFFERENCE**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## HANDOUT # 2

### ASSESSMENT TYPES AND PURPOSES

#### Diagnosis

Purpose:

Examples:

#### Informal Assessment of Child Abilities for Planning Activities

Purpose:

Examples:

## HANDOUT 3

### Case Study – Julie (A High Risk Child with Disabilities)

#### HISTORY

Julie is a premie born 10 weeks early to a 14-year-old adolescent. Julie's mother received no prenatal care and arrived at the emergency room with her membranes (water) already broke.

Julie was delivered by cesarean section and weighed 2 – 1/2 pounds. She was immediately taken to the Neonatal Intensive Care Unite as her breathing and heart rates were abnormal. Julie's head circumference was small, she was irritable and had not been properly fed. She did not sleep well and did not like to be held. Julie's mom abandoned her at the hospital on Julie's third day of life, and the baby has been placed in a series of foster care homes. Julie is now 30 months old, and her development is notably delayed in all areas. A multidisciplinary assessment has recently been conducted. The results are as follows below.

#### COGNITIVE DEVELOPMENT

In terms of Julie's cognitive skills, she is functioning at about a 12-month level in this area. She has an initial understanding of object permanence as she will locate an object hidden while she watches, but she does not maintain a search for an object that is not located where she expects it to be. She does not make toys work on her own, but does indicate a desire to play in interactive games. She does imitate some words, and some sounds. She does not participate in pretend or functional play at all, but will examine toys by mouthing them, shaking them, and throwing them. She has no categorization skills, and cannot sort by color, shape, or identity.

#### COMMUNICATION DEVELOPMENT

Julie's language skills are at approximately at a 12-month level. She has few single words that can be understood (cookie, me, ball, no). She does not use any two-word combinations. For the

most part, she communicates by pulling on adults, gesturing, and pointing. She cannot follow any one step directions. She can point to about 10 pictures of people or animals in a book.

#### MOTOR DEVELOPMENT

In terms of fine motor development, Julie uses her whole hand to rake objects towards herself. She does not use a pencil or crayon; she does not turn pages in a book; she doesn't fit puzzle pieces into a puzzle form. Instead, she throws all of these items on the floor. In terms of gross motor development, she sits well and walks without support. If she tries to walk quickly or to run, she falls often. She crawls up down stairs. She refuses to climb up the slide or to go down it. She will sit on a riding toy while an adult pushes it. She will roll a ball, and will attempt to throw it.

#### SOCIAL DEVELOPMENT

Socially, Julie will play simple games with adults such as peekaboo, but she does not initiate these games. She occasionally responds to smiles and hugs, but most of the time she is carefully watching others. She does not try to meet her own needs by indicating thirst or hunger. She does not participate in routine events such as nap times or meal times. She does not respond to her peers' initiations.

#### SELF-HELP SKILLS

Self-help is also a delayed domain for Julie. She does occasionally try to use utensils such as a fork and spoon, but prefers to eat with her hands. She drinks from a tippy cup. She has not yet begun any toilet training and is reported to not indicate any awareness of soiled or wet diapers.

She will cooperate in washing her hands. She does not undress herself with any success, but tries to struggle with her shoes and socks.

**HANDOUT #4**  
**STRENGTHS AND NEEDS OF JULIE**

Child's Strengths:

Child's Needs:



## HANDOUT #6

### ACTIVITY BASED INCLUSION

In this activity, think about activities that you could plan for the children to do together using the items in their goody bags. What kinds of art activities do you think would be interesting and meaningful for the children to do with the materials they collected on their walk?

1. Maybe the children could work together on a nature scene for a puppet stage, or a scene from a story that the class read together. Children with disabilities and children without disabilities could participate together in gluing leaves and sticks into shadow boxes or dioramas.

2.

3.

4.

5.

6.

## **HANDOUT # 7**

### **The Pet Store**

#### **Activities:**

1.

2.

3.

4.

#### **Skills:**

**HANDOUT # 8**

**ACTIVITY WORKSHEET**

**DESCRIPTION OF THE PLANNED PLAY:**

---

**SKILL1                      SKILL2                      SKILL3                      SKILL4**

**ACTIVITIES**

**HANDOUT #9**  
**THE USE OF PROMPTS IN THE CLASSROOM**

<b>Prompt Type</b>	<b>Examples</b>
--------------------	-----------------

Indirect

Direct

Models

Physical Assistance

Spatial

Visual

## **HANDOUT #10:**

### **ADAPTATIONS IN THE CLASSROOM**

Some descriptions of children with disabilities are provided below along with some descriptions of some classroom activities. After reading through the descriptions of disabilities, think of some ways that you and your team could adapt different parts of the activities so that these children could participate with their peers in an inclusive classroom.

#### **Nick**

Nick is a 3-year-old with cerebral palsy who uses a wheelchair most of the time to move from place to place. He has some control of his hands and arms, and can grasp items if they are not too small. He also has good head control. Nick is a bright and friendly child. He understands much of what is said to him, but because his muscle control is shaky it is difficult for him to express himself verbally.

#### **Sonja**

Sonja is a 4-year-old who was in a car accident, and as a result she has brain damage that has affected her some movement abilities as well as her ability to communicate. She is unsteady on her feet and tends to move slowly. She is fearful of new situations and does not seem to enjoy or be aware of other children. Her speech is hard to understand and she doesn't often say much.

Idea:

Making and playing with play-dough -- using a recipe to make play-dough, making shapes, coloring play-dough, making beads to string, making hand or foot impressions in the play-dough, decorating play-dough.

Idea:

Marching in a musical band -- singing, dancing, marching, using drums, whistles, bells. Making flyers to advertise the band. Making instruments such as drums or chimes.

**SPECIFIC ACTIVITIES**

**ADAPTATIONS**

---

1. mixing colors into play-dough

the child puts play-dough and food coloring into baggies that seal at the top. By squeezing and kneading the play-dough in the baggie, Nick can make colorful play-dough while practicing his skills in using his hand muscles.

2.

**3.**

**4.**

**5.**

**Course Evaluation**

Trainer’s Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES          NO

**Please circle the appropriate number for each item.**

	Strongly Agree	5	4	3	2	1	Strongly Disagree
1.	The workshop content met my training expectations.	5	4	3	2	1	
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4.	The handouts were useful.	5	4	3	2	1	
5.	The videos were helpful. (if applicable)	5	4	3	2	1	
6.	Most of the course content was new information to me.	5	4	3	2	1	
7.	My knowledge and/or awareness of this topic increased.	5	4	3	2	1	
8.	The physical environment of session was adequate.	5	4	3	2	1	

What features of the course did you like the best?

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### **References for Further Reading**

- Bricker, Diane, Pretti-Frontczak, Kristi, and McComas, Natalya (1998). *An Activity-Based Approach to Early Intervention (2<sup>nd</sup> Ed.)*. Baltimore, MD: Paul H. Brookes.
- Cook, Ruth, Tessier, Annette, and Klein, M. Diane. (1996). *Adapting Early Childhood Curriculum for Children in Inclusive Settings (4<sup>th</sup> Ed.)*. Englewood Cliffs, NJ: Merrill.
- Howard, Vikki F., Williams, Betty Fry, Port, Patricia D., and Lepper, Cheryl. (1997). *Very Young Children with Special Needs: A Formative Approach for the Twenty-First Century*. Columbus, OH: Merrill.
- Hull, Karla, Goldhaber, Jeanne, and Capone, Angela. (2002). *Opening Doors: An Introduction to Inclusive Early Childhood Education*. Boston, MA: Houghton Mifflin.

**MODULE VI: A: CHILD CARE LICENSING  
B: KEEPING CHILDREN HEALTHY IN CHILD CARE**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY  
CHILD CARE ADMINISTRATION  
CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

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## **INTRODUCTION**

Module II A *Child Care Licensing* is designed to provide child care providers with a brief overview of Arizona's child care licensing regulations. Arizona, by law, requires that most childcare centers and homes be licensed. The licensing regulations set for the by the state are designed to ensure that child care facilities are safe and healthy environments for children and their providers.

While this training is designed to familiarize you with the licensing regulations that apply to various types of child care facilities, it is expected that all child care providers will continue to study the licensing regulations that apply to the type of child care facility that they are employed by or operate.

## **S☆CCEEDS CORE KNOWLEDGE ELEMENTS**

1. Child and Family Development
2. Professional and Personal Development

## **S☆CCEEDS CORE KNOWLEDGE COMPETENCIES**

1. Child Care Licensing:
  - Identifies which child care providers must be regulated.
  - Identifies and describes the types of child care programs that are regulated in Arizona.
  - Reviews the most critical elements of child care regulations.
2. Personal Growth: Creates a personal vision, which supports individual growth and includes an increased understanding of self and others.

## TRAINING SCHEDULE

<b>Topic Discussed</b>	<b>Clock Time</b>
Introduction	20 Minutes
What Types of child care should be regulated?	40 Minutes
Arizona's Top Ten Licensing Violations	40 Minutes
Summary	20 Minutes
<b>TOTAL TRAINING HOURS</b>	<b>2 hours</b>

## GLOSSARY

**Arizona Department of Health Services (ADHS):** The agency responsible for licensing and overseeing child care centers and child care group homes.

**Arizona Department of Economic Security (ADES):** The agency responsible for monitoring child care homes that receive public subsidies for any children in the program. Family child care homes certified by DES can care for a maximum of four children for compensation, with no more than six children in the home at any time. However, ADES does shall not duplicate the monitoring functions of the department of health services and shall accept the decisions of the department of health services concerning compliance with licensing standards. ADES has several programs that provide families in need with financial assistance to secure needed child care. Child care centers, child care group homes, and in-home day care providers are eligible to contract with ADES to receive funds for child care services provided to families in need.

**Child care:** The care, supervision and guidance of a child or children through the age of 12 years, who is unaccompanied by a parent, guardian or custodian, on a regular basis, for periods of less than twenty-four hours per day, in a place other than the child's or the children's own home or homes.

**Child Care Centers:** A child care center provides care for more than four children for compensation.

**Child Care Group Homes:** Means a residential facility in which child care is regularly provided for compensation for periods of less than twenty-four hours per day for. Child Care group home may care for no more than ten children through the age of twelve years. The total number of children present in a child care group home at any given time for whom compensation is received shall not exceed ten. The total number of children present in a child care group home at any given time, including children related to the provider, shall not exceed fifteen.

**Compensation:** Means money or other consideration, including goods, services, vouchers, time, or another benefit, that is received by a licensee or certificate holder from any individual as payment for child care services or that is received by a staff member from a licensee or certificate holder as payment for working in a child care facility or child care group home.

**Facility:** A legal definition: The buildings, grounds, equipment, and people involved in providing child care of any type.

**Inspection:** An onsite examination of a facility by ADHS to determine compliance with Arizona Revised Statutes (A.R.S.) Title 36, Chapter 7.1, Article 1 and these rules;

b. Onsite examination of a child care group home by the Department to determine compliance with A.R.S. Title 36, Chapter 7.1, Article 4 and these rules;

- c. Onsite examination of a DES family child care home to determine compliance with Article 52.
- c. Onsite review of facility or child care group home records or reports by the Department; or
- d. Onsite examination of a facility or a child care group home by a local governmental entity.

**License:** Means the written authorization issued by the ADHS to operate a facility in Arizona. A child care facility shall not receive any child for care, supervision or training unless the facility is licensed by ADHS.

**Monitor:** Inspection, visiting the location of the child care program to see if they are following the rules and regulations.

**Physical plant:** Means a building that houses a facility or a child care group home, or licensed or certified areas within a building that houses a facility or a child care group home, including the architectural, structural, mechanical, electrical, plumbing, and fire protection elements of the building.

**Regulation:** A government rule having the force of law. Arizona regulates child care centers and homes to ensure that the health, safety and developmental needs of children are met. Regulation also assures that these programs are safe and healthy places for employees. The regulations set forth by the state are minimum standards for the health, well being and safety of children.

**Rules:** A standard for procedure or conduct.

**Staff to Child Ratio:** The minimum number of Teacher/Caregivers that must be available to care for a specific number of children (e.g., the staff to child ratio for infants in a child care center is one adult for every five infants; also noted a 1:5).

## Handout VI.1

### Child Care Centers

A child care center provides **care for more than four children** for compensation. The Arizona Department of Health Services (ADHS) licenses all child care centers, except those on military bases and on Indian reservations; those where children may come and go on their own; or those where parents are on the premises (e.g., health clubs). ADHS monitors licensed centers to ensure they meet licensing requirements.

#### Regulated:

- Head Start programs are federally funded programs operated by local community agencies.
- Private non-profit programs are programs run by agencies that do not intend to profit from their services.
- Private for profit programs are run by individuals and corporations and intend to make a profit from their services.
- Public school preschools are programs run by local public school districts. They receive funding from several sources including the Arizona Department of Education.
- NOTE: The federal government now requires Tribal child care programs that receive Child Care and Development Fund (CCDF) monies to meet their state's licensing regulations or the Tribal Child Care Technical Assistance Center (TriTAC) regulations.

#### Lawful Non-Regulated:

- Religious institutions conducting a nursery in conjunction with its religious services or conducting parent-supervised occasional drop-in care.
- Any facility that provides training only in specific subjects, including dancing, drama, music, self-defense or religion.
- Any facility that provides only recreational or instructional activities to school age children who may come to and go from the child care facility at their own volition.
- Any of the Arizona state schools for the deaf and the blind.
- The homes of parents or blood relatives unless they receive compensation from Arizona Department of Economic Security.
- Centers in facilities where parents remain on site (ex. Gyms).

**Child Care Group Homes** are also certified and monitored by ADHS. They **may care for five to ten children** for compensation. They must, at all times, have one staff person for every five children.

**Family Child Care Homes:** A family child care home provides care for children in the caregiver's home. Arizona has **five types** of family child care homes.

1. **Lawful Unregulated Child Care Homes** may care for **no more than four** children for compensation. These homes are not regulated or monitored by any state agency.
2. **Registered Child Care Homes** are listed on a voluntary registry for child care providers who may care for **no more than four children** for compensation. To be included in the registry, providers are required to submit a statement indicating that they have met the following safety standards: having been cleared of both Child Protective Services and Department of Public Safety criminal background checks, a properly enclosed swimming pool, current certification in CPR and First Aid and proper storage of firearms. Upon acceptance into the registry, providers will then receive referrals to their child care program as well as full access to the other services offered by Child Care Resource and Referral.
3. **In-home Child Care:** Hiring someone to come to your home to care for your child is known as in-home care. Arizona does not require in-home caregiver to be regulated, though some in-home caregivers may be certified by the Arizona Department of Economic (ADES) Security if the parent is using public subsidies to pay the in-home provider for child care services.
4. **Arizona Department of Economic Security (ADES) Certified Family Child Care Homes** are certified and monitored by ADES. Persons who provide care and supervision for compensation for **four or fewer children** are not required by state statute to be regulated in order to operate. However, in order to receive public subsidy for any children in care, some child care homes must be ADES certified. These providers are called ADES certified family child care homes. These homes cannot have more than six children in the home, including the provider's own children, only four can be for compensation. Also, no more than two children in the home can be under the age of 12 months.
5. **Alternative Approval Child Care Homes** participate in the Child and Adult Care Food Program (CACFP) and receive reimbursement for the meals they serve the children in their care. They may **care for no more than four children** for compensation and must be certified by ADES or ADHS, or must have alternate approval through the Arizona Department of Education (ADE).

**Source:** Arizona Department of Economic Security, Child Care Administration  
<http://www.de.state.az.us/childcare/provider.asp>

## Handout VI.2

### The “top ten” Licensing Violations in Arizona Child Care Facilities

- 1. Improper staff-to-child ratios.** State law requires the following ratios for child care facilities: infants, 1:5, 2:11; 1-year-olds, 1:6, 2:13; 2-year-olds, 1:8; 3-year-olds, 1:13; 4-year-olds, 1:15; 5-year-olds, 1:20; and school-age children, 1:20. Small group homes and family child care have different ratios.
- 2. Inadequate supervision of children.** Children must be within sight and sound of a provider at all times.
- 3. Unqualified staff.** State law mandates a minimum age and credentials for all child care providers.
- 4. Incomplete child enrollment records, including emergency contacts and immunization records.** Child care providers must maintain adequate records to keep children safe.
- 5. Uncleanliness and poor sanitation, including floors and bathrooms.** Child care facilities need to be clean, free from infestations, and follow specific sanitation requirements, to make certain children remain healthy.
- 6. Incomplete attendance records.** Child care providers must know which children are in their care at all times.
- 7. No staff fingerprint clearance cards on file.** All child care providers must undergo a background check before they can care for children.
- 8. Facility maintenance, including playground equipment.** All equipment and buildings must be in good repair to keep children safe.
- 9. Unclean diaper-changing area, which must be clear of other items, such as bottles and food.**
- 10. Improper supervision of staff.** Volunteers and student interns must be within sight and sound of regular child care staff.

Source: The Arizona Republic (Dec., 2002), citing the Arizona Department of Health Services, Office of Child Care Licensure

**Handout VI.3  
Need Help With Licensing Regulations?**

**Contact Arizona Department of Health Licensing Services at:**

**Phoenix:** 150 N. 18th Ave., 4th Floor, Phoenix, AZ 85007; (602) 364-2536

**Tucson:** 400 W. Congress, Suite 100, Tucson, AZ 85701; (520) 628-6965

**Flagstaff:** 1500 E. Cedar Ave., Suite 22, Flagstaff, AZ 86004; (928) 774-2707

**Website:** <http://www.hs.state.az.us/als/childcare/>

**DES Child Care Administration at:**

1500 East Thomas OR Niños en Mi Casa

Phoenix, AZ 85014            3910 South Rural Road, Tempe, AZ 85282

602-279-3140                480-829-0500 x 403

**Website:** <http://www.de.state.az.us/childcare/>

**For Child Care Group Homes/DES contracts:**

1789 W. Jefferson 801A

Phoenix, AZ 85007

602-364-2539

**Arizona Child Care Resource and Referral at:**

1-800-308-9000

**Website:** <http://www.arizonachildcare.org/>

**Course Evaluation**

Trainer's Name:

Training Topic:

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Circle one: YES            NO

**Please circle the appropriate number for each item.**

	Strongly Agree	5	4	3	2	1	Strongly Disagree
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5.	The videos were helpful. (if applicable)	5	4	3	2	1	
6.	Most of the course content was new information to me.	5	4	3	2	1	
7.	My knowledge and/or awareness of this topic increased.	5	4	3	2	1	
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What features of the course did you like the best?

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1.

### References for Further Reading

- Arizona Department of Economic Security, Child Care Administration web site:  
<http://www.de.state.az.us/childcare/provider.asp>.
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**MODULE VI B: KEEPING CHILDREN HEALTHY IN CHILD CARE**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY  
CHILD CARE ADMINISTRATION  
CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

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## **INTRODUCTION**

Module VI B *Keeping Children Healthy in Child Care* is designed to assist child care providers in identifying and preventing the spread of disease in child care settings.

Training child care providers in procedures intended to reduce the spread of infectious disease is shown to reduce incidences of intestinal illnesses, diarrhea, and upper respiratory infections among children in child care.

## **S☆CCEEDS CORE KNOWLEDGE ELEMENTS**

1. Child and Family Development
2. Professional and Personal Development

## **S☆CCEEDS CORE KNOWLEDGE COMPETENCIES**

1. Health Practices:
  - Promotes an environment that contributes to the prevention of illness through implementing general hygiene practices.
  - Understands appropriate health appraisal practices and demonstrates an ability to make referrals as necessary.
  - Identifies strategies for helping children develop good health habits.
2. Personal Growth: Creates a personal vision, which supports individual growth and includes an increased understanding of self and others.

## TRAINING SCHEDULE

<b>Topic Discussed</b>	<b>Clock Time</b>
Introduction	20 Minutes
What are germs?	10 Minutes
Routes of disease transmission	15 Minutes
<b>Meal Break</b>	
<b>Six Principles of preventing the spread of disease</b>	5 Minutes
• Handwashing	20 Minutes
• Diapering	20 Minutes
• Universal Precautions	10 Minutes
<b>Break</b>	
• Sanitizing the Child Care Environment	20 Minutes
• Daily Health Checks and Exclusion Criteria	25 Minutes
• Signs and Reporting of Communicable Diseases	25 Minutes
• Immunizations	20 Minutes
Administering Medication in Child Care Settings	20 Minutes
Summary	20 Minutes

**Total Training 4 hours (does not include break times)**

## GLOSSARY

**Antibodies:** Proteins in the blood, which destroy pathogens

**Cleaning:** To remove dirt, grease, grime, debris, and many germs by washing or scrubbing with soap and water, followed by rinsing with fresh water.

**Communicable Disease:** A disease which can be passed from one person to another or from an animal to a person, etc.

**Contagious Disease:** A communicable disease

**Disinfecting:** To kill disease-causing germs on contact by the use of germicides (such as bleach solutions), or a physical agent such as high heat

**Hygiene:** Routines, which promote health and cleanliness

**Illness:** Means physical manifestation or signs of sickness, such as pain, vomiting, rash, fever, discharge, or diarrhea.

**Immunizations:** Medicines, which help the body to build up defenses against specific diseases before being exposed to the disease itself.

**Infestation:** Means the presence of lice, pinworms, scabies, or other parasites.

**Medication** Means a substance prescribed by a physician, physician assistant, or registered nurse practitioner or available without a prescription for the treatment or prevention of illness or infestation.

**Parasites:** Tiny organisms which live on or in another organism. Examples of parasite-caused infections in humans include head lice, scabies, and Giardia.

**Pathogens:** Very tiny living things that cause disease

**Sanitize:** Means to use heat, chemical agents, or germicidal solutions to disinfect and reduce pathogen counts, including bacteria, viruses, mold, and fungi.

**Signs:** Evidence of disease that can be seen by another individual (for example, a rash)

**Symptoms:** Evidence of disease felt by an individual (for example, nausea)

**Vaccine:** The active medicine in an immunization

Handout VIB.1

**How Some Childhood Infectious Diseases Are Spread**

<b>Method of Transmission</b>			
<b>Direct Contact with infected person's skin or body fluid</b>	<b>Respiratory Transmission (passing from the lungs, throat, or nose of one person to another person through the air)</b>	<b>Fecal-Oral Transmission (touching feces or objects contaminated with feces then touching your mouth)</b>	<b>Blood Transmission</b>
Chickenpox* Cold Sores Conjunctivitis Head Lice Impetigo Ringworm Scabies	Bacterial Meningitis* Chickenpox* Common Cold Diphtheria Fifth Disease Hand-Foot-Mouth Disease Impetigo Influenza* Measles* Mumps* Pertussis* Pneumonia Rubella*	Campylobacter** E. Coli O157** Enterovirus Giardia Hand-Foot-Mouth Disease Hepatitis A* Infectious Diarrhea Pinworms Polio* Salmonella** Shigella	Cytomegalovirus Hepatitis B* Hepatitis C HIV Infection
*Vaccines are available for preventing these diseases. **Often transmitted from infected animals through foods or direct contact			

**Suggested additional resource:**

**Communicable Disease Flip Chart, K Ford & K Liberante, 2002 Fifth edition.**

**Download at:**

**[www.hs.state.az.us/phs/owch/pdf/commdiseases.pdf](http://www.hs.state.az.us/phs/owch/pdf/commdiseases.pdf)**

## **The Four Routes of Disease Transmission**

### **The Respiratory (Airborne) Route**

Individuals with illnesses such as colds or flu, spread infected droplets from their nose and mouth when they cough, talk, sneeze, or spit. The very tiny droplets float in the air and may be breathed in by others. In the body they can multiply and cause illness. Larger infected droplets land on tables, toys, and on other objects. Germs from these droplets enter the body by riding on unwashed hands brought to the mouth, nose, eyes and open sores.

### **The Direct Contact Route**

Germs in drainage from infected eyes, sores, nasal secretions, or the sexual organs of an individual may infect others. Infected sores/wounds may be touched directly by others, or infected drainage may get onto their hands or into their mouths through infected objects such as door handles, toys, faucets, etc. Parasites, such as head lice (very small insects which infect the scalp) and scabies (tiny mites which burrow underneath the skin), are also spread by this route.

### **The Stool to Mouth (Fecal-Oral) Route**

Many of the vomiting and diarrheal diseases we experience come from germs in the food and beverages we eat and drink. Food, drink, or dishes may have been infected with pathogens from the unwashed hands of individuals who prepared or served a meal or snack. Toileting and diapering activities in the child care setting frequently bring the hands of adults and children into contact with germs from stool. Hurried hand washing (or NO hand washing) after these activities and before any tasks that involve food increase the risk of spread for fecal-oral diseases. Also, some foods, like raw beef, raw chicken, turkey or raw eggs may come from the supplier with germs from animal stools in them or on them. These foods, if not cooked and/or refrigerated properly can cause illness.

### **The Blood Borne Route**

The infected blood from one person may enter the blood stream of another person in several ways. One is when the skin is broken or punctured by an infected needle (usually associated with sharing injection equipment while using “street” drugs. Also, when infected blood or sexual fluids, come in contact with broken skin or mucous membranes such as the inside lining of the mouth, nose, eyes, rectum (anus) or sex organs. An infected mother can pass her infection to her unborn baby while it is growing inside her or after the birth, through breast milk. Although the spread of diseases by the blood borne route is very unlikely in the child care setting, the diseases spread by this route are very serious.

## Handout VIB.3

### Gloving Procedures



Put on a clean pair of gloves.



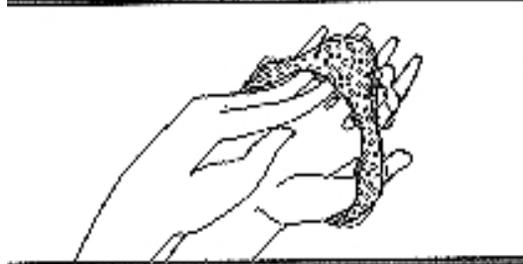
Provide the appropriate care.



Remove each glove carefully. Grab the first glove at the palm and strip the glove off. *Touch dirty surfaces only to dirty surfaces.*



Ball up the dirty glove in the palm of the other gloved hand.



With the clean hand, strip the glove off from underneath at the wrist, turning the glove inside out. *Touch clean surfaces only to clean surfaces.*



Discard the dirty gloves immediately in a step can. Wash your hands.

## Handout VIB.4

## DISINFECTING SCHEDULE

**All items must be cleaned prior to disinfecting.**

HOW OFTEN	ITEMS TO BE DISINFECTED	SOLUTION USED
<b>Daily</b>	<b>Hard surfaced or washable toys (frequently mouthed by children)</b> <b>Crib rails</b> <b>Bathroom door knobs</b> <b>Bathroom sinks, sink faucet handles</b> <b>Toilets, flush handles</b> <b>Sink/faucet handles</b> <b>All washable floors</b> <b>Trash cans</b> <b>Telephone receivers</b> <b>Drinking fountains</b> <b>Kitchen counters</b> <b>Water tables (if used that day)</b>	<b>General Purpose or Soaking</b> <b>General Purpose</b> <b>General Purpose</b> <b>General Purpose</b> <b>Diaper Area</b> <b>General Purpose</b> <b>General Purpose</b> <b>General Purpose</b> <b>General Purpose</b> <b>General Purpose</b> <b>General Purpose</b>
<b>Weekly</b>	<b>Cot frames (immediately if soiled), door knobs, light switches, shelves or other hard surfaces touched by children</b> <b>Children's chairs</b> <b>Pet areas</b> <b>Cloth (washable) toys, dress up clothes</b>  <b>Mats</b> <b>Low shelves</b> <b>Refrigerators</b>	<b>General Purpose</b>  <b>General Purpose</b> <b>General Purpose</b> <b>Washed with detergent, rinsed and dried</b> <b>General Purpose</b> <b>General Purpose</b> <b>General Purpose</b>
<b>Monthly</b>	<b>Cots (immediately if soiled)</b> <b>Carpets</b> <b>Shelves</b> <b>Walls</b> <b>Doors</b>	<b>General Purpose</b> <b>General Purpose</b> <b>General Purpose</b> <b>General Purpose</b> <b>General Purpose</b>
<b>Before Use</b>	<b>Food preparation area</b> <b>Food serving tables (eating tables)</b>	<b>General Purpose</b> <b>General Purpose</b>
<b>After Use</b>	<b>Diapering area surfaces</b> <b>Food preparation area</b> <b>Food preparation tools, dishes, equipment, and flatware</b> <b>Bottles, nipples and nipple covers</b>	<b>Diaper Area</b> <b>General Purpose</b> <b>Soaking Solution</b> <b>Heat Only</b>
<b>Immediately</b>	<b>Any surface that has been soiled with urine, stool, mucous, vomit, blood or nasal discharge</b>	<b>Diaper Area</b>

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**DAILY HEALTH CHECKS**  
*“How does your child feel today?”*



**Check the following:**

- **SKIN COLOR?**
- **FEELING HOT?**
- **RASH?**
- **SORES?**
- **SWELLING?**
- **ITCHY HEAD?**
- **BRUISING**
- **OTHER MARKS?**
- **HARD COUGHING?**
- **DIFFICULT BREATHING?**
- **MOOD?**
- **ACTIVITY LEVEL?**

**DISCHARGE FROM:**

- **EYES?**
- **EARS?**
- **NOSE?**

## Handout VIB.6

# Symptoms Requiring Removal of a Child from the Child Care Setting

Certain Signs and Symptoms in children may suggest the presence of a communicable disease. These children should not be in the group setting. Children with:

**Fever:** An underarm temperature of 100<sup>0</sup> F, or oral temperature of 100<sup>0</sup> F. The child may return when he has been fever-free for 24 hours without the use of a fever-reducer such as Tylenol or Ibuprofen.

**Breathing:** Difficult breathing or hard coughing.

**Diarrhea:** Two or more abnormally loose stools in the previous 24 hours.

**Vomiting:** Two or ore episodes of vomiting in the previous 24 hours.

**Eye/Nose:** Mucous or pus from red eyes or cloudy or thick drainage from the nose.

**Sore Throat:** When fever or swollen glands are present.

**Rash:** Undiagnosed rashes with fever or other signs of illness.

**Sores:** Infected sores with pus, crusting or yellow or green drainage which cannot be covered by bandages.

**Itching:** Persistent itching or scratching of the body or scalp.

**Unusual Color:** These signs suggest hepatitis (liver infection) and should be evaluated by a health care provider:

Eyes or skin-Yellow (jaundice).

Urine-dark (strong tea color or cola color)

**Handout VIB.7**

**Dear Parent and/or Health Care Provider,**

is in \_\_\_\_\_ classroom.

Child's full name \_\_\_\_\_

Age group \_\_\_\_\_

Arizona Child Care Regulations (R9-5-515) requires that all licensed child care programs NOT permit a child to remain at the facility if a staff member determine that a child is showing signs of illness or infestation, especially if two or more symptoms are observed at the same time.

To limit the spread of communicable disease, a visit to a Health Care Provider for diagnosis or recommendations for treatment may be requested by the program. Not all health conditions require a Doctor's visit. However, a child will be excluded when symptoms of contagious illness or infestation are observed.

**A child may return when fever free for 24 hours without the aid of a fever reducer and/or when the symptoms have subsided or when the threat of contagious disease spread is over.**

Staff (name) \_\_\_\_\_ has observed the following symptoms over a period of \_\_\_\_\_ Hours \_\_\_\_\_ Days.

**Indicate all that apply with a check mark and complete information requested.**

Fever of 100° under the arm (use a digital thermometer). Temperature \_\_\_\_\_

Rash \_\_\_\_\_ How long \_\_\_\_\_ #hours \_\_\_\_\_ #days \_\_\_\_\_ Severe itching? Yes No  
(Where on body)

Circle rash color and appearance: Light-pink Red-dotted Red-blotchy Blisters Bleeding

Coughing with thick (white yellow or greenish) mucus from: Nose Throat Lungs

Difficulty breathing? Yes No Red, watery eyes, wheezing, sneezing, runny nose

Two or more (\_\_\_\_#) episodes of loose or watery stools (diarrhea) within \_\_\_\_\_ hours.

Complaints of "tummy ache" "not eating" or vomiting. (\_\_\_\_# in \_\_\_\_\_ hours)

Complaints of pain \_\_\_\_\_ How Long? \_\_\_\_\_ Pulling at ears? \_\_\_\_\_  
Where on body? \_\_\_\_\_ Right Left Both

Very tired? Fainting? Changes in typical activity level. Explain \_\_\_\_\_ How long? \_\_\_\_\_

Injuries? Redness Welts Bleeding Bruises Cuts Swelling Where on body \_\_\_\_\_

Has a fall or injury recently occurred? Explain \_\_\_\_\_

---

If a health care provider visit is requested, please complete this information and return to your child's teacher.

Diagnosis \_\_\_\_\_ Date of Visit \_\_\_\_\_ Medications? Yes No

Recommendations \_\_\_\_\_

(modified from K. Liberante, RN, 2001)

## Handout VIB.8

### Common Childhood Illnesses and Their Symptoms

#### What are the most common childhood illnesses?

Some of the most common childhood illnesses include chicken pox, bronchitis, croup, strep throat, colds, influenza, ear infections, pink eye (conjunctivitis), and head lice.

#### What are the characteristics of these illnesses?

##### Symptoms of Chickenpox:

- Chickenpox has a characteristic itchy rash, which then forms blisters that dry and become scabs in 4-5 days
- The rash may be the first sign of illness, sometimes coupled with fever and general malaise, which is usually more severe in adults
- An infected person may have anywhere from only a few lesions to more than 500 lesions on their body during an attack. The average is 300-400 lesions

##### Symptoms of Bronchitis:

- Cough with mucus
- Chest discomfort
- Fever
- Extreme tiredness
- Sometimes viral bronchitis can cause asthma-like symptoms

##### Symptoms of Tonsillitis:

- A very sore throat with red, swollen tonsils
- Spots or discharge on the tonsils
- Pain or discomfort when swallowing, swollen tender lymph glands,
- Low-grade fever
- Headache
- Muffled speech

##### Symptoms of Croup

- A loud cough that resembles the barking of a seal
- Difficulty breathing
- A grunting noise or wheezing on breathing
- With severe croup there may be a high-pitched noise ("stridor") when breathing in
- As the upper airway (vocal chords and the areas just below them) become progressively inflamed and swollen, the child may become hoarse, with a harsh barking cough

##### Symptoms of Strep Throat:

- Sore throat
- Pharyngitis (inflammation of the throat)
- Fever (above 101F)

- Chills
- Body aches
- Swollen glands
- Headache
- Loss of appetite because swallowing is so painful
- Nausea
- Vomiting
- Abdominal pain

### **Symptoms of Colds**

- Runny nose
- Nasal congestion
- Noisy breathing
- Sore throat
- Cough
- Irritability
- Redness of the nose, throat, and eyes
- A child may have "aches and pains," headache, fever, listlessness, increased sleepiness, and decreased appetite.

### **Symptoms of Influenza (the flu):**

- Chills
- fever
- Headache
- Muscle aches
- Dizziness
- Loss of appetite
- Tiredness
- Sore throat
- Cough
- Runny nose
- Nausea
- Weakness
- Depression

### **Symptoms of Diarrhea:**

- A child should be considered to have diarrhea when the child's bowel movements are both more frequent than usual and looser and more watery than usual
- Children with diarrhea may have additional symptoms including:
  - Nausea
  - Vomiting
  - Stomachaches
  - Headache
  - Fever

***Child Care Providers Should Notify the Department of Health Under Certain Circumstances:***

- If two or more children in one classroom or home have diarrhea within a 48-hour period
- If you learn that a child in your care has diarrhea due to Shigella, Campylobacter, Salmonella, Giardia, Cryptosporidium, or Escherichia (E.) coli

**Symptoms of an Ear Infection:**

- Irritability and crying, especially when feeding and swallowing
- Tugging at the ear
- Loss of appetite
- Difficulty sleeping because of painful pressure in the middle ear
- Fever ranging from 100°F -104°F
- Yellow or white fluid draining from your child's ear (which looks different from normal earwax)
- Difficulty hearing
- Older children may also complain of pain or dizziness
- Other symptoms for all children may include: Diarrhea, Nausea, Vomiting

**Symptoms of Pink Eye:**

- Redness and irritation in the infected eye
- A burning or scratchy sensation
- Watery eyes
- A white, yellow, or green purulent (pus) or a mucus-type discharge

**Head Lice (Pediculosis)**

Head lice, also called Pediculosis, is an infestation of tiny parasitic insects that live primarily on the head and scalp of humans. Although very small (2-4mm long), head lice can be seen by the human eye. Lice live among human hairs, draw blood from the skin, and lay eggs (nits) on hair shafts. Their bites can cause itching and scratching and can become infected. The tiny nits may look like white grains of sand attached to the hair shaft. Lice eggs hatch within 1-2 weeks after they are laid. Newly hatched lice must bite within 24 hours of hatching. Itching may not start immediately. Lice are commonly found on the scalp behind the ears and near the neckline at the back of the neck. Common symptoms of head lice are itching and scratching of the hair, especially near the ears and at the back of the neck.

**Tips to Avoid the Spread of Head Lice**

- Head lice infections are very contagious and very common
- Lice can be transferred from person to person by direct head-to-head contact, and by sharing:
  - Bed linens
  - Pillows
  - Combs
  - Brushes
  - Scarves
  - Hats
- Although head lice are not a sign of uncleanliness, the infection can be prevented by:
  - Changing bed linens often
  - Providing your own linens and pillow when your child sleeps at a friend's house

- Giving your child his or her own comb, hairbrush, barrettes, and hair ribbon
- Reminding the child not to share combs, hairbrushes, barrettes, hair ribbons and hats

**Note:** Many state and local health departments require that a child with head lice be temporarily excluded from the childcare or school setting until 24 hours after treatment. While head lice infections are a nuisance and may be somewhat embarrassing, notification of the childcare facility, screening of children for lice and nits, and treatment of the infection are necessary to prevent the spread.

**ARIZONA DEPARTMENT OF HEALTH SERVICES**  
**Office of Child Care Licensing**

**COMMUNICABLE DISEASE REPORTING REQUIREMENTS**  
**UNDER A.A.C. R9-5-515 (D)**  
**UNDER A.A.C. R9-5-906 (D)**

**A CHILD CARE FACILITY DIRECTOR OR DESIGNATED STAFF PERSON SHALL COMPLY WITH THE NOTIFICATION AND REPORTING REQUIREMENTS IN R9-5-515(D) WHEN A STAFF MEMBER OR AN ENROLLED CHILD CONTRACTS ANY OF THE FOLLOWING COMMUNICABLE DISEASES OR INFESTATIONS;**

- 1.          FOODBORNE OR WATERBORNE ILLNESS**
- 2.          GIARDIASIS**
- 3.          HAEMOPHILUS INFLUENZAE TYPE b. INVASIVE DISEASE**
- 4.          HEPATITIS A**
- 5.          MEASLES (RUBEOLA)**
- 6.          MENINGOCOCCAL INVASIVE DISEASE**
- 7.          MUMPS**
- 8.          PERTUSSIS (WHOOPING COUGH)**
- 9.          RUBELLA (GERMAN MEASLES)**
- 10.        SCABIES**
- 11.        SHIGELLOSIS**

**R9-5-515(D) REQUIRES THAT WRITTEN NOTICE OF ANY OF THESE DISEASES BE PROVIDED TO EACH STAFF MEMBER, PARENT OF AN ENROLLED CHILD, AND LOCAL HEALTH DEPARTMENT WITHIN 24 HOURS OF OCCURRENCE.**

**Handout VIB.10**

**PARENT ALERT**

**DATE** \_\_\_\_\_

\_\_\_\_\_ **HAD BEEN IDENTIFIED IN THE  
CENTER/SCHOOL/HOME, AND IT IS CONTAGIOUS (catching, infectious).**

**To protect the health of others, please watch for early signs and symptoms which may include:**

- |  |   |
|--|---|
| <input type="checkbox"/> fever           | <input type="checkbox"/> very tired                 |
| <input type="checkbox"/> rash            | <input type="checkbox"/> loss of appetite           |
| <input type="checkbox"/> vomiting        | <input type="checkbox"/> yellowing of the eyes/skin |
| <input type="checkbox"/> diarrhea        | <input type="checkbox"/> dark (tea colored) urine   |
| <input type="checkbox"/> red watery eyes | <input type="checkbox"/> coughing sneezing          |
| <input type="checkbox"/> itching         | <input type="checkbox"/> _____                      |

**If you notice any of these signs/symptoms please notify the school nurse or child care director. A visit to the health professional for diagnosis, and/or management may be needed. For questions please call \_\_\_\_\_.**

**If these symptoms appear while the child is in school/child care, they will be excluded from the group setting and you will be called to pick him/her up.**

## Immunizations for Children

Recommended age	Routine schedule of childhood immunizations
<b>Birth</b>	<b>Hep B</b> Hepatitis B
<b>2 Months</b>	<b>IPV ♦♦</b> Polio <b>DTaP ** ♦♦</b> Diphtheria, Tetanus, Pertussis    Whooping Cough <b>Hib</b> Haemophilus influenza type b    Bacterial Meningitis <b>Hep B ♦♦</b> Hepatitis B <b>PCV7 (new vaccine)</b> Pneumococcal Conjugate      Bacterial Meningitis
<b>4 Months</b>	<b>IPV, DTaP, Hib, (Hep B*), PCV</b>
<b>6 Months</b>	<b>IPV ♦♦</b> (3 <sup>rd</sup> dose can be given 6-15 months of age), <b>DTaP ♦♦ or DTP, Hib, PCV, Hep B♦♦</b>
<b>12-15 Months</b>	<b>IPV (if 3<sup>rd</sup> dose not given previously)</b> <b>DTaP</b> <b>Hib</b> <b>PCV</b> <b>MMR</b> Measles, Mumps, Rubella <b>TB</b> Skin test for Tuberculosis exposure <b>Varicella Zoster Vaccine ***</b> Chicken pox vaccine ***
<b>24 Months – 5 Years</b>	<b>Hepatitis A</b> (Two dose series: 6-12 months between doses) <b>PCV</b> (One dose if never received as infant)
<b>4-6 Years</b>	<b>IPV, DTaP, MMR ****, (Hep B♦)</b>
<b>11- 18 Years</b>	<b>Td, (MMR ****), (Hep B♦)</b> Tetanus, Diphtheria

\* If Hepatitis B series began at birth, no dose at this age.

\*\* DTaP is now used for the DTP series. The pertussis component is the acellular form of pertussis vaccine in DTaP.

\*\*\* Chicken pox vaccine is highly recommended (12 months to 18 years old), but is not currently required for school or child care entry.

\*\*\*\* If record does not show 2 doses of MMR, second dose at this age.

♦ If record does not show 3 dose series of Hep B, begin or complete the series now.

♦♦ **Pediarix** may be used. A new vaccine called **Pediarix** contains DTaP, Hepatitis B, and IPV in one injection.

Maricopa County Immunization Information: 602-506-6767. Site Information: English 602-506-6115; Spanish: 602-506-6865; TDD: 602-506-6784.

## REQUEST FOR EXEMPTION TO IMMUNIZATION CHILD CARE FACILITIES

If you wish for your child to be exempt from the immunization requirements, this form must be completed, signed and returned to the child care facility. As stated in Arizona Administrative Code R9-5-305, and R9-5-806, your child will not be allowed to attend child care until either a record of immunization or this exemption statement is submitted. Please indicate below the type of exemption requested and complete all required information. **In the event of an outbreak of a vaccine preventable disease for which you can not provide proof of immunity of your child, your child will not be allowed to attend child care until the risk period ends.**

**MEDICAL REASONS** - If the immunization would be a health risk to the child because of pre-existing medical conditions, you must sign the statement below *along with your physician's signature*. Your physician must state the reason for the medical exemption. The exemption may be for one or more vaccines, and may be either permanent or temporary. If the condition is temporary, the date of its end must be given, at which time the child must receive any necessary vaccine doses.

**RELIGIOUS BELIEFS** - If immunizations are against your religious beliefs, you must sign below to exempt your child from the requirements.

**LABORATORY EVIDENCE** - If your child has previously had a vaccine preventable disease, immunization against that disease is not required if laboratory evidence of immunity signed by a physician can be provided. *Copies of lab results must accompany this request.*

### **COMPLETE AND RETURN THIS FORM TO YOUR CHILD'S CHILD CARE FACILITY.**

I hereby request an exemption from the immunization requirements for the child listed below, have received information about immunization and understand the risks and possible outcomes of this decision.

Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Type of exemption requested:  
(Mark one)  
 Medical \* (See below)  
 Religious Beliefs  
 Laboratory Evidence

For the following vaccines:  
(Mark all that apply)  
 Diphtheria  Tetanus  Pertussis  
 Measles  Mumps  Rubella  
 Polio  Hepatitis B  
 Haemophilus Influenza type b  
 Hepatitis A

**\* If a medical exemption is marked, complete the following:**

Reason for medical exemption:

Length of exemption:

\_\_\_\_\_  Permanent  Temporary until: \_\_\_\_\_

**Required Signatures:** Parent or guardian must sign all requests and physician must also sign any requests for medical or laboratory evidence exemptions:

\_\_\_\_\_  
Parent or Guardian  
Representative

\_\_\_\_\_  
Physician or Health Agency

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Printed Name

---

Printed Name

---

Date

---

Date

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## **Medication Container Labels Must Contain**

- The child's full name;
- A date not more than 2 weeks old (unless the child has a chronic health condition which requires routine medication or drugs for crisis intervention);
- Physician's name
- Name of the medication and strength;
- Route of administration: ie, in the right eye, by mouth, in left ear, etc.
- Amount (dose) of the medication to be given (how much and how often);
- Special concerns (e.g., do not give with food; avoid sunlight);
- Name of the health care provider prescribing the medication;
- Expiration date; and
- Prescription number.

## Handout VIB.14: Guidelines for Giving Medication

If your written policy allows staff to give medications, follow this checklist carefully.

- 1. Written medication permission form is completed by the parent or guardian, signed and is on file at the site. Medication Staff is notified.
- 2. Medication is in original container and is labeled with all of the following:
  - A. Child's full name
  - B. Date (and expiration date if appropriate)
  - C. Physician's name
  - D. Name of the medication and/or reason for the medication
  - E. Amount (dose) of medication to be given
  - F. How often or what time the medication is to be given, ie, every 3 hours, 3:00p
  - G. Route of administration..ie, in the right eye, by mouth, in left ear, etc.
- 3. Medication is stored at the correct temperature..ie, room temperature, refrigerated, out of sunlight, etc.
- 4. Medication is stored in a locked container and is not accessible to children, but is accessible to staff.
- 5. Medication is given/administered with an appropriate medication measure, not household or plastic spoons. Label with child's name if not disposable.
- 6. To ensure that the **Right** medicine, is given to the **Right** child in the **Right** way:
  - A. Wash your hands
  - B. Check the label, *recognize the child* by name and check the label again. Do this **every time** you give the medication. It is **NOT** recommended that medications are prepared for more than one child at a time. New staff or volunteers should not give medications until trained and familiar with the children.
  - C. Document the date, time of day, child's full name, amount given, and comments and sign with staff signature immediately after giving medication dose.
  - D. Log any refusal of medication. DO NOT give a second dose of liquid medication if the first dose is spit out--the child can overdose. Wait until the next scheduled time an/or tell the parent the child is "off schedule" and why.
- 7. Wash and sanitize non-disposable medication measures in bleach solutions or hot dishwasher after each use.

**Syrup of Ipecac:** This is a liquid that makes an individual vomit and empty the stomach quickly. It is used for some poisoning situations. NEVER give Syrup of Ipecac unless told to by a Physician of Poison Control Center. Some poisons should not be vomited.

**Tylenol vs. Aspirin:** Tylenol (also called acetaminophen) is given to children to reduce fever and inflammation. Aspirin is also used to decrease fever and reduce inflammation, however, Aspirin is traditionally recommended for children over age 18. Aspirin has been associated with a complication called Reye Syndrome if given to young children for flu or respiratory illness.

ARIZONA DEPARTMENT OF HEALTH SERVICES  
Office of Child Care Licensing

MEDICATION CONSENT FORM - FORMA DE CONSENTO de MEDICINA/LISTA

Re: \_\_\_\_\_  
(first and last name of child - primer y ultimo nombre de niño)

I/Yo, \_\_\_\_\_, give permission to/doy permiso a \_\_\_\_\_  
(parent/guardian - padre/guardion) (authorized staff person - persona de  
esponsible)

to administer/a administra \_\_\_\_\_ of/la \_\_\_\_\_  
(dose - medio de medicina) (name of medication - nombre

by/por \_\_\_\_\_  
(Method of giving dosage - moda de dar)

RX#/numero de medicina \_\_\_\_\_ to my child/a mi niño at/a \_\_\_\_\_  
(time/frequency-hora de dar)

from/de \_\_\_\_\_ to/hasta \_\_\_\_\_ for/por \_\_\_\_\_.  
(date - fecha) (date - fecha) (reason for medication -  
rason por medicina)

POSSIBLE SIDE EFFECTS TO WATCH FOR WITH THIS MEDICATION:  
POSIBLE EFECTIVOS A MIRAR POR ESTA MEDICINA:

\_\_\_\_\_  
\_\_\_\_\_

\* Injections: Attach physician's written authorization.

\_\_\_\_\_  
(signature of parent - firma de padre/guardián) (date - fecha)

\*\*\*\*\*

FOR STAFF USE PRIOR TO ADMINISTERING MEDICATION:

	YES	NO
Is the permission form complete?	<input type="checkbox"/>	<input type="checkbox"/>
Is the original prescription label on the medication container or prepackaged and labeled for use by manufacturer?	<input type="checkbox"/>	<input type="checkbox"/>
Is the full name of the child on the container?	<input type="checkbox"/>	<input type="checkbox"/>
Is the prescription or over-the-counter medication current?	<input type="checkbox"/>	<input type="checkbox"/>
Is the dose, name of drug, frequency of administration given on label consistent with instructions above?	<input type="checkbox"/>	<input type="checkbox"/>
Is the prescription or over-the-counter medication current?	<input type="checkbox"/>	<input type="checkbox"/>
Is the dose, name of drug, frequency of administration given on label consistent with instructions above?	<input type="checkbox"/>	<input type="checkbox"/>





## Course Evaluation

Trainer's Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES      NO

**Please circle the appropriate number for each item.**

Strongly Agree    5   4   3   2   1    Strongly Disagree

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | The workshop content met my training expectations.     | 5 | 4 | 3 | 2 | 1 |
| 2. | The presentation was clear and to the point.           | 5 | 4 | 3 | 2 | 1 |
| 3. | The presenter was knowledgeable and well prepared.     | 5 | 4 | 3 | 2 | 1 |
| 4. | The handouts were useful.                              | 5 | 4 | 3 | 2 | 1 |
| 5. | The videos were helpful. (if applicable)               | 5 | 4 | 3 | 2 | 1 |
| 6. | Most of the course content was new information to me.  | 5 | 4 | 3 | 2 | 1 |
| 7. | My knowledge and/or awareness of this topic increased. | 5 | 4 | 3 | 2 | 1 |
| 8. | The physical environment of session was adequate.      | 5 | 4 | 3 | 2 | 1 |

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

1.

2.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

1.

### **References for Further Reading**

- American Academy of Pediatrics (2003) *Caring For Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, 2 nd Edition*, Waldorf, MD: American Public Health Association Publications  
<http://www.alpha.org> or <http://nrc.uchsc.edu/CFOC/index.html>
- Ford, K. & Liberante, K. (2002) *Communicable Diseases Flip Chart*, Arizona Department of Health Services, Office of Woman's and Children's Health. Available on-line:  
**[www.hs.state.az.us/phs/owch/pdf/commdiseases.pdf](http://www.hs.state.az.us/phs/owch/pdf/commdiseases.pdf)**

**MODULE VII A: KEEPING CHILDREN SAFE IN CHILD CARE  
MODULE VII B: CHILD ABUSE**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY CHILD CARE  
ADMINISTRATION CHILD  
CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

**DEVELOPED BY:** Arizona State University College of Education, Early Childhood Department, College of Liberal Arts and Sciences, Department of Languages and Literatures, and the College of Nursing.

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## **INTRODUCTION MODULE A: Keeping Children Safe in Child Care**

This three and a half hour training module focuses on how child care providers can establish and maintain a safe and stimulating learning environment for young children. First, participants will learn their responsibilities for children's safety. Second, participants will learn about household and environmental hazards that put young children at risk for injury. Third, this module will provide participants with strategies to assess their child care environment, and practices to safeguard young children from risk of injury.

### **S☆CCEEDS CORE KNOWLEDGE ELEMENTS**

1. Child and Family Development
2. Professional and Personal Development

### **S☆CCEEDS CORE KNOWLEDGE COMPETENCIES**

1. Child Care Licensing:
  - Creates systems for maintaining all aspects of the physical facility in a safe and healthy condition, and in a creative design that contributes to learning and teaching.
2. Personal Growth: Creates a personal vision, which supports individual growth and includes and increased understanding of self and others.

**TRAINING SCHEDULE: Module VII A: Keeping Children Safe in Child Care**

<b>Topic Discussed</b>	<b>Clock Time</b>
Introduction to Unit	20 Minutes
Adult Role in Child Safety	20 Minutes
Identifying Poisons	40 Minutes
<i>Break</i>	
Identifying Other Hazards	40 Minutes
Preventing Injury	40 Minutes
Preparing for Emergencies	30 Minutes
Summary	20 Minutes
<i>Meal Break</i>	

**Total Training:** 3.5 hours (does not include break and lunch)

## GLOSSARY

**Accident:** An unforeseen and unplanned event or circumstance that results in injury or harm.

**Direct Supervision:** Within sight and sound

**Energy-absorbing surface:** A surface that prevents or reduces serious injury that may be sustained during a fall. An 8-12 inch thick material that cushions the impact from a fall (e.g., wood chips, mats, rubberized coating, sand, etc.).

**Hazard:** Any condition that subjects children to physical danger or risk.

**Poisons:** Anything inhaled, swallowed or absorbed through the skin that causes mild to severe illness.

**Risk:** Possibility of loss or injury.

**Safeguard:** To use reasonable efforts and developmentally appropriate measures to eliminate the risk of harm to a child in care and ensure that a child in care will not be harmed by a particular object, substance, or activity.

## Handout VIIA.1

## PREVENTING POISONINGS

Children under five (5) are the most frequent victims of poisonings. Common household items like medicines, make-up, cleaning products and plants account for most poisonings. Alert staff and parents to these dangers and remove them from the child's reach.

Another word for poisonous is toxic. Toxic items will make the child sick if they are eaten or swallowed.

Most Common Poisonous Plants (toxic):

### NAME

### POISONOUS PARTS

Aloe Vera	All parts
Asparagus	Uncooked, young shoots
Azalea	All parts
Box Plant	Leaves, stems
Castor Bean	Seeds
China Berry	Berries
Crocus	All parts, especially bulbs
Daffodil	All parts, especially bulbs
Dumb Cane	All parts
Elephant Ear	All parts
English Ivy	Leaves, berries
Ground Ivy	All parts
Holly	Leaves, berries
Iris	Bulbs, stems, leaves
Juniper	All parts
Lantana	Leaves, berries
Mistletoe	All parts, especially berries
Toadstools	All parts
Oak	Raw acorns, young shoots
Oleander	All parts, especially seeds
Poinsettia	Leaves, sap
Philodendron	All parts
Poison Sumac	Leaves, fruit
Tomato	Leaves

### **Poisonous Creatures of the Southwest:**

Black widow spider	Brown spider
Centipedes	Scorpions (15 varieties; most potent: the bark scorpion)
Bee/wasp (if allergic)	Coral snake
Rattlesnake	

If you think staff or children have been bitten/stung by one of these creatures, call the Hospital, Poison Control, or seek medical attention immediately. **POISON CONTROL: 1-800-222-2222**

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## **Potential Poisons:**

Cosmetics: perfumes, make-up, lotions, powder, deodorants, shampoo, conditioners, mousse, hair sprays, mouthwashes, etc.

Household products: laundry soaps, cleaners, pine cleaners (Pine-sol), bleach (Clorox), ammonia, spot removers, drain cleaners (Drano), toilet bowl cleaners (Sani-flush, Vanish), alcohol, pesticides (Raid).

Medications: All medicines! Prescription and over-the-counter medications can be fatal if a child swallows them.

Office Supplies: White out, letter openers, rubber cement, scissors, etc.

Arts and crafts materials: Be sure all clay, paints, crayons, markers, playdoughs glues etc. are labeled Non-toxic.

AP: Approved Product - This item contains no materials in a quantity to be toxic or harmful if swallowed.

CP: Certified Product - Item meets same standard as AP, but also meets standards for quality, color etc.

**All potential poisons should remain in a locked cabinet!**

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## **Handout VIIA.2**

## ***Environmental Poisons***

### **Lead-Based Paint**

- Lead-based paint is the most common high-dose source of lead exposure for children.
- About 74% of privately owned, occupied housing units in the United States built before 1980 contain lead-based paint.
- Children are exposed to lead when they ingest chips of lead-based paint or ingest paint-contaminated dust and soil.
- Many cases of lead poisoning result when homes containing lead-based paint are remodeled or renovated without precautions being taken.
- Removing lead from housing is important both for the treatment of poisoned children and for the primary prevention of childhood lead poisoning.

### **Soil and Dust**

- Soil and dust act as pathways to children for lead deposited from paint, gasoline, and industrial sources.
- Reduction of dust lead is important both as part of deleading and as a means of risk reduction.

### **Other sources and pathways of lead exposure**

- Some types of pottery imported from Mexico
- "Traditional" medicines
- Cosmetics
- Casting ammunition, fishing weights, or toy soldiers
- Making stained glass
- Pottery
- Refinishing furniture
- Burning lead-painted wood

**Handout VIIA.3**

**Preventing Sun Related Injuries/Illnesses**

- Whenever possible keep children in the shade. Teach them to play in the shade.
- Make sure that their favorite play areas are shaded.
- Children can get sunburn even on cold, cloudy summer days.
- Sunlight through the glass of car windows can burn the skin.
- Young children can become overheated very quickly in parked cars/vans.
- In the sun use a hat and clothing that covers arms and legs.
- Sunscreen can be used in small amounts on young children on areas that are not covered by clothing. Some sunscreens irritate the eyes and sensitive skin. It needs to be re-applied often. Zinc cream is an effective sun block.

**Handout VII A. 4**

**Outdoor Safety Checklist**

List specific items to be checked in each area. You may add rows if needed.

<b>Outdoor Play Areas</b>	<b>Date Checked</b>	<b>Repairs Needed and Date Completed</b>
Climbing Equipment		
Swings		
Slides		
Ground Covers and Fences		
Sand boxes		
Toys and Equipment		

## Indoor Safety Checklist

List specific items to be checked in each area. You may add spaces as necessary.

<b>Indoor Play Areas</b>	<b>Date Checked</b>	<b>Repairs Needed and Date Completed</b>
Floor covering and mats		
Tap Water		
<ul style="list-style-type: none"> <li>• 110 F. or less</li> </ul>		
Windows		
Exit Ways/Doors		
Shelves and Cupboards		
Equipment and Toys		
Kitchen		
Bathrooms		

## Handout VII A. 5

### Ten steps toward a safer playground

Use this checklist to inspect your local school or community playground. If you mark any items, ask the proper official to correct these hazards immediately—before injuries occur.

**Protective Surfacing.** The surfaces under and around play equipment should be soft enough to cushion falls. For most play equipment, these surfaces should contain a minimum of 12 inches of wood chips, mulch, or sand. For more information on the proper surfacing materials, call the U.S. Consumer Products Safety Commission (CPSC) Hotline at 800-638-2772.

NOTE: Arizona Licensing Child Care Center Regulations require:

#### **R9-5-604. Outdoor Activity Areas**

- D. A licensee shall ensure that the following is provided and maintained under swings and climbing equipment in an outdoor activity area:
1. A shock-absorbing rubber unitary surfacing material manufactured for such use in outdoor activity areas; or
  2. A minimum depth of 6 inches of a nonhazardous, resilient material such as fine loose sand or wood chips.
- E. A licensee shall ensure that hard surfacing material such as asphalt or concrete is not installed or used under swings or climbing equipment unless used as a base for a rubber surfacing.

**Use Zones.** To cushion a fall, the shock absorbing material should extend a minimum of 6 feet in all directions from stationary pieces of play equipment. In front of and behind swings, the material should extend a distance equal to twice the height of the suspending bar.

**Equipment Spacing.** Play structures more than 30 inches high should be spaced at least 9 feet apart to allow children space to circulate or fall without striking another structure. Moving pieces of equipment should be located in an area away from other play structures so children have adequate room to pass from one play area to another without being struck by a moving swing or by another child exiting from a slide.

**Catch Points and Protruding Hardware.** There should be no dangerous pieces of hardware, such as protruding bolt ends and narrow gaps in metal connections or “S” hooks at the top and bottom of swings. Exposed hardware can cut children, puncture skin, or catch clothing drawstrings, which could strangle a child.

**Openings that can trap.** Openings in guardrails, and spaces between platforms and between ladder rungs, should measure less than 3.5 inches or more than 9 inches. Children can get trapped and strangle in openings where they can fit their bodies but not their heads through the space.

**Pinch, Crush, Shearing, and Sharp Hazards.** Equipment should not have sharp points or edges that could cut skin. Moving pieces of equipment, such as suspension bridges, track rides, merry-

go-rounds, or seesaws should not have accessible moving parts that might crush or pinch a child's finger.

**Tripping Hazards.** There should be no exposed concrete footings, abrupt changes in surface elevations, tree roots, tree stumps, and rocks which can trip children or adults.

**Routine Maintenance.** Find out if your playground has a designated official who periodically inspects the play equipment for preventive maintenance. This includes: replacing missing, broken, or worn-out components; securing hardware; checking for deterioration in the wood, metal, or plastic materials; maintaining the proper 12-inch depth of surfacing material; and cleaning up debris.

**Supervision.** The play area should be designed so that adults can observe children at play.

From the U.S. Consumer Product Safety Commission and Iowa State University Extension. Originally published as a CPSC fact sheet.

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## **Handout VII A. 6**

### **Consumer Product Safety Commission**

#### **FOR KIDS' SAKE: THINK TOY SAFETY**

CPSC Document #281

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##### **WHEN BUYING TOYS**

Choose toys with care. Keep in mind the child's age, interests and skill level.

Look for quality design and construction in all toys for all ages.

Make sure that all directions or instructions are clear -- to you, and, when appropriate, to the child. Plastic wrappings on toys should be discarded at once before they become deadly playthings.

Be a label reader. Look for and heed age recommendations, such as "Not recommended for children under three". Look for other safety labels including: "Flame retardant/Flame resistant" on fabric products and "Washable/hygienic materials" on stuffed toys and dolls.

##### **WHEN MAINTAINING TOYS**

Check all toys periodically for breakage and potential hazards. A damaged or dangerous toy should be thrown away or repaired immediately.

Edges on wooden toys that might have become sharp or surfaces covered with splinters should be sanded smooth. When repainting toys and toy boxes, avoid using leftover paint, unless purchased recently, since older paints may contain more lead than new paint, which is regulated by CPSC. Examine all outdoor toys regularly for rust or weak parts that could become hazardous.

##### **WHEN STORING TOYS\***

Teach children to put their toys safely away on shelves or in a toy chest after playing to prevent trips and falls.

Toy boxes, too, should be checked for safety. Use a toy chest that has a lid that will stay open in any position to which it is raised, and will not fall unexpectedly on a child. For extra safety, be sure there are ventilation holes for fresh air. Watch for sharp edges that could cut and hinges that could pinch or squeeze. See that toys used outdoors are stored after play -- rain or dew can rust or damage a variety of toys and toy parts creating hazards.

##### **SHARP EDGES**

New toys intended for children under eight years of age should, by regulation, be free of sharp glass and metal edges.

With use, however, older toys may break, exposing cutting edges.

### **SMALL PARTS**

Older toys can break to reveal parts small enough to be swallowed or to become lodged in a child's windpipe, ears or nose. The law bans small parts in new toys intended for children under three. This includes removable small eyes and noses on stuffed toys and dolls, and small, removable squeakers on squeeze toys.

### **LOUD NOISES**

Toy caps and some noisemaking guns and other toys can produce sounds at noise levels that can damage hearing. The law requires the following label on boxes of caps producing noise above a certain level: "WARNING -- Do not fire closer than one foot to the ear. Do not use indoors." Caps producing noise that can injure a child's hearing are banned.

### **CORDS AND STRINGS**

Toys with long strings or cords may be dangerous for infants and very young children. The cords may become wrapped around an infant's neck, causing strangulation. Never hang toys with long strings, cords, loops, or ribbons in cribs or playpens where children can become entangled. Remove crib gyms for the crib when the child can pull up on hands and knees; some children have strangled when they fell across crib gyms stretched across the crib.

### **SHARP POINTS**

Toys which have been broken may have dangerous points or prongs. Stuffed toys may have wires inside the toy which could cut or stab if exposed. A CPSC regulation prohibits sharp points in new toys and other articles intended for use by children under eight years of age.

### **PROPELLED OBJECTS**

Projectiles -- guided missiles and similar flying toys -- can be turned into weapons and can injure eyes in particular. Children should never be permitted to play with adult lawn darts or other hobby or sporting equipment that have sharp points. Arrows or darts used by children should have soft cork tips, rubber suction cups or other protective tips intended to prevent injury. Check to be sure the tips are secure. Avoid those dart guns or other toys which might be capable of firing articles not intended for use in the toy, such as pencils or nails.

### **ALL TOYS ARE NOT FOR ALL CHILDREN**

Keep toys designed for older children out of the hands of little ones. Follow labels that give age recommendations -- some toys are recommended for older children because they may be hazardous in the hands of a younger child. Teach older children to help keep their toys away from younger children.

Even balloons, when uninflated or broken, can choke or suffocate if young children try to swallow them. More children have suffocated on uninflated balloons and pieces of broken balloons than on any other type of toy.

## **ELECTRIC TOYS**

Electric toys that are improperly constructed, wired or misused can shock or burn. Electric toys must meet mandatory requirements for maximum surface temperatures, electrical construction and prominent warning labels. Electric toys with heating elements are recommended only for children over eight years old. Children should be taught to use electric toys properly, cautiously and under adult supervision.

## **INFANT TOYS**

Infant toys, such as rattles, squeeze toys, and teethers, should be large enough so that they cannot enter and become lodged in an infant's throat.

## **OUR RESPONSIBILITY**

Under the Federal Hazardous Substances Act and the Consumer Product Safety Act, the Commission has set safety regulations for certain toys and other children's articles. Manufacturers must design and manufacture their products to meet these regulations so that hazardous products are not sold.

## **YOUR RESPONSIBILITY**

Protecting children from unsafe toys is the responsibility of everyone. Careful toy selection and proper supervision of children at play is still -- and always will be -- the best way to protect children from toy-related injuries. To report a product hazard or a product-related injury, write to the U.S. Consumer Product Safety Commission, Washington, D.C., 20207, or call the toll-free hotline: 1-800-638-2772. A teletypewriter for the deaf is available at 1-800-638-8270.

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**\* NOTE WHEN STORING TOYS\* The use of toy chests/boxes is discouraged in child care centers/homes due to the possibility that children may become trapped inside of them. Storing toys in a chest or a box also limits children's access to equipment and lessens the opportunity to teach children how to organize their toys and equipment.**

Handout VIIA.7

ARIZONA DEPARTMENT OF HEALTH SERVICES OFFICE OF CHILD CARE LICENSING

MONTHLY RECORD OF:  
Fire Drills and Smoke Detector Battery Check

INSTRUCTIONS

1. During each monthly drill, conditions shall vary and each should be given at an unexpected time. Familiarize children with alternate routes.
2. Emphasis should be placed upon quiet and orderly evacuation under proper discipline.
3. Record information for the Office of Child Care Licensing.

<u>DATE</u> <u>DAY</u>	<u>TIME OF DAY</u>	<u>EVACUATION TIME</u>	<u>BATTERY CHECK</u>
(year)			
JANUARY	_____	_____	_____
FEBRUARY	_____	_____	_____
MARCH	_____	_____	_____
APRIL	_____	_____	_____
MAY	_____	_____	_____
JUNE	_____	_____	_____
JULY	_____	_____	_____
AUGUST	_____	_____	_____
SEPTEMBER	_____	_____	_____
OCTOBER	_____	_____	_____
NOVEMBER	_____	_____	_____
DECEMBER	_____	_____	_____

KEEP THIS FORM FOR 12 MONTHS  
FROM THE DATE OF LAST FIRE DRILL

1. Ask participants to describe how they respond to emergencies—injuries to others and natural disasters (fires, earthquakes, monsoons, etc.). Remind participants that fear or shock may impair our judgment during an emergency situation. This is why it is important for child care providers to develop emergency plans.
2. Arizona child care regulations require all child care providers to keep children’s emergency information on record. Show blue emergency information form which follows this module. The regulations also call for all child care providers to develop specific emergency procedures and evacuation plans. Emergency procedures are the steps that you will follow in the event of an injury, such as a fall. The evacuation procedures are designed to help child care providers evacuate children from a harmful situation in a quick and efficient manner.
3. Direct participants to **Handouts VIA.8 and VII A.9** and discuss the components of these example plans.

## **Handout VII A.8 Example Emergency Plan for Injuries**

**1. Survey the scene:** Is the scene safe? Are the other children safe? What happened? How many children are injured? Are there bystanders who can help?

**2. Do a primary survey for life-threatening conditions:** Is the child conscious and responsive? (A-B-C) Is the airway open? Is the child breathing? Is circulation normal? If no breathing or pulse, start CPR.

**3. Phone the emergency medical services (911) system for help if...** the child does not respond, the child has a life-threatening condition, or the injury appears serious (e.g., severe bleeding or pain).

**4. Do a secondary survey for specific injuries:**

- Talk with the child: Ask what happened and what hurts. Provide comfort. Explain that you will check his body for other injuries. Ask him to stay as still as possible and tell you where it hurts.
- Do a head-to-toe check: Head, scalp, face, ears, eyes, nose, mouth, neck, collar bones, chest, abdomen, arms, hands, legs (ask child to wiggle fingers and toes).

**5. Do first aid, as needed:**

- Stop bleeding.
- Immobilize injured bones, muscles and tendons.
- Remove poisons, splinters, small objects.
- Clean and bandage wounds.

**6. Call the parent:** Explain what happened, what you did, and how the child is. Explain whether the parent will need to pick the child up, take her to the doctor, or meet the ambulance at the hospital. Be sure to have the emergency consent forms.

**7. Talk with the other children:**

- Have another adult supervise the children while you care for the injured child.
- Reassure the children that first aid is being given to the injured child and emergency help is on the way.
- Explain that you will talk with them about what happened as soon as possible. Later, answer children's questions about the incident and the injured child, and discuss how future injuries might be prevented.

**8. Complete the Injury Report form:**

- Give a copy to the parent.
- Keep a copy for the records.

**Handout VII A.9**

**Evacuation Steps**

- 1. Alert others to the emergency.**
- 2. Send an adult who is not required for evacuation procedures to call 911 and report your emergency from a safe phone.**
- 3. At the same time begin to evacuate the setting according to the written and practiced evaluation plan.**
- 4. Pick up the children's emergency information and contact cards.**
- 5. Collect daily attendance logs**
- 6. Visually check area as you move children to safety to make sure none are forgotten.**
- 7. Check bathrooms and unoccupied rooms for children and adults who may be unaware of the emergency**
- 8. Do an initial head count of the children.**
- 9. DO NOT LEAVE CHILDREN UNATTENDED AT ANY TIME.**
- 10. Close, but do not lock doors when all individuals are out of the building.**
- 11. Keep moving children away from the building to the spot designated for emergencies (at least 50 feet away from the building).**

## Course Evaluation

Trainer's Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Security, Child Care Administration (DES/ CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES      NO

**Please circle the appropriate number for each item.**

Strongly Agree    5   4   3   2   1    Strongly Disagree

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | The workshop content met my training expectations.     | 5 | 4 | 3 | 2 | 1 |
| 2. | The presentation was clear and to the point.           | 5 | 4 | 3 | 2 | 1 |
| 3. | The presenter was knowledgeable and well prepared.     | 5 | 4 | 3 | 2 | 1 |
| 4. | The handouts were useful.                              | 5 | 4 | 3 | 2 | 1 |
| 5. | The videos were helpful. (if applicable)               | 5 | 4 | 3 | 2 | 1 |
| 6. | Most of the course content was new information to me.  | 5 | 4 | 3 | 2 | 1 |
| 7. | My knowledge and/or awareness of this topic increased. | 5 | 4 | 3 | 2 | 1 |
| 8. | The physical environment of session was adequate.      | 5 | 4 | 3 | 2 | 1 |

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

1.

2.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

1.

### **References for Further Reading**

- Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs*, 2002, APHA publication, \$35 plus \$8 shipping and handling, (888) 227-1770.
- Healthy Young Children: A Manual for Programs*, NAEYC publication, \$15, (800) 424-2460.

**MODULE VII B: CHILD ABUSE**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY  
CHILD CARE ADMINISTRATION  
CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

**DEVELOPED BY:** Arizona State University College of Education, Early Childhood Department, College of Liberal Arts and Sciences, Department of Languages and Literatures, and the College of Nursing.

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## **S☆CCEEDS CORE KNOWLEDGE ELEMENTS**

Child neglect abuse; prevention

## **S☆CCEEDS CORE KNOWLEDGE COMPETENCIES**

1. Identifies, reports, and meets the needs of abused and neglected children; implements programs and practices to prevent child abuse.
2. Practices self-assessment and self-improvement as an early childhood professional on an on-going basis.

## **TRAINING SCHEDULE: Unit VIIB: Child Abuse**

<b>Topic Discussed</b>	<b>Clock Time</b>
Introduction	15 Minutes
Test Your Knowledge of Child Abuse	10 Minutes
Types and Signs of Child Abuse	30 Minutes
<i>Break</i>	
Reporting Child Abuse	30 Minutes
Mock Reporting	10 Minutes
Parental Factors of Child Abuse	10 Minutes
Workplace Precautions	10 Minutes
Informing Parents	10 Minutes
Educating Children and Supporting Parents	15 Minutes
Summary	20 Minutes

**Total Training 2.5 Hours**

## GLOSSARY

**Abuse:** To mistreat, cause harm, insult, or a corrupt practice

**Neglect:** To ignore or disregard, lack of proper care. To fail to attend to properly. Habitually failing to do the required thing.

**Mandatory:** Law, obligation, requirement.

**Prevention:** To stop or keep from happening.

## CHILD ABUSE AND NEGLECT WORKSHEET

**Mark each statement true or false.**

**True    False**

- \_\_\_\_\_    \_\_\_\_\_    Most people who abuse children could be considered mentally ill.
- \_\_\_\_\_    \_\_\_\_\_    There are more than one million children who are abused or neglected in the United States every year.
- \_\_\_\_\_    \_\_\_\_\_    Most abusers do not want or love their children.
- \_\_\_\_\_    \_\_\_\_\_    All of us are capable of being abusive.
- \_\_\_\_\_    \_\_\_\_\_    Neglect only occurs as a result of economic problems in a family.
- \_\_\_\_\_    \_\_\_\_\_    Once abuse occurs in a family, the only thing that can be done to protect a child is to remove him/her.
- \_\_\_\_\_    \_\_\_\_\_    In most cases, we can trace a Parent's abusive behavior to just one incident.

Taken from: Health in Day Care: A Manual for Day Care Providers. Georgetown University Child Development Center. 3800 reservoir Road N.W.. Washington, D.C. (1986)

## **Handout VIIB.2 WHAT ARE THE MAIN TYPES OF CHILD ABUSE?**

The four types of child abuse and neglect are:

**Physical Abuse:** Physical abuse is physical injury caused by shaking, punching, beating, kicking, biting, burning, or otherwise injuring a child. Although the injury is not an accident, the Parent or caretaker may not have intended to hurt the child. The injury may have resulted from over-discipline or physical punishment that is inappropriate to the child's age.

### **Signs of Physical Abuse:**

Evidence of physical abuse can be bruises, bites, burns or other obvious injury.

Pay attention to the number of injuries the child has. This is why keeping individual child records or notes about child injuries is helpful.

Ask Parents for an explanation about how the injury happened. Write down exactly what the Parent said in the child's record.

Pay attention if the child has frequent complaints of pain, or wears clothing that will hide injuries, but is inappropriate for weather conditions.

Listen to a child who continually expresses unexplained or real fear of adults and seems to dread going home. (This does not include children who fuss about having to leave because they are in the middle of doing something that interests them!)

Infants, young toddlers and some children with special needs may not be able to speak for themselves. Childhood injuries should always have a logical explanation.

### **Bruises**

All children and adults can have birth marks, moles or other normal different skin color on their body. A true bruise appears, fades and finally will disappear over time. A bruise can be very dark purple, or black in color when it first appears. A bruise changes to a yellow green color before it fades. Bruises on a dark skin are less apparent as they heal.

Bruises on certain parts of the body are associated with Physical Abuse.

(Remember to ask parents, and the child to tell you how the child got the bruise. Ask yourself does the explanation make sense?)

- Buttocks, lower back, and/or upper thighs (paddling).
- Genitals and inner thighs (sexual abuse).

- Cheek (slap marks).
- Earlobe (pinch marks).
- Upper lip and the inside the upper lip (forced feeding).
- Corners of the mouth (gagging).
- Neck (choking)

### **What do these bruises look like?**

Grab or fingertip bruises (usually on the arms and legs): oval shaped, resembling fingerprints.

Encirclement bruises (on chest or abdomen and back): occurs when child is grabbed about the chest or abdomen leaving finger marks on 1 side of the body and thumb bruises on the other.

Slap marks (usually on cheeks): leaves 2 or 3 line-like bruises at the position of the space between fingers. There is often a bruise on the opposite-side arm where the child was held while being slapped.

Hand prints (usually on buttocks or thighs).

Pinch marks: 2 crescent-shaped bruises facing each other.

Belt or strap marks: rectangular bruise often covering a curved body surface.

Lash marks: narrow straight-edged bruises usually caused by a tree branch or a switch.

Loop marks: usually caused by a doubled over electrical cord or rope. May leave a loop-shaped bruise.

Marks with an unusual shape: resembles the instrument used in punishment (toy, shoe, model railroad tracks, etc.).

### **Burns:**

Tap water flow burns: often involve the buttocks or legs.

Dunking in hot water burns: stocking-like burns on arms and legs, buttocks and genitals; often found in the child who is not cooperating in toilet training.

Cigarette burns: most often found on palms, soles and buttocks; round with a center crater. You may see scarring from old burns.

Rope burns from tying arms and legs.

Contact burns: often leave clear imprints of burning object like an iron, heating grate, curling iron).

### **Bone Fractures:**

Skull fractures: from direct blows, or being thrown against a wall or other hard surface.

Fractures of the long bones: may result when arms or legs are pulled, jerked or twisted. May also be the result of a direct blow.

Rib fractures: uncommon except in the newborn. May be in different stages of healing.

**Any fracture in an infant less than 12 months should be considered abuse unless proven otherwise.**

### **Face Injuries**

Eyes: blackened, swollen or bloodied.

Nose: swollen or bloodied.

Mouth: loosened or missing teeth, jaw fractures, bruises at corner of mouth from gagging, upper lip tearing or bruising from forced feedings.

Ear: bruises to ear lobe from pinching or twisting.

Head: cuts or blood clots from direct blows, scalp bruising from hair pulling.

### **Child Neglect**

Child neglect is the failure to provide a child's basic needs. Neglect can be physical, educational, or emotional. The latest national incidence study defines these three types of neglect as follows.

Physical neglect includes refusal of or delay in seeking health care, abandonment, expulsion from home or not allowing a runaway to return home, and inadequate supervision.

Educational neglect includes permission not to attend school, failure to enroll a child of mandatory school age, and refusal or failure to address a special educational need.

Emotional neglect includes such actions as chronic or extreme spouse abuse in the child's presence, permission of drug or alcohol use by the child, and refusal of or failure to provide needed psychological care.

**It is very important to distinguish between willful neglect and a Parent's or caretaker's failure to provide necessities of life because of poverty or cultural norms.** Willful neglect is likely to trigger Child Protective Services (CPS) intervention. A Parent who is unable to provide the necessities of life due to poverty may, instead, seek assistance from the governmental agencies which provide financial assistance, health services, housing, or other basic services.

**Signs of Child Neglect: Child Neglect symptoms sometimes accompany those of physical abuse.**

Child Neglect can be suspected when a child:

Repeatedly arrives unclean or has a bad odor from dirty clothing or hair.

Is in need of medical or dental care or may have untreated injuries or illness.

Is frequently hungry and/or begs or steals food while in your program.

Has a swollen tummy.

Always wears clothing too small or too large.

Is chronically tired and falls asleep at school or lacks the energy to play with other children.

Appear to have little Parent supervision.

In infants, "failure to thrive" includes physical signs of malnutrition, extreme weakness, listlessness and poor sucking ability.

## **Sexual Abuse**

Sexual abuse includes fondling a child's genitals, intercourse, incest, rape, sodomy, exhibitionism ("flashing"), and sexual exploitation. To be considered child abuse these acts have to be committed by a person responsible for the care of a child (for example, a Parent, a baby-sitter, or a day care Provider). If a stranger commits these acts, it would be considered sexual assault and handled solely by the police and criminal courts. Many experts believe that sexual abuse is the most under-reported form of child abuse because of the secrecy or "conspiracy of silence" which so often characterizes these cases.

## **Signs of Sexual Abuse**

You should suspect sexual abuse has occurred when a child:

Shows pain while urinating.

Suddenly changes behavior or has unusual behavior like, or retreats into fantasy world.

Has torn, stained or bloody underclothing.

Complains of pain or itching in the genital area or has difficulty in walking or sitting.

Genital area has an unpleasant odor or discharge even after bathing.

Has difficulty getting along with other children, acts withdrawn, baby-like, anxious and has low self-esteem.

Seem fascinated with body parts and talks about sexual activities.

Red or swollen genital area in infants or toddlers.

Directly reports molestation.

### **Mental Injury (Emotional/Psychological Abuse)**

This form of child abuse and neglect includes acts or withholding by the Parents or other person responsible for the child's care that have caused, or could cause, serious behavioral, cognitive, emotional, or mental disorders. In some cases of emotional/psychological abuse the acts of Parents or other caretakers alone, without any harm evident in the child's behavior or condition, are sufficient to warrant Child Protective Services (CPS) intervention. For example, the Parents/caretakers use extreme or bizarre forms of punishment, such as torture or confinement of a child in a dark closet. For less severe acts, such as repeated scapegoating, belittling, or rejecting treatment, demonstrable harm to the child is often required for CPS to intervene.

Although any of the forms of child abuse may be found alone, we often find them occurring in combination. Emotional abuse is almost always present when other forms of abuse are identified.

### **Signs of Mental Injury (Emotional/Psychological Abuse): Mental Injury may be suspected when:**

A child is generally unhappy and seldom smiles or laughs.

A child is overly aggressive and disruptive OR unusually shy and withdrawn.

A child displays behaviors that are unusually adult OR unusually baby-like for the child's age expectation.

Parents are constantly making belittling remarks to the child.

A child has low self-esteem.

A child uses a lot of inappropriate language (cursing, foul language).

**Handout VII.4**  
**ARS 13-3620**

13-3620. Duty to report abuse, physical injury, neglect and denial or deprivation of medical or surgical care or nourishment of minors; medical records; exception; violation; classification; definitions

**A. Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under section 36-2281 shall immediately report or cause reports to be made of this information to a peace officer or to child protective services in the department of economic security, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only.** A member of the clergy, Christian Science practitioner or priest who has received a confidential communication or a confession in that person's role as a member of the clergy, Christian Science practitioner or a priest in the course of the discipline enjoined by the church to which the member of the clergy, Christian Science practitioner or priest belongs may withhold reporting of the communication or confession if the member of the clergy, Christian Science practitioner or priest determines that it is reasonable and necessary within the concepts of the religion. This exemption applies only to the communication or confession and not to personal observations the member of the clergy, Christian Science practitioner or priest may otherwise make of the minor. For the purposes of this subsection, "person" means:

1. Any physician, physician's assistant, optometrist, dentist, osteopath, chiropractor, podiatrist, behavioral health professional, nurse, psychologist, counselor or social worker who develops the reasonable belief in the course of treating a patient.
2. Any peace officer, member of the clergy, priest or Christian Science practitioner.
3. The parent, stepparent or guardian of the minor.
4. School personnel or domestic violence victim advocate who develop the reasonable belief in the course of their employment.
5. **Any other person who has responsibility for the care or treatment of the minor.**

B. A report is not required under this section for conduct prescribed by sections 13-1404 and 13-1405 if the conduct involves only minors who are fourteen, fifteen, sixteen or seventeen years of age and there is nothing to indicate that the conduct is other than consensual.

C. If a physician, psychologist or behavioral health professional receives a statement from a person other than a parent, stepparent, guardian or custodian of the minor during the course of providing sex offender treatment that is not court ordered or that does not occur while the offender is incarcerated in the state department of corrections or the department of juvenile

corrections, the physician, psychologist or behavioral health professional may withhold the reporting of that statement if the physician, psychologist or behavioral health professional determines it is reasonable and necessary to accomplish the purposes of the treatment.

**D. Reports shall be made immediately by telephone or in person and shall be followed by a written report within seventy-two hours. The reports shall contain:**

**1. The names and addresses of the minor and the minor's parents or the person or persons having custody of the minor, if known.**

**2. The minor's age and the nature and extent of the minor's abuse, child abuse, physical injury or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.**

**3. Any other information that the person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.**

E. A health care professional who is regulated pursuant to title 32 and who, after a routine newborn physical assessment of a newborn infant's health status or following notification of positive toxicology screens of a newborn infant, reasonably believes that the newborn infant may be affected by the presence of alcohol or a drug listed in section 13-3401 shall immediately report this information, or cause a report to be made, to child protective services in the department of economic security. For the purposes of this subsection, "newborn infant" means a newborn infant who is under thirty days of age.

F. Any person other than one required to report or cause reports to be made under subsection A of this section who reasonably believes that a minor is or has been a victim of abuse, child abuse, physical injury, a reportable offense or neglect may report the information to a peace officer or to child protective services in the department of economic security, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only.

G. A person who has custody or control of medical records of a minor for whom a report is required or authorized under this section shall make the records, or a copy of the records, available to a peace officer or child protective services worker investigating the minor's neglect, child abuse, physical injury or abuse on written request for the records signed by the peace officer or child protective services worker. Records disclosed pursuant to this subsection are confidential and may be used only in a judicial or administrative proceeding or investigation resulting from a report required or authorized under this section.

**H. When telephone or in-person reports are received by a peace officer, the officer shall immediately notify child protective services in the department of economic security and make the information available to them. Notwithstanding any other statute, when child protective services receives these reports by telephone or in person, it shall immediately notify a peace officer in the appropriate jurisdiction.**

I. Any person who is required to receive reports pursuant to subsection A of this section may take or cause to be taken photographs of the minor and the vicinity involved. Medical examinations of the involved minor may be performed.

**J. A person who furnishes a report, information or records required or authorized under this section, or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under this section, is immune from any civil or criminal liability by reason of that action unless the person acted with malice or unless the person has been charged with or is suspected of abusing or neglecting the child or children in question.**

K. Except for the attorney client privilege or the privilege under subsection L of this section, no privilege applies to any:

1. Civil or criminal litigation or administrative proceeding in which a minor's neglect, dependency, abuse, child abuse, physical injury or abandonment is an issue.
2. Judicial or administrative proceeding resulting from a report, information or records submitted pursuant to this section.
3. Investigation of a minor's child abuse, physical injury, neglect or abuse conducted by a peace officer or child protective services in the department of economic security.

L. In any civil or criminal litigation in which a child's neglect, dependency, physical injury, abuse, child abuse or abandonment is an issue, a member of the clergy, a Christian Science practitioner or a priest shall not, without his consent, be examined as a witness concerning any confession made to him in his role as a member of the clergy, a Christian Science practitioner or a priest in the course of the discipline enjoined by the church to which he belongs. Nothing in this subsection discharges a member of the clergy, a Christian Science practitioner or a priest from the duty to report pursuant to subsection A of this section.

M. If psychiatric records are requested pursuant to subsection G of this section, the custodian of the records shall notify the attending psychiatrist, who may excise from the records, before they are made available:

1. Personal information about individuals other than the patient.
2. Information regarding specific diagnosis or treatment of a psychiatric condition, if the attending psychiatrist certifies in writing that release of the information would be detrimental to the patient's health or treatment.

N. If any portion of a psychiatric record is excised pursuant to subsection M of this section, a court, upon application of a peace officer or child protective services worker, may order that the entire record or any portion of the record that contains information relevant to the reported abuse, child abuse, physical injury or neglect be made available to the peace officer or child protective services worker investigating the abuse, child abuse, physical injury or neglect.

O. A person who violates this section is guilty of a class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a class 6 felony.

P. For the purposes of this section:

1. "Abuse" has the same meaning prescribed in section 8-201.

2. "Child abuse" means child abuse pursuant to section 13-3623.
3. "Neglect" has the same meaning prescribed in section 8-201.
4. "Reportable offense" means any of the following:
  - (a) Any offense listed in chapters 14 and 35.1 of this title or section 13-3506.01.
  - (b) Surreptitious photographing, videotaping, filming or digitally recording of a minor pursuant to section 13-3019.
  - (c) Child prostitution pursuant to section 13-3212.
  - (d) Incest pursuant to section 13-3608.

The Arizona Department of Economic Security  
Child Protective Services (CPS) Office  
(602) 530-1800 or 1-888-SOS-CHILD  
1-800-530-1831 (for hearing and speech impaired)

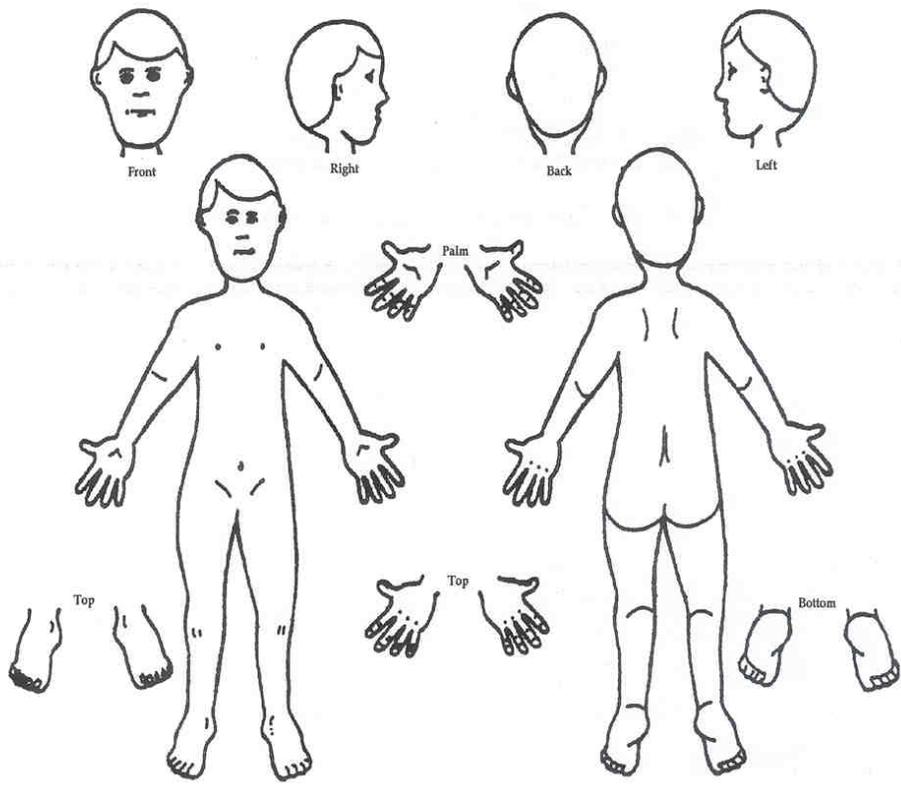
### CHILD ABUSE OR NEGLECT RECORD

This form may be submitted to the Child Abuse Hotline in addition to the written report of abuse or neglect pursuant to A.R.S. § 13-3620. Reports made in good faith are immune from civil or criminal activity. Mail to Child Abuse Hotline, P.O. Box 44240, Phoenix, AZ 85064-4240. To report child abuse, call the Hotline at 1-888-767-2445.

CHILD'S NAME (Last, First, M.I.)	Date
----------------------------------	------

CHECK (4) THOSE THAT APPLY AND ENTER LETTER AND NUMBER AS APPROPRIATE ON THE CHILD DIAGRAMS TO SHOW LOCATION OF INJURY(IES)

- |   |                                     |   |                                       |                                     |
|---|-------------------------------------|---|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> A = Burn       | <input type="checkbox"/> B= Bruise  | <input type="checkbox"/> C = Laceration | <input type="checkbox"/> D = Fracture | <input type="checkbox"/> E = Other  |
| <input type="checkbox"/> 1 = Bright Red | <input type="checkbox"/> 2 = Purple | <input type="checkbox"/> 3 = Blue       | <input type="checkbox"/> 4 = Green    | <input type="checkbox"/> 5 = Yellow |



Record child's physical injuries on appropriate areas and attach to the written documentation. Include the shape, size and colors.

PRINT NAME OF PERSON PROVIDING INFORMATION	SIGNATURE OF PERSON PROVIDING INFORMATION	Date
--	---	------

**"Under the American with Disabilities Act (ADA), the Department must make a reasonable accommodation to allow a person with a disability to take part in a program, service, or activity. For example, this means that if necessary, the Department must provide sign language interpreters for people who are deaf, a wheelchair accessible location, or enlarged print materials. It also means that the Department will take any other reasonable action that allows you to take part in and understand a program or activity because of your disability, please let us know of your disability needs in advance if at all possible."**

**Handout VIIB.6.**

**Family Factors Related to Child Abuse:**

- A Parent who was abused as a child.
- A Parent who was denied nurturing as a child.
- A Parent who has unrealistic expectations of a child's abilities-- perhaps due to a lack of knowledge of normal child development patterns.
- A Parent having few skills in disciplining his/her child.
- A Parent who is having problems coping with stressful situations in life (marital problems, financial problems, unemployment or job dissatisfaction, health problems).
- A Parent who is socially isolated and without a support system. The Parent may have very few friends and extended family may be far away.
- A Parent who accepts violence as a way of dealing with problems.
- A Parent with low self-esteem or who feels a sense of failure.

## **Handout VIIB. 6**

### **Workplace Precautions to Prevent Child Abuse**

Have written guidelines for disciplining children. These should prohibit corporal punishment (hitting, slapping, shaking, etc.) or punishment that is associated with eating, napping or toileting.

The guidelines should list acceptable methods of child guidance that are to be used by Staff (or family members in a family child care home).

Keep Staff members (and family members in a family child care home) well informed of the discipline guidelines set by the program. Be familiar with any licensing regulations covering your program regarding discipline of children.

Be knowledgeable of developmentally appropriate expectations and limits for the children in your care.

Be sure that Staff are screened and their references and fingerprints checked. A probationary period is recommended so that you can observe and evaluate Staff knowledge and skills.

Provide some type of periodic supervision of Staff in a center. There should also be a regular performance evaluation of each person.

Make sure that volunteers and non-child care Staff (such as bus drivers or family members in a family child care home) are also screened.

Be sure to allow Staff to take adequate rest breaks during their working hours. If you are a family child care Provider, try to make arrangements for someone to come into your home so you can take a break each day.

Recognize the stress that child care places on teacher/caregivers and make sure your personnel policies reflect this.

All rooms used for child care should allow for easy observation by Parents or other Staff members. This is for protection of children, Staff and program.

## Inform Parent Of:

1. The specific procedure your program will follow to meet the legal requirements for reporting suspected child abuse and neglect.
2. Guidelines for the Staff regarding their methods of child guidance and discipline.
3. Guidelines for Staff to use in written documentation.
4. Staff ethics regarding keeping confidential any information or suspicions of abuse by specific individuals (Parents or Staff).
5. Guidelines for the program's responsibility for providing Staff and Parent training for prevention and recognition of abuse.

## Handout VIIB.8

### Child Abuse Education for Children

- **Teach children that some parts of their bodies are private.**
- **Help children identify different types of touching. (Good touches include welcome hugs, kisses and handshakes from relatives and friends. Confusing touches make the child feel a little uncomfortable, such as when a parent requests that a child kiss an unfamiliar relative or friend. Bad touches include hitting, prolonged or excessive tickling, or touches involving the private areas of the body.)**
- **Teach children to say "no" to unwanted touches. Have them practice saying "No--don't touch me like that" or "No--I'm not allowed to do that."**
- **Explain that bad touches could come from someone the child knows. Sometimes in our warnings about strangers, we give the false message to children that only unattractive strangers can be abusers.**
- **Encourage open communication and discourage secrets.**
- **Teach children how to tell you if someone touches them. (Again, practicing actual words you can use.)**
- **Use games and stories to reinforce prevention concepts. "What if" and "What would you do" games and stories about children who successfully avoided difficult situations will provide models for children.**
- **Continue to discuss safety rules concerning strangers. Be certain the children have a correct concept of what "stranger" means.**
- **Encourage children to trust their own instincts.**
- **Teach children about the positive aspects of sexuality.**

### Child Abuse Support for Parents

- **Be supportive and understanding. Sometimes just having someone to talk to can help a Parent who is feeling particularly alone and bothered.**
- **Try to share with Parents every day some happy things about their children. Do not get in the habit of only sharing problems children have had during the day. Help Parents to focus on something "great" about their children as they leave to go home. Help them see their children in a positive light.**
- **If there has been a problem that needs to be dealt with, try to approach it as something that needs to be worked on together--with the Parent helping or reinforcing you. If a child is having a problem of hitting other children, for example, do not present it as "Tony is doing this terrible thing" but rather, "Tony and I are working on ways to help him remember not to hit the other children when he becomes upset. This is what we are doing. Do you have any other suggestions that you think might work with him?" (And then give reports on how Tony is improving in controlling his hitting.)**
- **Be a source of information on child development and ways of dealing with child behavior, but try not to sound like the expert who knows more than Parents. They may already have feelings of guilt and inadequacy that need to be overcome. Have resource Reference Sheets in some of the problem areas of behavior that you can share as "some ideas I ran across that have been helpful to me."**

**You are not expected to be a social service agency, but it is possible to have some resources available that might help a Parent with a specific problem. Collect the names and telephone numbers of some agencies that might provide information to the Parent on topics such as respite care, counseling, budgeting and medical care.**

**Course Evaluation**

Trainer's Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES      NO

**Please circle the appropriate number for each item.**

Strongly Agree   5   4   3   2   1   Strongly Disagree

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | The workshop content met my training expectations.     | 5 | 4 | 3 | 2 | 1 |
| 2. | The presentation was clear and to the point.           | 5 | 4 | 3 | 2 | 1 |
| 3. | The presenter was knowledgeable and well prepared.     | 5 | 4 | 3 | 2 | 1 |
| 4. | The handouts were useful.                              | 5 | 4 | 3 | 2 | 1 |
| 5. | The videos were helpful. (if applicable)               | 5 | 4 | 3 | 2 | 1 |
| 6. | Most of the course content was new information to me.  | 5 | 4 | 3 | 2 | 1 |
| 7. | My knowledge and/or awareness of this topic increased. | 5 | 4 | 3 | 2 | 1 |
| 8. | The physical environment of session was adequate.      | 5 | 4 | 3 | 2 | 1 |

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

1.

2.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

1.

**MODULE VIII**  
**A: NUTRITION AND MENU PLANNING**  
**B: FOOD SAFETY**  
**C: TEACHING CHILDREN HEALTHY EATING HABITS**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY CHILD CARE**  
**ADMINISTRATION CHILD**  
**CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

**DEVELOPED BY:** Arizona State University College of Education, Early Childhood Department, College of Liberal Arts and Sciences, Department of Languages and Literatures, and the College of Nursing.

**WRITTEN BY:**

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Susan Wilkins, Association for Supportive Child Care

## **INTRODUCTION**

Child care providers must prepare and serve food that will meet the nutritional needs of children. The nutrition information and feeding skills children learn in child care help set lifelong eating habits. Planned meals and snacks that are developed by the child care provider must be examples of good nutrition for children and families.

## **S☆CCEEDS CORE KNOWLEDGE ELEMENTS**

1. Care and Teaching of Young Children
2. Professional and Personal Development.

## **S☆CCEEDS CORE KNOWLEDGE COMPETENCIES**

1. Understands eating and feeding practices for young children.
2. Identifies strategies to promote children's knowledge of good nutrition
3. Understands proper food handling techniques needed to prevent illness.
4. Identifies ways to promote a sanitary and safe food preparation environment.

## TRAINING SCHEDULE

<b>Topic Discussed</b>	<b>Clock Time</b>
Introduction	20 Minutes
Reading the Food Pyramid	30 Minutes
Meal Patterns	40 Minutes
<i>Break</i>	
Menu Planning	40 Minutes
Participation in the CACFP program	30 Minutes
<i>Meal Break</i>	
Safe Food Handling	60 Minutes
<i>Break</i>	
Teaching Children Healthy Eating Habits	60 Minutes
<b>Summary</b>	20 Minutes

**TOTAL TRAINING HOURS:** 6 hours (Does not include break times)

## GLOSSARY

**Allergy:** A bodily reaction to substances.

**Alternates:** Something that can be chosen instead. Substitute.

**Carbohydrates:** A neutral compound of carbon, hydrogen, and oxygen that provides energy to humans.

**Food Component:** A serving or helping of one type of food.

**Menu** means:

- a. A written description of the food that a facility or child care group home provides and serves as a meal or snack, or
- b. The combination of food that a facility or child care group home provides and serves as a meal or snack.

**Minerals:** An organic substance needed for growth and development in humans.

**Nutrient:** A substance or ingredient that promotes growth and replenishment in humans.

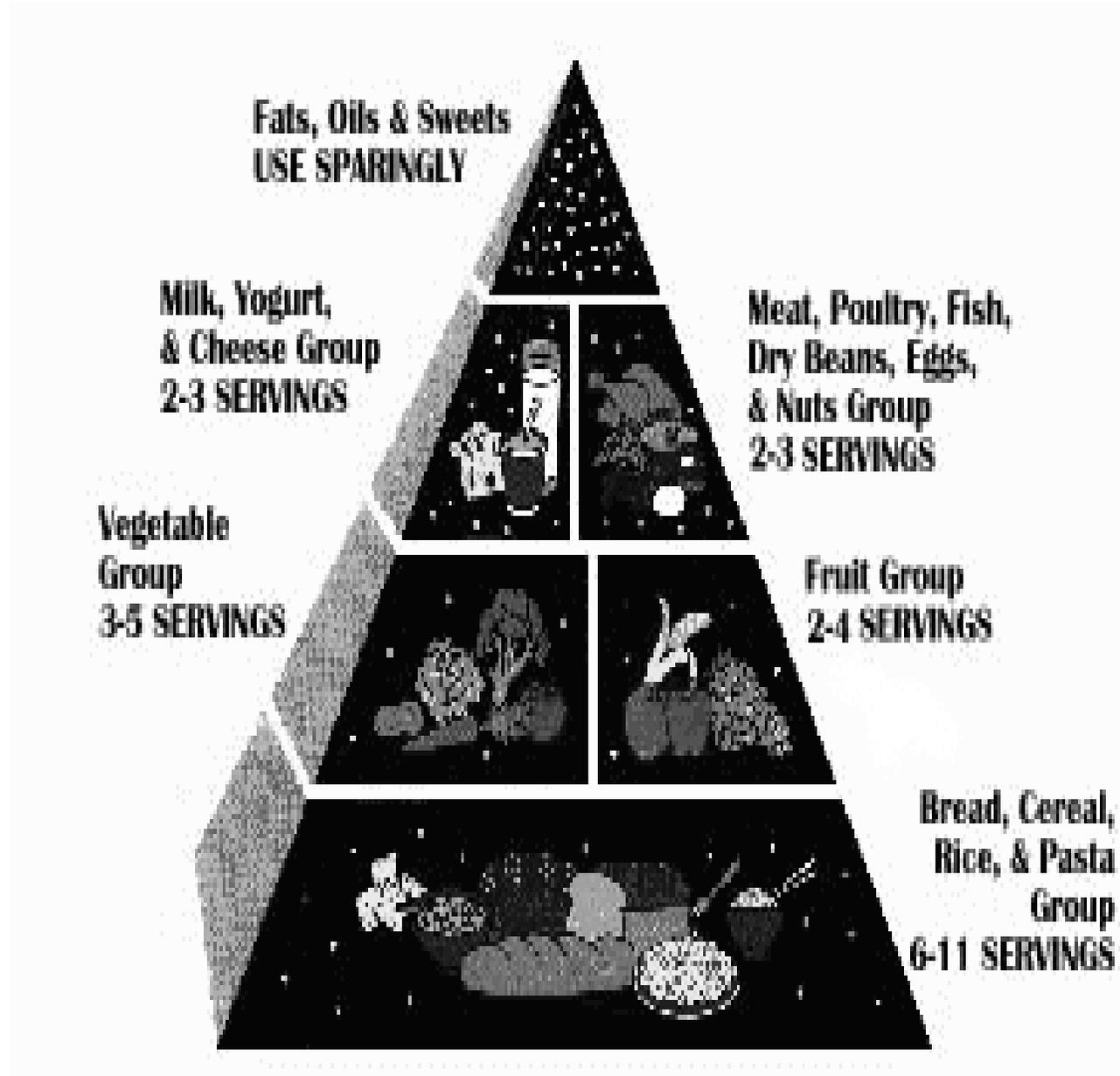
**Nutrition:** The process of identifying and using food for healthy growth and development.

**Perishable food:** Means food that becomes unfit for human consumption if not stored to prevent spoilage.

**Vitamins:** Various natural substances that are essential in small quantities to the growth and development of humans.

**Sanitation:** Disinfecting

**Handout 1**



### **Fats, Oils and Sweets/Sugars**

- **use sparingly** - provide calories from fats and sugar, but little or no other nutrients
- fruit in jams, jelly, pies are considered a sugar
- fats include - margarine, butter, mayonnaise as well as bacon, French fries, potato chips

### **Meat, Poultry, Fish, Dry Beans, Eggs and nuts**

- recommended servings - 2 - 3 servings daily (children 2-6, 2 servings)
- these foods provide an important source of complete proteins, B vitamins and minerals, including iron
- select lean meats, fish, and poultry without skin to reduce fat
- dry beans, split peas, refried beans, pork and beans, chili, and lentils are high in fiber
- nuts are a higher fat protein source
- serving size examples include - 2 - 3 oz. of cooked lean meat, poultry or fish or about the size of a deck of cards; 1 serving is also equivalent to: 1/2 cup cooked dry beans, one egg or 2 Tbs. peanut butter  
*1 egg, 2 Tbs. peanut butter and a 3 oz. serving of chicken would be equal to 3 servings*

### **Milk, Yogurt and Cheese**

- recommended servings - 2 - 3 servings daily (children 2-6, 2 servings)
- youth up to age 24, pregnant and breast feeding women should consume 4 servings daily
- milk group foods are high in complete proteins, usually fortified with vitamins A & D
- milk products are excellent sources of calcium, phosphorus, and riboflavin
- low fat choices include skim milk, nonfat yogurt, low-fat cheeses, etc.
- these foods are critical for maintaining and growing healthy teeth and bones
- these foods along with weight bearing exercise are essential for maintaining bone density
- ice cream and cheese are higher in fat than some other dairy selections; skim milk is non fat
- serving size examples include - 1 cup milk or yogurt, 1 1/2 oz. natural cheese, 2 oz. processed cheeses

### **Fruits**

- recommended servings - 2 - 4 servings daily (children 2-6, 2 servings)
- fruits contain - complex carbohydrates, are low in fat and sodium, high in fiber
- many fruits are high in vitamin C and potassium
- be sure to have at least one serving from fruits rich in vitamin C - such as citrus fruits, melons, and berries
- eat fresh fruits often for the fiber they provide; edible skins are good sources of fiber
- select canned or frozen fruits without added sugar
- serving size examples include - 1 medium fruit; apple, banana, or orange, 1/2 cup chopped, cooked or canned fruit; 3/4 cup fruit juice - only count 100% fruit juice as a serving of fruit; fruit beverages and fruit drinks contain less than 10% juice

### **Vegetables**

- recommended servings - 3 - 5 servings daily (children 2-6, 3 servings)
- vegetables provide fiber, complex carbohydrates and are low in fat

- vegetables supply vitamins A, C, and K
- different vegetables provide different nutrients; select a variety of different types of vegetables
- it is recommended daily servings including dark green and yellow/orange vegetables
- serving size examples include - 1 cup raw leafy vegetables, 1/2 cup cooked or chopped raw, 3/4 cup vegetable juice

### **Bread, Cereal, Rice and Pasta**

- recommended servings - 6 to 11 servings daily (children 2-6, 6 servings)
- this group includes all kinds of grain products
- they supply complex carbohydrates, fiber, B-vitamins and incomplete proteins
- grains - should be largest portion of your diet
- serving size examples include - 1 slice bread, 1 oz. cereal, (dry cereal varies by volume; 1 oz. can vary from 1/2 cup to 1 cup); 1/2 cup cooked cereal, rice, or pasta; a typical bagel would be 2 - 3 servings
- most teenage boys need (11 servings) and most teenage girls (9 servings)
- to get adequate fiber choose as many whole grain foods as possible

## Handout 2

### Food Pyramid Summary

Food Group	Nutrients Supplied	Number Servings Adults	*Servings for children 2-6	Serving Size
<b>Fats, oils, Sweets, and sugars</b>	Provides calories from fat and sugar. Has little or no nutrients.	Use sparingly.  No number of servings is recommended.	Use sparingly  No number of servings is recommended.	Fruits in jams, jelly, and pies are considered a sugar. Fats including margarine, butter, mayonnaise, bacon, French fries, and potato chips.
<b>Meats, Poultry, Fish, dry beans, peas, lentils, eggs, peanut butter, nuts</b>	Complete protein. B vitamins Minerals such as zinc and iron. High Fiber in dry beans, split peas, refried beans, port and beans, chili, and lentils.	2 – 3 servings daily  The total of daily servings should be equal to 5 – 7 ounces.	2 servings daily	2 – 3 oz. cooked lean meat (about the size of a deck of cards) 2 – 3 oz. cooked poultry without skin Equivalent to 1 oz. meat: 1/2 cup dried beans 1 egg 2 tbs. peanut butter
<b>Milk, Yogurt, Cheese</b> Critical for maintaining and growing healthy bones and teeth.  These foods and weight-bearing exercise are essential for maintaining bone density.	High in complete protein. Fortified with Vitamins A & D Excellent source of calcium, phosphorus, riboflavin (a B vitamin)	2 – 3 servings daily  4 servings daily for youth to age 24, pregnant or nursing mothers.	2 servings daily	1 cup milk or yogurt 1 1/2 oz. natural cheese cheddar, mozzarella, provolone 2 oz. processed cheese Velvetta, wrapped squares 1 /2 cup ice cream*  * Ice cream is not credible per CACFP. Ice cream and cheese are high in fat.
<b>Fruits</b>	High in fiber (fresh fruit and edible skins) Complex carbohydrates Many fruits are high in Vitamin C such as citrus fruits, melons,	2 – 3 servings daily  Be sure to include 1 daily serving from fruits rich in Vitamin C such as citrus fruits, melons, and berries.	2 servings daily	1 medium fruit – apple, orange, banana. 1/2 cup chopped, cooked or canned 3/4 cup 100% juice Select canned/frozen fruit without added

<b>Food Group</b>	<b>Nutrients Supplied</b>	<b>Number Servings Adults</b>	<b>*Servings for children 2-6</b>	<b>Serving Size</b>
	and berries.			sugar.
<b>Vegetables</b>	Complex carbohydrates Fiber Vitamins A, C, and K Low in fat Select a variety to get different nutrients	3 – 4 servings daily  Include dark green and yellow/orange vegetables.	3 servings daily	1 cup raw leafy veggies 1/2 cup chopped raw or cooked vegetables 3/4 cup vegetable juice
<b>Bread, Cereal, Rice, Pasta</b>  55 – 60 % of total calories	Complex carbohydrates Fiber B-Vitamins Incomplete protein	6 – 11 recommended  Should be largest portion of diet. Teen boys 11 servings. Teen girls 9 servings.	6 servings	1 slice bread 1 oz. dry cereal 1/2 to 1 cup 1/2 cup cooked cereal, rice, pasta 1/2 bagel or English muffin Whole grains also great source of fiber

\*US Department of Agriculture, Center for Nutrition Policy and Promotion (1999)

### Handout 3: Arizona Requirements for Meal Patterns in Child Care

**Table 1. Meal Pattern Requirements for Children**

TABLE OF MEAL PATTERN REQUIREMENTS FOR CHILDREN			
Food Components	Ages 1 through 2 years	Ages 3 through 5 years	Ages 6 and Older
<b>Breakfast:</b> 1. Milk, fluid 2. Vegetable, fruit, or full-strength juice 3. Bread and bread alternates (whole grain or enriched); Bread or cornbread, rolls, muffins, or biscuits or cold dry cereal (volume or weight, whichever is less) or cooked cereal, pasta, noodle products, or cereal grains	1/2 cup 1/4 cup  1/2 slice 1/2 serving 1/4 cup or 1/3 oz. 1/4 cup	3/4 cup 1/2 cup  1/2 slice 1/2 serving 1/3 cup or 1/2 oz. 1/4 cup	1 cup 1/2 cup  1 slice 1 serving 3/4 cup or 1 oz. 1/2 cup
<b>Lunch or Supper:</b> 1. Milk, fluid 2. Vegetable and/or fruit (2 or more kinds) 3. Bread and bread alternates (whole grain or enriched); Bread or cornbread, rolls, muffins, or biscuits or cooked cereal, pasta, noodle products, or cereal grains 4. Meat or meat alternates: Lean meat, fish, or poultry (edible portion as served) or cheese or egg or cooked dry beans or peas* or peanut butter, soy nut butter or other nut or seed butters or peanuts, soy nuts, tree nuts, or seeds or an equivalent quantity of any combination of the above meat/meat alternates	1/2 cup 1/4 cup total  1/2 slice 1/2 serving 1/4 cup  1 oz. 1 oz. 1 egg 1/4 cup 1 tbsp** 1/2 oz.**	3/4 cup 1/2 cup total  1/2 slice 1/2 serving 1/4 cup  1 1/2 oz. 1 1/2 oz. 1 egg 3/8 cup 1 1/2 tbsp** 3/4 oz.**	1 cup 3/4 cup total  1 slice 1 serving 1/2 cup  2 oz. 2 oz. 1 egg 1/2 cup 2 tbsp** 1 oz.**
<b>Snack: (select 2 of these 4 components)***</b> 1. Milk, fluid 2. Vegetable, fruit, or full-strength juice 3. Bread and bread alternates (whole grain or enriched); Bread or cornbread, rolls, muffins, or biscuits or cold dry cereal (volume or weight, whichever is less) or cooked cereal, pasta, noodle products, or cereal grains 4. Meat or meat alternates: Lean meat, fish, or poultry (edible portion as served) or cheese or egg or yogurt or cooked dry beans or peas* or peanut butter, soy nut butter or other nut or seed butters or peanuts, soy nuts, tree nuts, or seeds or an equivalent quantity of any combination of the above meat/meat alternates	1/2 cup 1/2 cup  1/2 slice 1/2 serving 1/3 cup or 1/2 oz. 1/4 cup  1/2 oz. 1/2 oz. 1/2 egg or 1/4 c 1/8 cup 1 tbsp 1/2 oz.	1/2 cup 1/2 cup  1/2 slice 1/2 serving 1/3 cup or 1/2 oz. 1/4 cup  1/2 oz. 1/2 oz. 1/2 egg or 1/4 c 1/8 cup 1 tbsp 1/2 oz.	1 cup 3/4 cup  1 slice 1 serving 3/4 cup or 1 oz. 1/2 cup  1 oz. 1 oz. 1 egg or 1/2 c 1/4 cup 2 tbsp 1 oz.
* In the same meal service, dried beans, or dried peas may be used as a meat alternate or as a vegetable; however, such use does not satisfy the requirement for both components.			

\*\* At lunch and supper, no more than 50% of the requirement shall be met with nuts, seeds, or nut butters. Nuts, seeds, or nut butters shall be combined with another meat/meat alternative to fulfill the requirement. Two tablespoons of nut butter or 1 ounce of nuts or seeds equals 1 ounce of meat.

\*\*\* Juice may not be served when milk is served as the only other component.

**Note:** The serving amount in each component is the least amount a child may need. A child's nutritional needs differ due to body size, growth spurts, physical activity level, and if the child has medical problems (acute or chronic).

**Handout 4**

**Meal Pattern: Infant Breakfast**

<b>Birth through 3 Months</b>	<b>4 through 7 Months</b>	<b>8 through 11 Months</b>
<p>4-6 fl. oz. formula  <b>OR</b>                      breast milk</p>	<p>4-8 fl. oz. formula  <b>OR</b>                      breast milk    <b>AND</b>                      0-3 Tbsp. dry infant cereal</p>	<p>6-8 fl. oz. formula  <b>OR</b>                      breast milk    <b>AND</b>                      2-4 Tbsp. infant cereal    <b>AND</b>                      1-4 Tbsp. fruit and/or vegetable</p>

**Meal Pattern: Infant Lunch and Supper**

<b>Birth through 3 Months</b>	<b>4 through 7 Months</b>	<b>8 through 11 Months</b>
<p>4-6 fl. oz. formula  <b>OR</b>                      breast milk</p>	<p>4-8 fl. oz. formula  <b>OR</b>                      breast milk    <b>AND</b>                      0-3 Tbsp. fruit and/or vegetable    <b>AND</b>                      0-3 Tbsp. dry infant cereal</p>	<p>6-8 fl. oz. formula  <b>OR</b>                      breast milk    <b>AND</b>                      1-4 Tbsp. fruit and/or vegetable    <b>AND</b>                      2-4 Tbsp. dry infant cereal  <b>OR</b>                      1-4 Tbsp. meat, fish, poultry, egg yolk, cooked dry beans or peas  <b>OR</b>                      ½-2 oz. cheese  <b>OR</b>                      1-4 oz. cottage cheese, cheese food, or cheese spread</p>

#### **Handout 4a: Arizona Licensing Regulations for Feeding Infants**

When preparing, using, or caring for an infant's feeding bottles, a staff member:

- a. Labels each bottle received from the parent with the child's 1st and last name;
  - b. Ensures that a bottle is not:
    - i. Heated in a microwave oven,
    - ii. Propped for an infant feeding, or
    - iii. Permitted in an infant's crib unless the written instructions required by subsection (C)(3) state otherwise;
  - c. Empties and rinses bottles previously used by an infant; and
  - d. Cleans and sanitizes using heat only, a bottle, bottle cover, and nipple before reuse.
5. When feeding an infant, a staff member:
- a. Provides an infant with food for growth and development that includes:
    - i. Formula provided by a parent or the licensee that is prepared and stored in a sanitary manner at the facility, following written instructions required by subsection (C)(3);
    - ii. Cereal as requested by a parent or health care provider. A staff member shall not mix cereal with formula and feed it to an infant from a bottle or infant feeder unless the written instructions required by subsection (C)(3) state otherwise; and
    - iii. Solid foods as requested by a parent. A staff member shall feed solid food to an infant by spoon from an individual container. A separate container and spoon shall be used for each infant;
  - b. Holds and feeds an infant under 6 months of age and an infant older than 6 months of age who cannot hold a bottle for feeding; and
  - c. If an infant is no longer being held for feeding, seats the infant in a high chair or at a table with a chair that allows the child to reach the food while sitting.

## OVERHEAD 4

# Child and Adult Care Food Program

### **Mission**

The goal of the CACFP is to improve and maintain the health and nutritional status of children and adults in care while promoting the development of good eating habits.

### **Program Description**

The Child and Adult Care Food Program (CACFP) is funded and administered at the Federal level by the Food and Nutrition Service, an agency of the United States Department of Agriculture (USDA). The CACFP provides Federal funds to nonresidential child and adult care facilities, emergency shelters, eligible after school programs and family day care providers who serve nutritious meals and snacks. In Arizona, the Arizona Department of Education (ADE) directly administers the CACFP.

### **Benefits of Participation:**

- Child Care providers receive valuable nutrition education that informs them about the proper foods to feed children including the amounts appropriate for each age group that follow the USDA meal guidelines.
- The financial reimbursement helps child care offset the expense of serving quality nutritious foods.

## HANDOUT 5

### FOOD SANITATION AND SAFETY WORKSHEET

0 = "I never" 2= "I sometimes" 3= "I usually" 4= "I always"

#### **SUPERMARKET SAVVY**

- \_\_\_\_\_ make the supermarket my last stop.
- \_\_\_\_\_ pick up refrigerated or frozen foods last when I am at the grocery store.
- \_\_\_\_\_ ask the store to bag my refrigerated or frozen food items separately to make it easier to store them promptly when I get home.
- \_\_\_\_\_ rinse all fruits and vegetables before I store them, to eliminate, dirt, insects, pesticides, and germs from the hands of others who may have "squeezed the tomatoes!"
- \_\_\_\_\_ do not buy outdated, broken, and damaged food items.

#### **KITCHEN KAPERS**

- \_\_\_\_\_ check the temperature of the refrigerator or freezer with a thermometer. The refrigerator should be 40 degrees and the freezer zero degrees.
- \_\_\_\_\_ check the door gaskets of my refrigerator to make sure they are in good repair.
- \_\_\_\_\_ place cooked foods above raw items in the refrigerator.
- \_\_\_\_\_ cover all foods in the refrigerator and freezer.
- \_\_\_\_\_ thaw frozen foods in the refrigerator or under cold, running water. (Microwave defrosting is all right if the food is cooked immediately after defrosting.)
- \_\_\_\_\_ rotate perishables. First bought, first used.
- \_\_\_\_\_ wash my hands before preparing and/or serving food, or infant formulas.
- \_\_\_\_\_ remind my children to wash hands before eating.
- \_\_\_\_\_ clean my kitchen counter and table with hot, soapy, water and then rinse with clear water before I prepare or serve food.
- \_\_\_\_\_ sanitize my kitchen counter and table with a bleach and water solution.
- \_\_\_\_\_ use a hard plastic cutting board. Wood cutting boards can harbor germs. Wash and sanitize cutting board after each use. Replace cutting boards that become deeply scratched.
- \_\_\_\_\_ wash and sanitize all pieces of food processors, slicers, grinders, and can openers after each use.
- \_\_\_\_\_ wash and sanitize all the dishes I used to prepare raw food before I place or serve cooked food on them.
- \_\_\_\_\_ cook meat to the recommended temperature. (155 degrees for beef, 165 degrees for poultry, and 150 degrees for pork.)
- \_\_\_\_\_ serve cold foods at a temperature of 40 degrees or less.

## **LUCK WITH LEFTOVER FOOD**

- \_\_\_\_\_ throw out any food left in serving bowls at the table.
- \_\_\_\_\_ refrigerate leftover food immediately. Hot food should be cooled to a temperature of 40 degrees or less as quickly as possible and then refrigerated.
- \_\_\_\_\_ reheat leftover food to a temperature of 165 degrees (using a meat thermometer), while stirring frequently.

## **MISCELLANEOUS**

- \_\_\_\_\_ store cleaning supplies separate from food and locked away from children.

**Add all the numbers together that you put in the blanks. If you get a score of:**

**54-60** You earn an extra helping of dessert!

**48-53** You need to improve your food handling practices! (most people score here)

**47-0** Call your local health department and ask about participating in a food handler's class!

**Handout 6**

**KEEP YOUR KITCHEN CLEAN**

**DISINFECTING SCHEDULE**

**ALL ITEMS MUST BE CLEANED PRIOR TO DISINFECTING**

<b>HOW OFTEN</b>	<b>ITEMS TO BE DISINFECTED</b>	<b>SOLUTION USED</b>
Daily	All washable floors Trash cans Kitchen counters	General Purpose General Purpose General Purpose
Weekly	Children's chairs Refrigerators	General Purpose General Purpose
Monthly	Shelves Walls Doors	General Purpose General Purpose General Purpose
Before Use	Food preparation area Food serving tables (eating tables)	General Purpose General Purpose
After Use	Food Preparation area Food preparation tools, dishes, equipment, and flatware	General Purpose Soaking Solution

## **Handout 6a: Child Care Licensing Regulations for Mealtime and Food Handling**

- A. A licensee that prepares or serves food to enrolled children on facility premises shall comply with 9 A.A.C. 8, Article 1 and the local ordinances and requirements of the local health department where the facility is located. If a licensee contracts with a food establishment to prepare and deliver food to the facility, the licensee shall obtain and provide the Department with a copy of the food establishment's permit, issued under 9 A.A.C. 8, Article 1, at the following times:
1. Before the Department issues a license to the facility,
  2. Upon contracting with the food establishment, and
  3. Every 12 months after the date the contract is entered into while the contract is in effect.
- B. A licensee shall ensure that:
1. Enrolled children, except infants and special needs children who cannot wash their own hands, wash their hands with soap and running water before handling or eating food;
  2. A staff member:
    - a. Washes with a washcloth the hands of an infant or a special needs child who cannot wash the child's own hands before the infant or special needs child handles or eats food, and
    - b. Uses each washcloth on only one child and only one time before it is laundered or discarded;
  3. An enrolled child is not permitted to eat food directly off the floor, carpet, or ground or with utensils placed directly on the floor, carpet, or ground;
  4. A staff member encourages, but never forces, enrolled children to eat food;
  5. A staff member assists each enrolled child who needs assistance with eating
  6. A staff member teaches self-feeding skills and habits of good nutrition to each child as necessary;
  7. Fresh milk is served directly from the original, commercially filled container, and unused portions of individual servings are not returned to the original container;
  8. Reconstituted dry milk is not served to meet the fluid milk requirement;
  9. Juice served to children for a meal or snack is full-strength 100% vegetable or 100% fruit juice from an original, commercially filled container or reconstituted from a concentrate according to manufacturer instructions;
  10. Each staff member is informed of a modified diet prescribed for an enrolled child by the child's parent or health care provider, and the modified diet is posted in the kitchen and in the child's activity area;
  11. The food served to an enrolled child is consistent with a modified diet prescribed for the child by the child's parent or health care provider;
  12. An enrolled child is not permitted in the kitchen during food preparation or food service except as part of an activity;
  13. Enrolled children do not use the kitchen or a food storage area as a passageway.

## Handout 7:

### Four Steps to Keeping Food Safe from Bacteria By the Partnership for Food Safety Education

**Join the Partnership for Food Safety Education's Fight BAC Campaign by following these four easy steps!**

**Clean:** According to food safety experts, bacteria can spread throughout the kitchen and get on to cutting boards, knives, sponges and counter tops. Here's how to Fight BAC:

- Wash hands in hot soapy water before preparing food and after using the bathroom, changing diapers and handling pets. For best results, consumers should use warm water to moisten their hands and then apply soap and rub their hands together for 20 seconds before rinsing thoroughly.
- Wash cutting boards, knives, utensils and counter tops in hot soapy water after preparing each food item and before going on to the next one. \*Sanitizing Solution: 1 teaspoon liquid bleach per quart of water
- Use plastic or other non-porous cutting boards. Cutting boards should be run through the dishwasher - or washed in hot soapy water - after use.
- Consider using paper towels to clean up kitchen surfaces. Or, if using cloth towels, consumers should wash them often in the hot cycle of the washing machine.

**Separate:** Cross-contamination is how bacteria spreads from one food product to another. This is especially true for raw meat, poultry and seafood. Experts caution to keep these foods and their juices away from ready-to-eat foods. Here's how consumers can Fight BAC!:

- Separate raw meat, poultry and seafood from other food in the grocery shopping cart.
- Store raw meat, poultry and seafood on the bottom shelf of the refrigerator so juices don't drip onto other foods.
- If possible, use one cutting board for raw meat products and another for salads and other foods which are ready to be eaten.
- Always wash cutting boards, knives and other utensils with hot soapy water after they come in contact with raw meat, poultry and seafood.
- Never place cooked food on a plate which previously held raw meat, poultry or seafood.

**Chill:** Food safety experts advise consumers to refrigerate foods quickly because cold temperatures keep most harmful bacteria from growing and multiplying. So, public health

officials recommend setting the refrigerator at 40°F and the freezer unit at 0°F and occasionally checking these temperatures with an appliance thermometer. Then, Americans can Fight BAC by following these steps:

Refrigerate or freeze perishables, prepared food and leftovers within two hours.

Never defrost (or marinate) food on the kitchen counter. Use the refrigerator, cold running water or the microwave.

Divide large amounts of leftovers into small, shallow containers for quick cooling in the refrigerator.

With poultry and other stuffed meats, remove the stuffing and refrigerate it in a separate container.

Don't pack the refrigerator. Cool air must circulate to keep food safe.

**Cook:** Food safety experts agree that foods are properly cooked when they are heated for a long enough time and at a high enough temperature to kill the harmful bacteria that cause foodborne illness. The best way to Fight BAC is to:

- Use a meat thermometer, which measures the internal temperature of cooked meat and poultry, to make sure that the meat is cooked all the way through.
- Cook roasts and steaks to at least 145°F. Whole poultry should be cooked to 180°F for doneness.
- Cook ground meat, where bacteria can spread during grinding, to at least 160°F. Information from the Centers for Disease Control and Prevention (CDC) links eating undercooked, pink ground beef with a higher risk of illness. If a thermometer is not available, do not eat ground beef that is still pink inside.
- Cook eggs until the yolk and white are firm, not runny. Don't use recipes in which eggs remain raw or only partially cooked.
- Cook fish until it is opaque and flakes easily with a fork.
- Make sure there are no cold spots in food (where bacteria can survive) when cooking in a microwave oven. For best results, cover food, stir and rotate for even cooking. If there is no turntable, rotate the dish by hand once or twice during cooking.
- Bring sauces, soups and gravy to a boil when reheating. Heat other leftovers thoroughly to 165°F.

**FDA's Food Safety Information Hotline:** 1-888-SAFEFOOD (1-888-723-3366) 24 hr

## **Handout 8, Books for Teaching Children about Nutrition**

This resource list is available from the Food and Nutrition Information Center's (FNIC) web site at [http://www.nal.usda.gov/fnic/pubs\\_and\\_db.html](http://www.nal.usda.gov/fnic/pubs_and_db.html).

### **FUN WITH FOOD (in alphabetical order)**

#### **Food and Nutrition for Every Kid**

Janice VanCleave

232 pp.

Wiley, John and Sons, Inc., 1999

**ISBN:** 0-47-117665-6

**Age:** 8-12 years

**Abstract:** How does milk help me grow? Where do vitamins come from? From the Science for Every Kid series, these experiments teach kids all about food and nutrition.

#### **Gobble up Math**

Sue Mograd & Kelly Kennedy

136 pp.

Creative Teaching Press, Inc., 1994

**ISBN:** 0-88-160262-0

**Age:** 5-9 years

**Abstract:** Kids will have fun learning math concepts while using nutritious food. Activities incorporate the Food Guide Pyramid, patterns, geometry, measurement, fractions, estimations, and more. A delicious way to learn about math and nutrition.

#### **Let's Grow It!**

Brenda Walpole

48 pp.

Silver Dolphin, 1998

**ISBN:** 1-57-145348-2

**Age:** 9-12 years

**Abstract:** Grow giant pumpkins, prickly cacti and brightly colored sunflowers. Produce delicious salad plates and learn how to create new plants from cuttings. Packed with great ideas and projects; this book also includes special tools and equipment to get you started right away.

#### **Pigs in the Pantry: Fun with Math and Cooking**

Sharon McGinley-Nally

40 pp.

Simon and Schuster Children's Publishing Co., 1999

**ISBN:** 0-68-98255-5

**Age:** 5-8 years

**Abstract:** This book takes a look at the concepts of measurement, featuring a family of pigs in the mood for cooking. Also includes a recipe for vegetarian chili and a page of measurement facts.

**Ready, Set, Grow! A Kid's Guide to Gardening**

Rebecca Hershey

104 pp.

Goodyear Publishing Co., 1995

**ISBN:** 0-67-336139-X

**Age:** 5-11 years

**Abstract:** From plant tips, garden riddles, crafts from the garden, a personal garden journal, and garden puzzles and activities, there's something for everyone. Read, enjoy and happy gardening!

**The Science Chef: 100 Fun Food Experiments and Recipes for Kids**

Joan D'Amico and Karen Eich Drummond

180 pp.

J. Wiley, 1994

**ISBN:** 0-47-131045-X

**Age:** 9-12 years

**Abstract:** This book examines the science of food, while instructing children on the science behind various cooking reactions. Answers such questions as "How Does Bread Rise?" and "Why Does Popcorn Pop?" Includes over 100 simple, quick recipes that can be made with easy-to-obtain ingredients and standard kitchen equipment.

**The Very Hungry Caterpillar**

Eric Carle

23pp.

The Putnam Publishing Group, 1986

**ISBN:** 0-39-920853-4

**Age:** 4-8 years

**Abstract:** A narrative about a hungry caterpillar eats his way from one food to the next growing up to be a beautiful butterfly.

LEARNING ABOUT FOOD (in alphabetical order)

**Bread, Bread, Bread**

Ann Morris

29 pp.

Morrow, William and Company, 1993

**ISBN:** 0-68-812275-2

**Age:** 5-8 years

**Abstract:** Celebrates the many different kinds of bread and how it may be enjoyed all over the world.

**Bread Around The World**

Jo Ellen Moore, Gary Shipman

48 pp.

Evan-Moor, 1995

**ISBN:**1-55-799388-2

**Age:**Grades 1-3

**Abstract:**Discover the types of bread produced by people all over the world. Curriculum units include cooking demonstrations, field trips, science, math and writing experiences

**Bread is For Eating**

Davis Gershator

32 pp.

Henry Holt, 1998

**ISBN:** 0-80-505798-6

**Age:** Preschool

**Abstract:** Read this book to celebrates the importance of bread. The reader is taken on a journey that follows the making of bread, from the seed planted in the soil to the baker's kneading of the dough. Music is included.

**Do Carrots Make You See Better?**

Julie Appleton

192 pp.

Red Leaf Press, 2001

**ISBN:** 0-87-659264-7

**Age:** 4-8 years

**Abstract:** This book will help children discover that food is fun and interesting. Simple nutrition lessons are taught through games, stories, science activities, and more.

**Eating**

Gwenyth Swain

24 pp.

Red Leaf Press, 1999

**ISBN:** 1-57-505257-1

**Age:** 3-8 years

**Abstract:** Children throughout the world have favorite foods, and this book will describe what kinds of foods people enjoy in different places.

**From Farm to Table**

Davis Buckwoldt

48 pp.

Evan-Moor Educational Publishers, 1996

**ISBN:** 1-55-799565-6

**Age:** 6-8 years

**Abstract:** Explore the processes by which food is produced on various kinds of farms and transported to local markets.

**From Seed to Pumpkin**

Jan Lottke

24 pp.

Children's Press, 2000

**ISBN:** 0-51-623309-2

**Age:** 4-8 years

**Abstract:** Colorful, imaginative book from the How Things Grow series for early readers.

**From Wheat to Pasta**

Robert Egan

32 pp.

Children's Press, 1997

**ISBN:** 0-51-626069-3

**Age:** 8-12 years

**Abstract:** Clear and detailed photographs illustrate the process of harvesting wheat and making it into pasta. Each step is clarified by the fun and lively text.

### **Harvest Year**

Cris Peterson

32 pp.

Homedale, PA: Boyd Mill Press, 1996

**ISBN:** 1-56-397571-8

**Age:** 4-8 years

**Abstract:** This photographic essay pictures foods that are harvested across the United States. It covers everything from ripe Hawaiian pineapple in January to Louisiana shrimp in December.

### **How do Apples Grow?**

Betsy Maestro

32 pp.

Harper Collins Children's Book, 1993

**ISBN:** 0-06-445117-8

**Age:** 5-9 years

**Abstract:** Have you ever eaten part of a flower? You have if you have eaten an apple. Find out how an apple grows from a bud to a flower to a piece of fruit.

### **How My Family Lives in America**

Susan Kuklin

40 pp.

New York: Simon & Schuster, 1992

**ISBN:** 0-68-982221-9

**Age:** 5-7 years

**Abstract:** This book tells the story of three children, each with an immigrant parent. For each family, the food they eat, the names of different dishes and their eating customs are discussed. The book includes three recipes -- one African, one Puerto Rican and one Taiwanese.

### **The Magic School Bus: Inside the Human Body**

Joanna Cole

40 pp.

Scholastic Trade, 1990

**ISBN:** 0-59-041427-5

**Age:** 4-8 years

**Abstract:** Part of The Magic School Bus series. Details the process of digestion through a journey inside the body.

### **My First Kwanzaa Book**

Deborah M. Newton Chocolate

32 pp.

Scholastic, 1999

**ISBN:** 0-43-912926-5

**Age:** 4-8 years

**Abstract:** This picture book tells the story of family customs celebrated during Kwanzaa and why food is such an important part of this celebration.

### **The Surprise Garden**

Zoe Hall

32 pp.

Scholastic, 1998

**ISBN:** 0-59-010075-0

**Age:** 5-9 years

**Abstract:** The Surprise Garden introduces young readers to the excitement of watching plants grow. Best of all, each seed is an engaging mystery that will encourage children to grow surprise gardens of their own.

### **The Tortilla Factory**

Gary Paulsen

32 pp.

Harcourt Brace, 1998

**ISBN:**0-15-201698-8

**Age:** 4-8 years

**Abstract:** Explains how a corn seed becomes a tortilla. Workers till the black soil, operate the clanking machinery of the factory, and drive the trucks to deliver the tortillas back into the hands that will plant the yellow seeds.

### **What Food is This?**

Rosemarie Hausherr

40 pp.

Scholastic, Inc., 1994

**ISBN:** 0-59-046583-X

**Age:** 5-9 years

**Abstract:** Discusses in question-and-answer format eighteen different foods representing the four food groups. Provides additional information for kids on nutrition, healthy eating habits, and meal preparation. Questions are printed beneath the picture, such as "What food comes from grass that an animal has eaten?" or "What food grows without seeing the sun?" An appealing book.

## **Children's books with a vegetarian theme**

### **Herb the Vegetarian Dragon**

By Jules Bass and Debbie Harter.

Publisher: Barefoot Books; (March 1999)

ISBN: 1902283368

**Age:** 4-8 years

**Abstract:** The story of Herb who stands out from his fellow carnivorous dragons by being a vegetarian! He also brings peace to the forest of Nogard where dragons and people now live together in harmony!

**Victor's Picnic**

By Radha Vignola, Illustrated by Michelle N. Ary

Publisher: AVIVA! Call (408) 427-3211 to order.

ISBN 0-9640394-7-8

**Age:** 4-8 years

**Abstract:** Victor's Picnic is a vegetarian storybook suitable for young children with a reading level of 1st or 2nd grade. It can be read aloud to preschool children.

**Vegetarian Cookbooks****Better Than Peanut Butter & Jelly: Quick Vegetarian Meals Your Kids Will Love!**

By Wendy Muldawer, Marty Mattare

**Publisher:** McBooks Press; (September 1997)

**ISBN:** 0935526374

**Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers and Up**

By Mollie Katzen and Ann Henderson, Illustrated by Mollie Katzen

**Publisher:** Tricycle Press

**ISBN#** 1-883672-06-6

**Abstract:** A cookbook with recipes appropriate for preschoolers and up. All recipes are vegetarian.

**American Heart Association Kids' Cookbook**

Edited by Mary Winston, Ed.D., R.D., Illustrated by Joan Holub

Publisher: Random House

ISBN: 0-8129-1930-0

**Abstract:** Kid's cookbook with very specific instructions. Teaches children about cooking and good eating habits. Most recipes are vegetarian.

## Course Evaluation

Trainer's Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES/CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES          NO

**Please circle the appropriate number for each item.**

Strongly Agree 5    4    3    2    1 Strongly Disagree

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | The workshop content met my training expectations.     | 5 | 4 | 3 | 2 | 1 |
| 2. | The presentation was clear and to the point.           | 5 | 4 | 3 | 2 | 1 |
| 3. | The presenter was knowledgeable and well prepared.     | 5 | 4 | 3 | 2 | 1 |
| 4. | The handouts were useful.                              | 5 | 4 | 3 | 2 | 1 |
| 5. | The videos were helpful. (if applicable)               | 5 | 4 | 3 | 2 | 1 |
| 6. | Most of the course content was new information to me.  | 5 | 4 | 3 | 2 | 1 |
| 7. | My knowledge and/or awareness of this topic increased. | 5 | 4 | 3 | 2 | 1 |
| 8. | The physical environment of session was adequate.      | 5 | 4 | 3 | 2 | 1 |

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

1.

2.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

1.

### **References and Resources for Further Reading**

Food and Nutrition Information Center's (FNIC) web site at:

[http://www.nal.usda.gov/fnic/pubs\\_and\\_db.html](http://www.nal.usda.gov/fnic/pubs_and_db.html)

Partnership for Food Safety Education Fight BAC Campaign at: <http://www.fightbac.org/main.cfm>

US Department of Agriculture, Center for Nutrition Policy and Promotion (1999).

<http://www.nal.usda.gov/fnic/Fpyr/pyramid.html>

**Child and Adult Care Food  
Program (CACFP)  
for Child Care Homes  
(spanish)**

**Safeguarding the Health of our Children  
Salvaguardar la Salud de nuestros Niños**

## ARIZONA CHILD AND ADULT CARE FOOD PROGRAM (CACFP) FAMILY CHILD CARE HOMES

REIMBURSEMENT RATES	ELIGIBILITY REQUIREMENTS	RECORDKEEPING REQUIREMENTS	ELIGIBLE CHILDREN
<p>Child Care providers receive reimbursements monthly, based on the total number of meals served multiplied by established meal reimbursement rates.</p> <p><b>REIMBURSEMENT RATES ARE ADJUSTED ANNUALLY.</b></p>	<p>A participating Child Care Home must meet one of the following criteria:</p> <ol style="list-style-type: none"> <li>1) Certified by the Arizona Department of Economic Security (DES): (602) 542-4248</li> <li>2) Licensed by the Arizona Department of Health Services (DHS) as a Child Care group home: 1- 800- 615-8555</li> <li>3) Alternate Approved by the Arizona Department of Education (ADE): 1-800-352-4558 or (602) 542-8700. Providers are fingerprinted and must clear a Federal Bureau of Investigations (FBI) background investigation, and complete satisfactory health and fire inspections.</li> </ol>	<ol style="list-style-type: none"> <li>1) Record number and type of meal served to each child daily. A maximum of two meals and one snack OR one meal and two snacks per child per day may be claimed for reimbursement.</li> <li>2) Document each meal on a menu form for each child and submit to Sponsoring Organization as required.</li> <li>3) Child Enrollment records.</li> </ol>	<p>Reimbursement is provided for meals and snacks meeting Child and Adult Care Food Program requirements served to children in non-residential care and a foster children 0-12 years old; migrant children 0-15 years old and handicapped children up to 21. A provider's own child(ren) may participate IF THEY MEET USDA INCOME GUIDELINES. <u>However</u>, in order to claim reimbursement for meals and snacks served to the provider's own children and foster children, at least one non- residential child must be enrolled, present and claimed.</p>

### FOR MORE INFORMATION CONTACT THESE SPONSORING ORGANIZATIONS:

<p><b>ACTIVELY BUILDING CHILD CARE, INC.</b> P.O. Box 26513, Tempe, AZ 85285-6513 (480) 731-3036 or Español (480) 731-3022 Fax: (480) 731-3022 call (480) 731-3036 first</p> <p>ASSOCIATION FOR SUPPORTIVE CHILD CARE 3910 South Rural Road, Suite E, Tempe, AZ 85282 (480) 829-0500 or 1-800 535-4599 Se Habla Español, Fax (480) 820-7288, Email: Ktaylor@asccaz.org Serving: Maricopa, Pinal, Graham, Greenlee, Gila and Mohave</p> <p>ARIZONA ASSOCIATION OF FAMILY DAY CARE PROVIDERS 1631 East Guadalupe #201, Tempe, AZ 85283 (480) 345-9388 or Español (480) 730-5272, Email: CAR33151@aol.com Director: Cathy Reagan</p> <p>BORDER COMMUNITY CHILD CARE RESOURCE CENTER 1050 East Arizona Street P.O. Box 7650, San Luis, AZ 85349 Email: cdbcacfp@aol.com Yuma County: (520) 627-0919, Fax: (928) 627-3151 Beatriz E. Sandoval, Program Director</p> <p><b>BJ ENTERPRISES</b> P.O. Box 10189, Scottsdale, AZ 85271-0189 1-888 330-6063, (480) 946-9729 or Español (602) 577-1149, Mohave/LaPaz (928) 453-7359, Payson (928) 472-7619, Navajo (928) 532-0852, Yavapai (928) 636-0925, Apache (888) 330-6063 Email: bjcacfp@aol.com, Fax: (480) 946-0775</p> <p>CHILD &amp; ADULT COMMUNITY RESOURCES Mailing Address: P.O. Box 90400, Phoenix, AZ 85066-0400 Physical Address: 3015 South 40<sup>th</sup> Street #13, Phoenix, AZ 85040-01690 (602) 437-8665; Fax: (602) 437-8664</p> <p><b>CHILD &amp; FAMILY RESOURCES, INC.</b> 2800 E Broadway Blvd, Tucson, AZ 85716 (520) 881-8940 Fax: (520) 325-8780</p>	<p><b>CHILD CARE &amp; NUTRITION OF ARIZONA</b> 322C North Beaver, Flagstaff, AZ 86001 Coconino (928) 556-1548 or 1-800-939-0445, Yavapai (9280) 775-9933, Navajo (928) 289-9667, Fax: (928) 779-6436</p> <p><b>COMMUNITY NUTRITION RESOURCES</b> P.O. Box 6755, Apache Junction, AZ 85278 (480) 982-7788 Fax: (480) 982-7773</p> <p><b>FOOD FOR CHILDREN, INC.</b> 2423 West Temple, Chandler, AZ 85224 (480) 963-4345 or 1-800 253-6477, Español (623) 935-4713</p> <p><b>THE GRIFFIN FOUNDATION, INC.</b> 1844 South Alvernon Way, Tucson, AZ 85711 (520) 740-0041, Douglas (520) 364-3163, Cochise (520) 364-3163, Pima County (520) 740-0041, Santa Cruz/Pinal 1-800-380-0041 Email: leegriffin@aol.com , Fax: (520) 620-6570</p> <p><b>HUALAPAI NATION CHILD CARE PROGRAM</b> 941 Hualapai Way, Peach Springs AZ 86434-0179 P.O. Box 179, Peach Springs AZ 86434-0179 (928) 769-2200 or (928) 769-2216, Fax: (928) 769-2353</p> <p><b>MANO AMIGA, INC.</b> 1900 S. 4<sup>th</sup> Avenue, Tucson, AZ 85713 Bilingual Services (520) 883-6262 Fax: (520) 883-6363 Toll Free: (866) 552-6442</p> <p><b>MID-STATE CHILD CARE &amp; NUTRITION</b> 134 South Broad Street, Globe AZ 85501 (928) 425-9603 or 1-800 807-9603, Email: mscn@cableone.net, Fax: (928) 425-9693</p> <p><b>NUTRITION AND HEALTH EDUCATION RESOURCES</b> 2111 East Baseline Road, Suite E1, Tempe, AZ 85283 (480) 491-8171 or 1-800 488-8171 Fax: (480) 491-4471, Northern Arizona Office (928) 226-3579 E-mail: Ahnher@aol.com</p>	<p><b>NUTRITION FOR CHILDREN, INC.</b> 5930 West Greenway Road, Suite 25, Glendale, AZ 85306 P.O. Box 5729, Glendale, AZ 85306 (602) 866-0200 or Español (602) 237-5162 Fax: (602) 866-0806</p> <p><b>MILITARY INSTALLATIONS</b></p> <p><b>FAMILY CHILD CARE (DAVIS-MONTHAN AIR FORCE BASE)</b> 5375 East Kachina DMAFB, Tucson, AZ 85707 (520) 228-2201, Fax: (520) 228-0573 Email: Linda.ray@dm.af.mil</p> <p><b>FORT HUACHUCA U.S. ARMY</b> Family Child Care ATTN: ATZS-MWF-F Syretha Storey Murr Community Center Building # 51301 Fort Huachuca, AZ 85613 (520) 533-2494, Fax: (520) 533-0846</p> <p><b>LUKE AIR FORCE BASE</b> 56 SVS/SVYD 7205 North 137th Avenue Luke AFB, AZ 85309-1523 (623) 856-7472 or (623) 896-7472, Fax: 856-2884 Email: lisa.weathers@luke.af.mil</p> <p><b>YUMA MARINE CORPS AIR STATION</b></p> <p>ATTN: FAMILY CHILD CARE Box 99132, Yuma, AZ 85369-9132 (928) 269-3233; Fax: (928) 269-5354 Email: blumes@usmc-mmcs.org</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b><u>Additional Information and Resources:</u></b> <b>Child Care Resource and Referral</b> 1-800 308-9000</p> <p><b><u>Nutrition Education Resources:</u></b> Arizona Prevention Resources Center 1 -800-432-2772</p> </div>
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**\*Providers may participate in the CACFP through only one Sponsoring Organization but may choose that organization from the above list.**

Revised 12/03 cn

In the operation of the Child Nutrition Programs administered by the U.S. Department of Agriculture, no child will be discriminated against because of race, color, gender, national origin, age or disability. Any member of the household who believes he/she has been discriminated against should write to the Secretary of Agriculture, Washington, D.C. 20250.

Arizona Department of Education - Student Services  
Child Nutrition Programs  
1535 West Jefferson - Bin #7  
Phoenix, Arizona 85007  
(602) 542-8700 - Fax (602) 542-3818  
Web Address: [www.ade.state.az.us/programs/health-safety](http://www.ade.state.az.us/programs/health-safety)

**MODULE IX**  
**A: FIRST AID**  
**B: CPR**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY CHILD CARE  
ADMINISTRATION CHILD  
CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

**Course Evaluation**

Trainer's Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES/CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?  
Circle one: YES            NO

**Please circle the appropriate number for each item.**

Strongly Agree    5   4   3   2   1    Strongly Disagree

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | The workshop content met my training expectations.     | 5 | 4 | 3 | 2 | 1 |
| 2. | The presentation was clear and to the point.           | 5 | 4 | 3 | 2 | 1 |
| 3. | The presenter was knowledgeable and well prepared.     | 5 | 4 | 3 | 2 | 1 |
| 4. | The handouts were useful.                              | 5 | 4 | 3 | 2 | 1 |
| 5. | The videos were helpful. (if applicable)               | 5 | 4 | 3 | 2 | 1 |
| 6. | Most of the course content was new information to me.  | 5 | 4 | 3 | 2 | 1 |
| 7. | My knowledge and/or awareness of this topic increased. | 5 | 4 | 3 | 2 | 1 |
| 8. | The physical environment of session was adequate.      | 5 | 4 | 3 | 2 | 1 |

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

1.

2.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

1.

**MODULE IX B: Infant and Child CPR**

**Course Evaluation**

Trainer’s Name:

Training Topic:

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Strongly Agree    5   4   3   2   1    Strongly Disagree

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
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| 7. | My knowledge and/or awareness of this topic increased. | 5 | 4 | 3 | 2 | 1 |
| 8. | The physical environment of session was adequate.      | 5 | 4 | 3 | 2 | 1 |

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

3.

4.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

2.

**MODULE XA: INTERPROFESSIONAL COLLABORATION  
MODULE XB: PROFESSIONAL DEVELOPMENT**

**ARIZONA DEPARTMENT OF ECONOMIC SECURITY  
CHILD CARE ADMINISTRATION  
CHILD CARE PROFESSIONAL TRAINING CURRICULUM**

**Participant**

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Thanks are due to authors of the previous modules for content that is currently included and modified.

## **S☆CCEEDS CORE ELEMENTS**

1. Building and utilizing community partnerships
2. Working collaboratively
3. Resource development

## **S☆CCEEDS CORE COMPETENCIES**

1. Demonstrates knowledge of community resources.
2. Facilitates access to social services and health care and other providers of functions appropriate to the needs of families and the program.
3. Demonstrates knowledge of how significant groups can contribute to the well being of the family and to the achievement of specific goals through partnership and collaborative efforts.
4. Demonstrates good working relationships with colleagues, professionals and families.

## TRAINING SCHEDULE:

<b>Topic Discussed</b>	<b>Clock Time</b>
Introduction Module XA Community Partners and Support Systems for Early Childhood Educators	20 Minutes
Interprofessional Collaboration	10 Minutes
Local Agencies	40 Minutes
Professional Organizations	10 Minutes
<b><i>Break</i></b>	
Communication with families	60 Minutes
<b><i>Meal Break</i></b>	
<b>Introduction to Module XB</b> Overview and Enrollment in S☆CCEEDS	60 Minutes
Continuing Education Opportunities (AA, BA)	20 Minutes
<b><i>Break</i></b>	
Introduction to Program Accreditation	40 Minutes
Fingerprinting and TB testing	20 Minutes
Complete Cumulative Professional Development Plans	40 Minutes

**TOTAL TRAINING HOURS:** 6 hours

\* Training hours do not include meals and breaks.

## GLOSSARY

**Accreditation:** A process through which early childhood professionals and families can evaluate programs, compare them with professional standards, strengthen the program and commit to ongoing evaluation and improvement. The purpose is to improve the quality of care and education provided for young children in programs in the United States.

**Associates Degree:** A two-year degree attained at many community colleges. An Associates degree in Early Childhood often includes courses in child development, teaching methods and a practicum where students work with children.

**Bachelors Degree:** A four-year degree includes general education as well as information specific to a major. In Early Childhood Education, courses build upon general knowledge and add depth to understandings attained in the Associates degree. The Bachelors degree in Early Childhood Education includes certification to teach in public school settings. States vary in certification: some have certification for Pre-K- 6<sup>th</sup> Grade, some for birth through 3<sup>rd</sup> Grade, etc.

**Career Level:** Many states (including Arizona) have a Career Ladder in Early Childhood education and care. This system defines levels based on the amount of experience and education or training individuals have amassed. Often, the pay scale increases with additional levels in the career system.

**Career Level Certificate:** A certificate indicating the level of experience and education an individual has reached in the S<sup>2</sup>☆CCEEDS career registry. Each time a new Career Level is reached, an updated Career Level Certificate is issued.

**Collaboration:** A style of interaction between two individuals who are equals, voluntarily engaged in shared decision making as they work toward a common goal

**Community:** An interconnected group of individuals sharing one or more common traits, goals or values such as geographical location, profession, religion, ethnicity or background.

**Interprofessional Collaboration:** The ability to assist children and families by working cooperatively with families as well as other professionals in community agencies and services to meet individual needs. This includes knowledge about services and resources available in the local community and how to access the services.

**Resource:** In a community, resources may mean an agency or individual that provides assistance in reaching a goal or enhancing knowledge about a subject. Resources may also be thought of as money, equipment materials or goods.

**Self-Study:** The process that a center or program undertakes to examine their strengths and weaknesses according to the accreditation standards. This helps to improve the quality of programs and services offered to children and families.

**S☆CCEEDS:** A statewide Child Care and Early Education professional registry system for individuals working in the childcare and early education field. The system is designed to assist early childhood educators in tracking their professional growth.

**Validate:** Official verification that a program meets the accreditation standards; a seal of approval that provides legal documentation for program quality.

**Validator:** The individual sent by the National Accreditation Board of NAEYC to determine that a program meets specific standards.

## **Background**

Early Childhood professionals believe that education must support the development of the whole child. This common sense belief is supported by child psychologists and research: children develop best when their physical, social, emotional and cognitive development is supported and nurtured. Families and children are increasingly diverse and their needs are as well. This fact places teachers of young children in the role of working with other adults and agencies for the well being of children and families. Teaching, nurturing and caring for children are a community process. When it is most effective, many are involved: parents, teachers, extended family, agencies and community partners. In the best case, all parties work together to support children in the context of their families.

In order for adults to best provide for children in their care, they must understand what resources are available in the community and how to access these resources. It is important to consider human resources, (including yourself) as well as agencies and other community services. There are many resources to be found in any community if you know where to look. In addition to local resources, there are county, state and national resources that can assist in providing information to deepen the quality of the care and education children and families receive.

Resources come in many forms, including newspapers, telephone books, Internet sites, recommendations and advice from children's families, other professionals and friends, television and radio advertising. Additionally, the provision of materials, equipment and money are often considered important resources. Locating and accessing accurate community resources is the focus of this part of Module X.

This training guide is designed to provide and build upon the knowledge of early childhood educators regarding information about and disposition to locate and use resources in the community that will improve the quality of life and educational opportunities for children and families. This knowledge is best embedded in the relationships and interaction with family members, thus communication that enhances the teacher-parent/family partnership is included in this module.

## Resources

Module X

### Early Childhood Programs in Arizona and Contact Information

<p><b>Diana Abel</b>            Phone: (623) 845-3577/845-3000            Fax: (623) 845-3329  <a href="mailto:diana.abel@gcmail.maricopa.edu">diana.abel@gcmail.maricopa.edu</a></p>	<p>Glendale            Community            College            6000 West Olive            Avenue            Glendale, AZ            85302</p>	<p>Early Childhood Education -            Alternate            Family &amp; Consumer            Sciences - Member</p>
<p><b>Anne Babinsky</b>            Phone: (928) 717-7780  <a href="mailto:anne_babinsky@vc.edu">anne_babinsky@vc.edu</a></p>	<p>Yavapai College            1100 E. Sheldon            St.            Prescott, AZ            86301</p>	<p>Early Childhood Education -            Lead Member</p>
<p><b>Ben Berry</b>            Director, Center for Teacher Education            Phone: (520) 515-5439            Fax: (520) 515-5356  <a href="mailto:berrybe@cochise.edu">berrybe@cochise.edu</a></p>	<p>Cochise College            901 North            Colombo            Sierra Vista, AZ            85635-2317</p>	<p>Early Childhood Education -            Lead Member            Education - Lead Member</p>
<p><b>Tillie Byler</b>            Phone: (623) 845-3181/845-3000            Fax: (623) 845-3329  <a href="mailto:tillie.byler@gcmail.maricopa.edu">tillie.byler@gcmail.maricopa.edu</a></p>	<p>Glendale            Community            College            6000 West Olive            Avenue            Glendale, AZ            85302</p>	<p>Early Childhood Education -            Member</p>
<p><b>James Christie</b>            College of Education            Phone: (480) 965-2314            Fax: (480) 965-0223  <a href="mailto:James.Christie@asu.edu">James.Christie@asu.edu</a></p>	<p>Arizona State            University            (Main)            P.O. Box            871411            Tempe, AZ            85287-1411</p>	<p>Early Childhood Education -            Member</p>
<p><b>Christie Colunga</b>            Phone: (602) 787-7731/787-6500            Fax: (602) 787-7285  <a href="mailto:christie.colunga@pvmail.maricopa.edu">christie.colunga@pvmail.maricopa.edu</a></p>	<p>Paradise Valley            Community            College            18401 N. 32nd            Street            Phoenix, AZ            85032</p>	<p>Early Childhood Education -            Member</p>
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<b>Claude Endfield</b> Phone: (928) 524-7335 ext 7335 Fax: (928) 524-7312 <u><a href="mailto:cendfield@npc.edu">cendfield@npc.edu</a></u>	Northland Pioneer College P.O. Box 610 Holbrook, AZ 86025	Early Childhood Education - Lead Member Education - Member
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<p><b>Joy Mills</b>            Phone: (602) 243-8034            Fax: (602) 243-8203  <a href="mailto:joy.mills@smcmail.maricopa.edu">joy.mills@smcmail.maricopa.edu</a></p>	<p>South Mountain            Community            College            7050 S. 24th St.            Phoenix, AZ            85040</p>	<p>Early Childhood Education -            Alternate</p>
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General Education - Member  
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Nursing Meeting 02/06/2004 - ATAC Member

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Early Childhood Education -  
Lead Member

## HELPFUL TELEPHONE LIST FOR CHILD CARE PROVIDERS

### **ARIZONA DEPARTMENT OF HEALTH SERVICES (D.H.S.)..... WWW.HS.STATE.AZ.US**

DIVISION of LICENSING SERVICES		
OFFICE OF CHILD CARE LICENSING	Outlying Areas.....	(800) 615-8555
150 North 18 <sup>th</sup> Avenue, Suite 400 .....		(602) 364-2539
Phoenix, AZ 85007	FAX.....	(602) 364-4768
400 W. Congress, Suite 100.....		(520) 628-6540
Tucson, AZ 85701	FAX.....	(520) 628-6537
1500 E. Cedar, Suite 22.....		(928) 774-2707
Flagstaff, AZ 86004	FAX.....	(928) 774-2830
ARCHITECTURAL REVIEW UNIT (Architects).....		(602) 364-2563
150 North 18 <sup>th</sup> Avenue, Suite 460, Phoenix, AZ 85007	FAX.....	(602) 364-4769
IMMUNIZATION PROGRAM OFFICE	3815 N. Black Canyon Highway, Phoenix, AZ 85015.....	(602) 230-5852
INFECTIOUS DISEASE SERVICES	3815 N. Black Canyon Highway, Phoenix, AZ 85015.....	(602) 230-5820
OFFICE OF WOMEN'S & CHILDREN'S HLTH SVS.	2927 N 35 <sup>TH</sup> Ave, Phoenix, AZ 85017.....	(602) 364-1400
OFFICE OF NUTRITION	2927 N 35 <sup>TH</sup> Ave, Phoenix, AZ 85017.....	(602) 542-1886

### **ARIZONA DEPARTMENT OF ECONOMIC SECURITY (D.E.S.)**

CHILD CARE CONTRACTS OFFICE	1789 W. Jefferson, Phoenix, AZ 85007.....	(602) 542-4248
DEVELOPMENTAL DISABILITIES (D.D.D.)	Phoenix, AZ.....	(602) 542-0419
CHILD PROTECTIVE SERVICES	Phoenix, AZ.....	(602) 530-1800
REPORTING CHILD ABUSE (Statewide).....	1-888-SOS-CHILD (1-888-767-2445)	

### **ARIZONA DEPARTMENT OF EDUCATION (D.O.E.)**

CHILD CARE FOOD PROGRAM	2005 N. Central, Phoenix, AZ 85004.....	(602) 542-8700
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### **ARIZONA STATE FIRE MARSHAL**

Flagstaff - P.O. Box 20428, Village of Oak Creek, AZ 86341.....	(928) 204-0543
Mohave & LaPaz County - 3900 Frontage Road, Bullhead City, AZ 86842.....	(928) 763-8838
Navajo & Apache - P.O. Box 1490, St. Johns, AZ 85936.....	(928) 337-2556
Phoenix - 1110 West Washington, Suite 100, Phoenix, AZ 85007.....	(602) 364-1003
Tucson - 400 W. Congress Tucson, AZ 85701.....	(520) 520-4787
Yuma - 3 W. 3 <sup>rd</sup> St., Yuma, AZ 85364.....	(928) 726-7132

### **FIRE INSPECTIONS** – Cities that conduct fire inspections for child care facilities.

Chandler.....	(480) 782-2158	Tempe .....	(480) 350-8802
Glendale.....	(623) 930-3401	Tucson .....	(520) 791-4502
Mesa.....	(480) 644-2622		
Phoenix.....	(602) 262-6771		
Scottsdale.....	(480) 627-6600		

### **ARIZONA DEPARTMENT OF PUBLIC SAFETY (D.P.S.)**

APPLICANT CLEARANCE CARD TEAM - Fingerprinting	
P.O. Box 18390	
Phoenix, AZ 85005-8390.....	(602) 223-2279

### **ARIZONA CORPORATION COMMISSION**

1300 W. Washington, Phoenix, AZ 85007.....	(602) 542-3285
400 W. Congress, Tucson, AZ 85701.....	(520) 628-6560

**COUNTY HEALTH DEPARTMENTS**

Apache..... (520) 337-7525  
Cochise..... (520) 432-9633  
Coconino – Kitchen, Food Handlers..... (520) 226-2710  
Gila..... (520) 425-3189  
Graham..... (520) 428-0110  
Greenlee..... (520) 865-2601  
La Paz..... (928) 669-1100  
Maricopa..... (602) 506-6970

Mohave  
Kingman.....(928) 757-0901  
Lake Havasu.....(928) 453-0712  
Navajo..... (928) 524-6825  
Pima.....(520) 740-2760  
Pinal.....(520) 723-9541  
Santa Cruz..... (520) 761-7800  
Yavapai..... (928) 771-3149  
Yuma..... (928) 317-4584

**FIRST AID & CPR TRAINING \***

AMERICAN HEART ASSOCIATION..... (602) 414-5353  
AMERICAN RED CROSS..... (602) 336-6660  
MESA FIRE FIGHTERS LOCAL 2260..... (480) 892-2862  
PHOENIX FIREFIGHTERS ASSOCIATION..... (602) 277-1500

OUTLYING AREAS, CONTACT LOCAL COLLEGES, FIRE DEPARTMENTS OR HOSPITALS FOR AVAILABLE SERVICES.

**ADDITIONAL\***

ARIZONA CHILD CARE ASSOCIATION (ACCA) – Northern Chapter.....(602) 944-1244  
Southern Chapter.....(520) 327-0441  
ARIZONA INSTITUTE OF ARCHITECTS..... (602) 257-1924  
ARIZONA DEPARTMENT OF COMMERCE – Business Information  
3800 N. Central Ave., Phoenix, AZ 85012..... (602) 280-1480  
400 W. Congress, Tucson, AZ 85701..... (800) 542-5684 or (602) 628-6690  
CDA-CHILD DEVELOPMENT ASSOCIATE CREDENTIAL..... (602) 258-8685  
CHILD & FAMILY RESOURCES, INC.....(520) 881-8940  
CHILD & WATER SAFETY (AMERICAN RED CROSS)..... (800) 842-7349  
CHILD CARE RESOURCE & REFERRAL  
(Maricopa County).....(602) 244-2678  
(Tucson).....(520) 325-5778  
(Outside Maricopa County).....(800) 308-9000  
COMMUNITY INFORMATION AND REFERRAL  
(Phoenix).....(602) 263-8856  
(Outside Phoenix).....(800) 352-3792  
(For Family Services).....(800) 362-3474  
CONSUMER PRODUCT SAFETY COMMISSION.....(800) 638-8270  
CHILDREN'S EMERGENCY INFORMATION & IMMUNIZATION CARDS (EIIRC201)  
STAFF YELLOW EMERGENCY CARD (Staff Immunization Record IPS3695)  
Phoenix ....926 E. McDowell, Suite 119, 85006..... (602) 506-6699  
Form EIIRC201 is available in Spanish. To request cards by FAX.....(602) 506-8898  
Tucson.....(520) 740-3755  
INDEPENDENT INSURANCE AGENTS & BROKERS OF ARIZONA.....(800) 627-3356  
NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN.....(800) 424-2460  
OFFICE OF MANUFACTURED HOUSING.....(602) 255-0472  
PARENTS ANONYMOUS (Parent Education Training, 24-Hr Crisis Line, Parent Support).....(800) 352-0528  
POISON AND DRUG INFORMATION..... (800) 362-0101 or (602) 253-3334

\*THIS INFORMATION IS NOT A COMPLETE LISTING OF ALL AVAILABLE RESOURCES AND IS NOT AN ENDORSEMENT OF ANY AGENCY BY THE DEPARTMENT OF HEALTH SERVICES.

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# Maricopa County Resources



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<b>Program Name:</b>	<a href="#">Arizona Baptist Children's Services</a>
<b>Description:</b>	Arizona Baptist Children's Services is a non-profit organization serving families/children/individuals.

<b>Program Name:</b>	<a href="#">Arizona's Children Association</a>
<b>Phone:</b>	(520) 622-7611 (602) 234-3733
<b>Description:</b>	Arizona Children's Home Association has day treatment, special education, group home program, treatment foster care/older child adoption, center for family therapy, teen parent program, infant adoption/unwed parent, and a residential treatment center.

<b>Program Name:</b>	Boys Hope Girls Hope of Arizona
<b>Phone:</b>	(602) 266-4873
<b>Description:</b>	A private residential program serving academically bright youth aged 10-18 who have something in their environment impeding them from succeeding such as abuse/neglect, poverty, language barriers, gangs, substance abuse or illness within the family.

<b>Program Name:</b>	The Center Against Sexual Abuse
<b>Address:</b>	2333 N Central Ave, #100 Phoenix, Arizona 85004
<b>Phone:</b>	(602) 254-6400
<b>Fax:</b>	(602) 254-2466
<b>E-mail</b>	casa@sypac.com
<b>Description:</b>	Provider of prevention, counseling and treatment, and crisis intervention programs for sexual abuse and sexual assault.

<b>Program Name:</b>	Child & Family Resources, Inc.
<b>Phone:</b>	(602) 234-3943
<b>Description:</b>	The agency's goals include promoting the strength and stability of families, to afford children and youth a supportive environment and maximize the child's physical, intellectual and emotional development. Child & Family Resources' programs include family support and services, child care services and training for providers.

<b>Program Name:</b>	Child Care Resource and Referral
<b>Phone:</b>	(520) 325-5778 Tucson (602) 244-2678 Phoenix (800) 308-9000 Statewide
<b>Description:</b>	Child Care Resource and Referral is a community service which matches parents seeking child care with child care resources. CCR&R also provides training and technical assistance to child care providers.

<b>Program Name:</b>	Child Crisis Center- East Valley, Inc.
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<b>Phone:</b>	(480) 969-2308
<b>Description:</b>	The Center's responsibilities are providing temporary shelter in a nurturing environment for children whose well-being is in jeopardy, empowering and strengthening families, and creating change through community education.

<b>Program Name:</b>	Christian Family Care Agency
<b>Phone:</b>	(602) 234-1935
<b>E-mail</b>	info@cfcare.org
<b>Description:</b>	Christian Family Care Agency (CFCA) is a non-profit licensed Christian social service agency serving children and families in Arizona through: Child and Family Counseling, Foster Care, Crisis Pregnancy Services and Adoption. Volunteers and Auxiliary Opportunities available including thrift stores.

<b>Program Name:</b>	Crisis Nursery
<b>Phone:</b>	(602) 273-7363
<b>Description:</b>	Their purpose is to provide hope and support, through prevention and protection, to children in the Phoenix area threatened with abuse and neglect.

<b>Program Name:</b>	Community Information & Referral
<b>Phone:</b>	(602) 263-8856 (800) 352-3792
<b>E-mail</b>	cirs@cirs.org
<b>Description:</b>	From basic needs to emergency assistance, self-help groups to recreation, extensive listings are available.

<b>Program Name:</b>	Family Service Agency
<b>Phone:</b>	(602) 264-9891
<b>Description:</b>	Family Service Agency, a not-for-profit, nonsectarian human service agency, recognizes the family as the foundation of our community. The mission of Family Service Agency is to provide services that advocate for, strengthen, and preserve the individual and the family.

<b>Program Name:</b>	Free Arts for Abused Children of Arizona
<b>Phone:</b>	(602) 258-8100
<b>Description:</b>	Free Arts for Abused Children of Arizona is a nonprofit organization dedicated to providing the healing effects of the arts to abused, neglected and homeless children. Volunteers from the community share their creativity in the visual arts, theater, dance, music, creative writing and other art projects with children who live in residential treatment centers, group homes and shelters.

<b>Program Name:</b>	Hacienda de los Angeles
<b>Phone:</b>	(602) 243-4231
<b>Description:</b>	Hacienda de los Angeles is a home dedicated to caring for children who have been victims of genetic disorders, birth trauma, physical abuse, accidents such as near drowning or head trauma, and children with life threatening or debilitating diseases.

<b>Program Name:</b>	HomeBase Youth Services
<b>Phone:</b>	(602) 254-7777
<b>Description:</b>	HomeBase Youth Services provides a full continuum of care for homeless and runaway youth under 21. Included in the services are prevention, street outreach, medical outreach, Outreach Center (which includes Learning Center for GED, case management, food, showers, clothing bank and more), Safe Place (a national rescue program for youth), Transitional Living Program, and Independent Living Program. The Transitional and Independent Living Programs are for youth 18 - 21.

<b>Program Name:</b>	Organization for Non-violence Education, Inc.
<b>Phone:</b>	(623) 934-0696
<b>Description:</b>	O.N.E., Inc. is a non-profit community program that currently operates six groups in Phoenix, Glendale, and Mesa which provide education, counseling, and treatment in family and non-family violence issues to male and female perpetrators and victims of family and non-family violence

	from the age of thirteen and up.
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<b>Program Name:</b>	Parents Anonymous of Arizona
<b>Phone:</b>	(602) 248-0428
<b>Description:</b>	Parents Anonymous of Arizona is a statewide non-profit agency with a mission to strengthen families and prevent child abuse and neglect.

<b>Program Name:</b>	Phoenix Indian Center
<b>Phone:</b>	(602) 263-1017
<b>Description:</b>	Provides family and children's services, Native workforce services and educational services

<b>Program Name:</b>	PREHAB of Arizona
<b>Phone:</b>	(480) 969-4024
<b>Description:</b>	PREHAB of Arizona is a human service agency providing a variety of programs to address needs in the areas of prevention, intervention and rehabilitation.

<b>Program Name:</b>	RAISING Special Kids
<b>Phone:</b>	(602) 242-4366
<b>Description:</b>	RAISING Special Kids supports and encourages Arizona families on the challenging journey of raising children with special health needs or disabilities. They offer a link with a family who has been there, workshops and networking opportunities, information about rights and advocating for your child, resource information packets, lending library, help with problem-solving challenges, "In's and Out's" of community resources, newsletter, assistance to support groups, opportunities for professionals to learn from families.

<b>Program Name:</b>	Southwest Human Development
<b>Phone:</b>	(602) 266-5976

<b>Description:</b>	Southwest Human Development is a non-profit educational and human services organization. The agency provides comprehensive services to young children and their families who face challenges related to health, child abuse and neglect, mental health, poverty and disabilities. The staff of over 370 serves approximately 25,000 children and families each year in Maricopa County. Programs include Healthy Families; Head Start; a variety of in-home services; services for children with disabilities; and the Good Fit Center, which provides mental health services to very young children and their families.
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<b>Program Name:</b>	Tumbleweed Center for Youth Development
<b>Phone:</b>	(602) 271-9904
<b>Description:</b>	Tumbleweed serves homeless, runaway, and at risk youth in Phoenix, Arizona. They provide shelter, counseling, outreach, job development, and more to youth age 9 up to age 22.

<b>Program Name:</b>	Youth Evaluation and Treatment Centers
<b>Phone:</b>	(602) 285-5550
<b>Description:</b>	Youth Evaluation and Treatment Centers provides a full continuum of services for at risk youth and families. These services include: School based Prevention, Family Stabilization, Specialized Education and Residential Care.

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Last Updated August 12, 2003

We'd love to hear your comments, questions, and suggestions.

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**Arizona's Statewide Toll-free Child Abuse Hotline: 1-888-SOS-CHILD**

# Arizona Websites



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- **ALIS Online:** ALIS Online is an information service of the Arizona Legislature, designed to promote increased public access to, and awareness of, the legislative process in Arizona
  - **Arizona Association of Counsel for Children, Inc.(AACC):** A National Association of Counsel for Children (NACC) affiliate. Although most members are attorneys, the membership and board of directors reflect its multidisciplinary perspective.
  - **Arizona Child Fatality Review Team:** Presents annual reports from the extensive review of records of Arizona children who have died. Identifies the cause, circumstances and preventability of child deaths.
  - **Arizona Crime Victims :** Produced by the Arizona Department of Public Safety, describes services available to crime victims and their families. Also, describes the criminal justice system, victim rights and facts about crimes including child abuse.
  - **Arizona Department of Economic Security, Arizona Early Intervention Program:** A statewide system of supports and services for families of children, birth to three, with disabilities or developmental delays. Early Intervention is professionals working in partnership with parents and families of children with special needs, to support their children's growth, development, and learning.
  - **Arizona Department of Economic Security, Child Protective Services:** Information about Child Protective Services (CPS) including abuse/neglect criteria and what happens when a child abuse report is made.
  - **CASA:** The Arizona Court Appointed Special Advocate Program is comprised of the state office, county programs, and volunteers who serve abused and neglected children. County programs educate communities in order to recruit, maintain, and supervise qualified volunteers to advocate for children involved in juvenile court proceedings.
  - **Casa de los Ninos:** A crisis care center for children in Tucson offering shelter for infants through 8 year olds and family services.
  - **Child Crisis Center - East Valley, Inc.:** The Center's responsibilities are providing temporary shelter in a nurturing environment for children whose well-being is in jeopardy, empowering and strengthening families, and

creating change through community education.

- [Children's Action Alliance](#): Non-profit, nonpartisan research, policy and advocacy organization dedicated to promoting the well-being of all of Arizona's children and families.
- [Crisis Nursery](#): A crisis care center in Phoenix serving children infant to age ten threatened with abuse and neglect.
- [Governor of Arizona](#)
  - [Governor's Office for Children, Youth and Families](#)
- [Office of Children with Special Health Care Needs](#): Part of the Arizona Department of Health Services and includes [Children's Rehabilitative Services](#) clinics.
- [Parents Anonymous of Arizona](#): An Arizona non-profit agency with a mission to strengthen families and prevent child abuse and neglect.
- [Pilot Parents of Southern Arizona](#): Is a support organization for parents of children with special needs and provides service in Cochise, Gila, Graham, Greenlee, La Paz, Pima, Pinal, Santa Cruz & Yuma counties. Pilot Parents offers peer support, access to resources on disabilities and parenting issues, referrals to community services, and special programs and materials. The knowledge and support of experienced families is used to provide a sense of community, and to build strength and confidence in new parents.
- [Prevent Child Abuse, Inc.](#): Provides training, project coordination, public awareness, strategic planning, organizational development and advocacy to public and private agencies, policy makers, and funders.
- [Protecting Arizona's Family Coalition \(PAFCO\)](#): a historic, diverse, non-partisan alliance of social services, health, community service agencies, advocacy groups, citizen advocacy, and faith-based associations.
- [Raising Special Kids](#): Provides information, resources, and support to families of children with disabilities in Northern and Central Arizona. Parent to Parent support is at the heart of programs that match families with veteran "mentor" parents who assist families facing an immediate crisis or problem, or in working through everyday challenges. Information is available in Spanish or English, about local services, educational programs, advocacy, disabilities or special health care needs.
- [Safe Haven](#): Dedicated to preventing baby abandonment by providing parents with a safe alternative for their baby: the Safe Haven for Newborn Infants Act became law in August 2001. Under this legislation, a parent or their agent may leave an unharmed newborn with a safe haven provider including an on duty firefighter, on duty emergency medical technician, a staff member of a hospital or outpatient treatment center or with a designated child welfare agency, adoption agency or designated churches/houses of

worship throughout Arizona. (Section 13-3623.01 Arizona State Statutes)

- University of Arizona Child Advocacy Clinic: In the Clinic, law students develop legal skills and gain insight into law practice by representing children in child protective proceedings before the Pima County Juvenile Court.
- University Center on Disabilities--Institute for Human Development: A resource in Arizona for educators, students, agency personnel, and individuals with disabilities and their families.

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Last Updated November 29, 2001

We'd love to hear your comments, questions, and suggestions.

E-mail us at-- [acainfo@ahsc.arizona.edu](mailto:acainfo@ahsc.arizona.edu)

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**Arizona's Statewide Toll-free Child Abuse Hotline: 1-888-SOS-CHILD**

# Parenting Links



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**Parent-Wise is specifically designed by Arizona's Child Abuse InfoCenter to assist parents and other caregivers in their desire to keep children safe from abuse.**

- [About Parenting Special Needs](#): Column on left of home page has a list of subject areas including Autism, Cerebral Palsy, Down Syndrome, and Fetal Alcohol Syndrome.
- [Child Welfare League of America](#): Tips on discipline and child development to make parenting more effective and enjoyable.
- [Children and Adults with Attention-Deficit Hyperactivity Disorder](#): National organization representing individuals with AD/HD offering families education, advocacy and support.
- [Children with Disabilities](#): Part of an effort to promote a national agenda for children. Nine Federal agencies join to create this site to provide children with disabilities and their families access to local and national resources.
- [Circle of Parents](#): Tip Sheets on chores, tantrums, the power of CHOICE, schoolwork, sibling rivalry and more.
- [National Center for Missing & Exploited Children: Assistance to Parents](#): to help protect children by teaching them to be smarter and safer. The best way to combat child exploitation and abduction is to prevent it. Learn what adults and children need to know about protecting them from victimization.
- [Parent Kids Right by Marilyn Heins, M.D.](#): Author of ParentTips and Arizona Daily Star parenting columnist shares common sense parenting strategies for today's busy parents.
- [The Parenting Project](#): A non-profit organization dedicated to addressing our nation's crises of child abuse, neglect and abandonment, teen pregnancy and overall violence by working to bring parenting, empathy and nurturing skills education to all school age children and teens.
- [Talking with Kids About Tough Issues](#): How to talk to your kids about the tough issues like sex, drugs, respect, and violence. "Kids in families who talk openly are more likely to turn to a parent first in a crisis."

- [Zero to Three](#): Resources on the first three years of life to strengthen and support families to promote the healthy development of infants and toddlers.

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Last Updated December 01, 2003

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# Child Development



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- [CYFERNet](#): Hundreds of resources in the intellectual, physical, social/emotional, and language development of children birth through school aged. Search under "Child Development" or "Ages and Stages".
  - [Early Brain Development](#): Extensive resources on optimizing childhood brain development compiled by Arizona's Child Abuse InfoCenter
  - [Understanding Your Young Child's Stages of Development](#): A quick checklist from the Child Welfare League of America of typical capabilities of children one through five years old.
  - [ZERO TO THREE](#): A national, nonprofit organization dedicated solely to advancing the healthy development of babies and young children.
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Last Updated December 11, 2003  
We'd love to hear your comments, questions, and suggestions.  
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## Arizona's Statewide Toll-free Child Abuse Hotline: 1-888-SOS-CHILD

# Abuse & Neglect



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- [Administration for Children and Families \(ACF\)](#): Within the Department of Health and Human Services (HHS) ACF is responsible for federal programs which promote the economic and social well-being of families, children, individuals, and communities.
    - [Children's Bureau](#): The oldest federal agency for children. It is responsible for assisting states in the delivery of child welfare services - services designed to protect children and strengthen families.
  - [American Humane Association](#): The Children's Division of the American Humane Association (AHA) has worked for over a century to help improve and enhance public child welfare systems and private child-focused agencies in their responses to the plight of abused and neglected children.
  - [Arizona Child Fatality Review Team](#): Presents annual reports from the extensive review of records of Arizona children who have died. Identifies the cause, circumstances and preventability of child deaths.
  - [AsherMeadow Munchausen Syndrome by Proxy Resource Center](#)
  - [Casey Family Programs](#): Provides an array of services for children and youth, with foster care as its core. Casey services include adoption, guardianship, kinship care (being cared for by extended family), and family reunification (reuniting children with birth families). Casey is also committed to helping youth in foster care make a successful transition to adulthood.
  - [Child Protection Clearinghouse](#): Read about the public and private Community Partnerships four cities developed to change the way they address the problems of child abuse and neglect.
  - [ChildTrauma Academy](#): Focuses on service, training and research in the area of child maltreatment and contains much work by Bruce Perry, M.D., PhD.
  - [Childhelp USA](#): Nonprofit organization dedicated to the prevention, treatment and research of child abuse and neglect.
  - [Children's Services Practice Notes](#): Produced four times a year, Practice Notes is sponsored by the North Carolina Division of Social Services and

is designed to enhance the practice of North Carolina's child welfare workers by providing them with information about research and practice models. Much of the information is also applicable to other states.

- [The Family Violence & Sexual Assault Institute \(FVSAI\)](#) is an international resource center and maintains a clearinghouse of categorized references and unpublished papers concerning all aspects of family violence and sexual assault, reviews information and materials, and disseminates information in the FVSAB (Bulletin), published quarterly and distributed internationally.
- [Indicators \(Physical and Behavioral\) of Child Abuse - National Children's Advocacy Center](#)
- [Kempe Children's Center](#): The Kempe Children's Center began in 1972 to provide a clinically based resource for training, consultation, programming and research in all forms of child abuse. The Center is committed to a multidisciplinary approach.
- [Maltreatment and Adolescent Pregnancy and Parenting Program](#): Field-tested and research-based materials about violence in the lives of pregnant and parenting teens from the University of Missouri in Columbia.
- [Minnesota Center Against Violence and Abuse](#): Electronic clearinghouse with extensive information and resources for education, health care, criminal justice and social service providers. Categories include Disabilities and Violence, Domestic Violence, Drugs and Violence, Ritual Abuse and Cults, as well as Child Abuse in general.
- [National Center on Shaken Baby Syndrome](#): Past issues of the SBS quarterly publication, answers to SBS questions, and information about available prevention materials may be found on this site.
- [National Clearinghouse on Child Abuse and Neglect](#): A national resource for professionals seeking information on the prevention, identification, and treatment of child abuse and neglect.
- [The Office of National Drug Control Policy](#): A comprehensive web resource for drug information including 2,000 street terms (!), fact sheets on specific substances and "[Juveniles and Drugs](#)"
- [Victim-Assistance Online - Children's Issues](#): Links to information, research and networking resources around the world for all those interested in the field of victimology.

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**NATIONAL TOLL FREE NUMBERS**

June 1997

**Aids**

National Sexually Transmitted Diseases Hotline  
1-800-227-8922

Public Health Service AIDS Hotline  
1-800-342-AIDS

**Albinism**

National Organization for Albinism  
Hypopigmentation  
1-800-473-2310

**Alcoholism**

Alcoholism Hotline at AD Care Hospital  
1-800-ALCOHOL

National Clearinghouse for Alcohol and Drug  
Information  
1-800-662-HELP

**Blindness / Vision**

American Council of the Blind  
1-800-424-8666

American Foundation for the Blind  
1-800-AFBLIND

National Association for Parents of the Visually  
Impaired  
1-800-562-6265

National Retinitis Pigmentosa Foundation  
1-800-638-2300

The Blind Children's Center  
PO Box 29159  
Los Angeles, CA 90020  
1-800-222-3566

**Burn Victims**

International Shriners Headquarters  
1-800-237-5055

**Cancer**

AMC Cancer Information Line  
1-800-523-3777

National Cancer Institute Information Service  
1-800-4-CANCER

National Cancer Society  
1-800-227-2345

**Cerebral Palsy**

United Cerebral Palsy Associations National  
Office  
1-800-872-5827

UCPA Community Services Division  
1-800-USA-5UCP

United Cerebral Palsy Association  
1-800-872-1827

**Child Abuse**

National Child Abuse Hotline  
1-800-422-4453

Parents Anonymous Hotline  
1-800-421-0353

**Child Development**

Head Start - American Indian Program Branch  
202-245-0437

Head Start - Migrant Program Branch  
202-245-0051

**Communication Disorders**

American Speech-Language -Hearing  
Association (V/TDD)  
1-800-638-8255

**Deafness/Hearing Impairments**

Better Hearing Institute Helping Helpline  
1-800-EAR WELL

National Hearing Aid Society  
Hearing Aid Hotline  
(Voice) 1-800-521-5247

Occupational Hearing Services  
(Dial a Hearing Screening Test)  
(Voice) 1-800-222-EARS

Tripod Grapevine  
Service for Hearing Impaired  
(V/TDD) 1-800-352-8888

**Diabetes**

Juvenile Diabetes Foundation Hotline  
1-800-223-1138

**Diseases**

Alzheimer's Disease and Related Disorders Association  
1-800-621-0379

American Leprosy Missions  
(Hansen's Disease)  
1-800-543-3131

Huntington's Disease Society of America  
1-800-345-4372

Lupus Foundation of America  
1-800-558-0121

National Association of Sickle Cell Disease, Inc.  
1-800-421-8453

**Diseases (Continued)**

National Cystic Fibrosis Foundation  
1-800-344-4823

National Health Information Center  
1-800-336-4797

National Information Center for Orphan Drugs  
and Rare Diseases  
1-800-456-3505

National Organization for Rare Disorders  
(NORD)  
1-800-447-NORD

National Parkinsons Foundation  
1-800-327-4545

Alliance Of Genetic Support Groups  
1-800-335-GENE

**Down Syndrome**

National Down Syndrome Society  
1-800-221-4602

National Down Syndrome Congress  
1-800-232-NDSC

**Drug Information**

National Institute on Drug Abuse  
1-800-662-HELP

**Episepsy**

Epilepsy Foundation of America  
1-800-332-4050

**GROWTH DISORDERS**

Human Growth Foundation  
1-800-451-6434

**Head Injury**

National Head Injury Foundation  
1-800-444-NHIF

**Health Information**

Clearinghouse for Infants with Severe Life  
Threatening Conditions  
1-800-922-9234

National Health Information Center  
1-800-336-4797

**Immunology**

National Jewish Center for Immunology and  
Respiratory Medicine (Lung Line)  
1-800-222-5864

**Kidney Disorders**

American Kidney Fund  
1-800-638-8299

**Learning Disabilities (Dyslexia)**

Educators Publishing Service, Inc. Specific  
Language Disabilities  
1-800-225-5750

Orton Dyslexia Society  
1-800-222-3123

**Liver Disorders**

American Liver Foundation  
1-800-223-0179

**Mainstreaming Into The Community**

National Organization on Disability  
1-800-248-ABLE

**Medical Devices**

Practitioner's Reporting System  
1-800-638-6725

**Mental Health**

Mental Health Research & Training Center on  
Family Support & Children's Mental Health  
1-800-638-1696

Arc of the United States  
1-800-433-5255

**Mental Retardation**

American Association on Mental Retardation  
1-800-424-3688

**Neurological Impairment / Paralysis**

American Paralysis Association/Spinal Cord  
Injury Hotline  
1-800-843-2256

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**Organ Donors**

The Living Bank  
1-800-528-2971

**Orthopedic Problems**

International Shriners Headquarters  
1-800-237-5055

**Physical Disabilities**

American Cleft Palate Foundation at the  
Educational Foundation  
1-800-24-CLEFT

National Information Center For Children &  
Youths With Handicaps  
1-800-999-5599

National Easter Seals Society  
1-800-221-6827

Pilot Parents Partnerships  
1-800-237-3007

**Rare Disorders**

Cornelia de Lange Syndrome Foundation  
1-800-223-8355

National Organization for Rare Disorders  
1-800-233-7393

National Tuberous Sclerosis Association  
1-800-CAL-NTSA

**Spina Bifida**

Spina Bifida Hotline  
1-800-621-3141

**Sudden Infant Death Syndrome (SIDS)**

Sudden Infant Death Syndrome Alliance  
1-800-221-SIDS

**Toys (Safe)**

Consumer Product Safety Commission  
1-800-638-2772

**Trauma**

American Trauma Society  
1-800-556-7890

**AGENCIES SERVING ARIZONA STATEWIDE**

June 1997

**ABUSE**

Arizona Department of Economic Security  
Child Protective Services  
602-530-1800 or  
1-888-SOS-CHILD  
1-800-530-1831 (for hearing and speech impaired)

**ADVOCACY**

Arizona Center for Law in the Public Interest  
602-274-6287

**ARTHRITIS**

Arthritis Foundation  
602-264-7679

**AUTISM**

Greater Phoenix Chapter Autism Society Of America  
602-996-3397

**BEHAVIORAL HEALTH**

Children's Behavioral Health Council  
602-220-6409

Mental Health Association  
602-381-1591

**BEREAVEMENT**

New Song Center for Bereaved Children  
602-951-8985

Compassionate Friends  
602-277-3706

**BLINDNESS / VISION**

Foundation for Blind Children  
602-947-3744

Foundation for Blind Children  
Preschool  
602-279-3313

Talking Books  
602-355-5578

**BLOOD DISORDERS**

S.O.F.T (Support Organization for Trisomy 18,13...related disorders)  
602-892-3380

Hemophilia Association  
602-266-8427

**CANCER**

American Cancer Society  
602-224-0524

**CEREBRAL PALSY**

United Cerebral Palsy of Central Arizona, Inc.  
602-943-5472

**CHILD ABUSE**

National Child Abuse Hotline  
1-800-422-4453

Parents Anonymous Hotline  
1-800-421-0353

**CHILD DEVELOPMENT**

Head Start - Region IX including AZ, CA, HI, NV, GU  
415-556-7800

DEAFNESS/HEARING IMPAIRMENTS

Arizona State University Speech and Hearing Clinic  
602-965-2373

Arizona Council for the Hearing Impaired  
602-542-3323

Hears  
602-245-0916

Listen, Inc.  
602-921-3886

Arc of Arizona  
1-800-252-9054 (In Arizona)

Phoenix Day School for the Deaf  
602-255-3448

DIABETES

Arizona Diabetes Association  
602-995-1515

Juvenile Diabetes Foundation  
602-264-0370

DOWN SYNDROME

"Sharing" - Support & Information Network  
602-275-1426

EPILEPSY

Epilepsy Society of Arizona  
602-949-5339

Support Group for Parents with Children who have Seizures  
602-966-9770

FOSTER CARE

Phoenix Foster Care Review Board Office  
602-542-9401

Tucson Foster Care Review Board Office  
602-628-6670

GENERAL HEALTH

Arizona Department of Education Division of Special Education  
602-542-3183

Child Evaluation Center  
602-230-1819

Children's Rehabilitative Services  
602-263-7100

Apnea Management Program Phoenix Children's Hospital  
602-239-4740 (Day)  
602-239-2400 (Night)

Arizona Consortium for Children with Chronic Illness  
602-730-6364

Arizona Lung Association  
602-258-7505

Cystic Fibrosis  
602-224-0068

Arizona Chapter of S.K.I.P (Sick Kids Need Involved People)  
602-242-2289

Make-A-Wish Foundation  
602-240-6600

ICU Care Parents (NICU Support)  
602-955-3820

GENETICS

Arizona Institute For Genetics And  
Fetal Medicine  
602-897-0234

University Of Arizona Genetics Section  
520-267-5024

Osteogenesis Imperfecta Foundation  
Support Group  
602-833-2112

HEAD INJURY

National Head Injury Foundation  
Phoenix Chapter  
602-952-2449

HEART RELATED

Heartline  
602-230-2619

American Heart Association  
602-277-4846

Mended Hearts of the Sun  
602-996-6121 (Children)

KIDNEY DISORDERS

Arizona Kidney Foundation  
602-840-1644

LEARNING DISABILITIES

Special Needs Center Phoenix Public  
Library  
602-261-8695

Arizona Learning Disabilities  
Association  
602-230-7188

Emily Anderson Family Learning  
Center  
602-239-2867

LEGAL ASSISTANCE

**CASA**

Apache County..... 520-337-4364  
Cochise County..... 520-432-9312  
Coconino County..... 520-779-6756  
Gila County (Globe).... 520-425-3231  
Gila County (Payson).. 520-474-2242  
Graham County..... 520-428-3310  
Greenlee County..... 520-865-2323  
La Paz /Mohave  
Counties..... 520-435-0707  
Maricopa County..... 602-506-4083  
Navajo County..... 520-536-2103  
Pima County..... 520-740-2060  
Pinal County..... 520-868-5801  
Santa Cruz County..... 520-281-1808  
Yavapai County..... 520-771-3165  
Yuma County..... 520-329-2310

ORGAN DONORS

The Living Bank  
1-800-528-2971

PHYSICAL DISABILITIES

AZ Spina Bifida Association  
602-274-3323

Little People of America  
602-242-8634

SPECIAL NEEDS CHILDREN

ARC of Arizona  
602-243-1787 or 1-800-252-9054

Governor's Council of Developmental  
Disabilities  
602-542-4049

ADHS Office of Children with Special  
Health Care Needs  
602-542-2638

***Program Planning***

**Parent Agencies:** Association for Supportive Child Care  
Arizona Child Care Association  
Arizona Department of Health  
Family Service Agency  
Central Arizona College  
Child Care Administration  
Child Care Resource and Referral  
SouthWest Human Development  
T3- Arizona Training Collaborative  
Tucson Association for Child Care

These are several of the many agencies available to assist center based and family child care programs with program planning. All of these agencies, or collaborative (groups) are made up of child care professionals with who are eager to assist an individual or program.

By contacting one or more of these agencies, a child care provider will be introduced to the types of information and assistance needed to remedy the situation. Most agency representatives will refer to additional agencies if they are unable to provide help or assistance. Don't stop at the first one! By requesting information you are developing networking skills, information and opportunities that will be useful in the future.

***Planning for Special Needs***

**Parent Agencies: Department of Economic Security  
Arizona Department of Education**

A child care program or provider may need assistance in meeting the needs of a child with a disability that is enrolled in the program. There are several community resources that may provide training, technical assistance, information and support regarding the care of children with special needs. Listed below are some of the public and private agencies that may provide assistance:

- Arizona Early Intervention Program
- Blake Foundation
- Child Care Administration
- Community colleges/Universities
- Division of Developmental Disabilities
- Local County Health Department
- Local School Districts
- Office of Child Care Licensure
- Southwest Human Development
- Sunrise Educational Services, Inc.
- Tucson Association for Supportive Child Care
- Upward Foundation

**Office of Child Care Licensure (OCCL)****Parent agency - Arizona Department of Health Services (ADHS)**

This office oversees and regulates licensed child care centers and certifies day care group homes throughout the state. This office is also responsible for granting and renewing licenses to new and existing child care centers. The Office of Child Care Licensure is also responsible for taking and investigating complaints about a center. The office also maintains records on each licensed center and makes those records available for public review.

The Office of Child Care Licensure assigns *surveyors*, or *specialists* to centers in different areas of the state. Those specialists investigate complaints against the center and provide support and recommendations for addressing the complaint. Specialists often act as partners with the child care center or provider by explaining regulations and guiding the center towards compliance. Specialists are often available to respond to questions if the center staff is unsure of how regulations apply to certain situations within the center.

The Office of Child Care Licensure also publishes a newsletter and maintains a video library from which training material may be borrowed.

**Child Care Resource and Referral (CCRR)****Funded by the Arizona Department of Economic Security (DES), Child Care Administration**

This agency provides the community with information regarding the availability of child care programs around the state. Parents may call for information regarding centers in their area of town and for referrals regarding specific types of care needed for their child. Providers may also use the service to assist families in seeking alternate care for their families or finding other providers in the area that offer similar programs.

This agency also provides training on many child care and early child care issues.

***Community Colleges / Universities***

Most cities within the state offer community college courses that can be applied towards an *Associative Arts* degree in Early Childhood Education or Child Development. State universities also offer a *Bachelors Degree* in fields related to child care and early education. Most community colleges and universities also run an on-site child care facility that functions as a hands on study lab for enrolled students. Community colleges and universities frequently sponsor low or no cost training and seminars.

In addition to an A.A. degree or Bachelors degree, child care providers may pursue *Child Development Certificates*.

Most community college and universities can provide guidance to the student in obtaining financial aid for tuition costs. Also, many child care companies will reimburse employees the cost of tuition for classes and training seminars.

***Child Protective Services (CPS)***

**Parent Agency: Department of Economic Security**

This agency records and investigates complaints of alleged or suspected child abuse. Cases are prioritized by severity and responded to by the priority. Workers are assigned a caseload and address the needs of the investigated complaint. Child Protective Services may recommend a child care program in an effort to assist the family and child to receive counseling, training or placement outside the home. A CPS worker may also investigate complaints against a child care center or provider. A caseworker may visit a child care center during the course of investing a complaint and has the authority to review any records that will assist in investigating the complaint.

Child Protective Services offers free, comprehensive training to child care providers and the community on identifying and addressing issues of suspected child abuse. A CPS caseworker may work closely with the child care provider in assisting the family towards change and also be instrumental in providing guidance and support to the child care center.

***Office of Child Care Licensure (OCCL)*****Parent agency - Arizona Department of Health Services (ADHS)**

This office oversees and regulates licensed child care centers and certifies day care group homes throughout the state. This office is also responsible for granting and renewing licenses to new and existing child care centers. The Office of Child Care Licensure is also responsible for taking and investigating complaints about a center. The office also maintains records on each licensed center and makes those records available for public review.

The Office of Child Care Licensure assigns *surveyors*, or *specialists* to centers in different areas of the state. Those specialists investigate complaints against the center and provide support and recommendations for addressing the complaint. Specialists often act as partners with the child care center or provider by explaining regulations and guiding the center towards compliance. Specialists are often available to respond to questions if the center staff is unsure of how regulations apply to certain situations within the center.

The Office of Child Care Licensure also publishes a newsletter and maintains a video library from which training material may be borrowed.

***Child Care Resource and Referral (CCRR)*****Funded by the Arizona Department of Economic Security (DES), Child Care Administration**

This agency provides the community with information regarding the availability of child care programs around the state. Parents may call for information regarding centers in their area of town and for referrals regarding specific types of care needed for their child. Providers may also use the service to assist families in seeking alternate care for their families or finding other providers in the area that offer similar programs.

This agency also provides training on many child care and early child care issues.

***Child and Adult Care Food Program Sponsors (CACFP)***

**Parent Agency: Arizona Department of Education**

One way to reduce food costs for child care centers located in areas of low income is to participate to the Child and Adult Food Program. A center may be eligible to receive financial assistance towards food costs if a percentage of children attending the center fall into certain income brackets.

Family Child Care Homes are also eligible for financial assistance towards food costs for children in home care.

***First Aid / CPR / Emergency Medical Services Training***

First Aid, CPR and Emergency Medical training is required and necessary for staff in all licensed child care centers. However, this training can be costly, for the center, or for the worker if it is not paid by the employer. Many state and local agencies such as the fire department, local health agencies or community colleges may offer low or no cost training for certification of this important skill. The Child Care Administration also sponsors training in many areas of the community for free training to child care providers.

# MODULE XA: INTERPROFESSIONAL COLLABORATION

## Course Evaluation

Trainer's Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES/CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?

Circle one: YES      NO

**Please circle the appropriate number for each item.**

Strongly Agree    5   4   3   2   1    Strongly Disagree

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | The workshop content met my training expectations.     | 5 | 4 | 3 | 2 | 1 |
| 2. | The presentation was clear and to the point.           | 5 | 4 | 3 | 2 | 1 |
| 3. | The presenter was knowledgeable and well prepared.     | 5 | 4 | 3 | 2 | 1 |
| 4. | The handouts were useful.                              | 5 | 4 | 3 | 2 | 1 |
| 5. | The videos were helpful. (if applicable)               | 5 | 4 | 3 | 2 | 1 |
| 6. | Most of the course content was new information to me.  | 5 | 4 | 3 | 2 | 1 |
| 7. | My knowledge and/or awareness of this topic increased. | 5 | 4 | 3 | 2 | 1 |
| 8. | The physical environment of session was adequate.      | 5 | 4 | 3 | 2 | 1 |

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

1.

2.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

## MODULE XB: PROFESSIONAL DEVELOPMENT

### Course Evaluation

Trainer's Name:

Training Topic:

In order to continually improve the quality of educational training provided through Arizona Department of Economic Services, Child Care Administration (DES/CCA), we need your input, suggestions, and comments. Your participation is very important to us and your contributions will identify areas where this program is meeting your needs and or areas that need improvement.

Would you participate in other trainings offered by DES CCA, if offered the opportunity?

Circle one: YES      NO

**Please circle the appropriate number for each item.**

Strongly Agree    5   4   3   2   1    Strongly Disagree

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | The workshop content met my training expectations.     | 5 | 4 | 3 | 2 | 1 |
| 2. | The presentation was clear and to the point.           | 5 | 4 | 3 | 2 | 1 |
| 3. | The presenter was knowledgeable and well prepared.     | 5 | 4 | 3 | 2 | 1 |
| 4. | The handouts were useful.                              | 5 | 4 | 3 | 2 | 1 |
| 5. | The videos were helpful. (if applicable)               | 5 | 4 | 3 | 2 | 1 |
| 6. | Most of the course content was new information to me.  | 5 | 4 | 3 | 2 | 1 |
| 7. | My knowledge and/or awareness of this topic increased. | 5 | 4 | 3 | 2 | 1 |
| 8. | The physical environment of session was adequate.      | 5 | 4 | 3 | 2 | 1 |

What features of the course did you like the best?

What features of the course did you like the least? How would you change them?

**Please return this section of the evaluation to your instructor.**

**Please complete the following self-evaluation and bring it to your last class, where you will use it to create a professional development plan.**

List two things that you learned today that you did not previously know.

3.

4.

List two things from this course that you will use in working with young children:

1

2.

List one thing that you would like more information on.

1.