



# Child Care Resource

## Child Care Resource Newsletter

### 10 Reasons Play Can Make You Healthy, Happy, and More Productive

By Nancy Shute

U. S. News & World Report, March 9, 2009

**Recess helps kids do better in school.** Play is not trivial; it's a basic biological drive as critical to our health as sleep or food.

That's the word from Stuart Brown, author of the new book *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. Here are 10 ways that play makes life better:

**Play has been scientifically proven to be good for the brain.** All animals play, even though playing is not immediately productive and is sometimes dangerous. Yet grizzly bears that play the most survive longest. Rats that socialize more with other rats develop bigger, more complex brains.

And play stimulates nerve growth in the portions of the brain that process emotions and execute functions.

**Play teaches us to use our imaginations.** Imagination is perhaps the most powerful human ability, letting us create simulated realities we can explore without abandoning the real world. Children start to tackle imaginative play around age 2, when they tend to begin telling silly stories. As kids grow older, the line between pretend and real becomes more solid, but imaginative play continues to nourish the spirit.

**Rough-and-tumble play teaches us how to cooperate and play fair.** Re-

search in humans and animals has shown that roughhousing is necessary for the development of social awareness, cooperation, fairness, and altruism. This is particularly true for preschoolers; what looks like anarchy on the playground is an experiment in the give-and-take necessary for the mastery of social skills. One researcher found that early forms of play, such as chasing, relate to social problem-solving skills that children develop later on. And if young rats are denied rough-and-tumble play, they develop serious social problems in adulthood and aren't able to mate.

**Play helps us learn to be friends.** When children are 4

(Continued on page 2)

### Child Care Resource

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Child Care Resource Newsletter is published quarterly through the efforts of Child Care Resource staff and is sent to all licensed and registered child care homes, centers and after school programs in the majority of Chittenden County.

Readers are encouraged to submit activity ideas, articles, reprints, and anything of interest to providers. These should be sent to: Child Care Resource, 181 Commerce Street, Williston, VT 05495, (802) 863-3367. Your opinions and suggestions regarding content and format are always welcome.

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### Inside this issue:

Activities	3
Fitting In Whole Grains	4
Recipes	6
Upcoming Events	7
Announcements	7
Level II Information	9

## 10 Reasons Play Can Make You Healthy, Happy, and More Productive (continued)

(Continued from page 1)

to 6 years old, they start "mutual play"; listening to other kids' points of view and incorporating them into imaginative games. This mutual play is the basic state of friendship that sustains us throughout our lives.

**Sometimes the best way to learn a complicated subject is to play with it.** That's why kids often learn computer systems faster than adults; they aren't afraid to just try stuff out and see what [works](#). Kids don't fear doing something wrong. If they do, they learn from it and do it differently the next time.

**Kids do better academically when they have recess.** Middle schoolers who are more physically fit do better on academic tests, and grade schoolers who have more than 15 minutes of recess a day show better behavior in class than children who have less or no recess. Animals remember things better and longer when those things are learned through play, perhaps because of the total involvement and focus that play requires.

**Physical play delays mental decline in old age.** Research on

this is still in the early stages, but older people who get regular exercise are less likely to suffer cognitive decline. Doing crossword puzzles, brain teasers, and other thinking games seem to help, too.

**A little play can help solve big problems.** Play is nature's great tool for creating new neural networks and for reconciling cognitive difficulties. When we play, dilemmas and challenges naturally filter through the unconscious mind and work themselves out. Even a few hours spent doing something you love can make you new again.

**Playing at work is not just useful; it's essential.** When the going gets tough, the tough go play. Firefighters and police officers use joking around and dark humor to cope with the dangers of their work. Most of us don't face the risk of dying on the job, but there is always the danger of looking bad, costing the company money, or being laid off. Play gives people the emotional distance to rally. In his book, Brown recounts a story about a CEO he knows who gathered employees to talk about a recent bad quarter. The CEO took the

blame for the company's performance, then told the employees that under every seat was a toy dart gun with foam darts and that they were all invited to take a shot at him. The CEO then went on to explain how they were going to turn things around. The foam darts told everyone that the situation was not so dire: It was OK to have some setbacks, admit failures, take the hit, and figure out ways to fix the problems.



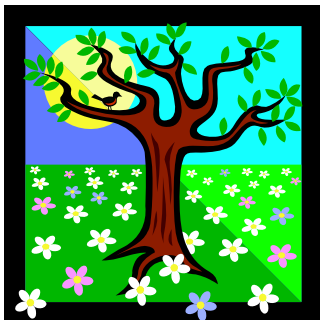
**When we get play right, all areas of our lives go better.** One of the hardest things to teach kids is how to make it past difficulty or boredom to find the fun. Making all of life an act of play occurs when we recognize and accept that there may be some discomfort in play and that every experience has both pleasure and pain. Advanced play, the black belt of play, comes when we realize this and act on it. Then, our work is our play and our play is our work, and we have a hard time telling the difference between them.

## Activities Page

### Encouraging Exploration of the Natural World: Take a Walk "Meaningful play in the outdoors is an essential aspect of healthy child development."

~Mary S. Rivkin~

**Flower Hunt:** While out on a walk in the woods search for moss and flowers. Bring a book on flowers with you and try to identify the flowers that you find. Points to talk about with children as you discover flowers in the woods: Needles from conifer trees make the soil acidic so that most flowers couldn't live there, (Think of how you might explain vocabulary words such as soil and acidic). Talk about how these flowers are very delicate and don't live very long because once the trees are in full leaf bloom, the sun light that reaches the forest floor and is important for flowers to grow and live becomes blocked.



**Wind Walk:** Talk about all the ways we know the wind is blowing. While on a walk search for evidence of wind: Dandelion seeds floating in the air; a tiny spider on a single thread being blown from one branch to another-This is called "ballooning" and spiders do it on purpose to help them get from branch to branch to help them build their web; maple seeds spiraling from a maple tree like a "helicopter" as they are often described; other fluffy seeds/pollen floating in the air; explain how the wind helps plants by

dispersing seed, as well as how animals use wind as a way to pick up food scents as well as the scents of other animals (friend and foe).



**Rainy days:** Take a walk in the rain and observe: How the earth smells damp; the feeling of the rain on your skin; how different the colors look because everything that has color is all wet; examine beads of water on the leaves of trees and notice how leaves are funnel shaped so that they can funnel off the rain water. Splash around in the puddles. Observe rain drops in puddles; talk about all of the different words we use for rain: mist, sprinkle, drizzle, down pour, it's raining cats and dogs etc. In a sheltered space out of the rain, draw with water soluble markers or paints, then place the picture out in the rain for a few seconds and examine the patterns from the rain drops in the patterns of the drawings. Ask some extending questions: What do you think will happen if you leave your drawing out in the rain for even longer? After the children make their prediction, ask them if they would like to test it out and see if what they think will happen does happen. Compare the results of pictures that were drizzled on, sprinkled on and poured on.

**Teeny Tiny Hike:** Take a hike on hands and knees, creeping, crawling and even lying down. Ask what the area feels like, grassy or rocky? Cool or warm? Use magnifying glasses to explore all around.

Can you find any insects? Do they have wings or just lots of legs? Can you see any signs that people or bigger animals were here? The more questions you can think to ask the longer children will stay engaged and continue to explore.

**Meet a Tree:** While on a walk go and meet a tree. From a distance, observe how the tree looks from afar; talk about its size and shape, and all its other characteristics. When you get to it, explore its bark: what does it look like, feel like, and smell like? Is there moss growing on the bark? Talk about what moss is. Is some of the bark chipped off? Ask how some bark could have gotten chipped off. Are there holes in the bark? Discuss what might have made those holes - insects / birds / other animals? Are there large holes in the tree where animals such as birds, squirrels and chipmunks can nest, hide and play? Explore the tree's leaves and talk about their shape, color and size.



**Play with rocks:** Have children collect a pile of rocks and provide materials that will encourage them to explore the rocks further - balance scales, tubs of water, small paint brushes, magnifying lenses, books about rocks (all great things to bring outside on a nice sunny day).





## Fitting In Whole Grains

By Rebecca Francisco

Food To Grow on Educator and Nutrition Counselor, CCR



Lately we have been hearing of the many health benefits to eating whole grains as opposed to processed grains. Processed grains have had the bran and germ removed. This makes the foods more palatable and extends the shelf life, but greatly reduces the nutritional benefits. Whole grains are higher in fiber because the bran has not been removed. They are also rich in the vitamins, minerals and essential fatty acids such as omega-3's, found in the germ.

We often see the terms "fortified" or "enriched" on packages of processed grains. This means that some of the vitamins that have been lost in the processing have been added back to the finished product to boost the nutritional value. While this may seem to make processed foods a great source of vitamins and minerals, packaging claims can be misleading. It is certainly better to get our nutrients from fortified sources, rather than not getting these nutrients at all, however, studies have shown that supplemented vitamins and minerals are not absorbed by the body as well as the naturally occurring vitamins and minerals found in whole foods.

Furthermore, scientists have yet to understand the full complement of compounds found in plants that our bodies need. When the role of nutrients was first discovered in the 1800's, the only nutrients that were known were phosphorus, nitrogen and potassium. It was not until the early 1900's that vitamins, and their role in health, was discovered. Since then, scientists have been seeking to find more and more compounds in the foods we eat, to understand their role in feeding the body. For example, the important role played by omega-3 fatty acids and antioxidants is currently coming into understanding. Imagine how many more essential nutrients have yet to be discovered!

Luckily, we do not need to understand the complexities of the foods we eat in order to reap the nutritional benefits. Whole grains, with their nutrition intact, give us plenty of nutritional bang for our buck in one little package. Fitting whole grains into our diet is a simple matter of substitution and using whole grains instead of processed grains.

**Use whole-wheat flour in recipes that call for white flour.** It usually works well to substitute whole-wheat flour for half the white flour your recipe calls for. **Use brown rice in place of white rice.** You can turn all your favorite rice dishes into servings of whole grains. Choose long-grain brown rice when you want light, dry grains that separate easily. Choose short-grain brown rice when you want starchier rice where the grains stick together when cooked. Quick-cooking brown rice (available in many supermarkets) makes this substitution a snap.

**Add barley to your favorite dishes.** Barley is a whole grain that contributes super-healthy soluble fiber. Cook barley and add to side dishes and salads, or stir uncooked barley into casseroles, soups, or stews instead of macaroni while they're cooking (let simmer for 30-60 minutes). Pearled Barley is one of the easiest types of barley to find and to cook. **Try traditional grains.** Traditional grains are nutrition packed! Many have a higher nutrient content than their mainstream counterparts, and are easy to prepare. Try some to bring healthy variety to your diet.

### Kamut

A close relative of wheat but containing a higher nutrient profile and 30 percent more protein, kamut has a rich, buttery flavor. Although it still contains gluten, kamut has less gluten than wheat and is tolerated by some people with wheat intolerance or allergy. Kamut is considered an "ancient grain" since it has remained unaltered by modern plant breeders. Look for it in baked goods, cereals and pastas.

### Spelt

Another "ancient grain", spelt has been cultivated in Europe for the last 9,000 years. Spelt also contains gluten, but is higher in protein than wheat and contains more fiber and nutrients than both kamut and wheat. When substituting spelt flour for wheat flour in a baking recipe, use only 3/4 of the required liquid since spelt is more water soluble.

(Continued on page 5)

## Fitting In Whole Grains (continued)

(Continued from page 4)

### Rye

Rye is most often used in breads, which have a distinctive, unmistakable flavor, but it can also be used as a side dish, a breakfast cereal or put into soups or stews. Most rye breads are a combination of rye flour and wheat flour, although 100% rye bread can be found in some bakeries and health food stores. Rye has more fiber than wheat and also contains about double the amino acid lysine, which is helpful in protecting against viral infections. Because of its strong flavor, rye is usually mixed with other milder grains.

### Buckwheat

Buckwheat is actually not related to wheat at all and is technically not a grain, but a fruit. It is most often found in the form of kasha, which are buckwheat groats that have been hulled and roasted to give them a distinctive smoky, nutty flavor. Buckwheat is gluten-free but buckwheat flour can be added to glutinous flours in yeast breads to change up their flavor without affecting their ability to rise. Buckwheat is also popular as a side dish or in soups and stews.

### Quinoa

Touted by the vegetarians as a super-grain due to its very high nutrient value, quinoa (pronounced KEEN-wah) is high in protein and iron, two nutrients of particular concern to vegetarians. Quinoa is gluten-free, has a delicate but distinctive flavor and cooks very similarly to rice making it an easy substitute.

### Amaranth

High in protein and fiber, this Central American "grain" is actually considered a vegetable. Amaranth has a very distinctive, grassy flavor which may not be enjoyable for everyone. It can be used in soups, stews, breads, or as a breakfast cereal.

## GRAINS COOKING CHART

Grain (1 cup dry)	Cups Water	Cook Time	Yield
Amaranth	2 1/2	20 - 25 min.	2 1/2
Barley, pearled	3	50 - 60 min.	3 1/2
Barley, hulled	3	1 hr. 15 min.	3 1/2
Buckwheat groats	2	15 min..	2 1/2
Polenta	4 - 4 1/2	20 - 25 min.	2 1/2
Oat Groats	3	30 - 40 min.	3 1/2
Oat, bran	2 1/2	5 min.	2
Quinoa	2	5 - 20 min.	2 3/4
Rice, brown basmati	2 1/2	35 - 40 min.	3
Rice, brown, long grain	2 1/2	45 - 55 min.	3
Rice, brown, short grain	2 - 2 1/2	45 - 55 min.	3
Rice, wild	3	50 - 60 min.	4
Rye, berries	3 - 4	1 hr.	3
Rye, flakes	2	10 - 15 min.	3
Spelt	3 - 4	40 - 50 min.	2 1/2
Wheat, whole berries	3	2 hrs.	2 1/2
Wheat, couscous	1	5 min.	2
Wheat, cracked	2	20 - 25 min.	2 1/4
Wheat, bulgur	2	15 min.	2 1/2



(Continued on page 6)

# Recipes

(Continued from page 5)



## Quinoa, Amaranth and Corn Chowder

Amaranth adds a wonderful creamy texture to this soup, while quinoa brings in warm nutty flavors. This soup is just as delicious and comforting as its high-fat counterpart.

### Ingredients

3 tablespoons unsalted butter  
1 1/2 cups finely chopped leeks or scallions (white and light green parts)  
1 cup finely diced celery (peel celery before dicing if desired)  
1/2 cup finely diced red bell pepper  
1/4 teaspoon salt, plus more to taste  
1/4 cup amaranth  
1/2 cup ivory quinoa, thoroughly rinsed  
1/4 teaspoon dried thyme  
4 cups corn kernels (thawed if using frozen)  
1 cup whole milk  
2 tablespoons minced flat leaf parsley (optional)

### Directions:

1. In a large, heavy pot, melt 2 tablespoons of the butter over medium-high heat. Stir in the leeks, celery, red bell pepper, and 1/4 teaspoon

salt. Cook, stirring frequently, until the vegetable are soft, about 5 minutes.  
2. Stir in the amaranth and 3 cups of water. Bring to a boil over high heat. Stir in the quinoa and thyme. Return to a boil. Reduce the heat slightly and cook at a gentle boil, partially covered, for 10 minutes.  
3. Meanwhile, in a blender or food processor, puree 3 cups of the corn kernels with 1 cup of water. When the quinoa has cooked for 10 minutes, stir the corn puree and the remaining corn kernels into the soup. Add salt to taste. Reduce the heat and simmer until the quinoa and amaranth are tender, 3 to 5 more minutes. When the quinoa is done, there will be no starchy white dot in the center of each grain, and some of the germs' "tails" may unfurl and float freely. On close inspection, the amaranth will look like tiny opaque bubbles floating on the surface.  
4. Stir in the milk and remaining tablespoon of butter. Add more salt, if needed. Divide into portions and garnish each with a little parsley.  
Note: The soup thickens on standing; thin as needed with additional milk, and add salt to taste.

## Creamy Polenta

### Ingredients

2 cups whole milk  
2 cups water  
1 1/2 teaspoons salt  
1 1/2 cups coarse cornmeal  
2 tablespoons unsalted butter  
1 cup cottage cheese, drained  
fresh ground black pepper

### Directions:

1. In a medium saucepan bring the milk and the water to a boil.  
2. Add the salt and then gradually add the polenta while stirring.  
3. Reduce the heat to maintain a simmer, stirring constantly.  
4. The polenta should be smooth and large bubbles will pop on the surface.  
5. Cook until very thick but not stiff, about 5 to 7 minutes. Remove from heat and add butter, cheese and pepper. Serve.

## Down-Home Buckwheat Pancakes

### Ingredients

1 cup Buckwheat Flour  
1/4 tsp Sea Salt  
1 tsp Baking Powder  
2 Tb Molasses  
1 large Egg, well beaten  
1 cup Milk

### Directions:

1. Mix together the first 7 ingredients (buckwheat flour through vegetable oil) just until wet. Spoon out or ladle out onto a medium hot griddle; cook until bubbles are well-formed around edges of pancakes; turn and cook other side.



## Announcements

**Congratulations** to the following local programs for achieving or renewing STARS in the S**T**ep Ahead Recognition System:

**Pam's Day Kids**, a family child care program in Jonesville run by Pam Pickering, has renewed with **3 STARS**.

**CVOEO Head Start's preschool at H.O. Wheeler**, a program in Burlington directed by Sandra Graves, has joined with **5 STARS**.

**Taylor Tots**, a registered family child care program in Milton run by Jen Taylor, has joined with **2 STARS**.

**My First Friends**, a registered family child care program in Shelburne run by Trish Blood, has advanced from **2 STARS to 3 STARS**

**Ed-U-Care**, a licensed early childhood program in Essex directed by Judy McKenzie and Lisa Tulkop, has renewed with **2 STARS**

**Little Feats**, a licensed program in Colchester directed by Sarah King, has joined the program with **3 STARS**.

**Christine Knight**, a registered Family home provider in Huntington, has renewed with **3 STARS**

**Sunshine Daydream Child Care**, a registered home program in Burlington run by Ellen Drolette, has renewed with **5 STARS**

**Annette's Playschool**, a licensed program in Hinesburg directed by Shawn Brier, has joined with **3 STARS**

**Kids and Fitness of South Burlington**, directed by Kim McCrae, has joined with **4 STARS**.

**The Westford Early Childhood Program**, directed by David Wells, has renewed with **4 STARS**.

**Donna's Labor of Love**, a family child care program in Burlington, run by Donna Leicht, has entered the system with **4 STARS**.

And Congratulations to Sara Driscoll of Giggles Family Child Care for achieving accreditation through the National Association of Family Child Care.



There is still room in our upcoming Fall Classes — **Child Development** (the 30-hour course), and **Essential Elements of Curriculum**, beginning September 2nd. Give us a call if you're interested:  
(802) 863-3367



## ***Take the Next Step in Your Professional Development!***

***For persons currently working in regulated child care settings***

This fall, in collaboration with the Vermont School Age Care Network, VT Child Care Industry and Careers Council and Northern Lights Career Development Center, the Community College of Vermont (CCV) is offering a **TUITION-FREE On-line** course opportunity.

### ***Introduction to Afterschool Education and Care***

Students eligible for the tuition-free course are responsible for purchasing the course books.

Fall Semester Begins **SEPTEMBER 8, 2009**  
**Register NOW thru AUGUST 22!!**

#### **APPROVAL PROCESS and REGISTRATION:**

Contact Linda Clark at the Child Development Division for an ***Intent to Register*** form.  
Ph: 1-800-649-2642, Ext. 1215 or e-mail: [Linda.clark@ahs.state.vt.us](mailto:Linda.clark@ahs.state.vt.us).

If you are not already enrolled as a student at CCV or have never completed the required **CCV Accu-Placer Test**, you must do this at your local CCV site **as soon as possible and before** beginning this CCV course.

**Complete the *Intent to Register* form by August 12** and return it to Linda Clark for approval. **Approval of your *Intent to Register* does not automatically register you** in the class. Once the approved form is returned to you by Linda, you may register.

**To register:** log on to the CCV website at [www.ccv.edu](http://www.ccv.edu) or call **(802) 334-4451**. Once registered, you will be able to order your books through CCV.

**If you have been approved by the CDD, but decide not to take the class, notify Linda Clark immediately.**



# Northern Lights Level II Information

**Level II** refers to the second level on the **Northern Lights Early Childhood Career Ladder**, and the core competencies that are their foundation. Individuals who meet the Level II requirements apply for and receive a **Level II certificate**. They earn it because they have two years experience working in early childhood plus either a Child Development Associate (CDA) credential, or successful completion of a Level II portfolio review. The seven **Level II training modules** help individuals achieve a Level II certificate. The modules build on entry level knowledge and skills and are also useful for seasoned professionals who want more knowledge in a particular content area. The modules include what individuals need to complete a CDA. The modules are supported by Northern Lights Career Development Center and your local Resource Development Specialist.

## What is the Career Ladder?

The Career Ladder identifies the six career levels of early childhood professional development. The Career Ladder may be used by early childhood professionals for tracking and planning professional growth. You may enter the Career Ladder at any level, and there are many different paths to take to develop your career. Each level combines education and experience. The Northern Lights core competencies provide the foundation for this system.

## What is the Level II certificate?

Level II is the step beyond entry level knowledge and skills. There are two ways to earn a Level II certificate. You may either:

- earn a CDA (Child Development Associate) credential, **or**
- successfully complete a Level II Northern Lights Portfolio review.

120 total documented hours of training are required for either option, as well as:

- A current Individual Professional Development Plan (IPDP) and
- At least 2 years experience working with young children in regulated care.

The application for a Level II certificate is on the Northern Lights website or you can contact them to request one.

## Why is getting my Level II Certificate important?

You gain knowledge, skills and a sense of accomplishment when you earn this certificate, and are recognized as a professional. Completion of a Level II certificate is recognized with a bonus by the Child Development Division, and your child care program can earn points in STARS. Early Childhood Program Licensing Regulations recognize the CDA for the Teaching Associate. A CDA credential is recognized nationwide.

The Northern Lights website and your local Resource Development Specialist have all the information about the requirements for a Level II certificate. The application for a Level II certificate is also on the Northern Lights website or you can contact Northern Lights to request one.

## Level II related training

To help you achieve your Level II certificate, there are 80 hours of coursework available in each region of Vermont. This curricula is based on the Level II core competencies for early childhood professionals and the CDA credential subject areas. These build from the Level I, Fundamentals course. The 80 hours are broken into 7 training modules, which can be taken in any order. Each module includes practice and assignments that you can then use for your CDA application or your Level II portfolio review. The modules are:

- Observing and Recording Children's Behavior
- Social and Emotional Health and Development
- Physical and Intellectual Development
- Relationships with Families
- Healthy, Safe Learning Environments
- Professionalism and Program Planning
- Principals of Child Development and Learning

The Level II modules give you a chance to reflect on your work with children, to apply what you learn in class with the children in your care, and to get support from an experienced mentor while you are working with children.

## Where are the trainings offered?

Different Level II modules are offered annually in each region of the state. Please contact your local Resource Development Specialist to find out which trainings are offered in your region. The Bright Futures Information System course calendar also will help you find Level II related trainings. You may also take college courses to achieve a Level II certificate.

## 2009-2010 Level II and Related Curricula

**Level II of the Northern Lights Early Childhood Career Ladder** aligns with the Level II early childhood core competencies. Each level of the Career Ladder also includes the skills and knowledge of the previous levels. A Level II certificate is awarded by Northern Lights Career Development Center when the applicant submits all the required documentation to show that he or she has either:

A current Child Development Associate Credential with at least 2 years total experience working in a regulated child care and a current individual professional development plan **OR**

A completed portfolio documenting 120 hours of verified professional development in the 5 core knowledge areas, completion of the required written documentation aligned with the Level II core competencies, a resource file, two observations by an outside professional, at least 2 years total experience working in a regulated child care and a current individual professional development plan. (The specific documentation requirements are under development)

**In order to make completion of Level II meaningful**, a structure was created to support the learner to collect over time: documentation of professional development, written reflections and resources. The resulting notebook can be used to fulfill most of the requirements of a CDA portfolio or the documentation required for a Level II application.

**Level II curricula** is designed to help professionals who want to attain their Level II certificate, and others seeking quality professional development. The required written documentation, resource file, development of the Individual Professional Development Plan and observations by an outside professional, are embedded in the Level II curricula. **All instructors who teach Level II curricula should be in the Instructor Registry at the Certified, Master or Specialist II level.**

Level II modules were redesigned this year by a number of professionals who are expert in these content areas and/or the curricula. The redesign was suggested after discussions with the sponsors of the Level II training, in order to increase the quality, accessibility and alignment of quality curricula for the early childhood practitioner who is moving beyond entry level professional development. Specifically, the revised modules:

- Use research-based curricula that are free of charge to use and integrated into the modules, without duplication of content.
- Align the content of each module with the Level II early childhood competencies and the CDA subject areas. Level II and CDA application components are also embedded in the modules.
- Offer multi-session modules in order to increase learning and application time, and to support the development of a community of learners.
- Support flexibility in their delivery. Modules may be offered in any order, and regionally

**The Level II curricula include seven modules, each with multiple sessions.** Together they total 80 hours of training. Modules may be offered in any order. The seven modules are:

### **Safe Healthy Learning Environments**

**LENGTH:** 6 hours

**DESCRIPTION:** This module would be offered once each year by the Healthy Child Care Vermont Nurse Consultants in each region of the state in collaboration with the Resource Development Specialists/Child Care Support Agencies.

### **Productive Relationships with Families**

**LENGTH:** 12 hours

**DESCRIPTION:** Using the Zero to Three Preventing Child Abuse and Neglect Curriculum this module focuses on supporting all families and creating a family centered program.

### **Professionalism and Program Management**

**LENGTH:** 10 hours

**DESCRIPTION:** This module will focus on professional development, personal wellness and topics related to child care program operation. Included in the 10 hours is a three hour introduction to the Child Development Associate (CDA ) Credential, which is useful to both early childhood professionals interested in earning a CDA credential and professionals who support, train and advise the early childhood workforce about the CDA credential process. As a result of this training, participants will have a full un-

(Continued on page 11)

## 2009-2010 Level II and Related Curricula (continued)

(Continued from page 10)

derstanding of the components and the process related to achieving a CDA Credential. Participants will also be informed about the Vermont Early Childhood Career Ladder, as well as technical assistance and resources available.

### **Observing and Recording Children's Behavior**

**LENGTH:** 9 hours

**DESCRIPTION:** The purpose of this module is to introduce early education professionals to the importance and value of purposeful observation in the early childhood classroom. This training is intended for entry-level professionals new to the field of early education and for experienced caregivers who are looking to incorporate systematic and purposeful observation in their work with children. The unit will examine how observation can be used to support individual children and improve the overall quality of the learning environment.

### **Promoting Social and Emotional Development**

**LENGTH:** 15 hours

**DESCRIPTION:** This mental health series is aligned with the teaching pyramid model for supporting social competence and preventing challenging behavior in young children. The research based workshop modules build upon each other to create a strong foundation that supports all children. This series is based on training and tools provided by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Preschool Modules 1 and 2. <http://www.vanderbilt.edu/csefel/index.html>

### **Physical and Intellectual Development**

**LENGTH:** 16 hours

**DESCRIPTION:** This module uses the Vermont Early Learning Standards (VELS) training developed by the Vermont Department of Education. All of the VELS modules will be presented during this series of trainings.

### **Principles of Child Development and Learning**

**LENGTH:** 12 hours

**DESCRIPTION:** This module focuses on the relationship between child development and the learning environment. Creating an inclusive environment is also addressed.

**Other quality, research based curricula may also be used to meet the required training hours for a Level II certificate.** Northern Lights specifically supports those curricula that a) are research based, b) show evidence that the skills and knowledge gained are used to make positive change in practice, c) align with the Level II early childhood core competencies. Curricula offered in Vermont that currently meet these criteria are:

Touch Points curricula

Prevent Child Abuse and Neglect (PCAN) curricula

Foundations of Early Learning Training (FEL) including Center for the Social Emotional Foundations of Early Learning (CSEFEL) and Center for Early Literacy Learning (CELL)

Mother Goose – Vermont Center for the Book

Building Blocks (Stern Center)

Early Birds and Bookworms (Vermont Council for the Humanities)

Second Step curricula



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the person you need?

**Press "0"**

Just press "0" and you  
will be directed to the  
appropriate person  
for assistance.

