



November 2017



WORKFORCE SOLUTIONS CHILD CARE PROVIDER NEWS

December Provider Advisory Council Meeting

Provider Advisory Council meetings provide a way for CCS providers to stay connected and up-to-date with news and information. We welcome your suggestions for agenda items. Please plan to join us for the next Provider Advisory Council Meeting:

Thursday, December 14, 2017

11:30 a.m. - 1:30 p.m.

Workforce Solutions Capital Area North
6505 Airport Blvd, Ste 101E, Austin, TX 78752
Lone Star Room

Please RSVP by December 6th

Note: Lunch will only be provided for those who RSVP.

New Positions at Workforce Solutions

Please welcome our three new Specialist Supervisors: Chanel Mitchell, Janie Castillo, and Kristy Smith. Kristi Vidaure is the new Child Care Customer and Provider Relations Coordinator and last but not least, Nicole Robinson is the new Child Care Programs manager, taking over the position recently vacated by Elaine Clark.

Training Calendar

Our training calendar has been updated through September 2018. Please see trainings [here](#). To register for a training please EMAIL: CCSRegistration@wfscapitalarea.com. Registration is FREE.

Texas Rising Star Achievements

Join us in congratulating:

- Children's Courtyard Metric
 - EAC Anderson High
 - Ebenezer CDC
 - Ireland's Kingdom
 - Little Angels
 - Little Explorers
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CLASS Corner

Workforce Solutions Capital Area has embraced CLASS (Classroom Assessment Scoring System) as a tool that can be utilized side by side with Texas Rising Star to enhance teacher-child interactions and further the understanding of the importance of interactions in our classrooms.

In a recent blog post, Sherilyn Crump discusses the importance of talking to babies.

Talking to Baby with CLASS

As an infant classroom teacher, you know that talking to babies is important. For instance, you tell the infants in your care what they are looking at ("You see the new block basket on the shelf!"). You label objects ("You have the red ball!"). And you describe events that take place in the classroom ("The tray just fell off the table! That scared you."). These examples represent Teacher talk, an indicator in the Infant CLASS tool. Why, then, is the dimension of Early Language Support so challenging?

The Trend

Teacher talk (general talk in the classroom) is just one indicator in the dimension of Early Language Support in the Infant CLASS tool. Have you noticed that Teacher talk seems to go well in your classroom? You may also notice that the two remaining indicators, Communication support and Communication extension, are more challenging. If this is your experience, you're not alone.

What's Really Happening?

Teacher talk feels natural and comfortable. As we care for infants, we habitually chatter. For example, when we get ready to change a baby's diaper, we say, "Oh my goodness, you are pretty wet! Let's grab a fresh diaper, and change you!" Or we may say to an infant in a bouncy seat, "Wow, look at how many toys are out. I think every toy we have in the classroom is on the floor! I better pick these up before someone trips and falls!" We talk like this quite a bit in infant classrooms.

Then there's Communication support (talk directed at individual infants). We often talk "to" babies. We say things like, "Kayden, are you enjoying your pears?" Or sometimes, when a baby says "Ba, ba, ba, ba, ba," we may say back to the baby, "Ba ba ba? Do you want your bottle?" Notice how I've slipped "sometimes" into this paragraph? Talking directly to an infant also feels natural. But we might feel more self-conscious about imitating a baby's vocalizations back to them.

Finally, there's Communication extension (teachers and infant having back and forth exchanges). In this indicator, the teacher gives the infants words to say, grabs on to any attempts at sounds an infant makes, and then engages in a back and forth exchange with the baby.

Why is This So Hard?

I think it feels less natural to extend conversations with an infant. Infants aren't yet talking, at least not with words. Without words, it's challenging to know what to say to a baby. It's easier to engage in an extended conversation with a toddler because they are starting to use words and phrases. It's even easier to engage in a conversation with a chatty preschooler. But a baby? What am I supposed to do?

How to Extend Your Conversations!

What's the most successful way to converse with a baby? Think: "I'm doing the talking for both of us!" The adult is both the supporter and the interpreter of an adult-to-infant conversation. The teacher does this by talking to infants, pausing to watch the baby's reaction, and then interpreting what to say back. Ask yourself, "What might this baby say back to me?" For example:

T: Kayden, are you enjoying your pears?

T: (pauses to watch Kayden's face while he takes a bite)

K: (takes a bite, and says "mmm")

T: Mmmm. That's a big bite from your spoon. You like the pears; you think they are pretty tasty.

K: (takes another bite)

T: You are hungry today. Yesterday you didn't feel like eating, but today you are making up for it!

K: (makes a sour face at the next bite)

T: (smiling) Did I remind you how you felt yesterday? You do remember!

Then, continue to watch and listen to Kayden. Keep up the conversation in a natural, back and forth fashion until Kayden signals he is ready to be done.

The above conversation is full of Communication support and extension. It's also bonus Teacher talk, as the teacher labels objects, and describes events using complete and varied sentences. While filling in both sides of a conversation may feel a little funny at first, it gets easier over time. Try practicing short conversations throughout the day to increase your comfort level. Before you know it, you'll be a Communication support and extension expert!

This post originally appeared on [Teachstone.com](https://www.teachstone.com).

Resources for Children after Mass Violence

Below is a list of resources you all can use or pass along to others to help children that are experiencing any trauma, confusion or fear due to the violence we seem to be seeing all too often.

- [Parent Guidelines for Helping Youth after Mass Violence](#)
- [Psychological Impact of Mass Violence](#)
- [Teacher Guidelines for Helping Students after Mass Violence](#)
- [Helping Young Children with Traumatic Grief: Tips for Caregivers](#)
- [Helping School-Age Children with Traumatic Grief: Tips for Caregivers](#)
- [After a Crisis: Helping Young Children Heal](#)
- [Parents Tips for Helping Preschool-Aged Children after Disasters](#)
- [Parents Tips for Helping School-Aged Children after Disasters](#)
- [Understanding Traumatic Stress: Guide for Parents](#)
- [Talking to Children about the Shooting](#)
- [Psychological Impact of the Recent Shooting](#)
- [Parent Guidelines for Helping Youth after the Recent Shooting](#)
- [After a Crisis: Helping Young Children Heal](#)
- [Restoring a Sense of Safety in the Aftermath of a Shooting: Tips for Parents and](#)

Professionals

- Helping Youth after Community Trauma: Tips for Educators
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PLEASE NOTE:

Workforce Solutions Child Care Services will be closed

December 25 to 26 and January 1 and 15.

Feedback

We welcome your response! Workforce Solutions Capital Area is committed to bringing quality child care news to the community. If you have comments about this newsletter or suggestions for future topics, please contact Susan Helfeld at susan.helfeld@wfscapitalarea.com or 512.597.7112.

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