



Northwest Connection

FAMILY RESOURCES

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Inside this issue:

YoungStar Inclusion	2
YoungStar Testimonies	2
It's All About Balance Conference	3
Outdoor Learning	3
Upcoming Trainings	4
Upcoming Trainings	5
Tips on How To Save Money	6
Kids Yoga	6
Setting up a Process-Oriented Classroom (Continued from Page 1)	7

Setting up a Process-Oriented Classroom



When was the last time you took the time to enjoy a drive, not worrying about exactly when you would arrive at the destination? Focusing on the journey instead of the finish line allows you to enjoy the scenery, make stops when you feel like it, and take inspiring detours. Ultimately, you will reach your final destination feeling less stressed and more fulfilled.

Focusing on the process allows children to get the most out of their "journey". As an early childhood teacher, it is your task to ensure that the children in your classroom have the opportunity to get the most out of their "journey", without pressuring them to achieve particular end results. Focusing on the process instead of the product can give them this experience.

Providing ample time for unstructured and open-ended activities allows children to explore and develop at their own pace. As a result, they build confidence in their abilities, become comfortable with making mistakes and trying things multiple times, and feel accomplished in the work that they've done. When the adults don't demand a particular end result, and when the child doesn't hear "no" as he is working on his process, the child is allowed to be successful in his decision-making.

It is important to provide open-ended materials without an adult always dictating how the materials should be used. Art media, such as paint, crayons, and clay, are some examples. Loose parts, such as egg cartons, craft sticks, ribbon, and spools, are others. Sensory activities, such as play dough, cornstarch and water, or sand, can be used with cups, funnels, spoons, and other tools for scooping, pouring, poking, and decorating. Blocks of all different shapes and materials are wonderfully open-ended and allow for opportunities to build fine motor, cognitive, and social-emotional skills. Providing plenty of unstructured time and open-ended materials allows children to develop at their own pace.

At their own pace

When a child is rushed through an activity, perhaps to make room for the next child or to get to the next thing that happens in the classroom, it sets her up for failure. If she doesn't feel like she has enough time with the materials she will never learn to fully explore them and use them to their full creative potential. She will then lose out on an opportunity to learn both more about the materials and about herself. If the activity leaves her feeling discouraged, she may begin to feel that her painting, her structure, or her design isn't as "good" as everyone else's.



(Continued on Page 7)

BE THE
person
YOU
needed
WHEN YOU WERE
younger

Be an Inclusive Child Care Provider!

What is Inclusion?

Inclusion is the educational practice of educating and caring for children with special needs in the same environment as children of typical development. In an inclusive program; children with and without special needs take part in the same daily activities and in the same environment. Providers make creative modifications that allow each child present to participate.



What experience to do I need?

Screening and inclusion training is strongly recommended for all child care providers interested in caring for children with special needs. In order to properly care for children with special needs you must first be able to properly identify children who may need specialized care. Providers then must be able to tap into a “specialized” skill set and think of new and different ways to do things that meet the needs of all children.

Where do I start?

Start by making sure your daily routines and activities support optimal development in all developmental domains. Develop curriculum based on what you already know about child development and developmentally appropriate practices and find creative and innovative ways to include children of all ability levels. An inclusive program is first of all a good early childhood program. How are families involved? Family members of special needs children often have a great deal to teach professionals because they have an intimate knowledge of their child and their particular impairment. Greater family and community involvement is essential to the inclusion process. Make an effort to engage families in goal setting and the planning of activities.



If you have any questions or would like more information contact us at Northwest Connection Family Resources!

For more information...<https://dcf.wisconsin.gov/files/youngstar/pdf/eci/inclusiveprovider.pdf>



Here's what Family Child Care Providers & Center Directors are saying about their recent experiences with YoungStar Technical Consultants.

- ★ Douglas County – “I learned many new things during the visit, that is the reason I want a technical consultant yearly!
- ★ Douglas County – Jessie brought new learning activities for me to use and taught me new ways to bring learning into FUN!”
- ★ Burnett County – “This program helped me be more organized and I know now what kind of set up the kids need.”

Northwest Connection Family Resources
23rd Annual Fall Conference
It's All About Balance

Hayward Wesleyan Church in Hayward, WI
Saturday, October 14th from 8:30 am - 4:00 pm.

Keynotes:

Be the Architect for Your Life: Dream It. Plan It. Live It. Tracy Butz

Choose to live your life on purpose and in your way. Don't let others sketch your plan or let life happen to you by default. Be the architect for your life. Design it to fit you, just like...the perfect pair of jeans we all desire.

Keeping Your Business in Balance Tom Copeland

Taking care of children is only half your job. The other half is taking care of business. Learn how to reduce the risks of running your business: custody disputes, parents showing up drunk and privacy policies. Identify ways to better manage your own money and prioritize your personal financial goals.

There will be many other break-out sessions to choose from.

Remember at the conference, you will have a special opportunity to win a prize when you bring a project you did during "Week of the Young Child". We always connect WOYC to our fall conference to give you the opportunity to highlight your program. Create a poster, drawing done by the children, or a display showing what you did during the week. Bring your creation to It's All About Balance, October 14 to be entered into the contest. Prizes will be awarded: 1) participation-following the week's outlined activities 2) most creative 3) parent/child involvement 4) *random* drawing of the exhibits.

Watch for the brochure and registration in August!

 **Outdoor Learning** 

Using nature to create a learning environment for children.



Math-This can be as simple as collecting different sizes of rocks, sticks, leaves, flowers, or whatever nature has given to you in your out-door space. Allowing children to sort through materials and finding biggest to smallest, sorting by color and shape.

Art-This is a fun way to spice up your art and creative time. Have children collect different types of flowers and plants and provide them with a small cup of water. Children can use a large rock or cement as their canvas. Let them paint with water, flowers, and plants.



MUD KITCHEN food



Dramatic Play- You can create your own mud kitchen to bring Dramatic Play outdoors! Gather your stones and start drawing fruit and vegetables on them. Once all the fruits, veggies, and pies are drawn on the rocks, they have to be sealed with either clear coat or clear nail polish. Once dry, they're safe to get wet and muddy and watch the imagination unfold!

<http://munchkinsandmoms.com> <http://www.messylittlemonster.com> <https://nurturerstore.co.uk>

Upcoming Training Opportunities

Worms, Germs, Mud & Crud

In this training you will build a better understanding of the rationale for hand-washing requirements. We will use assessment tools, licensing requirements and accreditation criteria to analyze when and how to wash hands and sanitize surfaces. There is a \$15 fee for this training.

- ★ *Tuesday, July 25th at Rising Sun Daycare from 6-9pm- Forest County Potawatomi*
- ★ *Thursday, September 28th at the Oneida Law Enforcement Building from 6-9pm- Oneida County*
- ★ *Tuesday, October 24th at Phillips Normal Building from 6-9pm- Price County*
- ★ *Thursday, October 26th at the Iron County Courthouse from 6-9pm- Iron County*

Child Portfolios

This training is designed to help programs learn to develop child portfolios. Participants will hear tips on creating useful child portfolios. Strategies to use the information in the portfolios to document learning and to identify curriculum content will be shared. There will a \$15 fee for this training.

- ★ *Monday, August 21st at the Microtel of Rice Lake from 6-9pm- Barron County*

“Children must
be taught
HOW TO THINK,
not what to think.”

Margaret Mead

WWW.VERYBESTQUOTES.COM

Bringing the Protective Factors to Life in Your Work!

As part of our mission to support families and healthy development of children, we are able to offer this 6 session training during which we will engage in a comprehensive discussion about the importance of bringing the Protective Factors to the forefront of the field of family support. You will leave with a renewed sense of purpose and enthusiasm for your work! Light Dinner Provided!

- ★ *At UW Superior 6-8pm- Douglas County*
Saturday, September 23rd
Tuesday, October 10th
Tuesday, October 17th
Thursday, October 19th
Tuesday, October 24th
Thursday, October 26th
- ★ *At Oneida Law Enforcement Center 6-8pm – Oneida County*
Thursday, September 28th
Monday, October 2nd
Wednesday October 4th
Monday, October 9th
Wednesday October 18th
Monday, October 30th

Strengthening Families- Online

This training explores the connection between factors that prevent child abuse and neglect and what quality early childhood programs do to build them. There is a \$15 fee for this training. Course is completed at your own pace throughout the dates listed below. This course is offered through UW Platteville but is NOT credit based course.

- ★ *Monday, September 11th through Friday, September 18th. Call and send payment for course by Wednesday, August 30th.*

Upcoming Training Opportunities

A New Approach to Wisconsin Model Early Learning Standards

Come join us as we explore what it means to implement Developmentally Appropriate Practices in your program and how these practices support the Wisconsin Model Early Learning Standards. WMELS specifies developmental expectations for children from birth through entrance to first grade. The standards reflect attention to all the domains of a child's learning and development. Finally, we will wrap up by discussing how to apply the practices learned into your program. You must attend all four sessions to receive a certificate for this class. There will be a \$50 fee for this training.

- ★ *Monday, September 11th from 6:00 – 9:00 pm*
- ★ *Saturday, October 21st & November 11th from 8 am – 3:30 pm both days (lunch provided)*
- ★ *Wednesday, November 29th from 6:00 – 9:00pm Holiday Inn in Superior-Douglas County*

Pyramid Model

This training examines why professional development in social emotional competence is important to children, families and child care providers. This training will be offered in a 8 part series. There is a \$50 fee for this training. *Watch for more information about the Pyramid Model Course being offered this fall!*



Sudden Infant Death Syndrome & Shaken Baby Syndrome Prevention Training

These trainings will help you to discover the causes, effects and ways to help prevent Shaken Baby Syndrome (SBS). You will also learn about Sudden Infant Death Syndrome (SIDS) and how to help reduce risk. This is a wonderful training for providers, parents, and community members. There is a \$20 fee for this combined training.

Held at NCFR, Hayward

- ★ *Thursday, July 27th from 6:00 - 9:00 pm*
- ★ *Thursday, September 28th from 6:00 - 9:00 pm*

Training Dates for SBS/SIDS being offered at Oneida County Law Enforcement Center in Rhinelander:

- ★ *Tuesday, July 25th from 6:00 - 9:00 pm*
- ★ *Tuesday, September 19th from 6:00 - 9:00 pm*

Please call for

more information &

to register for each training

(715) 634-2299 or (800) 733-KIDS

Help us plan for upcoming trainings!

Send suggestions for training topics to NCFR.

Please email any questions or suggestions

nwchild6@cheqnet.net or

by calling (800) 733-KIDS



\$ Tips on How To Save Money \$

We could all use some extra money for a vacation, furniture, clothing, retirement.

Here are some simple tips to help you save more:



- Set aside every \$5 you receive as change in an envelope for a rainy day.
- After paying off a car loan, credit card debt or student loan, don't stop. Continue making those monthly payments and put the money into a savings account.
- Bank of America's Keep the Change program will round up a customer's debit-card purchases to the nearest dollar and transfer this extra change into savings. So, a \$3.50 cup of coffee is rounded up to \$4, and the extra 50 cents is directed into savings.
- Acorns is an app that works the same way. It connects with your debit and credit cards and rounds up the price to the nearest dollar. It invests the money in a portfolio of stocks and bonds for \$1 a month.
- Pick one child as your "retirement baby" and set aside their tuition for your retirement.
- Deposit your Food Program check (or half of it) directly into a retirement account.
- Set aside registration fees, late pick up fees, field trips fees, and any other fees from parents into a savings account.
- Create a contest with your family members on who can save the most money in coins over a period of time. Use the money for a family outing.

What do you do to save more money?

Tom Copeland - www.tomcopelandblog.com

(Tom Copeland will be a keynote speaker at the Fall Conference!)

Image credit: <https://pixabay.com/en/save-piggy-bank-money-economical-1720971/>



Kids Yoga



Why is it important?

- ★ Improves flexibility, strength and coordination.
- ★ Can be used as a relaxation technique to help anxious kids combat the stresses of everyday life.
- ★ Helps regulate emotions and provides coping skills.

Here are some fun classic animal-themed moves you can do with your kids.



- ★ Frog— Stand with your feet hip-width apart. Bend at the knees to a squat and place hands between your feet. Rock your weight slightly forward and pop-up, coming off your hands and feet while making a ribbit sound.



- ★ Butterfly-- Sitting on the ground, bend your knees and bring your feet together. Wrap your hands around your feet and press your knees toward the floor. Flap your wings by lifting and lowering your legs.



- ★ Snake—Lying face down with your legs, feet and belly on the floor, arms behind your back, hands clasped and fingers interlocked, lift your chest and hiss like a snake.

(Yoga will be one of the breakout sessions at the Fall Conference!)

This article brought to you by: Lisa Evans www.todayparent.com

Setting Up A Process-Oriented Classroom : Continued from Page 1

Allowing a child the freedom to choose how they use different materials is also important. When setting up a painting activity, remember that some children may not be comfortable with the medium. One child may only want to paint a single line on the paper. Questioning, "Is that all?" or, "Don't you want to do more?" calls into doubt the child's ability to decide when he is finished and may lead him to believe that he isn't capable of making these kinds of choices. Another child may want to cover her paper with several colors and need a refill in the paint cup. Telling her she's used enough paint or that it's time to let another child have a turn interrupts the child's creative process and may stifle the joy she experiences in painting freely.

This isn't to say that a child should be able to use materials at the exclusion of other children who might want an opportunity. Be sure to have plenty of materials available so that other children who might want to explore can also use them. A teacher can create a "yes" environment by having an abundance of paint, paper, and brushes for all children who are interested in participating in the activity.

This is important outside of the art area as well. Giving a child enough unstructured time to use any play material is vital. So is letting the child make choices in how he is using the materials. For example, children are not normally permitted to build structures on the shelving unit that houses the blocks, and one day, a child decides that's what he's going to do. The teacher could say, "Why don't you build on the floor?" But rather than immediately saying, "No, don't do that," the teacher could first observe, in order to discover the child's thought process behind why he's building on the furniture. Whatever his reason, letting the child expand his concept of where he can build will also grow his creativity and curiosity in how he chooses to construct with the blocks.

Allowing for mess

Messy play is something that not all teachers are comfortable with. We may not feel that it's useful or necessary to provide these kinds of experiences. We may worry about how much we'll have to clean up afterward. Despite these misgivings, we need to remember that messes are part of a child's process, and rather than saying "no," we should find ways to allow children to make messes, giving them the opportunities to fully explore the various properties of the materials and how they are used.



Allowing for messes means letting go of our own desire to keep everything in the classroom absolutely tidy. A child might be using a marker on a piece of paper attached to a clipboard, then decides to lift the paper to draw on the clipboard. The initial response might be, "Don't draw on the clipboard," or, "Paper is for drawing." The teacher might worry what will happen to the clipboard, that it won't look "nice" anymore. But when we focus on the process, of learning about how the marker works and where it can make marks, there is less of a need to stop him. The clipboard doesn't need to look a certain way to be useful.

The teacher's role is to set up the environment so that the children can learn and experiment freely, even if the play gets messy. This might mean having towels, a bucket of soapy water, and changes of clothing handy. Children will then understand that their explorations are supported by their teachers and go about their play with confidence. The environment needs to be set up so the children can explore messy materials with confidence.

Allowing for mistakes

Children learn much from their mistakes. They need to be given ample chances to make them. Through trial and error, a child can figure out what works and what doesn't. The disappointment that she may experience won't become a setback as she comes to understand that it's only a matter of trying again later or in a different way. Making mistakes helps her to learn to come up with alternate solutions, to develop patience and focus as she attempts to solve the problem, and to reach out to peers or teachers for help if she needs it.

Open-ended activities are key in giving children opportunities for mistake-making. Teachers can support the explorations of children through supporting the choices children make in their play. If an adult tells a child that the materials are meant to be used differently, rather than the way the child has chosen, he does not get the chance to take a risk, experiment, and learn from his ideas. Becoming comfortable with making mistakes means a child becomes more confident in his skills and feels accomplished in what he can do. That is what the process is all about.





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Rain Painting!



Rainy weather offers a deluge of new experiences for children that are not to be missed.

One not-to-be-missed activity is rain painting. This is “water color” painting in the truest sense of the word!

Sprinkle a sturdy piece of paper with food color or powdered tempera paint. Then set it outside in the rain. A nice gentle shower works the best. It is exciting to watch as the raindrops blend and spatter the paint into unique formations. When you think the painting is complete, carefully bring it inside to dry.

Check your forecast for the next possible rain, then get out the paint!

This article written by: Rhonda at www.communityplaythings.com