Greetings from the Child Care Project!

“Let Them Play!” What a great way to start a newsletter and what a great article by the same name you’ll find later in these pages. It’s also the topic of our first training of the academic year on September 15 with Jeanine Fitzgerald (see page 2 for details). There is so much to be said about play in early care and education. It’s all about play, really. Young children learn best by being active and by doing. Play may be noisy and messy (although certainly not always), but when children are engaged they are productive and successful. What more important and gratifying work is there than helping children become successful friends and learners?

Play is an excellent way to learn skills and concepts – actually, it’s the best way. Adults play an important role in supporting meaningful play. We set the stage for productive play when we provide concrete experiences and interesting things for children to do and to think about. When playing “grocery store” as a way to learn about people’s jobs, food production or the exchange of money for goods and service, we can provide real experiences. A visit to a market, a story about food, or simply helping to unpack and put away the groceries gives children the opportunity to think about familiar activities in new ways.

Once play is underway, part of our job is to stand back and let it happen. We have plenty of work to do as we watch the play unfold. We have time to assess what the children already know, what they are learning now and what would be interesting or useful for them to know next. We supply additional materials to support the theme. We provide time to play – nice big chunks of time. We supervise and make mental notes about what’s working and what changes we might make or where we will go next in planning for meaningful learning. We are alert to the children’s need for help with materials or social relations. We step in to avert problems. We join the play, too, when it’s not interruptive. One way children learn to play is by watching others play and you have lots of experience!

Teaching is work and it’s play. How cool is that? Let’s do both!

Happy fall.

Check us out at www.dartmouth.edu/~ccp.
Pre-registration with payment is required. Registration for September, October and November trainings will be accepted through the mail on a rolling basis, beginning August 24, until a training fills. A wait list will be kept for fully enrolled training. No phone, email or online registration is available, at this time. Please register only for trainings printed on the fall 2015 registration form; use one form per person. We must receive the registration form prior to training.

The fall registration form is on pages 9-10 and available at www.dartmouth.edu/~ccp.

15 Kick-Off with Jeanine Fitzgerald: Play – Unifying the Mind, Body and Spirit
Dartmouth-Hitchcock Medical Center- Aud. E, Lebanon, NH • 6:00 - 9:00 pm • $10
As has become tradition, Jeanine Fitzgerald will once again kick-off the Child Care Project academic year of professional development. Children haven’t changed, childhood has. Children no longer have the freedom to explore fields and woods, or find special places. Informal games on the playground have turned into structured leagues by age 4. We now have programs with scripted teaching, computerized learning, standardized assessment and decreased time for recess on playgrounds that have been determined to present too much risk. All of these trivialize and undermine children’s natural capacities for meaningful lessons learned through play. This session examines this one vitally important feature of childhood – play. Presenter: Jeanine Fitzgerald, Certified Human Behavior Consultant, The Fitzgerald Institute
VT Core Knowledge Areas: 1, 3, 4
NH Core Knowledge Areas: 3, 4
CDA Subject Areas: 1, 2, 3, 8

22 Cultivating Healthy Relationships with Food: Positive Feeding Relationships and Picky Eating Challenges
Dartmouth-Hitchcock Medical Center- Aud. E, Lebanon, NH • 6:30 - 8:30 pm • $10
Come learn about the importance of adequate nutrition in early childhood for proper growth and development, and examine best practices for creating positive feeding relationships with the children in your care. Explore the challenges of managing picky eaters in group settings and problem-solve ways to handle food rejection. Examine strategies for feeding children in light of your own values, experiences and perceptions. Techniques for introducing new foods to children will also be discussed. Cosponsored by Hunger Free Vermont. Presenter: Sumra Harper-Deas, RD, Nutrition Education Initiatives Specialist, Hunger Free VT
VT Core Knowledge Areas: 1, 3, 4
NH Core Knowledge Areas: 3, 4
CDA Subject Areas: 1, 8
Advanced Specialized Child Care Services: 2 hours
24 Princess Boys and Trucker Girls

Dartmouth-Hitchcock Medical Center- Aud. E, Lebanon, NH • 6:30 - 8:30 pm • $10

Our societal norms and expectations around gender have evolved significantly and if you are feeling “behind the times,” you are not alone. This workshop will give you the knowledge and resources you need to stay current on this evolving subject. Through thought-provoking video clips, discussions and self-reflection, we will turn contemporary thinking about gender into effective teaching practices that support all children and families. We will learn how to support young children’s gender identity development, how to alleviate parents’ concerns about their children’s gender expression, and explore ways to prevent and address gender stereotyping and bias. Presenter: Stacy Davison, Assistant Regional Director, Anti-Defamation League

VT Core Knowledge Areas: 1, 2, 3, 5
NH Core Knowledge Areas: 1, 2, 3, 4
CDA Subject Areas: 3, 4, 6, 8
Advanced Specialized Child Care Services: 2 hours

29 Staff and Young Children: How Budget Effects Interactions

Dartmouth-Hitchcock Medical Center- Aud. F, Lebanon, NH • 6:30 - 8:30 pm • $10

All programs, from small family child care homes to large centers, have staff which represent the greatest expense in a budget. A program’s work environment, compensation scale and benefits package effect staff and influence their interactions with children. Typically child care employees are asked to (or, as a family child care provider, you decide to) subsidize the cost of care through reduced wages since it is such a heavy burden for working families. There are ways to look at the budget, staffing patterns, environment, pay and benefits that move away from this model. Everyone interested in the quality of the environment for the people who work with young children and how the money relates to that: family child care providers, center administrators and classroom staff are welcome. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Area: 5
NH Core Knowledge Area: 1
CDA Subject Area: 5

3 Introduction to Fundamentals for Early Childhood Professionals, Developmentally Appropriate Practice & Safe Environments (*Level I)

Dartmouth-Hitchcock Medical Center- Aud. D, Lebanon, NH • 9:00 am - 3:00 pm • $75 for the series

This is the first session of Fundamentals, a 51-hour course providing a foundation of knowledge needed by early childhood professionals working with young children, birth to age eight. This class is restricted to those enrolled in the entire series. *Visit www.dartmouth.edu/~ccp for details on Level I and the Fundamentals series, as well as to print the Fundamentals registration form to register for the entire series.

In this class, the course overview, requirements and forms will be introduced as well as Northern Lights Core Competencies. We will then focus on developmental milestones, Developmentally Appropriate Practice and creating safe environments for young children in group settings. We will work through lunch, so bring your own or plan to buy food at DHMC during a break. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Areas: 1, 4 • NH Core Knowledge Areas: 3, 4 • CDA Subject Area: 1
5  The Early Childhood Learning Environment*

Dartmouth-Hitchcock Medical Center - Aud. F. Lebanon, NH • 6:00 - 9:00 pm • $10

This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

This class will focus on creating inclusive and welcoming environments for all children and families. Room arrangement, material selection, learning centers and safety considerations, as well as evaluation and assessment of the environment will be addressed. Outdoor play areas will also be discussed. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Areas: 1, 3
NH Core Knowledge Areas: 3, 4, 5
CDA Subject Areas: 3, 7, 8

7  Emotional Development, Part 1: Introduction to Observation and Recording Behavior*

Dartmouth-Hitchcock Medical Center - Aud. F. Lebanon, NH • 6:00 - 9:00 pm • $10

This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

This class will explore milestones in the emotional development of young children. Activities will include how and when children develop self-control and appropriate responses to typical developmental stages. The role of observing and recording children’s behavior will also be introduced, and different methods shared. Attendance of part 2 on October 14 is recommended. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Areas: 1, 3
NH Core Knowledge Areas: 2, 3, 4, 5
CDA Subject Areas: 3, 7, 8

13  Let’s Move

Dartmouth College Child Care Center- Multi, Hanover, NH • 6:30 - 8:30 pm • $10

Children need 60 minutes of play with moderate to vigorous activity every day to grow up healthy. Physical activity is not only good for keeping children's hearts, minds, and bodies in shape and disease-free, but it also supports young children in developing motor skills that influence many other areas of their development. Child care providers play a key role in shaping children's attitudes and behaviors about physical activity. Making physical activity a FUN part of children's daily routine is an important first step. Come learn how you can encourage and maintain children's interest in regular physical activity. Leave with lots of new games and activities to play with your toddlers and preschoolers tomorrow. Come dressed and ready to move! Presenter: Phyllis MacDonald, Preschool Director and Teacher, Northern Lights Gymnastics

VT Core Knowledge Areas: 1, 3, 4
NH Core Knowledge Areas: 3, 4
CDA Subject Areas: 1, 2, 8

14  Emotional Development, Part 2: The Influence of Culture*

Dartmouth-Hitchcock Medical Center - Aud. F. Lebanon, NH • 6:00 - 9:00 pm • $10

This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

Children become aware of gender, culture, ethnicity, family differences and disabilities between the ages of two and five. We’ll examine how the environment we provide and interactions we have with children can positively influence their appreciation of diversity. How culture, stress and other characteristics influence our own emotional development will be addressed, as well as additional methods for observing and recording children’s
behavior. **Attendance of part 1 on October 7 is recommended.** **Presenter:** Lori Harris, MS, Early Childhood Education Consultant & Trainer  
**VT Core Knowledge Areas:** 1, 4  
**NH Core Knowledge Areas:** 2, 3, 4  
**CDA Subject Area:** 1

### Social Skills Development and A Sense of Oneself*
- **Date:** October 7, 2015
- **Location:** Dartmouth-Hitchcock Medical Center, Lebanon, NH
- **Time:** 6:00 - 9:00 pm
- **Fee:** $10

This is a session of **Fundamentals**, a 51-hour course. **Enroll in the entire series or attend individual weeknight sessions as desired.** *Visit [www.dartmouth.edu/~ccp](http://www.dartmouth.edu/~ccp) for details on the series.*

This class will explore how children form a sense of themselves. The concepts of attachment and resiliency will be addressed, along with positive guidance, coping with transitions and other strategies that support children’s social development and developing sense of self. **Presenter:** Lori Harris, MS, Early Childhood Education Consultant & Trainer  
**VT Core Knowledge Areas:** 1, 2, 3  
**NH Core Knowledge Areas:** 3, 4  
**CDA Subject Area:** 3

### Understanding Complex Trauma and the Influence of Art in Afterschool, Parts 1 & 2
- **Date:** Mondays and Tuesdays, October 12 and 27
- **Location:** Dartmouth-Hitchcock Medical Center, Lebanon, NH
- **Time:** 6:30 - 8:30 pm
- **Fee:** $15

This two-part training combines didactic teaching on complex developmental trauma with art making and discussion with providers who offer quality after school care. Participants will explore the elements of complex trauma, issues of arousal and attachment, and implications to the afterschool or summer learning environment. Through experiential art exercises, providers will learn firsthand how to better respond to youth and support success in informal learning settings. Cosponsored by Vermont Afterschool. **Please note that this training focuses on school-agers, and attendance on both Tuesdays, October 20 and 27 is required.** **Presenter:** Betsy Graziadei, MPS, ATR-BC, Vermont Counseling and Trauma Services  
**VT Core Knowledge Areas:** 1, 3  
**NH Core Knowledge Areas:** 3, 4  
**CDA Subject Areas:** 2, 3, 8  
**Advanced Specialized Child Care Services:** 4 hours

### Social Skills Development and Understanding Others*
- **Date:** Monday, October 19
- **Location:** Dartmouth-Hitchcock Medical Center, Lebanon, NH
- **Time:** 6:00 - 9:00 pm
- **Fee:** $10

This is a session of **Fundamentals**, a 51-hour course. **Enroll in the entire series or attend individual weeknight sessions as desired.** *Visit [www.dartmouth.edu/~ccp](http://www.dartmouth.edu/~ccp) for details on the series.*

How do we learn to get along? How can we help children acquire the kinds of social skills we value and appreciate in adults? This class will address strategies to support the development of positive social skills in children. Conflict resolution, supporting children with challenging behaviors and social development milestones will also be discussed. **Presenter:** Lori Harris, MS, Early Childhood Education Consultant & Trainer  
**VT Core Knowledge Areas:** 1, 2, 3  
**NH Core Knowledge Areas:** 3, 4  
**CDA Subject Area:** 3
28  Cognition and Intellectual Development*
Dartmouth-Hitchcock Medical Center- Aud. F, Lebanon, NH • 6:00 - 9:00 pm • $10
This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

This class will focus on children’s cognitive development. Activities and discussion will center on child development theories, developmental milestones and brain development. Strategies that children use to organize information, learn new concepts and develop the variety of skills we associate with intelligence will be covered. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Area: 1
NH Core Knowledge Areas: 3, 4
CDA Subject Area: 2

2  Health and Nutrition*
Dartmouth-Hitchcock Medical Center- Aud. F, Lebanon, NH • 6:00 - 9:00 pm • $10
This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

This class will introduce common causes of injuries and illness, as well as explore injury and illness prevention strategies. The importance of nutrition beginning in infancy as it relates to cognitive function, behavior and overall development will be addressed. We will examine how physical activity impacts healthy child development, and learn how to communicate and encourage the components of a healthy lifestyle to families. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Areas: 1, 2, 3, 4
NH Core Knowledge Areas: 2, 3, 4
CDA Subject Areas: 1, 2, 4, 8

7  Basic Specialized Child Care Services*
Dartmouth-Hitchcock Medical Center- Aud. C&D, Lebanon, NH • 9:00 am - 3:00 pm • $15
This six-hour training is required for all providers/programs wishing to attain “Basic Specialized Child Care Provider” status, and offers valuable information for anyone supporting children and families when abuse, neglect or special needs are involved. Topics covered will include: typical child development, the impact of stress and abuse on development, red flags, working with families and the system, as well as mandated reporting responsibilities. Working with children with special needs will also be touched upon. Required of Fundamentals students, this training is open and beneficial to all providers, center- and home-based in both VT and NH. Six hours of training credit will be awarded, applicable toward re-registration/licensing hours or SCCS training hours. We will work through lunch, so bring your own or plan to buy food at DHMC during a break. *Visit www.dartmouth.edu/~ccp for details on the series. Presenter: Robbin LaRue, M. Ed., Certified Human Behavioral Consultant and Prevention Specialist

VT Core Knowledge Areas: 1, 2, 5
NH Core Knowledge Areas: 1, 2, 4, 5
CDA Subject Area: 3
Basic Specialized Child Care Services: 6 hours

September 2015

28  Cognition and Intellectual Development*
Dartmouth-Hitchcock Medical Center- Aud. F, Lebanon, NH • 6:00 - 9:00 pm • $10
This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

This class will focus on children’s cognitive development. Activities and discussion will center on child development theories, developmental milestones and brain development. Strategies that children use to organize information, learn new concepts and develop the variety of skills we associate with intelligence will be covered. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Area: 1
NH Core Knowledge Areas: 3, 4
CDA Subject Area: 2

2  Health and Nutrition*
Dartmouth-Hitchcock Medical Center- Aud. F, Lebanon, NH • 6:00 - 9:00 pm • $10
This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

This class will introduce common causes of injuries and illness, as well as explore injury and illness prevention strategies. The importance of nutrition beginning in infancy as it relates to cognitive function, behavior and overall development will be addressed. We will examine how physical activity impacts healthy child development, and learn how to communicate and encourage the components of a healthy lifestyle to families. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Areas: 1, 2, 3, 4
NH Core Knowledge Areas: 2, 3, 4
CDA Subject Areas: 1, 2, 4, 8

7  Basic Specialized Child Care Services*
Dartmouth-Hitchcock Medical Center- Aud. C&D, Lebanon, NH • 9:00 am - 3:00 pm • $15
This six-hour training is required for all providers/programs wishing to attain “Basic Specialized Child Care Provider” status, and offers valuable information for anyone supporting children and families when abuse, neglect or special needs are involved. Topics covered will include: typical child development, the impact of stress and abuse on development, red flags, working with families and the system, as well as mandated reporting responsibilities. Working with children with special needs will also be touched upon. Required of Fundamentals students, this training is open and beneficial to all providers, center- and home-based in both VT and NH. Six hours of training credit will be awarded, applicable toward re-registration/licensing hours or SCCS training hours. We will work through lunch, so bring your own or plan to buy food at DHMC during a break. *Visit www.dartmouth.edu/~ccp for details on the series. Presenter: Robbin LaRue, M. Ed., Certified Human Behavioral Consultant and Prevention Specialist

VT Core Knowledge Areas: 1, 2, 5
NH Core Knowledge Areas: 1, 2, 4, 5
CDA Subject Area: 3
Basic Specialized Child Care Services: 6 hours
9 Child Development: Language and Literacy*
Dartmouth-Hitchcock Medical Center- Aud. A&B, Lebanon, NH • 6:00 - 9:00 pm • $10
This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

This class will identify milestones related to children’s typical language and literacy development, as well as explore how language and communication are related. Participants will learn strategies for encouraging communication with children and how literacy supports communication. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Areas: 1, 3
NH Core Knowledge Areas: 3, 4
CDA Subject Area: 2

10 Best Ever Toys
Dartmouth-Hitchcock Medical Center- Aud. E, Lebanon, NH • 6:30 - 8:30 pm • $10
What are the best toys for young children and why? The best toy choices are ones that encourage creativity, stimulate thinking and awaken imagination. Based on research from neuroscience, some activities and kinds of play have been found to be better than others in supporting a child's development. As a child grows and develops there are optimal times for creating connections and forging healthy neuropathways. This interactive workshop will discuss how to select the best toys for young children, birth to age eight, and explore how to use them to maximize learning, enjoyment and budgets. Presenter: Elizabeth K. Reed Consulting, LLC

VT Core Knowledge Area: 3
NH Core Knowledge Area: 3
CDA Subject Area: 2

17 From Sheep to Toys: Making Handmade Felt with Children
Dartmouth-Hitchcock Medical Center- Aud. F, Lebanon, NH • 6:30 - 8:30 pm • $10
Take soft fluffy wool, soap and water, and add friction with hands or feet. What do you get? A fun sensory experience that is part art, part fine and gross motor, and part science. Children of all ages treasure feeling wool slowly meld to become an object – it is quite magical. The natural fibers have such a rich texture that children become engrossed and tend to spend an amazing amount of time wet felting amazing creations. Younger ones will enjoy the process of feeling the felt in their hands, while school-agers often focus on a tangible object they want to sculpt. In this hands-on workshop, come learn how to make simple toys and felt art with your young children. Presenter: Jennie Harriman, MFA, MA, Art with Jennie

VT Core Knowledge Area: 3
NH Core Knowledge Area: 3
CDA Subject Area: 2
help participants develop strategies to apply child care licensing regulations. Bring your questions! Vermont home- and center-based providers are welcome. Presenter: Danielle Palmer, Licensing Field Specialist, VT Child Development Division

VT Core Knowledge Areas: 1, 3, 4, 5
NH Core Knowledge Areas: 1, 2, 3, 4
CDA Subject Areas: 1, 3, 5

23 Building Relationships with Families and Family-Centered Practice*
Dartmouth-Hitchcock Medical Center- Aud. F, Lebanon, NH • 6:00 - 9:00 pm • $10

This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

This class addresses the skills all professionals need to effectively communicate with other adults. Family-centered practice will be defined and strategies for creating an environment that promotes and encourages respectful communication with families will be discussed. Participants will also learn how to approach families and talk about difficult topics. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Areas: 2, 5
NH Core Knowledge Areas: 1, 2
CDA Subject Areas: 4, 6

30 Your Early Childhood Career and Positive Workplace Environments*
Dartmouth-Hitchcock Medical Center- Aud. F, Lebanon, NH • 6:00 - 9:00 pm • $10

This is a session of Fundamentals, a 51-hour course. Enroll in the entire series or attend individual weeknight sessions as desired. *Visit www.dartmouth.edu/~ccp for details on the series.

This class will begin with an exploration of the components of a positive workplace environment. The bulk of the evening will be spent learning about the VT and NH Early Childhood Career Ladders, starting your Individual Professional Development Plan (IPDP) and looking at next steps in your career path. Rachel Hunter and Jen Tucker, local mentors will join in the discussion. Presenter: Lori Harris, MS, Early Childhood Education Consultant & Trainer

VT Core Knowledge Area: 5
NH Core Knowledge Area: 1
CDA Subject Areas: 5, 6

Child Care Project Newsletter
Child Care Project
Fall 2015 Professional Development Registration Form

Name _____________________________________________  VT Quality Case ID _____________
Home Mailing Address _________________________________________________________________
Home Town, State & Zip ________________________________________________________________
Workplace Name ____________________________________  Workplace Town _______________
Email _______________________________________________________________________________
Phones: Home ___________________  Work ___________________  Cell ___________________

Registration Policies

Registration: Pre-registration with payment is required. Registration is accepted through the mail on a rolling basis, within the time frame below, until a training fills. A wait list will be kept for fully enrolled training. No phone, email or online registration is available, at this time. Seasonal registration forms are available at www.dartmouth.edu/~ccp. Please register only for trainings printed on our forms; use one form per person. We must receive the registration form prior to training. We may not be able to accommodate walk-ins.

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<tr>
<th>Season</th>
<th>Registration Opens</th>
<th>Training Dates</th>
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<tr>
<td>Fall</td>
<td>Aug. 24</td>
<td>Sept. – Nov.</td>
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<td>Winter</td>
<td>Nov. 23</td>
<td>Dec. – Feb.</td>
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Payment: Payment by check (or pre-approved scholarship) must accompany registration form. Please make check payable to Child Care Project. Fees are as follows, unless otherwise noted in the training description.

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<td>2-3 hours</td>
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Scholarships: Limited scholarships are available to child care providers facing significant financial need. Individuals in our coverage area may request assistance of $10 per academic year by calling the Child Care Project at (603) 646-3233. Scholarship request must be made prior to registration.

Confirmation: Upon receipt of registration and payment, confirmation will be sent via email (or by phone if an email address is not provided). Reminder phone calls will be made one to three days prior to training.

Cancellation: Trainings may be canceled due to low enrollment, presenter illness, bad weather or other unforeseen events. Registrants will be notified of cancellations by email (or by phone if an email address is not provided). Cancellations will also be posted on our website. In the event of canceled training, credit will be issued toward a future training.

We hope you will attend training for which you are registered. If you are unable to participate after enrolling, please provide as much advance notice as possible by phone of email. If cancellation is received with at least 24 hours advance notice, credit will be issued toward future training. If you do not get into training for which you are wait listed, credit will be issued. Refunds are not available and credit is not given for “no shows.”

Complete both sides and mail with check to:
Child Care Project, 17 ½ Lebanon Street, Suite 2, Hanover, NH 03755
Workshop Selection: Check in the first column the training(s) you would like to attend.
*10/03/15 restricted to Fundamentals students; use Fundamentals registration form to enroll in series

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Payment Information

☐ Check Enclosed
   Check Amount $ ___________    Check # ________________

☐ Scholarship Awarded
   Award Amount $ ___________   Date of Award ____________
   Awarded By ________________________________

☐ Cancellation Credit Applied
   Credit Amount $ ___________   Date of Credit ____________
**CPR & First Aid Trainings**

Most classes require pre-registration and pre-payment; many are space limited and could be canceled in the event of low enrollment. Contact the individual site for more information or to register.

**Dartmouth-Hitchcock Medical Center Women’s Health Resource Center**

*Heartsaver Adult, Child & Infant CPR Certification: September 8,* 6:00-9:00 pm. $55. *Heartsaver First Aid and Adult, Child & Infant CPR Certification: October 3,* 9:00 am-3:00 pm. $110. On the Mall (9 Hanover Street) in Lebanon, NH. American Heart Association classes. Scholarships available. (603) 650-2600 or http://patients.dartmouth-hitchcock.org/womens_resource_ctr/all_whrc_classes.html.

**New London Hospital**

*Heartsaver CPR Recertification: September 22 or October 20,* 6:00 pm. $25. Weber Room, 273 County Road in New London, NH. American Heart Association classes. Register online. www.newlondonhospital.org/events/courses_classes_schedule/# or (603) 526-5501.

**Valley Regional Hospital**

*Heartsaver Adult, Child & Infant CPR - New & Recertification: November 11,* 5:00-8:30 pm. $50, plus $13.95 for textbook. *Heartsaver First Aid: November 19,* 5:00-8:30 pm. $20. 243 Elm Street in Claremont, NH. American Heart Association classes. Private courses for groups of six or more scheduled upon request. (603) 542-1839 or beth.thibault@vrh.org.

www.ProCPR.org

*ProFirstAid Adult, Child & Infant CPR & First Aid Recertification: Online,* $39.95. (888) 228-3911 or www.ProCPR.org.(Accepted in VT for recertification.)

**Upper Valley Ambulance, Inc.** in Fairlee, VT is an American Heart Association Training Center; for CPR and first aid training information, contact Jody Gagnon at (802) 333-4043 x0.

**White River Valley Ambulance** in Bethel, VT offers CPR and first aid training in Bethel or at your site; call (802) 234-6800 for details.

You may also find a class by phoning your local fire station - many times they have trained staff willing to teach CPR and/or first aid - or your community recreation department.

**VT Essential Maintenance Practices for the Stabilization of Lead Paint**

Owners of child care facilities – including family child care homes – built before 1978 are required to attend this training once before getting registered and perform lead paint stabilization procedures annually. To reserve a seat at an upcoming Vermont Department of Health approved Essential Maintenance Practices training and inquire about cost, call the number listed below. For more information, visit LeadSafeVermont at www.lead safevermont.org/html/landlords.html.

- **September 22,** 5:00-8:00 pm at Windham Windsor Housing Trust in Brattleboro, VT. Call (802) 463-9927 x208 to register.
- **October 27,** 5:00-8:00 pm at Windham Windsor Housing Trust in Brattleboro, VT. Call (802) 463-9927 x208 to register.
- **October 28,** 5:00-8:00 pm at City Hall in Burlington, VT. Call (802) 865-5323 to register.
VT Basic Specialized Child Care Services Training

SpecializedChildCareServices (SCCS) encompasses Vermont subsidized child care for children eligible under one of the following service needs:

- **Protective Services** for a child who has been a victim of abuse or neglect and child care is part of a plan to support the child, thus reducing the risk of future abuse/neglect;

- **Family Support** for a child in a family experiencing significant stress where child care is part of a larger family plan to address specific issues;

- **Special Need** for a child in child care with a special physical or developmental need.

Providers must attend a 6-hour Basic SCCS Training prior to signing the **Provider Agreement, Part 3** and being granted SCCS status enabling them to care for children with a SCCS need. This training is offered annually in the fall through the Child Care Project (November 7, 9:00 am-3:00 pm in Lebanon, NH; see page 6 for details). Other upcoming options in Vermont include:

- **September 26**, 9:00 am-3:30 pm in Berlin, VT. Call (802) 262-3292 to register.

- **October 24**, 9:00 am-3:00 pm in Newport, VT. Call (802) 334-7316 to register.

- **October 19 & 26**, 6:00-9:00 pm in St. Albans, VT. Call (802) 393-6591 to register.

- **October 22 & 29**, 6:00-9:00 pm in St. Johnsbury, VT. Call (802) 748-1992 to register.

- **October 22 & 29**, 6:00-9:00 pm in Middlebury, VT. Call (802) 388-4304 to register.

- **October 27 & November 3**, 6:00-9:00 pm in Springfield, VT. Call (802) 886-5242 to register.

- **October 29 & November 12**, 6:00-9:00 pm in Williston, VT. Call (802) 863-3367 to register.

- **November 5 & 12**, 6:00-9:00 pm in Brattleboro, VT. Call (802) 254-5332 to register.

Free CCV Online Course: Introduction to Afterschool Education and Care

In partnership with the VT Child Development Division, Vermont Afterschool is offering a free 3-credit, online course for afterschool professionals through the Community College of Vermont (CCV). This tuition-free opportunity is for those who are currently working in a regulated child care setting. The course, Introduction to Afterschool Education and Care (EDU 1320), engages students in an exploration of the growing field of afterschool care and education. Semester dates are **September 8-December 21**. For more information and to download the Final Intent to Register form, visit www.vermontafterschool.org/training/online-college-courses/. Please note that registration is NOT through CCV.

Individualized System of Support for Afterschool Programs Workshops

Vermont Afterschool provides training and technical assistance to afterschool programs via the Individualized System of Support for Afterschool Programs (ISS-AP). This intensive professional learning community brings afterschool leaders together around specific topics or “strands” for a focused experience. Each ISS-AP strand is facilitated by an instructor with expertise in the area, and all strands incorporate both group experiences with individualized coaching that takes place between the ISS-AP instructor and afterschool participant. ISS-AP strands require participants to engage in the material and group learning process by attending all sessions. 2015-2016 workshop will be held on **September 17, November 13, March 4 and May 13** at Lake Morey Resort in Fairlee, VT. All 21st Century Community Learning Center and licensed program participants are able to enroll at no cost in one full strand per year. For more information and to register, visit www.vermontafterschool.org/training/iss-ap/.
Annual Vermont Afterschool Conference
Online registration is open for the annual Vermont Afterschool Conference to be held on October 23 at the Stoweflake Mountain Resort in Stowe, VT. Leslie Beller, founder of MHA Labs, will be the keynote speaker. New full-day workshops have been added, Montshire Museum's tinkering tent is returning for the Afterschool Cafe and raffle donations are rolling in. Early bird rate is $150 ($25 discount for Vermont Afterschool members) until October 1. For more information and to register, go to www.vermontafterschool.org/training/conference/.

NAEYC 2015 Annual Conference & Expo
The National Association for the Education of Young Children's (NAEYC) Annual Conference and Expo is the largest and most important gathering of early childhood professionals in the world. This year's event, November 18-21 will be in sunny Orlando, Florida. The theme is Power of the Profession and celebrating the millions of educators, advocates and researchers who serve our nation's youngest learners. Registration is open and the early bird rate expires on September 25. Go to http://www.naeyc.org/conference/ for details and to register.

BFIS in VT
www.brightfutures.dcf.state.vt.us
The Bright Futures Information System (BFIS) is a Vermont data management system designed and operated by the VT Child Development Division of the Department for Children and Families. Hundreds of statewide early care and education professional development opportunities (such as workshops, classes and conferences) are listed and updated regularly in the BFIS Course Calendar. Go to www.brightfutures.dcf.state.vt.us, click on Course Calendar under Resources for Early Childhood and Afterschool Professionals near the bottom of the page and start searching.

Online Training & Coursework
http://northernlightscdc.org/training/online-training-and-coursework
Colleges and other sponsors of professional development all over the world offer online training. Vermont’s Northern Lights Career Development Center reviews and approves sponsors of online training that is not for college credit. These are approved sponsors whose modules and workshops may count as training hours required by the VT Child Development Division for licensing/registration, Step Ahead Recognition System (STARS) for STARS application/renewal, Child Development Associate (CDA) for initial credential and/or VT Agency of Education for educator licensure renewal, and more.

Local Colleges with Evening & Online Early Childhood Education Classes

Community College of Vermont
Upper Valley campus
145 Billings Farm Road, Wilder, VT
(802) 295-8822 • www.ccv.edu
Fall semester runs Sept. 8-Dec. 21; registration open now through Sept. 4.

River Valley Community College
1 College Place, Claremont, NH
(603) 542-7744 x411 • www.rivervalley.edu
Fall semester runs Aug. 31-Dec. 21; registration open now.

Granite State College
Lebanon Academic Campus
24 Airport Road, West Lebanon, NH
Claremont Regional Campus
27 Pleasant Street, Claremont, NH
(603) 542-3841 • www.granite.edu
Fall term runs Sept. 8-Dec. 4; registration open now. Registration for winter term opens Oct. 6.
Local ECE Professional Support Networks

Teacher-to-Teacher Networking Group
The Teacher-to-Teacher Networking Group is hoping to reconvene in September, on the second Wednesday of the month. All Upper Valley teachers are welcome at the next meeting, scheduled for September 9 from 6:30-7:30-ish pm at DHMC Child Care Center in Lebanon, NH. Bring your thoughts and ideas to share with your colleagues. Discussion will focus on the group's interests and concerns. RSVP is required. Contact Kathy Audette at kathleen.audette@brighthorizons.com or (603) 650-9700 to express your interest in attending and get more information, including directions to DHMCCCC.

Upper Valley Child Care Association
For: All Upper Valley child care center directors, administrators, family child care providers and early childhood professionals from both NH and VT

Meets: 2nd Tuesday of each month, 1:00-3:00 pm at Franklin Pierce University in West Lebanon, NH

For more information, contact: Jeff Robbins at (603) 646-6610 or jeff.robbins@dartmouth.edu

Early Childhood Professionals Network
For: All home- and center-based providers from northern Windsor & southern Orange Counties in VT

Meets: 2nd Monday of each month, 6:30-8:30 pm at Dartmouth-Hitchcock Medical Center, Auditorium D in Lebanon, NH (unless otherwise noted)

Focus of upcoming meetings: All meetings begin with a pot-luck dinner and informal conversation, and conclude with distribution of curriculum materials to those in attendance, unless otherwise noted.

• Sept. 14: Positive Discipline training presented by Scott Noyes (free)

• Oct. 12: planning activities and training topics for the coming year and book share/swap - share a favorite children's book and suggest an extension activity; trade an "old but still in good shape" book for a "new to you" one

• Nov. 9: finalize 2016 grant application and holiday craft night - bring at least one homemade craft that providers can easily recreate as gifts for their families using everyday materials

For more information contact: Rachel Hunter at (802) 886-1070 or Michelle Scott at (802) 356-2755, or email earlychildhoodprofessionalntwk@yahoo.com

Connections
For: All Orange County, VT child care and other professionals directly working with young children

Meets: 1st Wednesday of each month, 6:30-8:30 pm at Valley Cooperative Preschool in Bradford, VT

Focus of upcoming meetings: Pizza is served at all meetings, unless otherwise noted.

• Sept. 2: Are You Ruled By Your Cravings? training presented by Cynthia Brush-Pires (free)

• Oct. 7: round table discussion on how to foster relationships with our families (not training)

• Nov. 4: annual Connections budget meeting

For more information, contact: Meri Saladino at (802) 222-4236
Notes of Interest

Congratulations

... to the following family child care provider and center-based programs for joining VT’s Step Ahead Recognition System (STARS). Welcome – great job!

• Staci Harvey of Rochester - 1 star
• Orange Southwest Supervisory Union Early Education Program in Randolph - 3 stars
• Stockbridge Central School’s Pre-Kindergarten in Stockbridge - 3 stars

... to the following family child care providers and center-based programs for moving up in VT’s Step Ahead Recognition System (STARS). Super work!

• Emily Creighton-Pryer of Bradford - 5 stars
• Melissa Frary of South Royalton - 2 stars
• Melissa Hunt of White River Junction - 2 stars
• Cronin Sleeper of Woodstock - 4 stars
• Sarah Wright of Vershire - 2 stars
• Potter’s House Christian School & Child Care Center in Hartford - 2 stars
• Rainbow Playschool in Woodstock - 4 stars
• Rivendell Early Childhood Program at West- shire School in West Fairlee - 5 stars
• Upper Valley Waldorf School in Quechee - 4 stars
• Woodstock Nursery School in Woodstock - 4 stars

... to the following providers for earning a VT Northern Lights Career Development Center certificate (or certificates). Way to go!

• Andrea Abraham of Fairlee - Level I
• Brittany Bemis of East Thetford - Afterschool Essentials & Afterschool Foundations
• Abigail McFadyen of Randolph - Level IV-A
• Katie Ouelette of White River Junction - Level I & II & III-A
• Michelle Scott of White River Junction - Level I
• Dawn Stever of Fairlee - Level IV-A

Weekly Wednesday Words

This once a week (once every two weeks in the summer) email from the Child Care Project contains notes and flyers that we’ve collected throughout the week that might be of interest to you between quarterly newsletters, as well as a reminder of our upcoming professional development opportunities. If you or a colleague would like to be added to our email distribution list or if you have information to share, please let us know: (603) 646-3233 or child.care.project@dartmouth.edu.

Opportunity for Public Comment on Proposed VT Child Care Regulations

The VT Child Development Division (CDD) is collecting input on the new center and family child care home proposed child care regulations now through September 28.

To streamline regulations and create consistency across environments the current four sets of regulations were combined into two sets of regulations. The current regulations for Early Childhood Programs and Programs for Non-Recurring Clients were combined into the proposed Center Based Child Care and Preschool Programs Regulations. The current regulations for Licensed Family Child Care Homes and Registered Child Care Homes were combined into the proposed Registered and Licensed Family Child Care Homes Regulations.

Public comments on the proposed regulations can be made through an online survey, attending a public hearing (on September 14 from 9:00-11:00 am or September 21 from 6:00-8:00 pm) or by mailing written comments to CDD. For more information, including the links to the surveys, locations of the public hearings and mailing address for CDD, visit http://dcf.vermont.gov/cdd/child_care_licensing/regulation_revisions. A printed copy of the regulations can be obtained by calling (800) 649-2642.
VT’s Act 60
The Vermont legislature recently enacted Act 60. This new law, which came into effect July 1, 2015, changed mandated reporting procedures, some child abuse definitions, and information sharing across the system. The VT Department for Children and Families will be launching new web-based mandated reporter training in the fall of 2015. Visit mandatedreporters.vt.gov to get the latest information on reporting, sign-up for email updates, see links to relevant information, and access the link for the online training once it’s available. Questions? Contact Lindsay Barron at lindsay.barron@state.vt.us. As always, to report child abuse or neglect, call (800) 649-5285 — 24 hours a day, 7 days a week. If a child is in immediate danger, dial 911 or your local police first, then the number above.

VT’s Act 166
Passed by the Vermont Legislature in 2014, Act 166 provides for publicly funded prekindergarten education for a minimum of ten hours per week for 35 weeks annually for all 3, 4 and 5 year-old VT children not enrolled in kindergarten. The Act had an implementation date of July 1, 2015; then a Transition Relief Bulletin was issued to allow school districts to delay implementation until July 1, 2016. It is now up to school districts to decide whether to implement universal prekindergarten education starting in 2015 or 2016. The application for prequalification, frequently asked questions and other information is available at http://education.vermont.gov/act-166.

VT Child Care Financial Assistance Questions?
A note from Kathy Petuck, Child Care Financial Assistance Specialist and Child Care Financial Assistance Program Supervisor at The Family Place, our local VT child care subsidy office: Remember, if you have questions about how to bill or submit attendance for VT child care financial assistance, go to http://dcf.vermont.gov/cdd/laws/ccfap-policies. On the left hand side under “For Child Care Providers,” click “BFIS.” Scroll down to “BFIS Child Care Program Account” and click on “Submitting Attendance in the Bright Futures Information System Fact Sheet” and also the “Provider Payment Handbook.” This assistance is available any time, 24/7.

Free VINS Pass Offer
Interested in taking a field trip or even a weekend outing with your own family? Thanks to continued funding provided by VT Starting Points, the Child Care Project has a free pass to the Vermont Institute of Natural Science’s (VINS) Nature Center located a quarter of a mile west of the Quechee Gorge at 6565 Woodstock Road (Route 4) in Quechee, VT. The pass is for child care providers and allows entrance to one adult and up to five children over age 2 (children under age 2 are welcome, but are always free and not included in the count) for a day. Contact us with a specific date request and we will email you a pass for that day. For more information on VINS, including year-round hours and driving directions, visit www.vinsweb.org or call (802) 359-5000.

PTAN Child Care Inclusion Project
NH child care providers who are struggling to maintain a child with challenging behaviors or other special needs can call the Preschool Technical Assistance Network (PTAN) Helpline (1-888-584-8200) to request assistance. PTAN provides free services to NH child care providers: telephone consultation in the privacy of your program; on site consultation from consultants with expertise matched to your specific need; and individualized onsite staff development that improves your staff’s skills and satisfies licensing and credentialing requirements for in-service training. Visit http://ptan.seresc.net/blog/inclusive-child-care/preventing-child-care-expulsion/ for more information.
Let Them Play! It’s vital to the learning process.

**The Value of Play**

Play is one of the primary approaches to learning available to children in early childhood. Sense impressions and ideas bubble up from within them, much as they do in an artist or a composer. The children use the arts as a form of expression but most often they use play itself to express their ideas. Through play they try on every role and situation they’ve encountered in life. They explore the world around them and make it their own. Their play is often serious, but it is also enjoyable and deeply satisfying.

Yet despite its importance for cognitive, social-emotional and physical growth, play has largely been pushed out of kindergartens and is currently vanishing from preschools. It has been replaced with teacher-led instruction. Research and commentary about this situation can be found in the Alliance for Childhood's report, *Crisis in the Kindergarten*, and in an article, *The Crisis in Early Education*, both by Edward Miller and myself.

**Reading at Five?**

One thing that has moved early education in the U.S. away from play and toward cognitive instruction is the widespread belief that children should learn to read at five. The assumption is that they will be better readers than if they wait until six or seven. But there is essentially no evidence that this is true. Fortunately, the Common Core Standards are a bit vague on this point. They call for kindergarten children to read “emergent-reader texts with purpose and understanding.” There does not seem to be widespread recognition of what emergent-reader texts are which leaves room for interpretation. The primary goal should be that young children begin building the bridge toward print literacy, not that they cross the bridge and stand firmly on the other side.

Many other countries do not begin formal reading until age six or seven. They use guidelines similar to those proposed by Bank Street College in New York. Bank Street, a highly respected college for early childhood educators, identifies three stages of reading: emergent readers in preschool, kindergarten, and first grade; early readers in first and second grade; and early fluent/fluent readers in second and third grade. Working with this approach allows time for preschool and kindergarten children to slowly but effectively build a bridge from oral language to written language. And it allows time for play-based learning.

**Play-based learning** is a term that embraces two approaches simultaneously. One is that children are given ample time to carry their own ideas into play—with assistance from teachers as needed. The other is that their knowledge of the world has been enriched through appropriate content offered in interesting and experiential ways by their teachers. This can include reading of books, storytelling, puppetry, music, and the arts, as well as encouraging hands-on activities and exploration of nature. The children’s own play and the content offered by teachers enhance one another. One child succinctly expressed it this way: “At recess I remember everything I learned.”

**Compelling Research**

Many studies documenting the value of play in early learning have been summarized in a brief and very readable book titled *A Mandate for Playful Learning in Preschool* by Kathy Hirsh-Pasek and others. Among the studies they report is one by Herb Ginsburg of Columbia University. He and Kyoung-Hye Seo filmed 90 preschool children during free play. Each film lasted 15 minutes. The content was then analyzed and the researchers found that regardless of children’s social class, about half of the play scenarios contained mathematical activity, including patterns and shapes, magnitude of different objects, and number or quantity. No one assigned them these themes. They arose spontaneously.
A Mandate for Playful Learning also reports on a number of studies that indicate that heightened language skills are exhibited in connection with children's play. For example, a longitudinal study by David Dickinson and Patton Tabors, the Home-School Study of Language and Literacy Development, followed 74 children from low-income homes from three years of age through middle school. The research showed a clear relationship between the children's use of language during early childhood play and their later literacy outcomes.

There are other studies that show long-term gains for children in play-based programs. A striking example is the HighScope Preschool Curriculum Comparison Study (PCCS). It was a companion study to the well-known Perry Preschool study that showed the importance of preschool education for children from low-income homes. The PCCS went further and showed that play-based programs can lead to much better long-term outcomes for children than instructional programs.

PCCS researchers assigned 68 at-risk children to one of three preschool programs. The HighScope program and the traditional nursery were both play-based and yielded similar outcomes. The third classroom was heavily cognitive in orientation and used a scripted program. At the end of the first year it seemed that all students advanced equally, but the youngsters were followed until age 23. Over time the children who attended the cognitive class needed special education far more often than those from the play-based programs (47% vs 6%). Also, the students from the cognitive class were more likely to later be arrested for felony offenses (34% vs 9%).

Long-term gains for children from play-based classrooms were also found in Germany in a study done in the 1970s. In this case children from 50 kindergarten classes that were play-based were compared with the same number from cognitively-oriented kindergartens. The children were followed until age ten. The study, reported by Linda Darling-Hammond and Jon Snyder in the Handbook of Research on Curriculum, found that children from the play-based kindergartens excelled over those in the cognitive classrooms in all 17 measures used, including creativity, oral expression, and “industry.” The study was so convincing that Germany, which was moving rapidly toward academic kindergartens, switched back to play-based programs.

Why is play so important in early learning?
Play has been likened to the inquiry-based approach of a scientist. Both engage in "what if" thinking. The child is continually trying out new possibilities and learns as much from failure and mistakes as from positive outcomes. It is the process that is of great importance to the child rather than the outcome. However, it is difficult to assess process, which is one reason that play has fallen out of favor in schools.

Creativity, curiosity, play, and problem-solving are all intertwined in early childhood. Social negotiation is also frequently part of the mix. “Let's play this way.” “No, let's do it my way.” Then the conversation begins. At age three it might end in a tussle. By age five children have become very adept in their use of language in play and in their ability to negotiate socially. This holds true for children from all socio-economic backgrounds.

It is increasingly the case, however, that children from all backgrounds enter preschool with undeveloped play abilities. There are many reasons, but among them are too many hours of screen time during which children view other people's creativity rather than developing their own. In addition, modern toys are often related to films or television shows and come with a clear story line, making it difficult for children to create their own stories. To engage in creative play of their own making, children find it very helpful to be given simple, open-ended play materials. Almost anything becomes a good toy in the hands of a playful child—blocks and other building materials, ropes, cloths, household items, and simple dress-ups are used in new ways every day. They offer children the chance to express their ever-changing understanding of the world.
**Encouraging Play in the Classroom**

Many children play well in school as soon as they realize it is allowed. Others need help from teachers who, themselves, need to understand play and ways to cultivate it in children. Young teachers often did not grow up with much playtime and benefit from experiences with creative play. Even older teachers who did play as children may need some prompting to recall open-ended play strategies. Sharing play memories with one another is a great help, as is engaging in actual play.

Many teachers are fearful of play in the classroom. In their minds, play is synonymous with chaos. But when children are deeply engaged in play they tend to be focused and fairly quiet. There is a “hum” of play that fills the room, with occasional loud voices that then quiet down again. This is true of young children but also of school-age children. For the PBS documentary, “Where Do the Children Play?” we organized a play session for fifth graders at a public school in Flint, Michigan. At the end of the hour-long film shoot, the teacher who had been quite apprehensive about play, remarked that it had not been chaotic at all. The children had played with enormous concentration using cardboard boxes, old sheets, ropes, and tape, and they played with children they did not usually socialize with.

Given all the benefits of play, what can teachers do to facilitate and support more play in their classrooms? Here are five suggestions:

- Encourage open-ended play by providing simple materials that children can adapt to all their needs: blocks, stones, logs, boxes, fabric, clothes line and clothes pins, etc.

- Provide rich language and content to spark children’s play through story telling, puppetry, books, songs, verses, and nursery rhymes.

- Be sure you are comfortable with play. Draw on your own childhood experiences, share play memories with others, and explore play now with blocks, mud pies, and dress ups.

- Deep, satisfying play needs time. Let children play for 45 minutes or more, giving help as needed, but letting children initiate and direct their own play.

- Help parents appreciate play. Direct them to articles, websites and videos. Organize a play session as part of a parent evening and have them also share play memories.

**No Excuses**

The Common Core Standards do not preclude play from kindergartens, and they should not serve as an excuse for removing it from preschools, although anecdotal reports indicate that that is happening. Rather, the Common Core Standards were created to help graduates enter the workplace and college. A recent IBM Institute study asked 1,500 CEOs around the world what they most sought in employees. The answer was simple: Creativity. There is no better way to foster creativity than to keep it alive in early childhood when it is naturally very strong and expresses itself through play. Yet teachers tell us that if they give their children time to play, some have no ideas of their own, or do not know how to engage in make-believe play.

Further, Kyung Hee Kim at William and Mary College, using scores on the Torrance Test of Creative Thinking found that creativity levels had risen from the 1950s to 1990 but then began to decline, especially among children. She is now frequently asked by business schools to help them develop courses that will stimulate creative thinking. The irony is not lost on her that we are driving creativity out of young children and then trying to restore it in college students.

Play-based education in preschool and kindergarten gives children a chance to develop their creativity in balanced ways. It supports the overall healthy development of children and prepares them for the 21st century workplace where creativity is highly valued.

**Source:** www.communityplaythings.com/resources/articles/2014/let-them-play (By Joan Almon, January 7, 2014)
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The Child Care Project is a Granite United Way partner agency.