Northern Region’s
Child Care Connector

Fall Quarter Jan, Feb, Mar 2010

Dear Providers,

As we begin a new year, now is a good time to evaluate your child care program and look at what we are offering and what we define as quality and professionalism. Research indicates that high quality child care programs result in positive benefits for children that can be long lasting. Some of the things that define a quality child care program are:

- Does the care giver seek out and take part in training to broaden their knowledge of child development and developmentally appropriate practices?
- Does the care giver offer planned activities for children that have a purpose?
- Does the care giver allow for children to be creative and actively involved in their learning environment? Are children learning while they play?
- Does the environment reflect the needs of the children, are items at the child’s level, are they grouped according to interest area (i.e. dramatic play together, block play and accessories together, etc.).
- Does the care giver give sensitive, responsive interactions between children and the caregivers? Are these interactions frequent, individual, personal, and developmentally appropriate, not custodial or “schooly?”

As you look at and evaluate your program if you feel you are lacking in any of these area’s we would like to remind you of the services we offer. Services available are:

- CDA advising and observation
- Mentor program for family child care providers
- National Association of Family Child Care (NAFCC) advising to move toward accreditation
- Environment technical assistance

During a time of economic downturn when we might be facing lower enrollment numbers it is always important to remember providing a quality program can still keep you competitive among other providers in our area. If you find yourself wanting to increase the level of quality you currently offer, please feel free to contact us and let us put our services to work for you. -Crystal Knippers

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.

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
Dennise Dixon, Referral Specialist

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 a 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 Aug 15th – Nov 15th:

<table>
<thead>
<tr>
<th>Location</th>
<th>Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Ogden / Pleasant View</td>
<td>97</td>
</tr>
<tr>
<td>Harrisville</td>
<td>70</td>
</tr>
<tr>
<td>Ogden North (North of 12th, South of North Ogden)</td>
<td>161</td>
</tr>
<tr>
<td>Ogden South (North of W. Terrace, South of 30th)</td>
<td>163</td>
</tr>
<tr>
<td>West Weber West (West Weber, Warren, Taylor)</td>
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</tr>
<tr>
<td>Hooper/West Haven</td>
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<tr>
<td>Roy North East (East of 3500 W, North of 5600 S)</td>
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<tr>
<td>Riverdale</td>
<td>84</td>
</tr>
<tr>
<td>South Ogden / Uintah (South of 40th, East of Harrison)</td>
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</tr>
<tr>
<td>Mountain Green</td>
<td>5</td>
</tr>
<tr>
<td>Sunset</td>
<td>52</td>
</tr>
<tr>
<td>West Point / Clinton West (West of 3000 W)</td>
<td>78</td>
</tr>
<tr>
<td>Syracuse West (Below the Bluff)</td>
<td>53</td>
</tr>
<tr>
<td>South Clearfield (pocket South of Antelope Dr)</td>
<td>86</td>
</tr>
<tr>
<td>Layton</td>
<td>187</td>
</tr>
<tr>
<td>Kaysville East (East of I15)</td>
<td>66</td>
</tr>
<tr>
<td>Farmington</td>
<td>46</td>
</tr>
<tr>
<td>Bountiful / NSL / WX West (West of I15)</td>
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</tr>
<tr>
<td>Ogden Middle (North of 30th, South of 12th)</td>
<td>159</td>
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<tr>
<td>Ogden West (West Ogden &amp; Industrial Park)</td>
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<tr>
<td>West Weber East (Plain City, Marriott-Slaterville, Farr West)</td>
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<tr>
<td>Roy West (West of 3500 W)</td>
<td>101</td>
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<tr>
<td>Roy South East (East of 3500 W, South of 5600 S)</td>
<td>110</td>
</tr>
<tr>
<td>South Ogden / W. Terrace (South of 40th, West of Harrison)</td>
<td>141</td>
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<tr>
<td>Morgan</td>
<td>7</td>
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<tr>
<td>Clearfield (Main part of Clearfield)</td>
<td>142</td>
</tr>
<tr>
<td>West Point / Clinton East (East of 3000 W)</td>
<td>81</td>
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<tr>
<td>Syracuse</td>
<td>79</td>
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<tr>
<td>Layton West (West of Main St)</td>
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<tr>
<td>Layton East (84040 zip)</td>
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<td>Kaysville West (West of I15)</td>
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<tr>
<td>Centerville</td>
<td>47</td>
</tr>
<tr>
<td>Bountiful / NSL / WX East (East of I15)</td>
<td>90</td>
</tr>
</tbody>
</table>

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 statistic counts each child only once.

*This is the breakdown on the ages that care was requested between Aug 15th – Nov 15th:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Requests</th>
</tr>
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<tbody>
<tr>
<td>Infants: birth-1 year old</td>
<td>253</td>
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<tr>
<td>Preschool: 4-5 Years old</td>
<td>125</td>
</tr>
<tr>
<td>Infants: 1 year to 2 years</td>
<td>186</td>
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<tr>
<td>School-Age: Kindergarteners</td>
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<tr>
<td>Toddlers: 2 years old</td>
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</tr>
<tr>
<td>School Age: Grades 1-6</td>
<td>182</td>
</tr>
<tr>
<td>Preschool: 3 years old</td>
<td>112</td>
</tr>
</tbody>
</table>

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

**Robin Perez, Dana Pevey & Cheri Dautel**

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 801-626-7837 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.

A special congratulation goes out to Martha Ruiter who won our whole record update drawing.

We would like to thank all of you who sent in this update!
Quality Environment Grants Available Again in January 2010

The Quality Environment Grants from the Office of Work & Family Life/Office of Child Care will be available again the first week of the new year. These are quality improvement grants and follow the formula used by the Office of Child Care for the past decade: assessment + goal setting + training + materials = quality improvement. Caregivers complete a self-assessment using the Utah Core Competency booklet, set goals and make plans to support the changes, choose training courses and select materials to purchase.

Child care centers will be able to request funds for facility improvement including new flooring, the addition or removal of walls, the addition of nature on playgrounds. Centers serving higher numbers of low-income families (as measured by the number of DWS families enrolled) will be eligible for additional funding.

The grant has changed little since its release this past summer. There are some new and improved forms and clarifications in the body of the RFG (Request for Grant) but the content has not changed significantly.

The most significant change is in the Family RFG – homes do not need to be drawn to scale and the RFG clearly says the application should not include photographs of all of the toys and equipment.

Recipients of this grant will need to complete their training requirements between May 1, 2010 and the October 31, 2010.

The RFG will be posted of the Office’s website (jobs.utah.gov/occ) on January 5, 2010.

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SAVING THE DATE

35th Annual Utah Early Childhood Conference

March 13, 2010

Utah Valley University

Registration deadline is Feb 28th

Register early to get the classes of your choice.

Call UVU Conferences & Workshops for registration information at 1-801-863-8894

For more information you can visit their website at www.utahearlychildhoodconference.com
Challenging Behavior: Step by Step Sifting

by Rosyln Duffy

Taken from Exchange Magazine Nov/Dec 2009

The Process
Each time we sift, we’ll follow a series of four repeatable steps. They are: 1) Discover 2) Decide 3) Do 4) Refine

We DISCOVER pertinent facts and details: “What is going on?”

Then we DECIDE on possible interpretations and responses: “Why is this happening? What can I change?”

Finally we REFINE what we did: “Did it work? What happened? If not, what next?” We repeat this sifting and try a different response or go on to the next level of sifting.

Conditional Siftings look at conditions in our lives. Just as the beach is mainly sand, a variety of conditions lie beneath many challenging behaviors. The three types of conditions are: physical, environmental, and situational (both internal & external).

Physical Conditions affect our bodies (hunger, fatigue, discomfort)

Discover: When does the behavior occur? Physical conditions often show up through timing and patterns. In the situation listed above, Elena has been asked to leave circle. A simple checklist over a week’s time may show that Elena gets sent away from morning story circle 4 out of 5 days.

Decide: Are there any patterns that can be connected to physical needs?

If Elena usually is disruptive only before lunch story time: Could she be hungry? Can we be sure she gets a mid-morning snack?

If her problems occur only before nap: Could she be tired? Would snuggling on a teacher’s lap during story time help her manage better?

If Elena’s behavior worsens on days without outside playtime: Could she need movement and physical release? Would preceding story time with an active song like the Hokey Pokey improve things?

Do: Choose a possible response and try it. Perhaps we noticed that Elena’s worst misbehavior coincides with those times she has an ear infection. Maybe, we could offer books to her to browse alone, instead of joining group time. Or perhaps, Elena is disruptive at dinnertime at home. Her dad suspects that late afternoon snacking contributes to the problem. He restricts snacks an hour before dinner to see if being hungry improves Elena’s mealtime participation.

Refine: “What happened?” If what we tried worked — Congratulations! If not, we refine. Instead of offering Elena books to look at on her own, we might let her do some drawing. Or we could see if a mid-morning snack improved things. If none of those worked, we can move ahead to sift out Environmental Conditions.

Environmental Conditions are a combination of the physical environment and the skills expected or needed to be successful in that environment. In other words, what is it that a child is expected to do or not to do?

Discover: In What settings do problems occur? Indoors, during free play, on the playground, in the nap room, during group activities, or during individual play. Let’s say Elena has trouble only during group story times.

Decide: What skills are expected in each setting? Different settings require different skills. During group story time, Elena is expected to sit or lie beside others while an adult reads or tells a story. This is a social environment and requires cooperation and impulse control – both weak areas for Elena. By changing the physical environment we can change the
skills needed, in this case – we can give Elena a break from the group. Assign her a task during story circle, such as block clean up with an aide, allowing her to be productive and contributing – rather than disruptive and distracting.

Do: Choose a possible response and try it. We might also make expectations flexible, while Elena’s skills develop and improve. “Elena, you may join us for story. You will need to sit quietly. If you do not sit quietly you may go to the back table and draw until our story is over. This is firm and clear. Giving choices empowers. If (or when) Elena begins to fidget, the teacher can say, “Elena, you have chosen to color today. Please do that now.” The adult remains respectful and avoids giving attention to undesirable behavior.

Refine: What happened? Did it work? If not, repeat this sequence with a different choice or move forward to the next level of conditional sifting: Situational.

Situations influence our interactions with others and the world around us. Some situations are Internal (unique to a family or classroom/limited in scope), while others arise from External events (affecting a broad population.)

Internal situations are those that apply to one family, classroom, or child (the birth of a sibling, a teacher leaving, or other changes).

Discover: When did the behavior begin? Timing is a tip-off to a changed situation. Has Elena become uncooperative in only the past two months? This answer requires information gathering. Work with other staff to determine if the changed situation may be center-based, such as a teacher leaving or switch in daily routines. Talk over problems at a staff or team meeting, consult with a center director. If no changes are uncovered at school, a parent conference is needed. By now the family should have been alerted to concerns, through notes or conversations, and informed of what remedies have been tried. Ask: “Are there similar problems at home? If so, what or how has the family tried to work through them?” Look for changes: What may be different (new baby, separation, grandparent ill)? Does the family need help handling a change?

Decide: Could the behavior be related to a changed situation at home or at school? Situational changes can be easy to underestimate. At Elena’s conference, her family explained that they were living with grandparents while their home was remodeled. Because Elena adores her grandparents, it never occurred to anyone that the situation could be related to Elena’s newly disruptive behavior. Once her teacher found out about Elena’s changed living situation, she looked for ways to invite Elena to talk about living at Grandma’s. Communication is critical because situational are often beyond anyone’s control. We can’t change the situation, but we can make coping with it easier.

Do: Select which changes to try. Work with families to coordinate responses and keep communication open. Elena’s teacher decided to build a house with Elena in the block area. While playing, Elena said, “We don’t have a swing set in Grandma’s yard.” “Did you have one in your yard?” she asked. “Yes. We have to stay inside at Grandma’s.” The teacher shared Elena’s comments with her parents and they began regularly stopping at a nearby playground on their way home. Talking about difficult situations relieves distress. Adults can commiserate or clear up confused thinking. If Elena thinks she will never get to return to her bedroom, her teacher and parents could reassure her that this move is temporary.

Refine: Did it work? If not, either repeat this sifting or move to the next sifting.

External Situations. Once internal situations are addressed or ruled out, we look for external situations, ones that involve the larger world around us. Children are aware of external events but cannot make sense of them. If the people they love are worried and anxious – a child may decide that her behavior, perhaps not cleaning her room, is to blame.

Discover: What might be affecting this child’s feelings of safety? What is happening in the community, nation or globally? Is a factory closing and unemployment fear high? Are flood, earthquake, or other disaster victims in the news? Has a local park shut down because of drug dealing?

Decide: How can we help this child or family cope with widespread distress or anxiety? Perhaps Elena’s family lives near a park closed for safety, which means she has been confined to her family’s apartment with infrequent outdoor playtime. How might we increase her access to outdoor activities.

Do: Offer reassurance/support, both at home and at school. Upon hearing about Elena’s limited outdoor playtime, her teachers extended morning recess until Elena’s arrival, so that she could climb and race around before settling down for quieter classroom expectations. Other ways to help children relieve stress are: Provide water play, read stories of children with similar experiences to spark discussions of children’s fears, provide art supplies and encourage children to draw about things that scare them. Use the drawings to talk about fears.

Refine: Because situations often cannot be changed, improved behavior may be the best we can manage. As before, we can repeat this or a previous sifting.

Conditional sittings resolve many challenging behaviors – but not all. Some problems will remain. This is part one of a two part article. For more information visit Child Care Exchange’s website at www.childcareexchange.com

You can also sign up for our Special Topic: Challenging Behavior class. Check the schedule in this newsletter for the date, time and information about registration.
Matching Pet Prints
Materials: Pictures of several pets such as a cat, dog, guinea pig, rabbit, turtle and pony – glue – tagboard – markers – laminate (optional)
What to do:
1. Cut out several photos of pets from magazines. Glue the pictures on tagboard and cut them out.
2. Cut the remaining tagboard into 4”x18” strips.
3. On each strip draw animal footprints in a repeated pattern across the strip that corresponds to the animals’ photos.
4. Laminate the pet photos and corresponding footprints.
5. In the pet learning center, present the pictures of pets and ask the children to match them to the corresponding footprints.
6. Follow up with questions such as “How do you know this print is made by this animal?”

More to do:
Art: Ask the children to draw pictures of pets, real or imaginary (unicorns, “wild things”, dinosaurs), and create corresponding footprints.

Pet Classification
Materials: pictures of assorted pets or plastic birds, fish and animals
What to do:
1. Encourage the children to sort the pictures or plastic animals according to animals that walk on the ground, fly in the air, and swim in the water.
2. Let the children sort the pictures or plastic animals any way they want (color of animal, two legs, no legs, or four legs, and so on.)

Pet Classification II
Materials: pictures of various animals or plastic animals – two large grocery bags – picture of a baby – picture of an egg – glue
What to do:
1. Cut out pictures of a variety of animals from magazines. Or gather a variety of plastic animals. Glue a picture of a baby on the large bag and a picture of an egg on the other bag.
2. Encourage the children to sort the pictures or plastic animals according to whether they are born from mothers (babies) or hatched from eggs. Ask them to put them into the appropriate bag.

Pet Paradise
Materials: graph paper – markers – pet beds – pet bowls – dry dog and cat food – leashes – large variety of stuffed animals (such as cats, dogs, fish, lizards, turtles and snakes) – feeder goldfish (cheap at your local pet store) – fish food – a variety of plastic pets (such as lizards, snakes and turtles) – collage materials (fake fur, plastic scraps, fabric scraps, yarn and leather scraps)
What to do:
1. Ask the children if they have any pets and home. Let each child tell about his pet (or a pet of a neighbor or relative). Make a graph of the results.
2. Turn your classroom into a “pet paradise.”
3. Add pet carriers, bowls, food, pet beds, and leashes to the house area. Encourage the children to take care of the stuffed pets by feeding them, bathing them, and walking them.
4. Thoroughly clean the sensory table. Fill it half full with water and let it sit for one day. Add feeder goldfish. Encourage the children to observe the fish, but remind them to keep the fish in the water. Assign one child each day to be the “fish feeder.” Add a plastic, sand filled basin. The top of the basin should be just about the water level. Put plastic lizards and turtles in the basin.
5. Encourage the children to use the science area materials to explore the pets. They can use magnifying glasses to get a close-up view of the goldfish, and scales to weigh the animals.
6. Add animal books to the reading area and encourage the children to look at them.
7. Put a variety of materials (such as fake fur, plastic, yarn, felt, fabric, and so on) in the art center for children to make collages and sculptures of their pets.
8. At the end of the day, discuss what they learned about pet care.
Animal Shelter
What to do:
1. Talk about animal shelters with the children. Explain what they are and why there is a need for them. Ask the children if any of them have ever adopted an animal from a shelter.
2. Set up a pretend animal shelter with a front desk, pretend application forms, collars, cages (cardboard boxes), and resource books with pictures of pets and pet supplies (leash, brush, dish and food).
3. Ask the children to choose their roles, such as volunteers, people searching for pets, or the animals themselves. Be prepared to model and explain the roles.
4. Guide children as needed to play their roles and let them refer to the books as needed. Provide space for “owners” to play with their pets once they have filled out an application form.

Pet Shop
Materials: wooden, plastic or cardboard blocks – beanbag, wooden, or plastic domestic animals – real or toy pet foods – play money – cash register (optional)
What to do:
1. Encourage the children to set up a pet shop in the block area using a variety of blocks and animals.
2. After the children set up the pet shop, they can take turns being the salespeople and customers.

Pet Show
What to do:
1. Tell the children they will be making a group pet book. Encourage them to look through magazines and cut out pictures of a type of pet they would like to have. Ask them to glue the pictures to paper and dictate a couple sentences about the pet. Assemble the pages into a book by stapling them together and adding a cover.
2. Cut out a variety of pet shapes from felt (dog, cat, bird and so on).
3. Let the children choose a felt pet and decorate using rickrack, scraps of material, ribbon and so on.

Vet’s Clinic
What to do:
1. Set up a reception area with chairs, desk and office equipment.
2. Behind the reception area, arrange medical diagnosis, treatment and surgery areas.
3. Explain to the children what the areas are used for. For example, in the reception area, they may wait their turn, schedule appointments, and pay for services.
4. Encourage the children to take on different roles such as pet owner, receptionist, doctor and nurse.
Community Training Calendar

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

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

December 17th: Activities, Child Discipline, Transportation & Napping
January 20th: Infant and Toddler Care, Child Nutrition and Animals
March 25th: Supervision, Ratios and Personnel

To register for any of these classes you must call 801-538-6107
Classes will be held in Clearfield at the Licensing Office, 189 S. State Street, #200, 7 to 9:30 pm

Also from licensing...

Joyce Hasting is the Center Training Specialist for the Bureau of Child Care Licensing. Her trainings are free of charge and are on the sections of the rules (11-24) that caregivers are required to be trained on annually. To accommodate your staff, Joyce is willing to come during the day, nights or Saturdays. She is also looking for centers that would be willing to be a host center. The host center would be where the training would take place but providers from all over the community would be invited to attend. If you are interested in scheduling training or becoming a host center, please contact Joyce at 801-538-9288.

The Playroom Inc,
All of the following classes are held in Layton, call Jan @ 801-774-0074 to register.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date &amp; Time</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Management</td>
<td>Jan 13, 20 &amp; 27</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td>6:30pm</td>
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<tr>
<td>CPR &amp; First Aid</td>
<td>Jan 8 9am</td>
<td>$35 for one, $40 at the door</td>
</tr>
<tr>
<td></td>
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<td>$60 for both, $65 at the door</td>
</tr>
<tr>
<td>Social and Emotional</td>
<td>Feb 10, 17 &amp; 24</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td>6:30pm</td>
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<tr>
<td>CPR &amp; First Aid</td>
<td>Feb 12 9am</td>
<td>$35 for one, $40 at the door</td>
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<td></td>
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<td>$60 for both, $65 at the door</td>
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<tr>
<td>Physical &amp; Intellectual Pt 1</td>
<td>Mar 10, 17 &amp; 24</td>
<td>$25</td>
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<tr>
<td></td>
<td>6:30pm</td>
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<tr>
<td>CPR &amp; First Aid</td>
<td>Mar 13 9am</td>
<td>$35 for one, $40 at the door</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$60 for both, $65 at the door</td>
</tr>
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If you need to renew your CPR/First Aid certifications, here are a few numbers you can call:
American Red Cross – (Weber / Morgan / N Davis) 801-627-0000  (S Davis) 801-323-7000
American Heart Association – 1-800-523-7472
US Training Council – 801-776-6431
McKay Dee Hospital – 801-387-7800
Kinder Academy – 801-458-4032
Davis Hospital (CPR only) - 807-7023
National Safety Council – 1-800-933-5943
Lakeview Hospital – 801-299-2249
Bountiful City Fire Department – 801-298-6230
The Playroom – 801-774-0074
Ogden Regional (CPR only) - 479-2017
Early Childhood and Afterschool Educators,

We are pleased to announce the release of the new Utah Professional Development Program Booklet! This booklet will help you easily navigate the Career Ladder Program and help you design an individual professional development plan. None of the Career Ladder processes have changed, just the presentation of the information!

The booklet is divided into six areas: Eligibility, College credits, CEU’s, Certifications, Training and Longevity, Scholarships and Career Ladder Training. The first five areas are exactly the same, and there are only two minor changes to the presentation of Career Ladder Training.

The first change is that Career Ladder training classes have been divided into content areas. Content area codes will be assigned to each class to help you decide which topics you need to take in order to advance to the next level. ALL OF THE CLASSES PREVIOUSLY TAKEN FOR THE CAREER LADDER CAN BE USED WITHIN THIS SYSTEM AND ALL ELIGIBLE CERTIFICATES WILL BE ACCEPTED. The current Child Care Resource and Referral classes will fall within the following content areas:

<table>
<thead>
<tr>
<th>Career Ladder Level</th>
<th>Professional Development Content Area(s)</th>
<th>CCR&amp;R Course Title</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td><strong>Health and Safety</strong> Basic Child Development</td>
<td>Healthy Care Ages and Stages Learning in the Early Years</td>
<td>H, S BCD</td>
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<tr>
<td>Levels 2 and 3</td>
<td>Advanced Child Development</td>
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<td></td>
<td>Content Area #1: Physical &amp; Intellectual</td>
<td>Strong and Smart</td>
<td>ACD-1</td>
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<tr>
<td></td>
<td>Content Area #2: Social &amp; Emotional</td>
<td>Learning to Get Along</td>
<td>ACD-2</td>
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<td></td>
<td>Content Area #3: Families</td>
<td>Working Together</td>
<td>ACD-3</td>
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<td></td>
<td>Content Area #4: Program Management</td>
<td>Creating Good Child Care</td>
<td>ACD-4</td>
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<tr>
<td></td>
<td>Content Area #5: Professionalism</td>
<td>Professionalism: More Than Babysitting</td>
<td>ACD-5</td>
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<tr>
<td></td>
<td>Content Area #6: Observing &amp; Recording</td>
<td>Looking to Learn</td>
<td>ACD-6</td>
</tr>
<tr>
<td></td>
<td>Content Area #7: Child Development</td>
<td>Advanced Child Development</td>
<td>ACD-7</td>
</tr>
<tr>
<td></td>
<td>Content Area #8: Learning Environment</td>
<td>Great Place for Kids</td>
<td>ACD-8</td>
</tr>
<tr>
<td>Levels 4-8</td>
<td>Specialization classes</td>
<td>All Endorsements</td>
<td>SP-E</td>
</tr>
</tbody>
</table>

We have implemented this system because we now have approved community based training that counts on the Career Ladder! They will also have codes so you can use them to advance on the ladder.

The second change is that the courses will no longer be listed in the book, but will be found online at trainingregistry.jobs.utah.gov. You will be able to look up all of the Career Ladder R&R and community classes being taught across the state that fall into the different categories. We are excited to bring this new streamlined booklet to the early childhood and afterschool educators in our state! Please contact your local R&R or CCPDI with any questions.

- Carolyn Taylor-Christensen, Professional Development Specialist, Office of Child Care
We would like to congratulate the following Child Care Providers!

### Career Ladder Recipients

<table>
<thead>
<tr>
<th>Level One</th>
<th>Level Three</th>
<th>Level Five</th>
<th>Level Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Beazer, Charmaine Hartley, Marianne Hinton, Stacy Howick, Melissa Monsivais, Lorie Willie</td>
<td>Denise Beazer, Charmaine Hartley, Marianne Hinton, Stacy Howick, Melissa Monsivais, Lorie Willie</td>
<td>Paula Cosper, Ana Cuenca, Kathy Green, Robin Haney, Tammie Singleton, Maria Villacis</td>
<td>Janice Gniot, Lichelle Jenkins</td>
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<tr>
<td>Level Two</td>
<td>Level Four</td>
<td>Level Six</td>
<td>Level Eight</td>
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<tr>
<td>Heather Bills, Stacy Howick, Gloria Martinez</td>
<td>Janice Andrews-Langston, Janette Brown, Susie Gutierrez, Christy Sphar, Lita Thurgood, Pamela Trujillo</td>
<td>Ada Brown, Ana Cuenca</td>
<td>Patricia Vanderloo</td>
</tr>
<tr>
<td>Level Three</td>
<td>Level Five</td>
<td>Level Seven</td>
<td>Level Ten</td>
</tr>
<tr>
<td>Susie Gutierrez</td>
<td>Paula Cosper, Ana Cuenca, Kathy Green, Robin Haney, Tammie Singleton, Maria Villacis</td>
<td>Janice Andrews-Langston, Janette Brown, Susie Gutierrez, Christy Sphar, Lita Thurgood, Pamela Trujillo</td>
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<tr>
<td>Level Six</td>
<td>Level Seven</td>
<td>Level Ten</td>
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<td>Level Eight</td>
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<td>Lorie Willie</td>
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<td>Lorie Willie</td>
</tr>
</tbody>
</table>

### Career Ladder Endorsement Recipients

#### Relationship Touchpoints
- Aracely Possie

#### School Readiness
- Lisa Reyes-Parker

#### Infant Toddler
- Wendy DiGiacomo, Maurisa Durley, Tania Jameson

#### Guidance & Emotional Wellness
- Charmaine Hartley, Arene Newman, Suzanne Taylor, Tamara Venegas

### Training & Longevity Recipients

- Denise Beazer, Nobuko Brown, Paige Deem, Kathy Green, Sherry Hickin, Shaluda Johnson, Karla Medrano, Jessica Murillo, Ashley Reyes, Hideko Shimabukuro, Carrie Thiering, Maria Villacis, Cher Zimmer
- Tanya Becraft, Suzanne Burton, Heather Duggan, Amanda Hall, Marcia Hill, Natauchwa Jones, Jaycee Meyers, Tracy Nehmer, Linda Riddle, Natalie Shumway, Lita Thurgood, Lolita Wade
- Heather Bills, Paula Cosper, Kaori Gale, Deana Henderson, Heather Hoover, Mary MacKay, Paula Mullis, Iola Nielson, Joan Schroeder, Cassandra Stoddard, Patricia Vanderloo, Rebekah Wright
- Lori Birrell, Yolanda Cristobal, Farah Gowen, Kim Hepner, Brenda Johnson, Tami McCrary, Unchu Mulske, Dana Pevey, Rachel Seaman, Suzanne Taylor, Michelle Venable, Rachel Yardley

That’s $44,300 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 Crystal at 801-626-8083 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 2010 Winter 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](http://programs.weber.edu/ccrr/TrnSchd.htm)

WSU ED13 is Weber State University Main Campus in South Ogden, McKay 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 UACCRRA website at [http://utahccrra.org](http://utahccrra.org)

<table>
<thead>
<tr>
<th>Class Title/Description</th>
<th>Date, Time &amp; Place</th>
<th>Cost</th>
<th>Available Credit</th>
<th>Career Ladder</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong and Smart</strong></td>
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<tr>
<td>Instructor: Shirley Morrison</td>
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<tr>
<td>In this course, participants learn practical ways to promote young children's physical, cognitive, language, and creative development in age-appropriate play and learning activities.</td>
<td>Jan 4, 6, 11 &amp; 13 6:30 - 9pm WSU ED13</td>
<td>$17</td>
<td>10 Lic 10 CDA</td>
<td>Level 2 or 3</td>
</tr>
</tbody>
</table>

| **From Preschool to Kindergarten, School Readiness, Course 2: Early Math** |                    |      |                  |               |
| Instructor Kylee Cook |                  |      |                  |               |
| In this course, based on Utah's Early Learning Guidelines, participants will learn how to effectively and appropriately foster preschooler's early math and science skills for school readiness. Areas of focus include: concepts of number and counting, shapes, spatial relations, patterning, sorting, comparing, and measurement. | Jan 5, 7, 12 & 14 6:30 - 9pm WSU ED13 | $17 | 10 Lic 10 CDA 1 CEU | Level 4-7 and School Readiness Endorsement |

| **Basics of Child Care** |                    |      |                  |               |
| Instructor: Shirley Morrison |                  |      |                  |               |
| This 5 hour class covers all of the topics required by licensing. It is recommended especially for those just entering the child care field. | Jan 9 9am - 2:45pm WSU ED13 | $10 | 5 Lic | --- |

| **Child Development: Healthy Care** |                    |      |                  |               |
| Instructor: Shirley Morrison |                  |      |                  |               |
| In this 10 hour 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. | Jan 19, 21, 26 & 28 6:30 - 9pm WSU ED13 | $17 | 10 Lic 10 CDA NAC | Level 1 |

| **CDA Orientation** |                    |      |                  |               |
| Instructor: Crystal Knippers |                  |      |                  |               |
| This 1 hour workshop will cover the steps to getting a CDA. | Jan 20 6:30-7:30pm WSU ED10 | none | --- | --- |

| **Family Child Care Course 2: The Home Child Care Environment** |                    |      |                  |               |
| Instructor: Gina O’Driscoll |                  |      |                  |               |
| In this course participants learn practical aspects of setting up a quality home child care program. Instruction will focus on: arrangement of indoor and outdoor space; health, safety, and supervision; schedules, routines, and how to support child-directed activities. | Feb 1, 3, 8 & 10 6:30 - 9pm WSU ED13 | $17 | 10 Lic 10 CDA 1 CEU | Level 4-7 and Family Child Care Endorsement |

| **Working Together** |                    |      |                  |               |
| Instructor: Shirley Morrison |                  |      |                  |               |
| In this course participants learn effective strategies for establishing and maintaining open and positive relationships with each child's family, encouraging family involvement in the child care program, and supporting each child's relationship with his or her family. | Feb 2, 4, 9 & 11 6:30 - 9pm WSU ED10 | $17 | 10 Lic 10 CDA NAC | Level 2 or 3 |

| **Infant Toddler Course 3: Learning in Infancy and Toddlerhood** |                    |      |                  |               |
| Instructor: Kylee Cook |                  |      |                  |               |
| In this course participants explore how infants and toddlers learn. Areas of focus include: cognitive discoveries of infancy, the role of the caregiver in supporting learning, stages of infancy, and language development. | Feb 6 & 13 9am – 2:45pm WSU ED13 | $17 | 10 Lic 10 CDA 1 CEU | Level 4-7 and Infant Toddler Endorsement |

| **Basics of Child Care** |                    |      |                  |               |
| Instructor: Shirley Morrison |                  |      |                  |               |
| This 5 hour class covers all of the topics required by licensing. It is recommended especially for those just entering the child care field. | Feb 13 9am - 2:45pm WSU Davis #104 | $10 | 5 Lic | --- |
| Theories and Best Practices, Course 3: Piaget and Brain Development  
Instructor: Crystal Knippers  
**This class is recommended only for those who have achieved Level 3 or higher on the Career Ladder.**  
In this course participants will gain an understanding of Piaget’s stages of cognitive development and why his core focus was about how people acquire, process and store knowledge. Participants will also learn about how the brain develops and how they can support healthy brain development in everyday child care practices. |
| Feb 16, 23, Mar 2, & 9  
6:30 - 9pm  
WSU ED10 | $17 | 10 Lic  
10 CDA  
1 CEU | Level 4-7 and Theory & Best Practice Endorsement |

| Career Ladder Orientation  
Instructor: Shirley Morrison  
In this 1 hour 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. |
| Feb 17  
6:30 - 7:30pm  
WSU ED13 | none | --- | --- |

| Relationship Touchpoints™, Course 3: Preschoolers 3-4 Years  
Instructor: Natalyn Shepherd  
**This class is recommended only for those who have achieved Level 3 or higher on the Career Ladder.**  
This course, based on the work of Dr. T. Berry Brazelton, focuses on understanding the developmental Touchpoints™ of the 3-4 year old and supporting the child’s development at day care and at home. Instruction will include the Touchpoints™ principles & 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. |
| Feb 18, 25, Mar 4 & 11  
6:30 - 9pm  
WSU ED13 | $17 | 10 Lic  
10 CDA  
1 CEU | Level 4-7 and Touchpoints Endorsement |

| Child Development: Ages & Stages  
Instructor: Shirley Morrison  
In this 10 hour 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. |
| Feb 20 & 27  
9am - 2:45pm  
WSU ED13 | $17 | 10 Lic  
10 CDA  
NAC | Level 1 |

| Professionalism in Child Care, More than Babysitting  
Instructor: Shirley Morrison  
In this course participants learn how to make informed decisions based on standards for best practices, take advantage of opportunities for individual professional growth, and contribute to the early childhood field. |
| Feb 22, 24, Mar 1 & 3  
6:30 - 9pm  
WSU ED13 | $17 | 10 Lic  
10 CDA | Level 2 or 3 |

| Basics of Child Care  
Instructor: Shirley Morrison  
This 5 hour class covers all of the topics required by licensing. It is recommended especially for those just entering the child care field. |
| Mar 6  
9am - 2:45pm  
WSU ED13 | $10 | 5 Lic | --- |

| Guidance & Emotional Wellness Course 2: Preventing Problems  
Instructor: Megan Jolley  
In this course participants will learn how to prevent many common behavior problems. Areas of focus include: providing a supportive physical environment, supportive routines and transitions, creating a positive verbal environment, and creating a caring community. |
| Mar 8, 10, 15 & 17  
6:30 - 9pm  
WSU ED13 | $17 | 10 Lic  
10 CDA  
1 CEU | Level 4-7 and Guidance & Emotional Wellness Endorsement |

| Child Development: Learning in the Early Years  
Instructor: Shirley Morrison  
In this 10 hour 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. |
| Mar 16, 18, 23 & 25  
6:30 – 9pm  
WSU ED13 | $17 | 10 Lic  
10 CDA | Level 1 |

| Infant Toddler Course 4: Working with Families of Infants & Toddlers  
Instructor: Gina O’Driscoll  
In this course participants learn how to work effectively with the families of infants and toddlers. Areas of focus include: establishing relationships with families, responding to families' needs, handling difficult issues, and the effect of a family's culture on caregiving, routines, development, and learning. |
| Mar 22, 24, 29 & 31  
6:30 - 9pm  
WSU ED13 | $17 | 10 Lic  
10 CDA  
1 CEU | Level 4-7 and Infant Toddler Endorsement |

| Special Topic: Challenging Behaviors, Where Do We Begin  
Instructor: Crystal Knippers  
Back by popular demand, this class will give participants some ideas of how to help children deal with behaviors we call a challenge. Come find out what some experts feel is important you know. |
| Mar 30  
6:30 - 9pm  
WSU ED13 | none | 2.5 Lic | --- |
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. We do not encourage cash, but if that is all you have, please bring exact change. **Money cannot 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/ccrr](http://programs.weber.edu/ccrr)) 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 801-626-7784.

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/ccrr](http://programs.weber.edu/ccrr). You can always call our office at 801-626-7837 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 801-626-7837, 801-626-7784, 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.

Classes may be canceled due to weather. We follow Weber State University's policies regarding this issue. If the campus is closed, our classes will be canceled. If not, classes will be held. You can call Weber State at 801-626-6000 to find out if the campus has been closed. We will also leave a message on our main phone line 801-626-7837. All classes canceled due to weather will be rescheduled.

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 801-626-7784. There will be a $5 charge for a replacement certificate.
Training Schedule Inside!

Winter Quarter

CCR&R Northern

Look for the