

Childcare Enhancement With A Purpose

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Understanding the EI Process

Do you sometimes feel "out-of-the-loop" when you have children in your care receiving Early Intervention services? Do you have children in your care receiving Early Intervention services? Do you have concerns regarding children in your care who may receive services in the future? What should Early Intervention services look like in child care settings? Get all your questions and concerns answered regarding what is required and expected from all parties at our training at *Child Care Central* in their Huntsville office on Wednesday, September 20 from 1 -3 p.m.

Call Child Care Central to register at 256.551.7016

Visit our Pinterest page! Search for **Childcare Enhancement With A Purpose** for tons of ideas and activities to help you in the classroom.



To register for classes contact Stephanie Eger at 256.859.4900 or email seger@ucphuntsville.org

CCEP (Childcare Enhancement with a Purpose), funded by Alabama DHR, offers free inclusion training to childcare providers statewide. CCEP utilizes experienced teachers and therapists to share simple, practical ways to work with and include children with special needs in childcare centers and family/group childcare homes.



Check out our website at www.ucphuntsville.org for a list of all available statewide trainings.

Patience or Understanding?

Excerpts by Nancy Weber; *The Power of Guidance*, Dan Gartell

Colleagues and parents of my students have often commented on the tremendous amounts of patience required to teach young children. "I'd never have the patience to work with little children." "Where do you get all that patience?" I found myself feeling increasingly uncomfortable with these compliments because I've never considered myself a very patient person.

Gradually, as I heard patience extolled by other teachers and in graduate courses, and saw it on attribute lists in teacher preparation textbooks, I began to question the concept of patience as a virtue. My discomfort with the concept of patience as an attribute of good teaching was explained when I looked up the term in *Webster's Dictionary*. **Patience** is defined as "bearing pains or trials calmly or without complaint; manifesting forbearance under provocation or strain; steadfast despite opposition, difficulty, or adversity."

Patience is associated only with unpleasant situations and is not even considered in a pleasant context! Because I find teaching the young very pleasant, I now believe that patience is an *undesirable* teacher attribute; its presence (in large amounts at least) indicates a teacher who finds teaching unpleasant. I see myself as a successful teacher with very little patience. *Visitors to my classroom had mistakenly believed that I exhibited patience with young children, when in reality they were witnessing the behavior that results from understanding.*

The teacher who understands the developmental level of the child does not need to "bear pains calmly." This teacher will accept behavior as developmentally appropriate and will not see the child as an adversary, because the child will be viewed as innately *good*, though inexperienced. Teachers who understand young children will see themselves as children's partners in learning and will not view the child as opposition. The adult will approach the learning situation and the child as a pleasure rather than a trial. The child's intuitive reaction to the approach will be positive and will create a positive learning experience.

A teacher who understands children's needs encourages growth. The teacher who works to satisfy the children's needs will be comfortable and successful in the teaching role. Children will feel comfortable with their natural, necessary activities and will not be subjected to feelings of inferiority imposed by an endlessly patient teacher.

Teachers rely on patience when their own basic needs are in conflict with the needs of their students. Meeting the children's needs is more likely to become the teacher's goal when she or he understands the developmental characteristics of early childhood. It is hoped that the teacher will then stop looking to children for the satisfaction of too many of the teacher's own needs and will concern herself or himself with the attainment of appropriate goals for each of the *children*. While patient teachers are likely to see themselves as martyrs, struggling through the days of adversity imposed by the children, professionals will celebrate *with* children the process of growth. Enthusiasm and joy can result as understanding teachers welcome student behaviors that patient teachers find irritating.

Parents and colleagues marvel at the early childhood teacher's patience *and* understanding. They misunderstand. Teachers possess patience *or* understanding. Patience is rarely necessary when one is understanding.

To register, call Stephanie Eger at 256.859.4900 ext.106 or e-mail at seger@ucphuntsville.org

Learning to Write through Play: Inclusive Fine Motor Activities

At what age should children be writing? What are the pre-requisite skills needed for writing? In this training, participants will focus on identifying pre-requisite skills needed for writing and other fine motor activities. In this interactive training, participants will be able to demonstrate fine motor activities and practical strategies to use in their classroom to help children, including those experiencing difficulties with fine motor tasks.



Training Opportunities

Date	Title	Time	Location	Level	DHR	CCDF	CKA	CDA	Target Age Group
Cullman County									
Thursday 8/31/17	Learning to Write through Play: Inclusive Fine Motor Activities	6-8 p.m.	Early Years Preschool 400 Wesley Ave. N Cullman	I	CD	13, 20	CGD, LEE, DIV	2, 6, 7, 8	ALL
DeKalb County									
Thursday 8/17/17	Learning to Write through Play: Inclusive Fine Motor Activities	6:30-8:30 p.m.	Fort Payne CDC 651 Wallace Ave. NE Fort Payne	I	CD	13, 20	CGD, LEE, DIV	2, 6, 7, 8	ALL
Jackson County									
Tuesday 8/22/17	Learning to Write through Play: Inclusive Fine Motor Activities	6-8 p.m.	Impact Learning Center 23123 John T. Reid Pkwy. Scottsboro	I	CD	13, 20	CGD, LEE, DIV	2, 6, 7, 8	ALL
Limestone County									
Thursday 9/14/17	Learning to Write through Play: Inclusive Fine Motor Activities	6-8 p.m.	Friendship Learning Center 16479 Lucas Ferry Rd. Athens	I	CD	13, 20	CGD, LEE, DIV	2, 6, 7, 8	ALL
Madison County									
Thursday 9/7/17	Learning to Write through Play: Inclusive Fine Motor Activities	6:30-8:30 p.m.	UCP Technology & Training Center 1856 Keats Drive NE Huntsville	I	CD	13, 20	CGD, LEE, DIV	2, 6, 7, 8	ALL
Wednesday 9/20/17	Understanding the EI Process (with Julie Carden—UCP Program Services Director) and to get along with others	1-3 p.m. Call CCC at 256.551.7016 to register for this class	Child Care Central 2006 Franklin St. Huntsville	I	QCCL	13, 16, 20	CGD, COA, ICFC	2, 6, 8	ALL
Marshall County									
Thursday 7/27/17	Learning to Write through Play: Inclusive Fine Motor Activities	6-8 p.m.	Kid's Korner/First UMC 539 Gunter Ave. Guntersville	I	CD	13, 20	CGD, LEE, DIV	2, 6, 7, 8	ALL

TRAINING LEGEND DHR2016-2

Training Levels

Basic = Most appropriate for entry-level professionals who are new to early childhood and/or school-age care.

Basic Level Training covers a foundational understanding and demonstration of developing skills.

Intermediate = Most appropriate for professional who have at least two (2) years of experience and 120 hours of training in child development, and are moving toward more formal education. **Intermediate Level Training** includes expanding knowledge and application and refining skills.

Advanced = Most appropriate for professionals who have at least three (3) years of experience and 30 credit hours in child development. **Advanced Level Training** focuses on a more thorough knowledge and understanding of developmentally appropriate practice and highly effective application and demonstration of skills.

DHR Minimum Standards Training Areas

CD=Child Development

HSUP=Health, Safety, and Universal Precautions

QCCL=Quality Child Care and Licensing

CCPF=Child Care Professional and the Family

LD=Language Development

PDG=Positive Discipline and Guidance

AM=Administration and Management

CDA (Child Development Associate) Content Areas

1. Planning a safe, healthy environment to invite learning
2. Steps to advance children's physical and intellectual development
3. Positive ways to support children's social and emotional development
4. Strategies to establish productive relationships with families.
5. Strategies to manage an effective program operation.
6. Maintaining a commitment to professionalism
7. Observing and recording children's behavior.
8. Principles of growth and development.

Alabama Pathways Core Knowledge Areas (CKA)

CGD=Child Growth and Development

HSN= Health, Safety and Nutrition

LEE= Learning Experiences and Enrichment

DIV=Diversity

COA=Child Observation and Assessment (Planning for Individual Needs)

ICFC=Interaction with Children, Families, and Communities

PPD=Personal and Professional Development

MA=Management and Administration

CCDF Training Areas

1. *Prevention and control of infectious diseases (including immunizations)*
2. *Sudden Infant Death Syndrome (SIDS) prevention and safe sleep practices*
3. *Administration of medications*
4. *Prevention/response to food allergies*
5. *Building and physical premises safety, including identifying electrical hazards, bodies of water, and vehicular traffic*
6. *Shaken Baby Syndrome and head trauma*
7. *Emergency preparedness and response planning for natural or man-caused events*
8. *Storage of hazardous materials and bio-contaminants*
9. *Pre-caution in transporting children*
10. *First-aid and CPR*
11. *Recognizing and reporting child abuse and neglect*
12. *Identifying and serving homeless children and their families*
13. *Promoting the social, emotional, physical, and cognitive development of children, **including those related to nutrition and physical activity, using scientifically-based, developmentally appropriate and age appropriate strategies***
14. *Caring for children in geographic areas with significant concentrations of poverty and unemployment*
15. *Implementing behavior strategies, including positive behavior interventions and support models that promote positive social and emotional development and reduce challenging behaviors, **including reducing expulsions of preschool-aged children for such behaviors***
16. *Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills and capacity to be meaningful partners in supporting their children's positive development*
17. *Understanding early neurological development*
18. *Using data to guide program improvement*
19. *Supporting positive development of **school-age children***
20. *Improving the quality of programs and services for **infants and toddlers***

Target Age Groups

Infants = Birth to 12 months

Toddlers = 1 and 2 year olds (13 to 36 months)

Preschoolers = 3 and 4 year olds

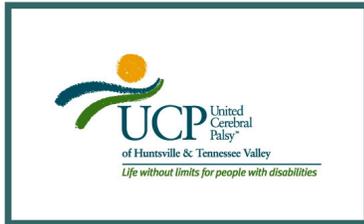
School-agers = 5 to 12 year olds

ALL = Infants, Toddlers, Preschoolers, and School-agers

Childcare Enhancement With A Purpose

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Visit our website at
www.ucphuntsville.org

*Peace cannot be kept by force; it can
only be achieved by understanding*
— Albert Einstein
