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THE JOB COUNCIL
PROVIDING WORKFORCE RESOURCES

Provider

Spring 2007

P R E S S

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Helping Toddlers Become Problem Solvers

All parents and teachers have seen the unique ability of toddlers to use toys and materials in unexpected ways. One child may turn a cup into a hammer or a basket into a hat. Another toddler may stand on a riding truck to try to reach a toy or pull over a chair to climb onto a bookshelf. Observant adults recognize these innovations as signs that children are learning to use their thinking skills to solve problems.

Experiences in problem solving help children develop curiosity and patience, along with thinking skills such as flexibility, and understanding of cause and effect. They learn to work toward achieving a goal, and gain confidence in their ability to reach a solution.

Even very young children make discoveries on their own. An infant who accidentally creates a noise with a rattle may then make the sound again and again on purpose. An older infant discovers that by looking under a blanket, he can find a hidden toy. A toddler who cannot pull a wagon up a hill by herself learns that she and a friend can push it up from behind.

By not rushing in and rescuing young children who are facing minor everyday problems, adults can help infants and toddlers develop confidence and increase their thinking abilities.

It's also helpful for parents and teachers to provide materials that encourage children to explore. Some toys, such as jack-in-the-boxes and busy boxes, provide opportunities to explore simple cause-and-effect relationships. Other common materials like empty cardboard boxes, plastic bowls, or scarves can provide open-ended experiences through which toddlers can make choices and decisions, and find different ways to manipulate the materials.

Other activities can involve materials such as clear plastic tubing (such as the tubing used for aquariums) which children can fill with bright materials, and watch the materials move as they shake the tubes. If you provide inclines or ramps of wooden blocks, a toddler can watch what happens as objects roll down inside the tubes. She may discover that some objects roll faster than others. He may learn about actions and reactions when he sets plastic bottles at the bottom of the ramp to create a unique bowling game.

(Whatever materials you provide to help children experiment with problem solving, remember to be very careful about choking hazards.)

These everyday materials are fun, and can hold children's interest for long periods. They also help children experiment with cause and effect and with gravity and physics. In addition to supporting cognitive development, problem-solving activities

help in the social arena as well. Groups of children engaged in these activities negotiate with their friends and learn how to solve interpersonal problems.

By providing interesting materials and enthusiastically reinforcing children's attempts to explore and solve problems, parents and teachers can stimulate children's development, promote advanced critical thinking, and help children take pride in their own abilities to find out more about how their world works.

Excerpted from "Using Everyday Materials to Promote Problem Solving in Toddlers" by Laura Segatti, Judy Brown-DuPaul, and Tracy L. Keyes - an article in the NAEYC journal, *Young Children*. Many articles and resources from *Young Children* are available on the NAEYC "Beyond the Journal" Web site, at www.journal.naeyc.org/btj.

Early Years Are Learning Years™ is a regular series from NAEYC providing tips to help parents and early childhood educators give young children a great start on learning.



Are You in This Alone?

Opportunities for part time work or that could create a career path! Local organizations have periodic need for experienced child care professionals to provide child care at special evening or weekend events and even backup coverage for staff absences. If you would like more information on how to get into the pool as an extra help provider, make some additional income, and potentially improve your career options, contact us at Child Care Resource Network, 842-2590.

HELP IS A CALL AWAY

Do you have parents who are struggling with their child care payments? They may qualify for Employment Related Day Care (ERDC)

Federal and state child care funds are available to low-income, working families from the Department of Human Services, depending on family size and income. For more information, they can call the nearest Department of Human Services office:

Ashland	482-2041
Cave Junction	592-4149
Grants Pass	474-3101
Medford	776-6172
White City	864-8700
W. Medford Family Center	734-7516

They can also go to www.dhs.state.or.us to see if they may qualify. (Follow this path)

- Children & Teens
- Child Care - Parent information
- Co pay estimate

Author! Author!

We know many of you have tremendous backgrounds in early childhood care, education and business. We're hoping some of you would like to share your wisdom. If you are interested in writing an article (or articles) for our Provider Press Newsletter and/or our Parent Times Newsletter, we'd really like to publish you. Please do not let spelling or grammar get in the way as submissions will be reviewed and corrected. Any topic related to the field of operating a child care business will be considered. Final approval will be determined by our Program Director, Margie McNabb. If you have any questions contact Lisa, 842-2591, lisaw@jobcouncil.org.

Tax Exemption for Parents of Children with Disabilities

As in past years, the Department of Education is providing the following information to you as a resource for helping parents. Parents often contact school district special education staff for assistance in obtaining information concerning the Oregon tax exemption for parents of children with disabilities. This basic information will provide you and your staff an understanding of the exemption.

The Oregon Tax Code provides an additional tax exemption for parents of children with disabilities in Oregon. The procedure for claiming an exemption for the 2006 tax year is explained in the Oregon Individual Income Tax Return and Instructions, Nonresident and Part-Year Resident, and the Full-Year Resident booklets.

Who qualifies for the exemption?

Here are the changes to reflect our tie to the new federal definition of qualifying child. The age in our statute is overridden by the federal disabilities act.

Your child must meet all of the following:

- Qualify as your dependent for tax year 2006; and
- Be eligible for "early intervention services" or receive special education as defined by the State Board of Education of the state where the child attends school, however, learning disabilities or communication disorders alone do not qualify; and
- Be considered to have a disability as of December 31, 2006 under the federal Individuals with Disabilities Education Act and related Oregon laws.

Eligible disabilities include:

- Autism
- Visual Impairment
- Mental retardation
- Serious emotional disturbance
- Traumatic brain injury
- Hearing impairment
- Orthopedic impairment
- Other health impairment
- Multiple disabilities
- Deafblind

What documentation must be submitted with a tax return?

The tax booklet explains that your child must have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) and an eligibility statement for one of the disabilities listed above. A copy of the IEP or IFSP coversheet and a copy of the student's eligibility statement may be obtained from the school district. The coversheet and copy of the eligibility statement should be kept with the child's permanent health records, as maintained by the family – they DO NOT need to be sent with the tax return. Write the child's name on line 6c for "All dependents" (see page 8 of the Oregon Department of Revenue Full-Year Resident Instructions or page 16 of the Nonresident and Part-Year Resident Instructions at the link below for complete instructions).

Oregon Department of Revenue On-Line Instructions and Forms

You may reference the Oregon Department of Revenue Forms 40S and 40 with Instructions are available at the following link: http://egov.oregon.gov/DOR/PERTAX/formspit.shtml#2006_Tax_Year The Spanish translations of the Oregon Department of Revenue Forms 40S and 40 with Instructions are available at the following link: <http://egov.oregon.gov/DOR/PERTAX/espanol.shtml>

More Questions?

For general information you may contact Eric Richards, Director of Operations, Office of Student Learning & Partnerships, at the Department of Education at 503-947-5786. For advice or individual assistance in completing the tax form, consult a tax professional or the Department of Revenue at 1-800-356-4222.



How do the referrals break down?

These numbers can help you make business decisions, especially if you have openings, or are new. They are for both Jackson and Josephine Counties and include two quarters' worth of data so you can get an idea of trends.

The break down of numbers below doesn't add up because many families have multiple kids needing different services and some are callbacks from previous quarters that get mixed in.

	July-Sept Quarter	Nov-Jan Quarter
Total Families		
Requesting Referrals	628	418
Self Pay	368	226
DHS assistance	258	191
Infants (0-2 years)	291	218
Toddlers (2 years)	117	81
Preschool (3-K)	292	171
6, 7, & 8 years olds	134	90
9+	74	29
Full time care	543	341
Part time care	106	81
Extended hours:		
Early AM care	15	2
Late PM care	51	39
Overnight	1	2
Weekend	57	37

YOU DON'T HAVE TO HAVE A TEACHING CREDENTIAL TO OFFER PRESCHOOL!!!

Preschool is all about school preparation. There are endless activities that support children's early learning, listening skills and getting along with others.

- Explore language: Use full sentences, play with rhyming, break words down into their sounds and identify letters that go with the sounds.
- Make readers: Read to them, help them follow the words with their fingers, talk about how the pictures match the words.
- The basics of our world: Have activities that encourage the learning of shapes, colors, numbers, the alphabet, how their name looks as written, counting.
- Create opportunities: Let them practice being part of a group, listening, following directions, sharing and solving problems with other children.
- Self care: Allow them to use buttons, zippers, get dressed and use the bathroom with as much independence as they are ready for.
- Arts/Crafts/Science/Math: Mix colors, trace, paint different surfaces, play with magnets, noodles, paperclips, make collages, make shadows, study bugs, stack blocks, count things that are the same & different
- Play act & real act: Puppets, grocery store, doctor's office & other dress up play expand into cooking, gardening and taking care of babies and dolls together.
- Find a preschool curriculum you like or call Child Care Resource Network for ideas.

Preschool Activity Ideas

1. Take time to answer their endless questions
2. Act silly with them sometimes
3. Praise them frequently
4. Make paper decorations, paper chains, paper rooms for theme day
5. Use crepe paper hanging down vertically to make a curtain for dramatic play
6. Make collages with a multitude of objects
7. Act out fairy tales or nursery rhymes, vary the stories
8. Plan a "trip" to another country

SCAM ALERT! JURY DUTY

Although this is not targeted against child care we thought this was a good bit of information to pass along. In this con, someone calls pretending to be a court official who threateningly says a warrant has been issued for your arrest because you didn't show up for jury duty. When you protest you did not receive notice of summons the person calling will ask that you verify your date of birth and social security number so they can clear this up for you. If you give them this info, you have given away your identity. Please never give your personal information over the phone unless YOU placed the call and know who you are giving it to and why.

This is a wide-spread scam and, because it is so intimidating, it is easy to get sucked in. It has been reported by CBS and you may visit the following sites for more information: www.fbi.gov/pressrel/pressrel05/092805.htm or www.snopes.com/crime/fraud/juryduty.asp

INTRODUCING THE OREGON ONLINE CHILD CARE TRAINING CALENDAR

Child care and school age professionals must continue to strengthen their knowledge and skills. Additionally ongoing training and professional development is required to maintain license and registration with the Oregon Child Care Division. To assist you in finding and registering for training opportunities a new online child care training calendar has been developed. The NEW training calendar is available at www.oregonchildcaretraining.org.

The online training calendar lists training opportunities statewide for:

- Required training to become a licensed child care provider;
- Required training to maintain license;
- Early childhood and school-age professional development;
- Professional development to move up the Steps of the Oregon Registry;
- Child Development Associate (CDA) or other certificate training;
- After school or out-of-school time training for school-age professionals; and
- Training in languages other than English;

You can search by county, as well as by training category and date. Detailed information is available about the training such as date, training hours, core knowledge categories, cost, and how to register. Check the calendar frequently because new opportunities will be added on a regular basis. Professional Development mentors at your local child care resource and referral organization can answer your questions about professional development.

If you are a trainer wanting to post information on the calendar contact the Oregon Center for Career Development in Childhood Care and Education at 1-877-725-8535 for information.

For more information on the training calendar contact the Oregon Child Care Resource and Referral Network at 1-800-342-6712 or email contact@oregonchildcare.org

GET INTO THE POOL!

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