



# Resource News

VOLUME 26, EDITION 3

JANUARY, FEBRUARY, MARCH 2013

## From Rules to Guidelines

*Excerpt from a Dan Gartrell article published in Young Children, January 2012  
And Exchange Magazine, July/August, 2010*

- T**hink about the likely differences in learning climate in these settings:
- One program has the rule, "No talking in line." Another has the guideline, "We are quiet in line so we don't wake the babies" (or with older students, "... so we don't bother children in other classrooms").
  - One program has the rule, "Don't hand in work with careless mistakes." Another has the guideline, "Mistakes are okay. We just need to learn from them."



When an adult enforces rules with children, the children know they have done something wrong. However, the negative experience in rule enforcement does not teach them what to do instead (Readdick & Chapman 2000); for example, "You know the rule, no hitting! Go to the time-out chair." Busy with enforcement, adults easily forget the importance of teaching children positive strategies like using words or walking away as alternatives to hurting a classmate.

Rules can cause early care and education providers to label children, lump them in groups, and enforce rules accordingly: be lenient with the "good children," who mostly obey rules, and be strict with the "naughty children," who often break rules. Studies show that children frequently subjected to punitive rule enforcement feel rejected, develop negative self-images, and may have long-term problems with aggressiveness in school and life (Ladd 2008; Ettekal & Ladd 2009).

### Toward guidelines

The purpose of having guidelines is to teach children to use them. For instance, with the guideline "We are friendly with our mates," the adult can calm down an upset child, then teach the child how to use friendlier words to express her feelings. This teaching is built on a positive adult-child relationship that the adult is always working to improve (Watson 2003). In this sense, guidelines are not just "permissive rules" (a common misconception), but opportunities for learning and growth (Gartrell 2010a). When there is danger of harm, teachers must be firm - but firm and friendly, not firm and harsh.

When adults model positive expectations, they teach children the skills they need for civil living (Copple & Bredekamp 2009). From the guideline "We are friendly with our mates," a child extrapolates saying, "Please share the markers." Perhaps with a teacher looking on, the comment invites dialogue and problem resolution. This set of interactions sure beats demanding, refusing, grabbing, pushing away, and the teacher's enforcing a "No fighting" rule.

With infants and toddlers, guidelines are expectations in teachers' minds. Teachers consistently refer to and model them in teaching prosocial behaviors. An example is "Friendly touches, Freddie," as the teacher helps Freddie give gentle pats to another child. With older children, writing and posting guidelines provides a functional literacy activity as well as a quick visual reminder. Just a few guidelines work well. In the elementary grades, three or four guidelines work well (Gartrell 2010).

*Continued on page 2: "From Rules to Guidelines"*

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### The Resource News

is published on a quarterly basis, mailed out on the first week of March, June, September and December. Newsletter submissions must be received by the first of the month prior to mailing. All submissions are subject to approval by Community Action's Family & Community Resources Program Director, Renée Bruce. To submit information, email Karen Henkemeyer at [khenkemeyer@caowash.org](mailto:khenkemeyer@caowash.org).

## Continued from page 1: "From Rules to Guidelines"

### Toward the positive

Moving to the positive requires an attitude shift by the teacher from being a technician to being a professional. A technician operates with the ongoing mission of rule enforcement. In contrast, a teacher who is a professional continuously makes judgments about situations based on a mission to understand and guide—a mission greatly aided by the use of guidelines that transcend rules and their baggage.

# Through the Eyes of a Child

By Donna Bennington

**I**f you were a four year old child in an early care and education program, what would you prefer? Would you like the caregiver to decide what activities you could do and with whom you could do them all day, or just for short periods of the day? Best practice tells us children should be allowed to choose their own activities and mates for large portions of the day. If we can put ourselves in the child's shoes, it is easier to understand why. What if the caregiver asked you and your mates what you would like to learn about and then gave you ways to explore your interests? Would that be better than if the caregiver made all the decisions alone?

Of course, best practice also tells us caregivers should provide adult-led activities for short periods each day. These activities usually occur in small and large groups. Let's look at a large group circle time through the eyes of that four year old child. Would you like to sit in a manner that is comfortable for you, or would you like to be told to "sit criss-cross applesauce," repeatedly throughout the circle time? Would you like to actively participate in fun activities and maybe get a chance to be the leader of an activity sometimes, or just repeat what the caregiver says, or better yet, just be quiet and listen?

How about small groups: what would be more fun if you were a four year old? Would you like to repeat the same lines on a worksheet over and over again, or practice making the letters of your name and other important words in some fun way, perhaps in your own writing journal? Would



## Continued from page 2: "Through the Eyes of a Child"

you like to attempt drawing a line from a number to a group of objects on another worksheet or play math games with fun math manipulatives like colorful teddy bear counters or other found objects?

Would you like to feel like you are a valued member of the group and get noticed when you are nice to someone else, help with clean up, or solve a problem with others or by yourself? Or would it feel better if you never had any responsibility to the group and other group members? If you only got noticed when you were doing something 'bad'?

Things like being flexible, getting curriculum ideas from the children, allowing choice, supporting children's responsibility, allowing for individual expression and safe non-restrictive movement as much as possible will help the children in your care feel emotionally supported. It will help them feel that they matter to you and to each other.



## DHS Enhanced Rates

**I**n order to encourage caregivers to pursue training in early childhood and to reward those who make that effort, DHS is authorized to pay a higher rate, called an enhanced rate, to child care providers who are enrolled in the Oregon Registry. The Oregon Registry is a statewide program to document and recognize the professional achievements of individuals working in the early childhood profession.

Caregivers who are exempt from licensing with the Child Care Division (CCD) and wish to receive the enhanced rate, must meet specific training requirements. The trainings are:

- Completing two hours of Recognizing and Reporting Child Abuse and Neglect (RRCAN)
  - online classes are not acceptable
- Completing certification in infant and child CPR and First Aid
  - online classes are not acceptable
- Have a current Food Handler's permit
  - online class is acceptable
- Agree to complete and submit proof of a minimum of eight hours of additional early childhood education training every two years
  - online classes are acceptable

If you take the above trainings you will be at Step 1 of the Oregon Registry.

The enhanced rate will take effect no later than 60 days after your name has been added to the Oregon Registry.

It is your responsibility to keep your Food Handler's and CPR/First Aid certifications current.

For child care centers exempt from CCD licensing, at least one staff member for every 20 children in care will need to meet the above requirements to receive the enhanced rate.

To learn more about the steps on the Oregon Registry, log onto <http://www.pdx.edu/cccd/oregon-registry-online>

Please call us at 971.223.6100 if you have questions about the enhanced rates. To view the differences in standard versus enhanced rates, log onto <https://apps.state.or.us/Forms/Served/de7492.pdf> and go to page 39.

# Keeping You in the Know...

We received 321 calls from parents searching for child care in Washington & Columbia counties during the months of July, August, & September 2012.



Here is the current breakdown by zip code:

|            |            |            |            |
|------------|------------|------------|------------|
| 97005 - 22 | 97051 - 4  | 97113 - 13 | 97140 - 8  |
| 97006 - 42 | 97054 - 0  | 97116 - 18 | 97144 - 0  |
| 97007 - 39 | 97056 - 6  | 97117 - 0  | 97223 - 25 |
| 97008 - 21 | 97062 - 14 | 97119 - 1  | 97224 - 11 |
| 97016 - 1  | 97064 - 0  | 97123 - 40 | 97225 - 5  |
| 97018 - 1  | 97106 - 0  | 97124 - 30 | 97229 - 16 |
| 97048 - 1  | 97109 - 2  | 97133 - 1  |            |

The following Redleaf Press books are available for purchase through the CCR&R:

### The 2013 Redleaf Calendar-Keeper - \$16

Part personal assistant, part creative companion, *The Redleaf Calendar-Keeper™ 2013* will help you stay supremely organized each day, week, and month. From expense charts and attendance and payment logs to mileage records and detailed income tax worksheets, *The Redleaf Calendar Keeper* is the ultimate way to keep your thriving business in order throughout the year and will make tax time a breeze. Also included are kid approved recipes, kid-tested activities, and helpful hints for kid-related quandaries.

Call  
971-223-6100  
for more  
Information

### Family Child Care Contract and Policies - \$20

The most comprehensive family child care contract book available now includes a CD-ROM with customizable forms and worksheets.

This third edition of *Family Child Care Contract and Policies* is completely revised and expanded. A business classic, it offers the most up-to-date tools you need to establish and enforce contracts and policies and to demonstrate provider professionalism.

### Family Child Care Record-Keeping Guide, 8th Edition - \$18

Keep your business organized with the most complete guide to family child care record keeping!

This new edition of the bestselling guide has even more valuable information for keeping your business records and saving money on taxes. Revised and updated, the *Family Child Care Record-Keeping Guide* covers everything you need to keep accurate business records—from tracking income and expenses to working with a tax professional.

The *Family Child Care Record-Keeping Guide* includes:

- More than 1,000 allowable deductions
- Updated information from the IRS Child Care Provider Audit Technique Guide
- Descriptions of new tax laws and relevant court cases
- Information on changes in depreciation rules and adjustments to food and mileage rates
- Clarifications on how to calculate the Time-Space percentage
- An in-depth discussion on how to keep your business records organized and current

*Family Child Care Contracts and Policies* explains:

- How to establish good business relationships with parents
- What to look for before signing contracts with parents
- The vital information to include in contracts and policies
- How to prevent conflicts with parents
- When and how to end a contract

*Family Child Care Contracts and Policies* offers expanded and updated information on:

- Handling rates, late payments, and other fees in your contract
- Resolving disputes with clients
- Enforcing your contract
- Writing comprehensive policies
- Terminating a contract

 **Redleaf Press®**

EXCEPTIONAL RESOURCES FOR EARLY CHILDHOOD PROFESSIONALS



# St. Helens Public Library Story Times

## Baby

Ages 6 Months to 2 Years  
Tuesdays at 10:15 am

## Toddler

Ages 2 and 3 Years  
Wednesdays at 11:15 am

## Preschool

Ages 3 to 5 Years  
Thursdays at 11:15 am

For more information, contact the St. Helens Public Library at:

(503) 397-4544

375 South 18th Street, Suite A  
St. Helens, OR 97051



## The Learning Circle: Promoting Early Literacy Skills

### The Learning Circle 1

**CDA:** 2 **CKC:** LEC

**Description:** The trainer will model stimulating story times & extend curriculum with creative hands-on activities with the children in your care. Providers receive four children's books upon completion.

### The Learning Circle 2

**CDA:** 2&4 **CKC:** LEC & FCS SET TWO

**Description:** The trainer will assist you in the planning and implementation of your own story time and a Parent/Child Literacy activity. Providers receive a curriculum resource book and the children receive a book to keep upon completion.

**To register for either section, call:** Donna Bennington, 503-693-3235

**Location:** In your setting **Date:** At your convenience **Time:** Consists of 6 one-hour trainings

**Total Cost:** 1-8 children = \$50 9-16 children = \$75 Centers = \$100



Very limited  
space!

## The Match of the Book

*Nathan Jones, Youth Librarian, St. Helens Public Library*

**T**he reading needs of children are similar to their dietary needs – often times you have a better idea of what they need than they do. The difference is that reading is a pursuit of the mind; you can lead a child to a book, but you can't force them to enjoy reading it. With that in mind, here are some ways to help lead them to a book that satisfies their wants, but meets their needs:



- Start with what they already read - if a child really likes a particular book, ask him or her questions about what makes it special. Is it the characters, the setting, the facts... the pictures? Next time you go out, ask your librarian to show you similar books based on your conversation.
- Consider nonfiction. Think back to what they've been talking about lately. Was it that Star Wars cartoon, frogs, insects... Justin Beiber? Whatever it is, nonfiction is a surprisingly easy way to combine high interest material with topical coverage and vocabulary development.
- Use the five-finger rule to gage reading difficulty. Turn to the first full page in a potential book and have your child start to read. Every time they struggle with a word put a finger up. If you put up all five fingers before the end of the first page, that book might be a struggle to finish.
- Reading books with children strengthens your bond with them – whether you're reading a picture book to a preschooler or taking turns reading a chapter book with an elementary aged child – sharing a story can be fun! Not to mention your conversations around any book almost ensures that it will be in some way educational.
- Respect children's feelings towards a book. They have a big say in this! Forcing them to read a book you consider "good" makes reading into a chore, and will backfire in the end.

# The Quality of Caregiver Interactions in Infant Toddler Care

by Elaine Parsons and Jan Alvarez, CCR&R Early Childhood Specialists



**W**arm, respectful adult-child relationships help infants and toddlers learn to trust the

world and identify their place in it. By consistently and accurately reading a child's cues, and responding appropriately, children learn that their physical and emotional needs will be met. They learn that their feelings matter, that they are important and deserving of our time and respect.

opportunities. Alex is encouraged to feed himself, although less food may be consumed and Alex may get a little messier. We are promoting Alex's developmental growth.

"Dozens of studies, from all across the country, converge on the findings that it is the qualities and nature of interactions between adults and children that are responsible for children's learning and development."

-- Robert C. Pianta, Dean of the University of Virginia Curry School of Education

The goal, as infant-toddler caregivers, is to become a soft place for children. We offer warmth and support; we are close by for reassurance; we are always ready to offer assistance. We build a safe base for children, so that they can venture out to explore and learn, or recharge before journeying on.

## Infants & Toddlers

How do we respond to children in ways that demonstrate respect? We acknowledge each child as an individual, and address him or her by name. We move close before speaking to a child, squatting to be at his or her eye level. The tone of our voice is warm and friendly. "Please" and "thank you" are sprinkled through our conversations.

Caregivers who model and communicate respect for children take the time to converse one-on-one with them. They listen to children's thoughts and show genuine interest. Caregiver's open ended questions prompt children's further discovery of their world.

As we connect with children in our care, we share their ups and downs. We describe their accomplishments and acknowledge and label their disappointments. Throughout a child care program you can hear comments, such as, "Wow, you did it Alberto! You built a tower up to your knees." Or, "Emily is sad. She misses her mother." Our faces mirror the children's expressions. Caregiver's guide children's steps on the pathway of learning, when they encourage children to express their emotions and practice their skills in interpreting the feelings of others.

As responsive caregivers, we respect children's ideas and follow their leads. We honor the importance of their play and give it top priority. When transitions occur, they are accompanied with advance notice and explanations.

"Sophia, it is almost lunchtime. In a few minutes, we will be washing our hands for lunch." Sensitive teachers offer children choices, whenever possible. "Can you wash your hands by yourself or would you like some help?"

Caregiver's who know each child well and can read their emotional cues and developmental skills; have a head start in deciding whether immediate or delayed assistance would benefit a child. When Alex, a young toddler is asserting his need to feed himself, we know the importance of offering autonomy and self help



### Sources:

BOWLBY, J. (1969). *Attachment and Loss*. New York: Basic Books.

Toddler CLASS Dimensions Guide (2012) Teachstone Training.

The guide was adapted from Classroom Assessment Scoring System (2008) by Robert C. Pianta, Karen M. La Paro and Bridget E. Harmre, Baltimore Brookes Publishing.

# Guide to Training Abbreviations



Oregon Registry  
[www.oregonchildcaretraining.org](http://www.oregonchildcaretraining.org)  
 All Classes are Set One, unless Noted

## Core Knowledge Categories (CKC)

| Core Body of Knowledge                          | Abbreviation |
|---|--------------|
| Diversity                                       | DIV          |
| Families & Community Systems                    | FCS          |
| Health, Safety & Nutrition                      | HSN          |
| Human Growth & Development                      | HGD          |
| Learning Environments & Curriculum              | LEC          |
| Observation & Assessment                        | OA           |
| Personal, Professional & Leadership Development | PPLD         |
| Program Management                              | PM           |
| Special Needs                                   | SN           |
| Understanding & Guiding Behavior                | UGB          |

| Age Group Categories   | Abbreviation |
|------------------------|--------------|
| Infant/Toddler         | I/T          |
| Preschool              | PS           |
| School Age             | SA           |
| No Age-Related Content | No ARC       |

**Sets of knowledge** are the progression of increased depth and breadth of knowledge within each core knowledge category.

**Set One** training presents *introductory knowledge*. The purpose of these sessions is to provide an overview of basic principles, theories, and/or research.

**Set Two** training presents *intermediate knowledge*. The purpose of these sessions is to build on previous knowledge by having professionals use what they have already learned and experienced to think in depth and to learn more.

Sessions are developed assuming that participants already have basic knowledge of the subject in order to participate at this intermediate level of complexity.

## Attaining your CDA

The **Child Development Associate (CDA)** National Credential program is designed to provide performance-based training and assessment for family child care providers, child care center staff, and home visitors.

If you would like more information, please visit [www.cdacouncil.org](http://www.cdacouncil.org) or call **971-223-6100**.



## Key to Numbering System of Child Development Associate (CDA) Subject Areas

| Subject Areas   | Examples  |
|---|---|
| 1. Planning a safe, healthy, learning environment                       | Safety, first aid, health, nutrition, space planning, materials and equipment, play   |
| 2. Steps to advance children's physical and intellectual development    | Large and small muscle, language and literacy, discovery, art, music                  |
| 3. Positive ways to support children's social and emotional development | Self-esteem, independence, self-control, socialization                                |
| 4. Strategies to establish productive relationships with families       | Parent involvement, home visits, conferences, referrals                               |
| 5. Strategies to manage an effective program operation                  | Planning, record keeping, reporting   |
| 6. Maintaining a commitment to professionalism                          | Advocacy, ethical practices, work force issues, professional                          |
| 7. Observing and recording children's behavior                          | Tools and strategies for objective information collection                             |
| 8. Principles of child development and learning                         | Developmental milestones from birth through age 5, cultural influences on development |

**Orientation:** The DHS orientation is a mandatory training for exempt family child care providers to take within 90 days of becoming listed. Contact us for registration and class location.

## DHS Orientation Class for Non-licensed

### Family Child Care Providers

Pre-registration required due to limited space!

Please call 971-223-6100 or 800-624-9516 to pre-register  
Children are not permitted in classes.

#### Washington County

January 17 9:00am - 11:00am English  
February 14 1:00pm - 4:00pm Spanish

#### Columbia County

January 8 9:30am - 11:30am English  
March 5 9:30am - 11:30am English

**Overview:** The Child Care Division Overview Class is required to become a Registered Family Child Care pro-

To register for the Overview by mail, look for OVC and the date of the class on page 15.

**Children are not permitted in classes.**

Child care above a ground level floor may not be approved by CCD.  
Please call us if you have questions.



Interested in becoming a Registered Family Child Care Provider?

### Sign up for an Overview Class!

The Overview class is required by the Oregon Child Care Division (CCD) to become a registered Family Child Care Provider. This FREE class gives you first hand information on CCD procedures, the USDA Food program, the Department of Human Services (DHS) Subsidy program, business and marketing tips and the application process.

#### Washington County Overviews

January 17, 2013  
February 21, 2013  
March 21, 2013  
9am - 12pm  
Loc: CA

#### PLEASE NOTE:

This Overview class is NOT the mandatory DHS Orientation class.

Please see above for a list of upcoming DHS Orientation classes.

#### Columbia County Overviews

January 9, 2013  
March 20, 2013  
9am - 12pm  
Loc: SHED

### The Child Care Food Handler Manual and Test is Available in English online at:

[www.childcarefoodhandler.org](http://www.childcarefoodhandler.org)

Providers can study the manual, take the test, and once they pass the test, pay with their credit/debit card online and print out the food handlers card in a few easy steps!

Paper and pencil versions of the tests will still be available through our office.

To have a food handler packet mailed to you, check the "FH" box on page 15 and send \$10 with your regular class registration.



# Safety Set Training

Safety Set trainings are a unique way to receive the trainings required for new and renewing child care providers.

These include: Pediatric 1<sup>st</sup> Aid & CPR and Recognizing & Reporting Child Abuse and Neglect.

For information on obtaining a Food Handler's card, see page 8.

To pre-register for the Safety Set trainings, you must complete and mail in the registration form on page 15. Classes fill up quickly. Space is limited.

## Columbia County Safety Set

| Wksp #    | Title   | Date   | Time            | Loc  | Fee  |
|-----------|---|--------|-----------------|------|------|
| CSS-5-257 | Pediatric First Aid/CPR                       | 2/9/13 | 9:00am - 1:00pm | SHFS | \$35 |
| CSS-6-257 | Recognizing & Reporting Child Abuse & Neglect | 2/9/13 | 1:30pm - 3:30pm | SHFS | \$10 |

## Washington County Safety Set

| Wksp #    | Title   | Date    | Time             | Loc  | Fee  |
|-----------|---|---------|------------------|------|------|
| SS-13-257 | Recognizing & Reporting Child Abuse & Neglect | 1/26/13 | 9:00am - 11:00am | TVFR | \$10 |
| SS-14-257 | Pediatric First Aid/CPR                       | 1/26/13 | 11:45am - 5:45pm | TVFR | \$35 |
| SS-15-257 | Recognizing & Reporting Child Abuse & Neglect | 2/23/13 | 9:00am - 11:00am | TVFR | \$10 |
| SS-16-257 | Pediatric First Aid/CPR                       | 2/23/13 | 11:45am - 5:45pm | TVFR | \$35 |
| SS-17-257 | Recognizing & Reporting Child Abuse & Neglect | 3/30/13 | 9:00am - 11:00am | TVFR | \$10 |
| SS-18-257 | Pediatric First Aid/CPR                       | 3/30/13 | 11:45am - 5:45pm | TVFR | \$35 |

## Washington County Winter 2013 Workshops

### Managing Change Effectively

| Wksp #  | Date     | Time           | Location | CDA/CKC | Fee                     |
|---------|----------|----------------|----------|---------|-------------------------|
| E24-257 | 1/5/2013 | 9:00am-11:30am | CA       | 6/PPLD  | \$25/ <del>\$30</del> * |

**Presenter:** Trish Roussel, Phoenix Solutions

**Age Group(s):** No ARC

**Description:** New to your position? Going through significant changes...again? The only constant is change and yet dealing with change can be challenging, stressful and overwhelming. Join us as we examine the cycle of change and explore strategies for effectively managing the change process to make it productive and even innovative!

### Effective Communication

| Wksp #  | Date     | Time           | Location | CDA/CKC | Fee                     |
|---------|----------|----------------|----------|---------|-------------------------|
| E25-257 | 1/5/2013 | 12:00pm-2:30pm | CA       | 6/PPLD  | \$25/ <del>\$30</del> * |

**Presenter:** Trish Roussel, Phoenix Solutions

**Age Group(s):** No ARC

**Description:** Juggling the many parts of being a teacher takes effective communication skills. Join us as we discuss the techniques for effective communication and the impact it has on your program. Through activities and discussion we will practice effective communication skills.

### First Connections, Session 16: Partnerships with Families

| Wksp #  | Date     | Time           | Location | CDA/CKC | Fee  |
|---------|----------|----------------|----------|---------|------|
| E26-257 | 1/5/2013 | 9:30am-12:30pm | CA       | 4/FCS   | \$15 |

**Presenter:** Jean Wucki, Community Trainer

**Age Group(s):** I/T

**Description:** Support for children's home language helps children establish a strong sense of connection and identification with their families. Whether learning one language or two, most children master language at their own pace. When caregivers create communication-friendly environments, they are supporting the language development of each individual child.

**\*Important note:** Early Bird Discount! Prices in **BLACK** are for those who sign up at least one week in advance. Prices in **RED** are for last minute sign ups - registrations made less than one week (7 days) before date of class.

## First Connections, Session 9: Space to Grow

| Wksp #  | Date     | Time          | Location | CDA/CKC | Fee  |
|---------|----------|---------------|----------|---------|------|
| E27-257 | 1/5/2013 | 1:00pm-4:00pm | CA       | 1/LEC   | \$15 |

**Presenter:** Jean Wucki, Community Trainer

**Age Group(s):** I/T

**Description:** Well-designed environments for infants and toddlers support comfort and well-being of children and caregivers. Thoughtful arrangement of activity areas creates a peaceful, pleasant, and engaging context for play and routines. Environments that are responsive to the changing needs of infants and toddlers support their use of materials and equipment.

## Let's Include Everyone

| Wksp #  | Date     | Time          | Location | CDA/CKC | Fee        |
|---------|----------|---------------|----------|---------|------------|
| E28-257 | 1/9/2013 | 7:00pm-9:00pm | BRC      | 2/SN    | \$20/\$25* |

**Presenter:** Chris Kuran, Master Trainer

**Age Group(s):** I/T, PS, SA

**Description:** For children with special needs, an inclusive child care program provides belonging, acceptance and developmentally appropriate practices. They learn typical developing skills from their classmates, when and how to use these skills and they have an opportunity to develop friendships.

## Inquiry Method

| Wksp #  | Date      | Time          | Location | CDA/CKC | Fee        |
|---------|-----------|---------------|----------|---------|------------|
| E29-257 | 1/17/2013 | 7:00pm-9:00pm | BRC      | 2/LEC   | \$20/\$25* |

**Presenter:** Jennifer Seretan, Master Trainer

**Age Group(s):** PS

**Description:** "Educate" means to "draw out." How do I draw out the knowledge and help students to apply their knowledge and connect it to make meaning? This method has been around a long time, but has been forgotten amongst all the new-fangled methods and techniques. It works well for any subject and any size group. We will try it out in class and find ways for it to work with your students.

## Fostering Language Development: SET TWO

| Wksp #  | Date      | Time          | Location | CDA/CKC | Fee        |
|---------|-----------|---------------|----------|---------|------------|
| E30-257 | 1/22/2013 | 7:00pm-9:00pm | BCC      | 8/HGD   | \$20/\$25* |

**Presenter:** Donna Bennington, CCR&R Staff & Master Trainer

**Age Group(s):** PS

**Description:** Participants will develop a deeper understanding of the links between children's language development and its relationship to their thinking; explore strategies for developing listening and speaking skills throughout the day; and examine ways to promote children's language and thinking through good literature.

## Positive Beginnings: Supporting Children with Challenging Behaviors

| Wksp #  | Date     | Time          | Location | CDA/CKC | Fee        |
|---------|----------|---------------|----------|---------|------------|
| E31-257 | 2/2/2013 | 9:00am-2:30pm | CA       | 3/UGB   | \$45/\$50* |

**Presenter:** Tammy Marino, Phoenix Solutions, Master Trainer

**Age Group(s):** PS

**Description:** This session focuses on understanding social and language development in children with challenging behaviors, building strong support systems and guiding challenging behaviors in a positive manner that supports pro-social development.

## Creative Drama for Children

| Wksp #  | Date     | Time          | Location | CDA/CKC | Fee        |
|---------|----------|---------------|----------|---------|------------|
| E32-257 | 2/5/2013 | 7:00pm-9:00pm | CA       | 2/LEC   | \$20/\$25* |

**Presenter:** Chris Kuran, Master Trainer

**Age Group(s):** PS, SA

**Description:** Dramatic play permits children to fit the reality of the world into their own interest and knowledge. Come and get some great ideas for dramatic play that goes beyond a housekeeping corner.

## Water Education for Teachers (WET)

| Wksp #  | Date     | Time          | Location | CDA/CKC | Fee        |
|---------|----------|---------------|----------|---------|------------|
| E33-257 | 2/5/2013 | 7:00pm-9:00pm | BCC      | 2/LEC   | \$20/\$25* |

**Presenter:** Jennifer Seretan, Master Trainer

**Age Group(s):** SA

**Description:** The goal of Project WET is to facilitate & promote awareness, appreciation, knowledge, and stewardship of water resources through classroom-ready, interdisciplinary teaching aids for K-12 educators. The activities are based on best practices and engage students in the importance and prevalence of water in every aspect of our lives. You will receive a free copy of the WET Curriculum and Activity Guide.

## Building Resiliency

| Wksp #  | Date     | Time          | Location | CDA/CKC | Fee        |
|---------|----------|---------------|----------|---------|------------|
| E34-257 | 2/7/2013 | 7:00pm-9:00pm | BRC      | 3/UGB   | \$20/\$25* |

**Presenter:** Joan Lowe, Master Trainer

**Age Group(s):** PS, SA

**Description:** We will take a look at the typical social/emotional development of children and how to support them. With children who have faced traumatic backgrounds, it is essential that we help them to build strength socially and emotionally. Explore ideas you can implement in your program that will benefit all children.

**\*Important note:** Early Bird Discount! Prices in **BLACK** are for those who sign up at least one week in advance. Prices in **RED** are for last minute sign ups - registrations made less than one week (7 days) before date of class.

## What Every Child Needs to Succeed

| Wksp #  | Date      | Time          | Location | CDA/CKC | Fee                    |
|---------|-----------|---------------|----------|---------|------------------------|
| E35-257 | 2/11/2013 | 7:00pm-9:00pm | BCC      | 8/HGD   | \$20/ <del>\$25*</del> |

**Presenter:** Chris Kuran, Master Trainer

**Age Group(s):** I/T, PS, SA

**Description:** Researchers developed an asset framework of what they found made a difference in children's success in school and in life. We will discuss both internal and external assets that were found to be essential for children to grow into strong, capable and caring people.

## Math, Math, Every Day and Everywhere

| Wksp #  | Date      | Time           | Location | CDA/CKC | Fee                    |
|---------|-----------|----------------|----------|---------|------------------------|
| E36-257 | 2/23/2013 | 9:00am-12:00pm | CA       | 2/LEC   | \$30/ <del>\$35*</del> |

**Presenter:** Beverly Briggs, PhD, Master Trainer

**Age Group(s):** PS

**Description:** Using Creative Curriculum for Preschool as a framework, participants will discuss goals for developmentally appropriate mathematics learning experiences. With opportunities to share ideas, they will develop new ideas for integrating mathematics learning into daily routines, conversations and environments. Through role play scenarios, they will gain practice assessing children's math knowledge.

## I am Learning to Read! How to Document Literacy Development

| Wksp #  | Date     | Time           | Location | CDA/CKC | Fee                    |
|---------|----------|----------------|----------|---------|------------------------|
| E37-257 | 3/2/2013 | 9:00am-11:30am | CA       | 7/OA    | \$25/ <del>\$30*</del> |

**Presenter:** Tammy Marino, Phoenix Solutions, Master Trainer

**Age Group(s):** PS

**Description:** Learning to read and write is an exciting and tangible milestone for children and families. In this workshop we will explore ways to document this monumental growth step and preserve it for all time. In addition, techniques and tools will be shared that will assist teachers in assessing where children are on the language / literacy development continuum and how observation is critical to this process.

## An Introduction to Observing for Relationships

| Wksp #  | Date     | Time           | Location | CDA/CKC | Fee                    |
|---------|----------|----------------|----------|---------|------------------------|
| E38-257 | 3/2/2013 | 12:00pm-2:30pm | CA       | 7/OA    | \$25/ <del>\$30*</del> |

**Presenter:** Tammy Marino, Phoenix Solutions, Master Trainer

**Age Group(s):** PS

**Description:** Want to know how you are impacting the children in your program? Looking for ways to understand how relationships influence the climate in your classroom? Join us as we explore specific indicators for building relationships. Through case studies and videos we will learn how to observe interactions and consider their implications on relationship building.

## What Are They Trying to Tell Us?: SET TWO

| Wksp #  | Date     | Time          | Location | CDA/CKC | Fee                    |
|---------|----------|---------------|----------|---------|------------------------|
| E39-257 | 3/7/2013 | 7:00pm-9:00pm | BRC      | 3/UGB   | \$20/ <del>\$25*</del> |

**Presenter:** Myra Classen, Master Trainer

**Age Group(s):** PS

**Description:** Children engage in challenging behavior for a variety of reasons, but all children use challenging behavior to communicate messages. Once caregivers understand the meaning of the behavior, they can begin to select prevention strategies, teach new skills, and change their own responses in an effort to change the child's behavior.

## Exploring and Solving Ethical Dilemmas: A Study in Theory & Practice: SET TWO

| Wksp #  | Date      | Time          | Location | CDA/CKC | Fee                    |
|---------|-----------|---------------|----------|---------|------------------------|
| E40-257 | 3/16/2013 | 1:00pm-4:00pm | BLIB     | 6/PPLD  | \$30/ <del>\$35*</del> |

**Presenter:** Sonia Thomas, Master Trainer

**Age Group(s):** No ARC

**Description:** We will explore multiple theories of ethical conduct relating to the complex and diverse relationships child care providers and teachers have within early care and education. We will examine several published codes of ethical conduct. We will examine our personal values and professional practice. We will practice using diverse approaches to solve of ethical dilemmas.

## Best Practices

| Wksp #  | Date      | Time            | Location | CDA/CKC | Fee                    |
|---------|-----------|-----------------|----------|---------|------------------------|
| E41-257 | 3/23/2013 | 10:00am-12:00pm | BLIB     | 5/PM    | \$20/ <del>\$25*</del> |

**Presenter:** Tammy Marino, Phoenix Solutions, Master Trainer

**Age Group(s):** No ARC

**Description:** Don't reinvent the wheel! Have a problem that needs a solution? Check out Best Practices to see how quality programs handle challenges. Best Practices ties together research, theories and practice to offer practical ideas for all aspects of program management that are effective and well tested. In this workshop we will explore where to find best practices and how to apply them to your situation and program.

**\*Important note:** Early Bird Discount! Prices in **BLACK** are for those who sign up at least one week in advance. Prices in **RED** are for last minute sign ups - registrations made less than one week (7 days) before date of class.

# Columbia County Winter 2013 Workshops

## Oregon Kids, Healthy & Safe

| Wksp # | Date      | Time          | Location | CDA/CKC | Fee  |
|--------|-----------|---------------|----------|---------|------|
| C8-257 | 1/15/2013 | 6:30pm-9:30pm | SHED     | 1/HSN   | \$15 |

**Presenter:** Elaine Parsons, MA, CCR&R Staff

**Age Group(s):** No ARC

**Description:** How do you keep young children safe and healthy in your care and education program? How can you promote health and prevent injuries? Come and learn about the most common illnesses and injuries and how to prevent them.

## First Connections, Session 19: Culture, Development & Learning

| Wksp # | Date     | Time          | Location | CDA/CKC | Fee  |
|--------|----------|---------------|----------|---------|------|
| C9-257 | 2/6/2013 | 6:30pm-9:30pm | SHED     | 3/DIV   | \$15 |

**Presenter:** Elaine Parsons, MA, CCR&R Staff

**Age Group(s):** IT

**Description:** Culture influences development and learning, and child care practices reflect cultural beliefs. Infants learn about their culture mainly through routines, language, and adult-child interactions. Caregivers support children's needs for consistency and security by recognizing, respecting, and supporting each child's connection to family and culture.

## Finding the Goodness of Fit: Interviewing and Touring Families: SET TWO

| Wksp #  | Date      | Time          | Location | CDA/CKC | Fee        |
|---------|-----------|---------------|----------|---------|------------|
| C10-257 | 2/20/2013 | 6:30pm-8:30pm | SHED     | 5/PM    | \$20/\$25* |

**Presenter:** Chris Kuran, Master Trainer

**Age Group(s):** No ARC

**Description:** We will examine how to apply accepted business practices to interviewing prospective clients to determine if the child care program is a good fit for their child.

## Positive Behavior Implementation Support (PBIS), Module I

| Wksp #  | Date      | Time          | Location | CDA/CKC | Fee        |
|---------|-----------|---------------|----------|---------|------------|
| C11-257 | 3/16/2013 | 9:00am-3:30pm | NWRC     | 3/UGB   | \$20/\$25* |

**Presenter:** Colleen Nolan, EI/ECSE School Psychologist, NW Regional ESD

**Age Group(s):** No ARC

**Description:** Positive Behavior Intervention Supports is a powerful tool that can help children manage their behaviors and feelings. This training will provide an overview of best practices when implementing PBIS in the classroom or family child care environment.

**\*Important note:** Early bird discount! Prices in **BLACK** are for those who sign up at least one week in advance. Prices in **RED** are for last minute sign ups - registrations made less than one week (7 days) before date of class.

### Washington County Locations

**Beaverton Community Center (BCC)**  
12350 SW 5<sup>th</sup> St, Ste 100  
Beaverton, 97005  
At the intersection of Hall Blvd & 5th St,  
across 5<sup>th</sup> street from Beaverton Library

**Beaverton Library (BLIB)**  
12375 SW 5th St  
Beaverton, 97005  
At the intersection of Hall Blvd & 5th St

**Beaverton Resource Center (BRC)**  
12500 SW Allen Blvd  
Beaverton, 97008  
At the intersection of Allen & Hall

**Community Action (CA)**  
1001 Baseline St  
Hillsboro, OR 97123  
After American Car Care Center & across  
from Plaid Pantry on the right hand side.

**Tualatin Valley Fire & Rescue  
Administration Building (TVFR)**  
20665 SW Blanton  
Aloha, 97007  
At the intersection of 209<sup>th</sup> & Blanton.



### Columbia County Locations

**NW Regional Education Center  
(NWRC)**  
800 Port Ave  
St. Helens, 97051

**St. Helens Employment Dept (SHED)**  
500 N Hwy 30, MTC Building,  
St. Helens, 97051  
Behind Department of Human Services  
(DHS) Building, next to DMV

**St. Helens Fire Station (SHFS)**  
105 S 12th St  
St. Helens, 97051  
At the intersection of 12th St and Columbia

## View and Reflect

A video-training program presented by Child Care Resource & Referral  
There is a \$10 processing fee for each reflection worksheet sent in for review.

**View and Reflect** is an approach that enables caregivers to receive additional training by viewing videos, reflecting on the information, and completing a reflection worksheet that is relevant to the information shared on the video. You can find the **View and Reflect** binder at your local Washington County library. The binder holds the reflection worksheets that you need to fill out after viewing a training video. You can also download the worksheets from our website at:

[www.communityaction4u.org/ccrr/providers](http://www.communityaction4u.org/ccrr/providers)

These trainings are accepted by the Oregon Registry and count towards the training requirements of the Child Care Division. You will receive a certificate for one clock-hour of training upon completion. If you have additional questions, call 971-223-6100.

**FOR VIEW & REFLECT IN COLUMBIA COUNTY  
PLEASE CONTACT:  
Elaine Parsons - (503) 734 - 5877**

### To use the program:

1. Choose a video and the corresponding reflection worksheet on a topic that you would like to work on.
2. If you cannot find a particular video, go to the Wili-Net system and have it sent from one of the other libraries to your local library.
3. View the video and complete the reflection sheet. Send the reflection sheet, along with a check or money order for \$10 payable to Community Action to:

**Community Action  
Child Care Resource & Referral  
1001 SW Baseline St  
Hillsboro, OR 97123**



## Read & Reflect

Read and Reflect is a training opportunity offered state-wide that allows you to receive additional training when you are unable to easily attend classroom trainings. Each Read and Reflect training packet consists of reading materials based on specific topics with an action activity, reflection component and activity worksheets. The materials are free, but processing the responses and providing a certificate costs \$15.

### Topics include:

- Infant and Toddler Physical Development (Infant and Toddlers)
- Integrating Literacy Strategies (Preschool)
- Parents as Partners (Infants & Toddlers, Preschool, School Age)
- Using Observation and Assessment in the School Age Setting (School Age)
- Math: Not Just About Numbers (Infants & Toddlers, Preschool, School Age)
- Helping Children with Angry Feelings (Preschool)

These trainings are accepted by the Oregon Registry and count towards the training requirements of the Child Care Division. You can receive a certificate for one clock-hour of training and the cost is only \$15.

For more details, contact Child Care Resource & Referral in Washington & Columbia Counties at 971.223.6100 or at [ccrr@caowash.org](mailto:ccrr@caowash.org).



# Child Care Community Oregon Moves!



OREGON CHILD CARE  
RESOURCE & REFERRAL NETWORK  
*Connect. Educate. Navigate.*

## New \$50 Raffle Opportunity

Let's continue getting kids and adults playing, moving and eating healthy foods!

The Oregon Child Care Resource and Referral Network (OCCRRN) is excited to announce a follow-up raffle to our spring 2012 "Let's Move Child Care!" drive as part of our statewide "Oregon Moves" obesity prevention initiative.

We were excited to have several providers sign up for the challenge in the spring. We are starting our new raffle so we can hear from you and let everyone know about the exciting work happening in our state around healthy eating and activity for children in child care.

We know you are doing amazing things every day to get children laughing, singing and moving their bodies as well helping them eat healthy foods. We want to hear about your work!

Child Care Resource & Referral in Washington & Columbia Counties, supported by OCCRRN is conducting a \$50.00 gas card raffle. All you have to do is contact us to share photos and stories about how you are promoting healthy eating and physical activities for the children in your care.

We thank you for your hard work every day with Oregon's children! We hope you will share some of the great work you are doing with us for the chance to win a \$50.00 gas card and to support the "Oregon Moves" Initiative!



### Healthy tips for your child care:

- Provide 1-2 hours of physical activity every day.
- Reduce screen time, with no screen time for children less than 2 years old.
- Serve fruits or vegetables at every meal.
- Give the children a lot of water during the day.
- Help moms who want to continue breastfeeding.



## What's In a Name?

To connect you with your training and education in Oregon Registry Online (ORO), we need your **full legal name**. In order for your training to connect in one account, you will need to use your full legal name:

1. When you sign up & sign in for classes and workshops,
2. When you fill out the training cover sheet to send training into ORO,
3. When you enroll or re-enroll in CCD's Central Background Registry (CBR),
4. When you fill out the ORO Enrollment Form.

If you use more than one name, your training could be split into different accounts, one for each name.

If you have had a name change and it is now different from your last CBR verification, call CCD for the proper procedures to change your name. 1-800-556-6616 or 503-947-1400.

## Other Tips for Success with your ORO Account:

- ✓ Fill out the training cover sheet completely each time you send training to ORO.
- ✓ Update your address, phone number, and email so that we can stay in touch with you if the need arises.
- ✓ Always send your documents single sided because the other side may be missed by the imaging process.

# Registering for Workshops Winter 2013

Please carefully read all information below.

By registering for a workshop/training with our agency you agree to our registration, attendance and cancellation policies.

It is the attendee's responsibility to know the location, directions, date and time of the workshop.

**Walk-in registration hours are  
Monday-Friday 9am - 4pm**

Please call us at 971-223-6100 to check on the current status of classes before sending in your payment. If you send a payment and the class is full, you will receive a coupon (Training Bucks) to use towards future classes.

**Refunds are not possible.**

**To register for a workshop, you must:**

1. Complete the registration form. Please use one form per person.
2. Mail, fax (503)648-4175, email (ccrr@caowash.org) or bring in your form with full payment. We must receive your registration at least 3 days in advance of the class date to allow for processing.
3. When we receive your registration and payment, we will confirm your classes by email, unless none is provided. Be sure to check your junk email folder for correspondence.

### Cancellation Policy

Cancellations must be given 3 days before any workshop to receive Training Bucks (TB). In the event that a workshop is canceled by CCR&R, TB will be given since refunds are not possible.

### Attendance Policy

If you miss a class and have not given at least 3 days notice, Training Bucks will not be given. Participants arriving 15 minutes after the advertised start time of the workshop will not be allowed to attend and will not receive a certificate. Participants must attend the entire workshop to receive a certificate. If you miss a class because you do not know the location, directions, time or date of training, TB will NOT be given. **Children are not permitted in classes.**

Our calendar of classes (including status of current classes - full, cancelled, etc.) and registration form are available at any time by visiting [www.oregonchildcaretraining.org](http://www.oregonchildcaretraining.org)

**New!** If you would like to pay by card, you may do so by filling out the following information:

Name: \_\_\_\_\_  
 Billing Address: \_\_\_\_\_  
 City: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Card #: \_\_\_\_\_  
 Type of Card (circle one): Visa    M/C    AmEx  
 Vcode: \_\_\_\_\_ Expiration: \_\_\_\_\_

|                       |                                 |   |
|-----------------------|---------------------------------|---|
| Office<br>Use<br>Only | ENT SP <input type="checkbox"/> | ENT ORO <input type="checkbox"/>                        |
|                       | PC <input type="checkbox"/>     | LM <input type="checkbox"/> EC <input type="checkbox"/> |
|                       | Date: _____                     | Initials: _____   |

Phone hours: M, W, F: 9am-3pm; T: 12-3pm; closed Thursdays

# Get Into Training - Winter 2013!

Classes fill up very quickly, so register early!

\* = Required Information - Please print clearly

\*NAME: \_\_\_\_\_  
 \* HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_  
 \* DATE OF BIRTH (MM/DD/YYYY): \_\_\_\_\_  
 CHILD CARE BUSINESS NAME: \_\_\_\_\_  
 \* EMAIL: \_\_\_\_\_  
 \* HOME ADDRESS: \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_

Zip \_\_\_\_\_

\* Type of Care - please check one:

- Registered Family     Certified Family     Exempt Family (not licensed)  
 Center Staff     Other

| Wksp #                 | Fee     | Wksp #    | Fee                      | Wksp #  | Fee       |
|------------------------|---------|-----------|--------------------------|---------|-----------|
| <b>Columbia County</b> |         |           | <b>Washington County</b> |         |           |
| CSS-5-257              | \$35    | SS-13-257 | \$10                     | E29-257 | \$20/25   |
| CSS-6-257              | \$10    | SS-14-257 | \$35                     | E30-257 | \$20/\$25 |
| COVC 1/9               | FREE    | SS-15-257 | \$10                     | E31-257 | \$45/50   |
| COVC 3/20              | FREE    | SS-16-257 | \$35                     | E32-257 | \$20/25   |
| C8-257                 | \$15    | SS-17-257 | \$10                     | E33-257 | \$20/25   |
| C9-257                 | \$15    | SS-18-257 | \$35                     | E34-257 | \$20/25   |
| C10-257                | \$20/25 | OVC 1/17  | FREE                     | E35-257 | \$20/25   |
| C11-257                | \$20/25 | OVC 2/21  | FREE                     | E36-257 | \$30/35   |
| Food Handlers          | \$10    | OVC 3/21  | FREE                     | E37-257 | \$25/30   |
| View/Reflect           | \$10    | E24-257   | \$25/30                  | E38-257 | \$25/30   |
| Read/Reflect           | \$15    | E25-257   | \$25/30                  | E39-257 | \$20/25   |
|                        |         | E26-257   | \$15                     | E40-257 | \$30/35   |
|                        |         | E27-257   | \$15                     | E41-257 | \$20/25   |
|                        |         | E28-257   | \$20/25                  |         |           |

**Important note:** Early Bird Discount! Prices in **BLACK** are for those who sign up at least one week in advance. Prices in **RED** are for last minute sign ups - registrations made less than one week (7 days) before date of class.

Total # of Workshops: \_\_\_\_\_ Total Fees: \_\_\_\_\_

**Make check payable to Community Action, then mail registration form to:**

Community Action  
 Attn: CCR&R  
 1001 SW Baseline Street  
 Hillsboro, OR 97123

**Community Action Organization**  
1001 SW Baseline Street  
Hillsboro, OR 97123

Non-profit Org.  
U.S. POSTAGE  
**PAID**  
Hillsboro, OR  
Permit No. 129

## Special PCC Class: Power of Portfolios (ECE 179) CRN# 19181

| Dates                    | Time          | Location | CDA/CKC | Fee  |
|--------------------------|---------------|----------|---------|------|
| 2/21; 2/27; 3/06; & 3/13 | 7:00pm-9:20pm | CA       | 7/OA    | \$82 |

**Presenter:** Simone Chaves

**Age Group(s):** No ARC

**Description:** Portfolios for children in early care and education programs are a powerful way to demonstrate children's skills, learning, development, and culture. Creating meaningful portfolios with children and families includes an observation plan, an organization system, and accessible technology (digital photography, scanners, etc.).

**To Register for this class:**

Please visit [www.pcc.edu/registration](http://www.pcc.edu/registration)  
or call 971-722-8888

