



# Northern Region's Child Care Connector

Fall Quarter

October, November & December 2008



Dear Providers,

As we move into the fall season, it is a great time for you to update your information with us. If you have a preferred phone number for parents to call, please let us know so families can connect with you and fill your vacant slots. Proximity to schools is a major issue for many of our callers right now. With your help we can make sure that new schools appear on your profile. Give us a call if you are serving additional schools this year.

From a business perspective, now is an appropriate time to evaluate your rates so you can make sure that they are competitive while covering your expenses. The increasing costs of food, supplies, and utilities are legitimate expenses to reflect in your rates. As fall begins and summer activities come to an end, it is also good idea to look at the curb appeal of your facility. Both homes and centers are evaluated by parents when they drive up for their first visit. Summer toys and equipment will last longer, and your property will look more inviting if materials are stored properly for the winter. Ask a friend to drive by your home or center and give you honest feedback about things you might want to fine tune for a professional looking outdoor environment.

Over the last month, it has been common for our specialists to provide referrals for over twenty families in one day. Please email or phone us as soon as you have openings so we can give the most accurate information possible to these parents. **I speak for everyone in our office when I thank those of you who extended your services to support families with parents who work for the State of Utah.** The new four day, ten hour, work week requires extra special services from exceptional providers.

Thank you for the time and energy you invest in the children of your communities. As children return to school, make sure they see your excitement for books and learning. When you help them explore the things that they love, children will love the hours they spend with you.

-Leslie Trottier, Director CCR&R Northern



## CCR&R Northern is...

Jim Bird PhD, Executive Director  
Leslie Trottier, Director  
Crystal Knippers, Training Coordinator  
Gina O'Driscoll, Provider Technical Assistance  
Shirley Morrison, Training Assistant / Provider Services  
Brooke Montgomery, Data Specialist / Webmaster  
Dawn Polson, Referral Specialist

For questions about the CDA or starting a child care, call either **626-8083** or **626-8047**.

For questions on the Career Ladder Program, the Training & Longevity Supplement or anything else, call us at **626-7837**.

For those of you in South Davis County, our toll free number is:  
**1-888-970-0101**.

*Please note that we have staff meeting every Tuesday morning. If you call during the hours of 8:30am – 10am on Tuesdays, you will need to leave a message.*

*Child Care Resource & Referral, Northern Region is a program of the Child & Family Studies Department at Weber State University. Funding for this program is made possible by grant from the Department of Workforce Services, Office of Work & Family Life, Office of Child Care*

# Statistics for Northern Region:

\*This is how many requests we had for Child Care between June 1 – August 26, 2008:

North Ogden / Pleasant View	134	Ogden Valley	6
Harrisville	50	Ogden Middle (North of 30 <sup>th</sup> , South of 12 <sup>th</sup> )	135
Ogden North (North of 12 <sup>th</sup> , South of North Ogden)	150	Ogden West (West Ogden & Industrial Park)	26
Ogden South (North of W. Terrace, South of 30 <sup>th</sup> )	146	West Weber East (Plain City, Marriott-Slaterville, Farr West)	44
West Weber West (West Weber, Warren, Taylor)	23	Roy West (West of 3500 W)	101
Hooper/West Haven	48	Roy South East (East of 3500 W, South of 5600 S)	110
Roy North East (East of 3500 W, North of 5600 S)	112	South Ogden / W. Terrace (South of 40 <sup>th</sup> , West of Harrison)	130
Riverdale	93	South Weber	25
South Ogden / Uintah (South of 40 <sup>th</sup> , East of Harrison)	120	Morgan	5
Mountain Green	3	Clearfield (Main part of Clearfield)	113
Sunset	53	West Point / Clinton East (East of 3000 W)	73
West Point / Clinton West (West of 3000 W)	73	Syracuse	54
Syracuse West (Below the Bluff)	44	Layton West (West of Main St)	108
South Clearfield (pocket South of Antelope Dr)	96	Layton East (84040 zip)	113
Layton	136	Kaysville West (West of I15)	54
Kaysville East (East of I15)	65	Centerville	38
Farmington	32	Bountiful / NSL / WX East (East of I15)	83
Bountiful / NSL / WX West (West of I15)	69		

*\*If the parent was looking for care in more than one area, then their children may be counted more than once among these numbers.*

\*This is the breakdown on the ages that care was requested between June 1 – August 26, 2008:

Infants: birth-1 year old:	1,007	Preschool: 4-5 Years old:	402
Infants: 1 year to 2 years old:	741	School-Age: Kindergarteners:	341
Toddlers: 2 years old:	534	School Age: Grades 1-6:	834
Preschool: 3 years old:	460		

*\*This statistic counts each child only once.*

We'd like to congratulate our latest update drawing winners!

**Ce Ce's Daycare, Amanda Miles  
and KinderCare – NSL**

They have received a fun prize packet to use in their child care.

Remember we conduct a monthly drawing that only those who contact our agency to update are entered in. You can call our office at 626-7837 or visit our website at [weber.edu/ccrr](http://weber.edu/ccrr) go to the provider page and then follow the update link on the left side of the screen.

**Thank you to all of you who sent in your updates, this helps our office offer the best child care referrals possible to the parents who use our service.**



## Are you under pressure in running your Family Child Care?

- Are you having a hard time getting children in your care?
- Is it difficult for you to organize your learning environment to be compatible with your home and family?
- Are you running out of ways to market your childcare?
- Do you need a network for support and new ideas?



Then we have the program for you. **The Family Child Care Mentor Circle is a free program for child care providers.** We have six mentors who have been in the child care business for at least 10 years and have at least their Level 4 on the Career Ladder. They are here to help you. If you are interested in working with professionals through a partnership program where the goal is to increase professionalism and improve the quality of child care in the State of Utah, contact Gina O'Driscoll @ 626-7662 or [godriscoll@weber.edu](mailto:godriscoll@weber.edu).

### Congratulations to the following TEAM Grant recipients!

Melea Rogers, Debbie Barrett, Stephanie Stewart, Marcia Hill, Teresa Larsen and Vilma Aracely Possie

If you would like to learn more about the TEAM Grants, contact Gina at 626-7662.

# Woo Hoo!



## Announcing the 22<sup>nd</sup> Families Alive Conference Empowering and Strengthening Lives

Friday Sept 26<sup>th</sup>: 7:30am – 4:30pm  
Saturday Sept 27<sup>th</sup>: 7:30am – 1:45pm

CEU, undergraduate and graduate credit available

### Opening Address Free to the Public

Jane Clayson Johnson  
Journalist, Author, Mother

“Valuing What is Most Important”  
Thursday Sept 25, 7:30pm  
(book signing 6-7pm)  
Val A Browning Center

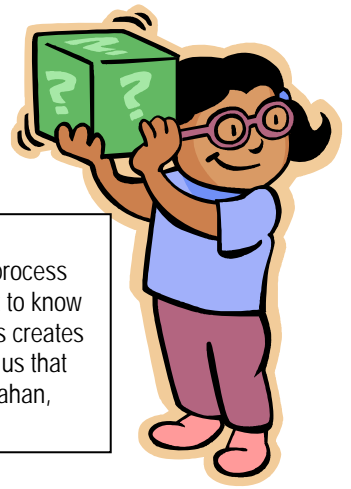
### Featuring

Kathleen Stassen Berger, Ph.D  
Author, Professor Bronx Community College, City University of New York  
“Baby Bullies, Bad Boys and Mean Girls”  
David Walsh, Ph.D  
President, National Institute on Media & the Family  
“Raising Mediawise Kids”

Sponsored by Jerry & Vickie Moyes College of Education, Department of Child & Family Studies

# Tips for Talking With Children

-taken from *TYC Magazine* published by the NAEYC



See how much happens in this short conversation:

Lucy: I helped Mommy make muffins. We had 'gredients.

Teacher: What ingredients did you use?

Lucy: I poured flour and stirred the egg. Know what? The flour got on me and the floor.

Teacher: Then what happened?

Lucy: We put blueberries in the bowl, 100 cups!

Teacher: That's a lot of blueberries.

Lucy: I put them in all by myself.

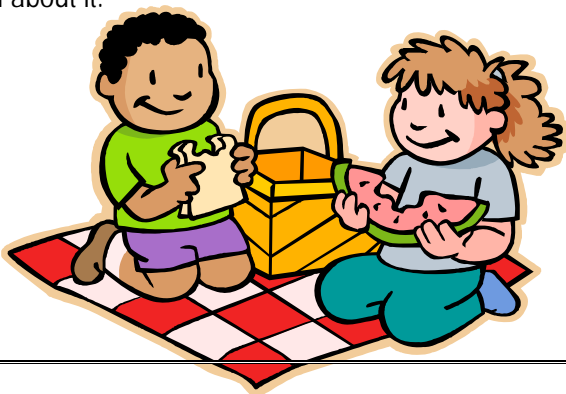
Conversations with children help me understand how they think, feel and process information. As we talk together, I get to know each child. They get to know me. This creates strong, trusting connections between us that help me promote learning. -Carol Agahan, Preschool Teacher, Louisiana

*In less than a minute, this teacher learns that four-year-old Lucy feels confident and proud about helping her mother bake, is working on a number of concepts and measurement, and is eager to talk and share stories. In response, Lucy's teacher plans a cooking activity, adds a new counting game to the math area, and writes a note to herself to read *Blueberries for Sal*, by Robert McCloskey, with Lucy.*

*Through this brief chat, Lucy is learning new words and how to form sentences. She is learning how to listen. These are skills Lucy - and all children - will build as they learn to read and write.*

## Here are ten tips for having good conversations with young children.

1. **Make sure both people get a turn.** A conversation doesn't have to be long, but it does have to involve taking turns talking and listening. Aim to switch speakers at least five times.
2. **Use facial expressions and comments.** They show you are listening and interested in the child's ideas and comments. Nod your head, smile or laugh. Add "Mm-hmm," "Really?" or "Tell me more about that."
3. **Pause after you say something.** This gives children time to think and focus on their ideas.
4. **Describe what you see children doing.** Young children often talk as they draw, paint, and build. Say, "I notice you are using a lot of orange paint. What made you decide to use that color?" "What does your painting remind you of?"
5. **Ask children to tell you their stories.** When Liana shows you her new shoes, you could say, "I see you have new red shoes. Tell me about your trip to the store to buy them."
6. **Talk about books.** After reading time, ask children "What did you like about that story? What didn't you like?" "Who does that character remind you of? Why?" "There was one part that made us all laugh. What else did you think was funny in the story?"
7. **Invite children to teach you how to do something.** Children may simply demonstrate, but as they do, you can carry on the conversation. "Tell me how you draw houses. I see you are making some straight lines. Oh, and squares for the windows."
8. **Ask open-ended questions.** Children can then come up with a variety of answers. For example, ask, "What are some things you notice about the guinea pig?" Avoid questions with one-word answers: "What color is that?" "How many peas do you have on your plate?" Questions like these stop the conversation.
9. **Encourage self-expression.** Some children express their opinions freely; others need to be asked their views. "What do you think about this artwork?" "Why do/don't you like today's snack?"
10. **Connect the conversation to the child.** You can refer to a child's home life, previous events, or other things you've talked about. On Monday morning, say to Marc, "You were excited about going to your grandpa's birthday party this weekend. Tell me all about it."



Try this...Challenge yourself to have a conversation with each child in your classroom at least once a day.

I really value conversations with children because they're fascinating, honest and real. -Louis Mark Romei Preschool Teacher, New Jersey

# Story S-T-R-E-T-C-H-E-R-S

-taken from Story S-t-r-e-t-c-h-e-r-s & Story S-t-r-e-t-c-h-e-r-s for Infants, Toddlers & Twos

These books can be found at your local library. If they don't have one, ask if they can have one brought in from another library.

## I Went Walking by Sue Williams

Story Synopsis: In the delightful, humorous, and bright illustrations of this board book, a child goes walking and gathers an entourage of animals who follow along. A repeated pattern book, the child can predict what will happen next.

### Language Activity

Materials: self-stick magnetic strips, poster board, scissors, markers, cookie sheet or other metal surface.

- Draw an outline of the animals in the book, color with markers, cut them out, and attach magnetic strips to the backs of the outlines.
- As you read the story, let one child at a time pick out the animal mentioned on the page and stick it on the magnet board.

### Sensory Activity

Materials: none needed

- Visit a farm or petting zoo in your community to see live examples of the animals illustrated in the book.
- If possible, help the children pet the animals and comment on how the animals look, feel and smell.



## Out and About by Shirley Hughes

Story Synopsis: A little girl and her baby brother play their way through each season of the year and its accompanying weather. Shirley Hughes' eighteen poems describe young children and their escapades, but they remind adults of the discoveries of childhood. Unlike many poetry books, *Out and About* has illustrations which are large and can easily be seen in a large group circle time.

### Art Activity

Materials: paper, crayons or markers

- Allow the children to look through all of the pictures in the book.
- Discuss what the weather is like today and what people are doing because of the weather.
- Request that the children draw weather pictures.
- Display the pictures on a weather bulletin board.

### Another Art Activity

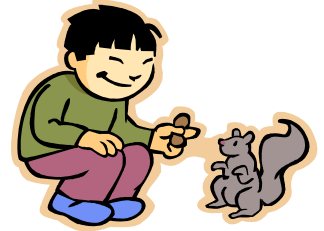
Materials: paper, crayons or markers, white glue brushes, newspaper, large bowl of sand

- After reading the poems "Sand" & "Seaside," ask the children to draw a picture of a day at the beach of themselves playing in the sandbox.
- Cover the art table with newspapers to clean up the sand more easily.
- Demonstrate how to make the sandy area. Have a child point out where the sand is, then have them paint a thin layer of white glue. Shake some sand over the glue, and it will stick in place.
- Have the children complete their sand pictures and place them flat until the glue and sand have thoroughly dried.

### Movement Activity

Materials: none needed

- Encourage a small group of children, one at a time, to pretend to be the animals in the book. "Let's pretend you're a cat. How would you move? How does a cat sound? Now pretend to be a cow..."
- As you read the story, name a child to be each new animal.
- The child pretends to be the animal and then lines up behind the child who was the previous animal. (If you have more children than animals in the group, name two children for some of the animals.)
- When you have finished the story, the line-up of "animals" can parade around.



### Dress-Up Corner Activity

Materials: four grocery bags, boys' and girls' clothing for all seasons of the year, marker.

- With a small group of children, go through the clothing in the housekeeping corner and separate it by cold winter weather clothing & hot summer weather clothing.
- After the clothes are in two groups, go through them again and decide which lightweight clothing would be appropriate for spring and which for fall.
- Print the names of the four seasons on the grocery bags. Place one outfit in each grocery bag. Have the children decide what clothing could go together to make an outfit for that season.
- Let the sorters try on the clothing.

### Sand Table Activity

Materials: sand table, variety of sizes of plastic containers, watering can, shovels and scoops.

- Read the poem "Sand." Ask the children to recall what they like about playing in the sand, reread the poem.
- One of the phrases in the poem is "The build-it-into-castles kind." Request that the children build sand castles.
- Help the children get started by watering down the sand and teaching them how to pack it tightly to make it retain its shape for castle building.
- Leave the sand builders to their task and check back with them periodically to admire their castles.

## Here Are My Hands by *Bill Martin Jr & John Archambault*

Story Synopsis: A simple verse that captures the feelings of young children as they notice all the different parts of their bodies, from “hands for catching and throwing” to the “skin that bundles me.” Children from different ethnic backgrounds are warmly and sensitively depicted through chalk drawings.

### Movement & Music Activity

Materials: none needed

- Use motions of the story and turn rhyme into a chant.
- Let the children demonstrate the actions with their body parts. For example, in the book the phrase is “Here are my hands for catching and throwing,” encourage the children to hold up their hands and pretend to catch or throw a ball.
- Sit and hold your feet in your hands while saying “Here are my feet for stomping and going.”
- Point to your head and say, “Here is my head, for thinking and knowing.”
- After the children have rehearsed the motions to the rhyme in the book, read the book again without demonstrating the motions. Let them take their cues from the words and pictures in the book.

### Object Play Activity

Materials: clothes that button, zip & snap

- Children like to dress themselves, but they sometimes have difficulty doing more than pulling on pants.

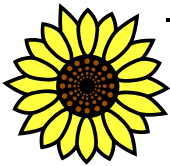
- To help them develop dexterity, dress some dolls or a teddy bear with clothes that have large buttons, zippers or snaps.
- Construct dressing frames by stapling fabric that has zippers, buttons or snaps onto pieces of plywood or wooden picture frames. Cover all rough edges and staples with duct tape.

### Sensory Activity

Materials: plaster of Paris Mix (available from craft stores), measuring cup, water, large mixing bowl, one meat tray per child, pencil, paper towels, table, newspaper

- Cover the top of a table with newspaper for easy cleanup
- Mix the plaster of Paris as directed on the package, usually one part water to two parts plaster
- Pour the plaster into three or four meat trays at a time.
- Use one meat tray for each child.
- When the plaster begins to harden, usually in about ten minutes, make the handprint.
- Hold one child’s hand loosely and guide the child in making the handprint.
- Before the plaster hardens, carve the child’s name and date in the plaster with a pencil point that has no lead in it. Poke a hole in the top of the plaster to hang when dry.

## The Tiny Seed by *Eric Carle*



Story Synopsis: It is autumn and the wind blows the seeds far away. The seeds’ journey is told in the voice of a tiny seed which is swept along with the bigger seeds. When the wind stops blowing, the seeds fall to the ground. It spends the winter under the snow, and when spring comes, the snow melts and the little seed begins to grow into a little plant. The little seed, which is now a flower, keeps on growing and growing. It is a huge sunflower and provides food for the insects and birds all summer long until fall comes and the leaf pod forms. The flight of the tiny seed begins again.

### Art Activity

Materials: tempera paints, sponges, bowls, brushes, paper

- Show Eric Carle’s illustrations which look like sponge painting and spatter painting.
- Fill small bowls or margarine tubs with thick tempera paint.
- Cut sponges into irregular, but manageable sizes. Place one sponge in each color of paint.
- Demonstrate how to use the sponges to create the “pebbly” effect on the paper.
- Provide some practice paper and some paper for the pictures they want to keep.
- Some children will also want to paint with the brushes for a multi-media effect.

- Recount by rearranging them into a counting pattern where there is one-to-one correspondence. For example, place one acorn in each hand of every child and then ask how many acorns they have. The children will count ten hands, not acorns.
- Rearrange the counting pattern again by placing ten leaves out on the table and having the children place an acorn under each leaf. Ask the children how we can know how many acorns we have without looking at them. We count the leaves instead.

### Math Activity

Materials: ten acorns, ten leaves, tray

- With five children at the table, explain that the acorns that fall in the autumn are the seeds from the oak trees.
- Display a pile of ten acorns piled up on a bed of brightly colored fall leaves. Have the children guess how many acorns are in the pile. Accept any of their guesses, then ask how we can find out how many there are.
- Count the acorns by moving them from the bed of leaves onto a tray, but pile them again in the center of the tray.

### Science & Nature Activity

Materials: pumpkin seeds, sunflower seeds, pine cones, acorns, pumpkins, gourds, acorn squash, corn stalks, seed pods from a variety of plants, fall leaves

- Have several children assist you and arrange the science and nature area with brightly colored leaves, small pumpkins, gourds, acorn squash, corn stalks and a variety of seed corn and other seeds.
- Have the children look at the display and decide which are seeds.
- Examine the fall foods and the seeds from the harvest display
- Cut one of the pumpkins, one gourd, and one acorn squash and look for the seeds. Leave them open so the seeds are exposed.

# Community Training Calendar

*These classes are not offered by the CCR&R, please contact the number provided for more information.*

These ongoing licensing rules classes are free and they count toward your annual training requirements:



September 25th: Supervision and Ratios, and Personnel

October 23rd: Indoor and Outdoor Environment, & Injury Prevention

November 20th: Infection Control and Diapering

December 18th: Activities and Child Discipline

To register for any of these classes you must call 538-6107

Classes will be held in Clearfield at the Licensing Office,  
189 S. State Street, #200 from 7:00 to 9:30 p.m.

## Need NAC renewal hours?

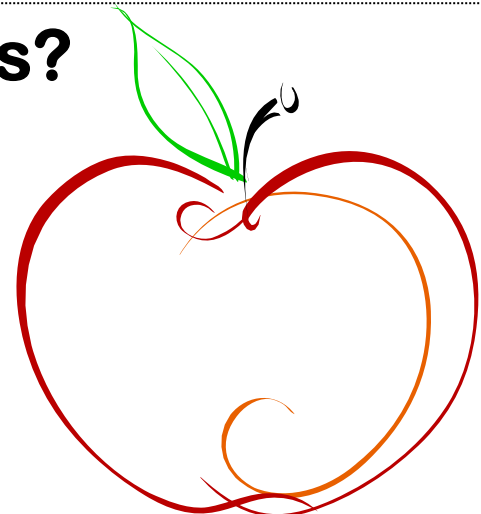
Join us for SNAC with Joan & Lisa

Wednesday Sept 24, 2008

6:30pm – 9:00pm

Salt Lake City

\$25 per person



Space is limited, to register call 801-867-2773

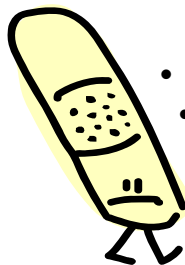
Training Topic: Leadership: Learning, Love & Laughter

2.5 hours NAC Renewal & Licensing hours

*training provided by Wasatch Bridges to Success*

## If you need to renew your CPR/First Aid certifications, here are a few numbers you can call:

- American Heart Association –  
1-800-523-7472
- American Red Cross - 627-0000
- Lakeview Hospital - 299-2249



- McKay Dee Hospital - 387-7800
- The Playroom - 774-0074
- Davis Hospital (CPR only) - 807-7023
- Ogden Regional (CPR only) - 479-2017

# We would like to congratulate the following Child Care Providers!

## Career Ladder Recipients

### Level One

Karen White  
Brandee Eden  
Sherry Anderson  
Chandi Arnez  
Diane Johnson  
Marcia Hill  
Wendy DiGiacomo

### Level Two

Laura Collins

### Level Three

Laura Collins  
Lichelle Jenkins  
Susannah Williams  
Tamara Venegas  
Tonya Spaulding

### Level Four

Camilla Kendell  
Lolita Wade  
Mary MacKay  
Ada Brown  
Shalyse Kendell  
Debra Barrett  
Katarina Sweitzer  
Tonya Spaulding  
Kaydee de Silva  
Debbie Donohue

### Level Five

Mary Bracamonte

### Level Seven

Trina Van Dyke  
Nobuko Brown

### Level Eight

Aracely Possie

### Level Ten

Sarina Jensen  
Sherry Quitano

## Career Ladder Endorsement Recipients



### School Age Endorsement

Nobuko Brown

### Special Needs Endorsement

Tonya Spaulding

### Infant Toddler Endorsement

Teresa Larsen  
Laura Collins

### Family Child Care Endorsement

Stephanie Stewart

Aracely Possie

Teresa Larsen

Marcia Hill

Laura Collins

Debra Barrett



## Training & Longevity Recipients

Jan Gniot  
Wendy DiGiacomo  
Shirley Morrison  
Debra Barrett  
Nila Smith  
LaRae Dilley

Sherry Anderson  
Abigail Gallegos  
Linda Hawes  
Kara Eddintgon  
Carol Squires

Kathleen Worthley  
Leecia Denning  
Carmelita Alimbuyao  
Chandi Arnez  
Brandy Johnson

Karen Clark  
Jamee Nuku  
Jane Chambers  
Sherry Hicking  
Becky Washburn

Nicole Lamb  
Elizabeth Swallow  
Pamela Trujillo  
Denise Beazer  
Jodi Antonich

## That's \$24,200 in awards!!



The Career Ladder Program recognizes and rewards child care professionals for the completion of ongoing training in the child care field. A growing body of research demonstrates that the quality of care children receive is directly tied to the level of training and education of those who care for them. Participants in the Career Ladder Program receive a certification and cash bonus for each level of training they complete. In addition, any Career Ladder course may also be used for required state licensing training hours.

Career Ladder Endorsements offer focused training in specific areas. Each endorsement consists of 40 hours of specialized training.

The Training & Longevity Supplement is an annual award and wage supplement available to individuals employed working with children ages birth through school age in licensed center and family child care programs who participate in the Career Ladder. The purpose of this program is to improve the quality of care children receive by improving training and reducing turnover among their caregivers.

If you have any questions about these programs, you can call our office and speak with Shirley at 626-8047 or you can attend one of our Career Ladder Orientation workshops. To see when the next workshop is scheduled, check our Training Schedule in this newsletter.

# CCR&R Northern's 2008 Fall Schedule

**If you need directions to any of our locations or want to check to see if a class is full, you can call us at 626-7837 or look at our training schedule online at <http://programs.weber.edu/ccrr/TrnSchd.htm>**

WSU ED13 is Weber State University Main Campus in South Ogden, Education Building, Rm 13  
WSU Davis is the Weber State Davis Campus on the Layton/Clearfield border

For information on obtaining CEU credit, visit the UACCRR website at <http://utahccrra.org>

Class Title/Description	Date, Time & Place	Cost	Available Credit	Career Ladder
<b>Los Básicos para los Proveedores del Cuidado de Niños</b> <b>Instructor: Karina Compean</b> Este entrenamiento de 5 horas es para los proveedores recién entrados en la profesión de cuidar niños. Esta clase cubra todos los tópicos requeridos por la oficina de licencia para el cuidado de los niños.	Oct 4 9:00 am - 2:45 pm WSU, ED13	\$10	5 Lic	---
<b>Infant Toddler Course 2: Social &amp; Emotional Growth of Infants &amp; Toddlers</b> <b>Instructor: Gina O'Driscoll</b> In this course participants learn about the emotional and social development of infants and toddlers. Areas of focus include: temperaments, responsive caregiving, the caregiver's role in fostering emotional development, socialization, and guidance.	Oct 6, 8, 13 & 15 6:30-9pm WSU, ED13	\$17	10 Lic 10 CDA 1 CEU	Level 4-7 and Infant Toddler Endorsement
<b>School Age Child Care Course 1: What's Happening? Development in the School Age Years</b> <b>Instructor: Barbara Wangsgard</b> In this course participants will gain a basic knowledge of child development during the school age years and how they can apply this knowledge in their work with school age children.	Oct 7, 9, 14 & 16 6:30-9pm WSU, ED13	\$17	10 Lic 1 CEU	Level 4-7 and School Age Endorsement
<b>Basics of Child Care</b> <b>Instructor: Shirley Morrison</b> This class covers all of the topics required by licensing. It is recommended especially for those just entering the child care field.	Oct 11 9am-2:45pm WSU, ED13	\$10	5 Lic	---
<b>Child Development: Healthy Care</b> <b>Instructor: Shirley Morrison</b> In this course, participants will learn about child care health and safety issues. Topics include: communicable diseases, SIDS, shaken baby syndrome, child abuse and neglect, injury prevention, emergency procedures, nutrition, sick children, and medication administration.	Oct 20, 22, 27 & 29 6:30-9pm WSU, ED13	\$17	10 Lic 10 CDA	Level 1
<b>Guidance &amp; Emotional Wellness Course 1: Setting the Stage</b> <b>Instructor: Megan Jolley</b> In this course participants will learn about developmental theorists and increase their understanding of child development. A sound understanding of child development forms the basis for supporting young children's emotional development and helps participants to form realistic and appropriate behavioral expectations of children.	Oct 21, 23, 28 & 30 6:30-9pm WSU, ED13	\$17	10 Lic 10 CDA 1 CEU	Level 4-7 and Guidance & Emotional Wellness Endorsement
<b>Child Development: Ages &amp; Stages</b> <b>Instructor: Shirley Morrison</b> In this course, participants learn about typical developmental milestones for infants, toddlers, preschoolers, and school age children. Participants also learn basic strategies for working with each of these age groups of children.	Oct 25 & Nov 1 9am-2:45pm WSU, ED13	\$17	10 Lic 10 CDA	Level 1
<b>School Readiness Course 1: Language &amp; Literacy</b> <b>Instructor: Crystal Knippers</b> In this course, based on Utah's Early Learning Guidelines, participants will learn how to effectively and appropriately foster preschooler's language and early literacy development for school readiness. Areas of focus include: phonological awareness, letter knowledge and concepts of print, early writing, and receptive and expressive language development.	Nov 3, 10, 17 & 24 6:30-9pm WSU, ED13	\$17	10 Lic 10 CDA 1 CEU	Level 4-7 and School Readiness Endorsement

<p><b>Relationship Touchpoints™, Course 2: Toddlers 1-2 Years</b>  <b>Instructor: Natalyn Shepherd</b>  This course, based on the work of Dr. T. Berry Brazleton, focuses on understanding the developmental Touchpoints" of the one-two year old and supporting the child s development at day care and at home. Instruction will include the Touchpoints" principles &amp; assumptions that strengthen relationships between providers and parents and the parents and child. This training emphasizes the implementation of reflective practice strategies to enhance current and future child care practices.</p>	<p>Nov 4, 6, 11 &amp; 13  6:30-9PM  WSU, ED13</p>	<p>\$17</p>	<p>10 Lic  10 CDA  1 CEU</p>	<p>Level 4-7  and  Touchpoints  Endorsement</p>
<p><b>Child Development: Learning in the Early Years</b>  <b>Instructor: Shirley Morrison</b>  In this course, participants explore how young children learn and develop. Areas of focus include: brain development, learning through play, supporting social and emotional development, and positive guidance.</p>	<p>Nov 8 &amp; 15  9am-2:45pm  WSU, ED13</p>	<p>\$17</p>	<p>10 Lic  10 CDA</p>	<p>Level 1</p>
<p><b>Career Ladder Orientation</b>  <b>Instructor: Shirley Morrison</b>  In this workshop, participants will get an introduction to the Career Ladder and how it works. This is a great class for those who have had a curiosity about the Career Ladder, but have not understood what it was all about.</p>	<p>Nov 12<sup>th</sup>  6:30-7:30pm  WSU, ED13</p>	<p>none</p>	<p>---</p>	<p>---</p>
<p><b>Family Child Care Course 1: Relationships</b>  <b>Instructor: Gina O'Driscoll</b>  In this course, participants learn skills to help them develop the foundations of a quality home child care program. Areas of focus include: building trusting and respectful relationships with children and families, communication skills, and positive guidance.</p>	<p>Nov 11, 13, 18 &amp; 20  6:30-9pm  WSU, ED10</p>	<p>\$17</p>	<p>10 Lic  10 CDA  1 CEU</p>	<p>Level 4-7  and  Family Child  Care  Endorsement</p>
<p><b>Basics of Child Care</b>  <b>Instructor: Shirley Morrison</b>  This class covers all of the topics required by licensing. It is recommended especially for those just entering the child care field.</p>	<p>Nov 22  9am-2:45pm  WSU, ED13</p>	<p>\$10</p>	<p>5 Lic</p>	<p>---</p>
<p><b>Infant Toddler Course 1: Setting Up For Infants &amp; Toddlers</b>  <b>Instructor: Gina O'Driscoll</b>  In this course participants explore issues to be considered when setting up for infant and toddler care. Areas of focus include: primary caregiving, group size, continuity of care, the physical environment, daily routines, and respectful caregiving.</p>	<p>Dec 1, 3, 8 &amp; 10  6:30-9pm  WSU, ED13</p>	<p>\$17</p>	<p>10 Lic  10 CDA  1 CEU</p>	<p>Level 4-7  and  Infant Toddler  Endorsement</p>
<p><b>Looking to Learn</b>  <b>Instructor: Barbara Wangsgard</b>  In this course participants learn effective tools and strategies for gathering and using observational information about children. Areas of focus include: learning to observe children accurately and objectively, observation tools and goals, overcoming obstacles to observation, and interpreting and using observation data.</p>	<p>Dec 2, 4, 9 &amp; 11  6:30-9pm  WSU, ED13</p>	<p>\$17</p>	<p>10 Lic  10 CDA</p>	<p>Level 2 or 3</p>
<p><b>A Great Place For Kids</b>  <b>Instructor: Shirley Morrison</b>  In this course participants learn how to set up center and home-based child care programs to encourage play, exploration, and learning. Information is included on spaces and materials for block play, dramatic play, puzzles, games, books and literacy activities, art, sensory play, and outdoor play.</p>	<p>Dec 6 &amp; 13  9am-2:45pm  WSU, ED13</p>	<p>\$17</p>	<p>10 Lic  10 CDA</p>	<p>Level 2 or 3</p>
<p><b>Special Topic: Let's Explore</b>  <b>Instructor: Gina O'Driscoll</b>  In this workshop, participants will learn about experiences that help children develop a positive attitude about curiosity and exploring, as well as help participants feel more confident in those experiences.</p>	<p>Dec 15  6:30-9pm  WSU, ED13</p>	<p>none</p>	<p>2.5 Lic</p>	<p>---</p>
<p><b>CDA Orientation</b>  <b>Instructor: Crystal Knippers</b>  This workshop will cover the steps to getting a CDA.</p>	<p>Dec 16  6:30-7:30pm  WSU, ED13</p>	<p>none</p>	<p>---</p>	<p>---</p>

**This quarter's special topic class is: Let's Explore**

Please remember that in order to make maximum use of our resources, we ask that anyone who is registered for any of our special topic classes, notify us if they will be unable to attend. This will allow us to let someone from the wait list in and will ensure that our resources will be in the hands of child care providers where they belong! *If you fail to notify us before the class (same day is okay up until noon), we will place a hold on your registration for these special topic classes for the next year.* **Thank you for your understanding!**

# CCR&R Northern's Training Policies

You must pre-register. You will not be considered registered in our classes until we receive the registration form and your payment. We require that you pre-register for our classes for a couple of reasons: 1- Due to the amount of materials we distribute in class, we need to have an accurate count of how many providers will be attending each one and enough time to prepare them. 2- Weber State University has set strict guidelines for us to follow when handling money. They will not allow any money to remain in the office unsecured, overnight. We also do not want to put your information at risk by having it sit on a desk overnight. It is for your privacy and safety that we request you send in your money. If you do not wish to send your money in through the mail you may come into our office during office hours, 8am-4:00pm and register in person.

**Money can not be accepted at the training.** Each registration form will let you know where to send it. Please check the training schedule page on our website (<http://programs.weber.edu/ccr>) to see if a class is full or has been rescheduled or cancelled.

**All training participants must review and sign the Statewide CCR&R Training Participant Code of Conduct each time you register.** If there is no signature, your registration form will be sent back for you to sign. We will not be able to hold your spot in any class and you may miss out on the class that you want to register for. We are not able to register any one for a class without the signed copy of the Code of Conduct.

**The registration form has the information we need for the Utah State Training Registry and must be filled out *in full*.** An incomplete registration form will delay your registration and you may miss the class you are trying to register if it fills before we can collect the information we need. If you have any questions about the information we collect, you can contact our office at 626-7784.

If you are sending registrations for more than one person, ***you must include a registration form for each person and each person must sign the Training Participant Code of Conduct.*** The form has the information we need for the Utah State Training Registry, without it we cannot register you for any of our classes. Also, each person must sign a copy of the Utah State CCR&R Training Participant Code of Conduct. Without that signature, no one will be able to attend classes.

**Registration for each class will close 7 days prior to the start of class.** No registrations will be accepted within a week of the class' start date. This will give us time to prepare the right amount of materials.

**We register for classes one quarter at a time.** You may register only for the classes listed in our current newsletter. Each quarter's class schedule and registration form can be found in our quarterly newsletter, the Child Care Connector. The newsletter is published every September, December, March and June. The schedule and registration form will also be posted on our website shortly after it has been sent in the mail.

***Sorry, we are not able to issue a refund.*** If we receive money from you for a class that is already full, we can give you the option of sending the check back to you or sending you a credit voucher. When a class is full, it will be posted on the training schedule page on our website at <http://programs.weber.edu/ccr>. ***You can always call our office at 626-7837 to check if the class is full before sending in the registration form or check our online schedule.***

**If you are unable to attend a class and you call at least three days before** the first session starts, we can send you a credit voucher. Sorry, we are not able to refund money. ***Please be sure to call during office hours 8am-4:00pm.*** You can reach us either at 626-7837, 626-7784, or toll free at 1-888-970-0101. ***We cannot issue a credit voucher if you fail to notify us before the first session of a class.***

Each 10 hour class is broken down into four sessions. **If you miss one or two session(s) in a class,** no money can be refunded. However, you can make it up when that session is taught again, without repaying.

You also have the option of making-up the session you missed with another CCR&R agency without having to pay again. We have an agreement with our sister agencies that allows you to make up one or two sessions with them. Just contact them for their times and registration policies.



**To register for a make-up session with us,** simply fill out the registration form and circle the dates you need to make up, write "make-up" in the amount enclosed section and send it in. Be sure to include the signed Code of Conduct with the form. We have a limited number of make-up slots available for each night so please let us know if you are registered for a make-up session and are unable to attend.

**We need to have a minimum number of providers enrolled to conduct the class.** Classes, which don't meet these minimum numbers five days before the class, will be either cancelled or rescheduled. We will notify you and send you a credit voucher for another class.

Certificates are given to participants on the last day of class. If you are making up a session, let the trainer know, they can get the certificate to you sooner. If you do not receive a certificate within two weeks of the final session, contact our office at 626-7784. There will be a \$5 charge for a replacement certificate.