

Family Resource Booklet

**School District of
South Milwaukee**



The future of the world is in very small hands.



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The Value of Play



When I play pretend, I learn...

New words	Sharing	Cleaning up
Imagine begin someone else	Independence	Self-reliance
Eye-hand coordination	Problem solving	cooperation
Respect for others	Self-confidence	Expressive language
Fine motor skills	Creativity and imagination	Abstract thinking
Life experiences	Empathy toward others	Negotiation
	Turn-taking	



When I play with blocks, I learn about...

Balance	Gravity	Position
Size	Weight	Shape
Design	Creativity	Eye-hand coordination
Number concepts	Problem solving	New words
Pride	The world	Sharing
Cooperation	Expressive language	Negotiation
	Turn-taking	



When I play with manipulatives, games, and puzzles, I learn...

Eye-hand coordination	Problem solving	Completing a task
Sharing	Cooperation	Negotiation
Shapes	Colors	Sizes
Sorting	Spatial relations	Numbers
Counting	Matching	Patterning
Expressive Language	Self-confidence	Turn-taking
	New words	



When I play with art materials, I learn...

Creativity and imagination	Colors	Color mixing
Properties of matter	Texture	Shapes
Design	Eye-hand coordination	Types of media
How things work	Pride in own work	Fine motor skills
Problem solving	Use symbols	Play and carry out task
New words	Self-expression	Self-reliance
Sharing	Turn-taking	





The Value of Play



When I play in sand or water, I learn...

Properties of matter	Effects of gravity	About the senses
Cause and effect	Measuring	Sorting
Sinking and floating	Textures	Weight
Eye-hand coordination	Fine motor skills	Cooperation
Sharing	Creativity and imagination	New words
Expressive language	Problem solving	Turn-taking



When I play outdoors, I learn...

How the body works	Take risks	New physical skills
Coordination	Confidence	Directional skills
Safety rules	Position	Sequence
Turn-taking	Sharing	Creativity and imagination
New words	Expressive language	



When I engage with books and writing tools, I learn...

Reading readiness skills	Writing readiness skills	Listening skills
Speaking skills	A love of books	New information
New words	Expressive language	Sentence structure
Eye-hand coordination	Fine motor skills	Creativity and imagination



When I 'play' with music and movement, I learn...

Social skills	Feelings	Actions
Self-expression	Cooperation	Large muscle skills
How the body works	Balance	Coordination
Instruments	Cultures	Number concepts
To think symbolically	Listening skills	Following directions
Phonological awareness	New words	Concepts about print





Developmental Milestones



Below is a guide of developmental milestones. These are just some of the things you should be looking for as your child grows. Because every child develops at his or her own pace, your child may reach these milestones slightly before or after other children the same age. Use this as a guide. If you have concerns regarding your child's development please contact 414-766-5000.

By the End of Two Years (24 Months)

Social and Emotional



- Imitates behavior of others, especially adults and older children
- More aware of herself as separate from others
- More excited about company of other children
- Demonstrates increasing independence
- Begins to show defiant behavior
- Separation anxiety increases toward midyear then fades



Cognitive



- Finds objects even when hidden under two or three covers
- Begins to sort by shapes and colors
- Begins make-believe play



Hand and Finger Skills

- Scribbles
- Turns over container to pour out contents
- Builds tower of four blocks or more
- Might use one hand more often than the other

Language



- Points to object or picture when it's named for him
- Recognizes names of familiar people, objects, and body parts
- Says several single words (by 15 to 18 months)
- Uses simple phrases (by 18 to 24 months)
- Uses 2- to 4-word sentences
- Follows simple instructions



Movement



- Walks alone
- Pulls toys behind her while walking
- Carries large toy or several toys while walking
- Begins to run
- Stands on tiptoe
- Kicks a ball
- Climbs onto and down from furniture



Adapted from:
Learn the Signs. Act Early.
Center for Disease Control and Prevention
www.cdc.gov/actearly





Developmental Milestones

By the End of Three Years (36 Months)



Social and Emotional

- Imitates adults and playmates
- Shows affection for familiar playmates
- Can take turns in games
- Understands concept of "mine" and "his/hers"
- Expresses a wide range of emotions
- Separates easily from parents




Cognitive

- Makes mechanical toys work
- Matches an object in her hand or room to a picture in a book
- Plays make-believe with dolls, animals, and people
- Sorts objects by shape and color
- Completes puzzles with three or four pieces
- Understands concept of "two"



Hand and Finger Skills

- Makes up-and-down, side-to-side, and circular lines with pencil or crayon
- Turns book pages one at a time
- Holds a pencil in writing position
- Screws and unscrews jar lids, nuts, and bolts




Language

- Follows a two- or three-part command
- Recognizes and identifies almost all common objects and pictures
- Understands placement in space ("on," "in," "under")
- Uses 4- to 5-word sentences
- Can say name, age, and sex
- Uses pronouns (I, you, me, we, they) and some plurals (cars, dogs, cats)
- Strangers can understand most of her words



Movement

- Walks up and down stairs, alternating feet (one foot per stair step)
- Kicks ball
- Runs easily
- Pedals tricycle



Adapted from:
Learn the Signs. Act Early.
Center for Disease Control and Prevention
www.cdc.gov/actearly



Developmental Milestones

By the End of Four Years (48 Months)



Social and Emotional

- Cooperates with other children
- Plays "Mom" or "Dad"
- Increasingly inventive in fantasy play
- Negotiates solutions to conflicts
- More independent
- Dresses and undresses



Cognitive

- Correctly names some colors
- Understands the concept of counting and may know a few numbers
- Follows three-part commands
- Recalls parts of a story
- Understands the concepts of "same" and "different"
- Engages in fantasy play



Hand and Finger Skills

- Copies square shapes
- Draws a person with two to four body parts
- Uses scissors
- Draws circles and squares
- Begins to copy some capital letters



Language

- Has mastered some basic rules of grammar
- Speaks in sentences of five to six words
- Speaks clearly enough for strangers to understand
- Tells stories



Movement

- Hops and stands on one foot up to five seconds
- Goes upstairs and downstairs without support
- Kicks ball forward
- Throws ball overhand
- Catches bounced ball most of the time
- Moves forward and backward with agility



Adapted from:
Learn the Signs. Act Early.
Center for Disease Control and Prevention
www.cdc.gov/actearly





Frequently Asked Questions



Autism



What is autism?

Autism is a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brains, impacting development in the areas of social interaction and communication skills. Autism is a spectrum disorder and it affects each individual differently and at varying degrees.

What are characteristics of autism?

Every person with autism is an individual, and like all individuals, has a unique personality and combination of characteristics. Some individuals mildly affected may exhibit only slight delays in language and greater challenges with social interactions. They may have difficulty initiating and/or maintaining a conversation. Their communication is often described as talking at others instead of to them. (For example, a monologue on a favorite subject that continues despite attempts by others to interject comments).

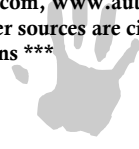
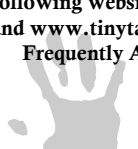


People with autism also process and respond to information in unique ways. In some cases, aggressive and/or self-injurious behavior may be present. Persons with autism may also exhibit some of the following traits:

- Little or no eye contact
- Unresponsive to normal teaching methods
- Sustained odd play
- Spinning objects
- Obsessive attachment to objects
- Apparent over-sensitivity or under-sensitivity to pain
- No real fears of danger
- Noticeable physical over-activity or extreme under-activity
- Uneven gross/fine motor skills
- Non-responsive to verbal cues; acts as if deaf, although hearing tests in normal range
- Insistence on sameness; resistance to change
- Difficulty in expressing needs, using gestures or pointing instead of words
- Repeating words or phrases in place of normal, responsive language
- Laughing (and/or crying) for no apparent reason; showing distress for reasons not apparent to others
- Preference to being alone; aloof manner
- Tantrums
- Difficulty in mixing with others
- Not wanting to cuddle or be cuddled



*** Information from Frequently Asked Questions were provided by staff from the South Milwaukee School District as well as the following websites: www.babycenter.com, www.autism-society.org, www.smalltalkinfo.com and www.tinytalkinghands.com. Other sources are cited throughout the Frequently Asked Questions sections ***





Frequently Asked Questions



Speech/Language

Will sign language delay my child's ability to speak?

Absolutely not! Several independent research studies have proven that those babies who communicate with sign language actually speak earlier and have larger vocabularies than babies who do not sign.



My child has a disability; will sign language help?

Without a doubt! No matter what age, sign language can help bridge the gap between cognition and communication as a vocabulary builder. It will add a 3-D concept to their thoughts to facilitate verbal development.



Can a parent tell whether a child's speech is developing well?

You know your child best. You talk and listen to your child more than anyone else. If you are concerned about the way your child is learning to talk, talk to your pediatrician as there are resources through various community programs, such as a Birth to Three Program or your school district.



Do babies understand when we talk?

Babies do not understand the meaning of all the words we say at first. Babies learn about sounds and words when we talk to them. Talking to your baby while bathing and feeding him/her helps your baby learn about language and words from hearing you talk.

Taken from: <http://www.talkingtots.org/index.php?page=faq&Q=1>, http://early-childhood-development.suite101.com/article.cfm/speech_and_language_development_in_babies



Is it common for younger children in families not to talk?

Sometimes younger children find that they can make themselves understood by making gestures and noises instead of words. Or older children may speak for the younger ones. Parents should encourage younger children to talk just as much as older ones.

Taken from: <http://www.talkingtots.org/index.php?page=faq&Q=5>



If we speak more than one language at home, will it cause our child to have a speech or language problem?

No. A child usually says his/her first words around the same age, no matter how many languages are spoken in the home.

Taken from: <http://www.talkingtots.org/index.php?page=faq&Q=7> <http://www.pacificsl.com/FAQs.php#q7>





Frequently Asked Questions



Fine Motor



How can I help my child to develop handwriting skills?

There are many skills necessary for successful handwriting. They include strength, balance coordination, motor planning, visual perception, hand dominance, eye-hand coordination, visual and motor memory, tactile sense and attention to name a few. Many skills must be mastered before the child is able to handwrite. Pre-writing progresses through the imitation of vertical, then horizontal lines, oblique lines, followed by the production of a carefully drawn circle and a cross with two intersecting strokes. Next, the child is able to draw a square, with sharp corners, and then he is able to draw diagonal lines, in the direction of right to left followed by left to right. The most difficult shape for the child to copy is the diamond.



When do fine motor skills develop?

Fine motor development begins at birth. Beginning arm movements are random and directed away from the center of the baby's body. At approximately 3 months, the baby discovers his hands, bringing them together at midline (center) and playing with them. He/she watches their hands work together and starts to pass objects from one hand to the other. Grasp and release patterns are strongly influenced by gross motor skills (larger muscle skills) that provide weight bearing through the child's trunk and arms. By approximately 12 months of age the baby has good eye-hand coordination and independently finger feeds. From this point, refined finger movement, such as screwing and unscrewing objects, coloring, and cutting with scissors continues, with practice, to develop. (*Learning In Motion, 1998*)



At what age should my child dress themselves, be able to engage zippers, snaps, buttons and tie shoes?

Most children start by removing their shoes and socks around 24-30 months of age. This is following by undressing then by dressing. Assistance to button buttons, engage zippers and snap snaps may be needed until age 4 & 1/2 to 5 years of age. Give the child enough time to practice dressing skills and encourage him/her to complete without your help. Shoe tying is more of a challenge for most children and they will need extra practice for success.



Is it normal for my kindergartener to reverse letters when they write?

Yes. Reversing letters is entirely normal for kindergartners and in to first grade. It should be gone by second grade. You do not need to be concerned about it at this age. Children don't understand that if you change a letter's direction, it can become a different letter (or not a letter at all). In your child's eyes, a *d* should still be a *d*, whether it faces forward, backward, up, or down. Gently redirect your child to form letters correctly. They will learn with practice.





Frequently Asked Questions



Potty Training

I heard it is easier to train girls than boys; is this true?

It's actually not a myth, but oftentimes girls will be trained between 18 and 24 months, with boys 6 to 12 months later. Of course, the timing of potty training is not important, and I suggest that parents not push the issue. Wait until the child demonstrates great interest in training, because ultimately, the child is in control of this matter, and you don't want to fight a battle with your child when the deck is stacked against you, the parent!

How will know when we should start potty training?

Here are some signs . You don't have to wait until you've checked off every item to start training. Just look for a general trend toward independence and an understanding of what it means to go to the bathroom like a grown-up.

Physical signs

- Is coordinated enough to walk, and even run, steadily.
- Urinates a fair amount at one time.
- Has regular, well-formed bowel movements at relatively predictable times.
- Has "dry" periods of at least three or four hours, which shows that his bladder muscles are developed enough to hold urine.

Behavioral signs

- Can sit down quietly in one position for two to five minutes.
- Can pull his pants up and down.
- Dislikes the feeling of wearing a wet or dirty diaper.
- Shows interest in others' bathroom habits (wants to watch you go to the bathroom or wear underwear.
- Gives a physical or verbal sign when he's having a bowel movement such as grunting, squatting, or telling you.
- Demonstrates a desire for independence.
- Takes pride in his accomplishments.
- Isn't resistant to learning to use the toilet.
- Is in a generally cooperative stage, not a negative or contrary one.

Cognitive signs

- Can follow simple instructions, such as "go get the toy."
- Understands the value of putting things where they belong
- Has words for urine and stool.
- Understands the physical signals that mean he has to go and can tell you before it happens or even hold it until he has time to get to the potty.



Frequently Asked Questions



Potty Training (continued)

How do we know when to back off?

Starting potty training before your toddler is ready

This will only make it more difficult and prolong the process. There's no magic time when it's right to begin. Most toddlers have the necessary physical and mental skills between 18 and 24 months, while some aren't ready until they're closer to age 3 or even 4. Keep an eye out for physical, cognitive, and behavioral signs that your toddler is set to give it a try.



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It may take up to three months to potty-train your child, and it's important to be patient and supportive throughout. If you've been trying for three months without success, your toddler may not be ready - wait a few weeks and try again.



Starting at the wrong time

It's not a good idea to begin training a week before the new baby is due, when you're changing caregivers, or during any other disruptive time in your child's life. Toddlers are creatures of routine, and any changes to the usual program are likely to cause setbacks. So wait until things have settled down before you start.



Putting on the pressure

If your toddler has started to show an interest in potty training, that's great. But don't push her to get through it faster than he/she can handle. If he/she gets nervous, he/she could start holding in his/her stool, which can lead to constipation and other problems. Let him/her take his/her time and get used to this new, multipart process step by step. They'll move from one stage to the next at their own speed. It's fine to try to motivate with gentle reminders and encouragement, but if they balks, don't push it.



Punishing your child

It won't accomplish a thing to get angry or penalize your toddler if she's not interested in training, won't sit on the potty, has an accident, or has any of the other common problems kids have while potty training. Setbacks are natural, and scolding will only make her less interested in training - she'll be afraid any mistakes will upset you. If you can, respond to messes and other challenges calmly - and if you can't, bite your tongue and count to ten, then try again.





Frequently Asked Questions



Activities and Play



How does my child benefit from playtime with me as opposed to playtime with peers?

It's important that your child have time alone with you *and* with friends, because he's reaping different benefits from each play situation.

Playing with other kids is a crucial part of your child's development because it helps build language skills, teaches cooperation, and jump-starts the critical thinking that occurs when children challenge each other's assumptions ("I bet the next block you put on your tower will make it fall down!").



Interacting with you, however, is invaluable: This time spent together offers you both priceless opportunities to learn and strengthen your bond.



When does my child stop needing a nap?

By age 2, most toddlers have given up their morning nap but still need an afternoon snooze to see them through the day. About a quarter of kids stop napping altogether by the age of 3, another half between ages of 3 and 4, with the final quarter continuing to nap until they're 5 or 6.



How much exercise does my preschooler need?

It's important to give your child lots of opportunities to get physical — preschoolers learn how their bodies work (and burn off energy) by running, jumping, climbing, and exploring their world. You probably don't need to take extra steps to make sure your preschooler gets plenty of exercise. Kids this age are so active that they get the exercise they need just from going about their daily routine (spinning, dancing, chasing, and wrestling).



How can I get my preschooler over their fear of bugs? Dogs?

Your job is to both acknowledge his anxiety and help him get more comfortable with these four-legged creatures. Say, "I know you're afraid of the dog," and leave it at that. It's natural for two-year-olds to find many things scary, and dogs — who can make loud noises, jump up, or lick your child's face — are near the top of the list of terrifying things for many children. Forcing him to pet a slobbering schnauzer may only make him more afraid and could turn his dread of dogs into a lifelong phobia. Resist the urge to push him to face his fear or try to convince him there isn't any reason to be afraid. Both tactics are likely to backfire.





Frequently Asked Questions



Food and Nutrition



How can I get my child to drink more water?

It's a good idea to offer your child something to drink often, especially during warm weather, because young bodies can become dehydrated so easily and because children are more likely than adults to ignore their thirst when they're busy playing. Lack of fluids can make her tired or dizzy or give her a headache. Any beverage — or even a Popsicle or a juicy fruit like watermelon — can help to slake a child's thirst. But water plays such a vital role in how the body functions that it should be a first choice when your child is thirsty. Among other things, water regulates the body's temperature by allowing you to sweat, it carries waste away in the urine, and it moves nutrients and other substance throughout the body. If your child refuses to drink plain water, try giving her watered-down juice. Soda with caffeine is a poor choice for a thirsty child since the caffeine will cause her to urinate more frequently and lose more body fluids than she's gaining.

Children get an added benefit from drinking water (as long as it's fluoridated): It helps their teeth grow strong. Fluoride strengthens the outer coating of the teeth and makes them less susceptible to decay. It can also help repair any damage to teeth. Furthermore, fluoride strengthens teeth that are still growing in the gums, so even if your child still has her baby teeth, getting enough fluoride helps to ensure the health of her adult teeth to come.



How do I get my child to sit down in their chair to eat?

If your 2-year-old sits at the table and eats for a few minutes at a time, he's doing great — and so are you. Keep up what you're doing, because any change is likely to be for the worse!

Your son stays put for a little while and eats a bit because he's hungry and likes the food — and, just as importantly, because he doesn't see the table as a battleground. So encourage his enthusiasm for food and his gastronomic independence as much as you possibly can. Let him have some say in what he gets to eat ("Cheese sandwich or peanut butter sandwich?") and offer it in a form that he can manage himself — even if that means eating spaghetti with his fingers. Don't press him to eat more than he wants (though there's no harm in gently recalling his attention to his plate when he gets distracted) and don't "help" him by spooning in the food yourself unless he asks you to.

Whatever you do, don't make him stay at the table when he's finished. One day, he'll understand that it's good manners to stay put until others have finished eating. If you try to enforce this rule right now, though, you'll risk his happy eating.

How do I stop my child from playing with his food?

You probably can't stop your child from fiddling with her food overnight, but how you respond when she does can gradually bring about a change in her behavior. Although you may be tempted to scold her for playing at the table, try not to. Instead, sit down together to eat, enjoy your dinner, and assume she'll follow your lead. When she starts building forts with her mashed potatoes or castles with her broccoli, calmly say, "Oh, I see you're finished eating," and take her plate away. Then gently remind your child that food is for eating, not playing with. The goal is to avoid turning mealtimes, which should be a source of family pleasure, into a battleground or a manners lesson in which you constantly have to monitor what your child's doing with her food. If you're worried that she'll starve, take heart: Kids will eat when they're hungry, especially active 2-year-olds who need lots of energy to fuel their growing minds and bodies.





Frequently Asked Questions



Gross Motor



When should my child be able to ride a bike?

This depends upon your child. Some children will learn quickly and others will have more difficulty with learning to pedal. Your child needs to have a good sense of balance and this is learned through movement. Having your child on push toys, tricycles and progressing to bigger bikes is the typical sequence. Encourage bike riding, and bike safety. There are resources online giving advice on the best way to learn to ride. Some with training wheels and others without.
<http://www.ridingmadeeasy.com/>



My child walked at an early age and never crawled, will that effect his development?

Crawling is a developmental motor milestones. Crawling is a precursor to walking, of course, but also primarily a way for infants to begin to explore their environment.

Crawling helps walking because it allows babies to utilize the muscle groups in their arms, trunk, pelvic girdle and lower legs in a reciprocal coordinated manner. Practice builds tone, strength and coordination for higher level activities such as walking, galloping and running. Crawling also helps develop the muscles in the hands for fine motor skills activities later on.



What is “W” sitting and why should it be avoided?

"W" sitting is when your child sits with his/her legs splayed looking like a "w". This is not easy for adults to do and it is not good for joints. Basically, the child kneels and then kind of scoots their legs out and sits in between the bent legs. This takes a LOT of flexibility - but again, is not good for their joints. "W" sitting can impact the knee and hip joints later in life.



What type of shoes should my child wear?

There are various opinions on this. Some pediatricians feel that shoes are not needed at an early age where as others believe shoes should be worn. It really depends on the child and what is happening in the feet with weightbearing. All children are flat footed at birth and it is through weight bearing that they develop the muscles in the feet. Babies should begin wearing shoes when they are weightbearing whether in a walker, exersaucer or beginning to cruise. If shoes are donned earlier on, the baby will be use to the tactile feeling of the shoes. The ideal first "walking" shoe should be supportive with a flexible sole. This will allow the child to have the correct alignment when he/she is weight bearing. The shoe should be sized to fit and yet allow room for the muscles of the feet to engage. A shoe that is too stiff or too tight will limit the natural balance responses that occur in our feet that need to be developed for independent walking. Shoes do not have to be worn all the time. As a child ages, the important issue with shoes is a proper fit.





Frequently Asked Questions



Kindergarten Skills

What skills should my child display for kindergarten?

One Kindergarten Readiness Checklist lists the following. Each child is different and has strengths and weaknesses. This list will give you an idea on what areas your child is doing well in, and where he may need some extra attention. This does not mean he has to master these skills by kindergarten but they will work on these skills during their kindergarten year.

Fine Motor Skills

1. Puts a 10- to 12-piece puzzle together
2. Holds scissors correctly
3. Holds a pencil or crayon properly

Gross Motor Skills

1. Runs, jumps and skips
2. Walks backward
3. Walks up and down stairs

Social Skills

1. Uses words instead of being physical when angry
2. Speaks clearly so an adult can understand him/her
3. Plays with other children
4. Follows simple directions
5. Expresses feelings and needs
6. Goes to the bathroom by him/herself
7. Waits his/her turn and shares
8. Talks in sentences
9. Asks questions about things around him/her
10. Enjoys having books read to him/her
11. Can tell a story about a past event
12. Says "please" and "thank you"
13. Can spend extended periods away from Mom and Dad

Academic Skills

1. Recognizes shapes (square, circle, triangle, rectangle)
2. Can sort items by color, shape and size
3. Can identify six parts of his/her body
4. Understands concept words such as up, down, in, out, behind, over
5. Counts from 1 to 10
6. Recognizes five colors
7. Tries to write his/her name
8. Recognizes his/her written name

Personal Information

1. Knows his/her full name
2. Knows how old he/she is
3. Knows his/her address and telephone number
4. Knows his/her mother and father's first names



Websites



Born Learning – A “...public engagement campaign that helps parents, grandparents, and caregivers explore ways to turn everyday moments into fun learning opportunities.”
<http://www.bornlearning.org/default.aspx?id=33>



Child Development Institute – An “...award winning site for information on child development, child psychology, parenting, learning, health, and safety as well as childhood disorders.”
<http://www.childdevelopmentinfo.com>



Child's Play – Articles and information for parents of children ages birth through six on play, nutrition, and toilet training.
<http://www.angelfire.com/dc/childsplay/childdev.htm>

How I Grow – A birth through five guidebook for parents.
<http://www.angelfire.com/ny/Debsimms/howigrow.html>



National Association of Parents with Children in Special Education – “A place where parents of children in special education can find everything they need to know to be their child's best advocate.”
<http://www.napcse.org/resources/>



Parents Plus – For educating, training, and supporting “...parents, educators, service providers, and community members throughout Wisconsin to strengthen families, promote student success, and achieve optimal childhood outcomes.”
<http://parentspluswi.org/index.php>

Which Toy for Which Child – A “...consumers guide for selecting suitable toys” by the U.S. Consumer Product Safety Commission.”
<http://www.cpsc.gov/cpscpub/pubs/285.pdf>



Wisconsin Early Childhood Association – Tips and resources for parents and providers to support their child's physical, emotional, social, and cognitive growth in their first five years of life.
http://www.wecanaeyc.org/about/index.php?category_id=2676

Wisconsin Statewide Parent Educator Initiative – A “...service for parents, educators, and others interested in parent-educator partnerships for children with disabilities.”
<http://dpi.wi.gov/sped/parent.html>



South Milwaukee School District Lending Library Inventory

For Educators

- Building Blocks for Teaching Preschoolers with Special Needs (2002) Resource Text
- Challenging Behavior: The Adults Role in Observation and Planning (1998)VHS
- Collaboration: Because it's Good for Both Children and Families (1999) Resource Text
- The Creative Curriculum for Early Childhood (1992) Resource Text
- Daily Dilemmas: Coping with Challenges VHS
- Developing Child Play VHS
- Developmentally Appropriate Practice in Early Childhood Programs (1997) Resource Text
- The Early Childhood Program: A Place to Grow and Learn VHS - Set of 8
- Early Intervention: Natural Environments VHS
- Educating Young Children: Active Learning Practices for Preschool and Child Care Programs (1995) Resource Text
- Family-Friendly Communication for Early Childhood Programs (1997) Resource Text
- The Giant Encyclopedia of Theme Activities for Children 2 to 5 (1993) Resource Text
- Including Children with Special Needs in Early Childhood Programs (1994) Resource Text
- Inclusive Child Care for Infants and Toddlers: Meeting Individual and Special Needs (1997) Resource Text
- Language Development VHS
- Language in Early Childhood Education (1981) Resource Text
- Learning Language and Loving It (1992) Resource Text and VHS - Set of 2
- Mainstreaming in Child Care Settings VHS
- Observing and Recording the Behavior of Young Children (1997) Resource Text
- Parent-Provider Partnerships (1998) Resource Text
- Respecting How Children Learn Through Play (1991) VHS and Booklet
- Scaffolding Children's Learning: Vygotsky and Early Childhood Education (1995) Resource Text
- A School Administrator's Guide to Early Childhood Programs (1988) Resource Text
- Supporting Young Learners: Ideas for Child Care Providers and Teachers (1996) Resource Text
- System for Collaborative On-Site Preschool EEN (S.C.O.P.E.) (1999) Resource Text
- Teaching Young Children Using Themes (1991) Resource Text
- Tools for Teaching Developmentally Appropriate Practice VHS - Set of 4
- The Transition Sourcebook: A Practical Guide for Early Intervention Programs (1991) Resource Text
- Young Children: Discipline, Block Play, Partnerships with Parents, Language Development VHS - Set of 4



South Milwaukee School District Lending Library Inventory



For Parents



- Adventures In Parenting: How Responding, Preventing, Monitoring, Mentoring and Modeling Can Help You Be a Successful Parent (2001) Resource Text
- The First Years Last Forever VHS
- Parenting Strategies: Troubles and Triumphs at Home VHS - Set of 4
- The Preschool Years: Family Strategies that Work (1988) Resource Text
- Stuttering and Your Child (1996) VHS
- Stuttering and Your Child: Questions and Answers (1989) Resource Text
- Talking Together: A Guide to Speech and Language Development in Young Children VHS



For Parents and Educators



- 1-2-3 Magic (Managing and Encouraging Good Behavior) (2001) VHS and Booklet
- Communicating Effectively with Young Children (1993) Resource Text and VHS
- Laughing, Learning, Loving: Toddler Brain Development VHS
- The New Language of Toys: Teaching Communication Skills to Children with Special Needs (1996) Resource Text
- Painting a Positive Picture: Proactive Behavior Management (1995) VHS
- Play in the Lives of Children (1988) Resource Text
- Ready to Learn (English and Spanish versions) VHS
- SensAbilities: Understanding Sensory Integration (1993) Resource Text
- SmallTalk: Creating Conversations with Young Children VHS - Set of 5
- Start Smart: Building Brain Power in the Early Years (1999) Resource Text



If you would be interested in borrowing any of these resources, please contact Deb Semrad at 414-766-5831.





Community Resources

Academy of Preschool Learning

1111 N. Chicago Avenue
South Milwaukee, WI 53172
414-764-6644
9:00 am - 3:00 pm

Contact: Lois Schreiter or Dee Balsis
www.academyofpreschoollearning.com

Offerings:

- Preschool for 3- to 5- year-olds offered M-W-F or T-TH AM
- 10 to 1 student-teacher ratio

Franciscan Villa Childcare

3601 S. Chicago Avenue
South Milwaukee, WI 53172
414-570-5410
6:00 am – 5:45 pm

Contact: Lisa Lenyard
lisalenyard@catholichealth.net
www.franciscanvilla.org

Offerings:

- Day care and preschool for children ages 6 weeks through 9 years

Aurora St. Luke's South Shore

5900 S. Lake Drive
Cudahy, WI 53110
414-489-9000
Open 24/7

Contact: Patty Borkowski
patty.borkowski@aurora.org
www.aurora.com

Offerings:

- Full service hospital, including ER, surgery, ICU, orthopedics

KinderCare Learning Centers

1801 College Avenue
South Milwaukee, WI 53172
414-762-0045
6:00 am – 6:00 pm (weekdays)

Contact: Jodi Bergeson
jbergeson@klcorp.com
<http://www.kindercare.org>

Offerings:

- Child care and Learning Center

Curative Care Network

1000 N. 92nd Street
Wauwatosa, WI 53226
414-479-9460
8:00 am – 4:30 pm

Contact: Kristy Bleeke
kbleeke@curative.org
<http://www.curative.org>

Offerings:

- Birth to Three program that provides services to children/families
- Evaluations are completed after a referral is made to the Milwaukee County Birth to Three program

Mary Linsmeier School

2979 S. Chicago Avenue
South Milwaukee, WI 53172
414-762-2366
6:00 am – 6:00 pm (weekdays)

Contact: Kathy Monson
k.monson@marylinsmeierschools.org
<http://www.marylinsmeierschools.org>

Offerings:

- Day care for 6-week-olds through 12-year-olds
- Preschool for 2 ½-year-olds through 5-year-olds
- Drop in care
- Before- and after-school programming
- Grade school summer program

Early Childhood Interagency Council

5880 S. Howell Avenue
Milwaukee, WI 53207
414-483-2685

Contact: Debby Pizur
flc@saintstephenmil.org
<http://www.ecicouncil.org>

Offerings:

- Workshops, support groups and fun, educational activities which support the mission of nurturing, empowering, and advocating with and for families from the womb into the retirement years

School District of South Milwaukee

901 15th Avenue
South Milwaukee, WI 53172
414-762-1588

Contact: Carrie Ann Poff
District Parent Liaison
poffstamper@yahoo.com
<http://www.sdsdm.k12.wi.us>

Offerings:

- Serve as liaison between parents of children with special needs and the school district
- Community resource person
- Assist District with 2011 survey



Community Resources

SDC Head Start – Cudahy

5885 S. Packard Avenue
Cudahy, WI 53110
414-482-0101
7:30 am – 4:30 pm

Contact: Fredricka Patrick
fpatrik@cr-sdc.org
<http://www.cr-sdc.org>

Offerings:

- Four day a week, ½ day comprehensive pre-school education program
- Free to eligible families
- Limited transportation services

South Shore YMCA

3244 East College Avenue
South Milwaukee, WI 53172
414-571-9622
5:30 am – 10:00 pm (weekdays)

Contact: Janice Rozga
jrozga.ss@ymcamke.org
<http://www.ymcamke.org>

Offerings:

- Pre-school/movement/swimming classes
- Gym for homeschooled students
- Camps
- Before- and after-school programs for school-aged children
- Birthday parties
- Adult programs

SDC Head Start – West Allis

1230 S. 61st Street
West Allis, WI 53214
414-762-1588
9:00 am – 4:00 pm

Contact: Janell Bergholz, Disability Coordinator
jbergholz@cr-sdc.org
<http://www.cr-sdc.org>

Offerings:

- 0-3 Transitions
- Referrals
- ½ and full day programming for 3-5 year olds
- Workshops for parents

St. Stephen's Family Life Center

5880 S. Howell Avenue
Milwaukee, WI 53207
414-571-9622
5:30 am – 10:00 pm (weekdays)

Contact: Debby Pizur
flc@saintstephenmil.org
or
Gail Kolvenbach
mom4kids@wi.rr.com
<http://www.saintstephenmil.org>

Offerings:

- Gail is the playgroup leader for families held at the Cudahy, Franklin, and Oak Creek libraries
- Receive referrals from FLC to assist families who have adults and children with disabilities
- Assist families who have adults/children with autism

South Milwaukee Health Department

2424 15th Avenue
South Milwaukee, WI 53172
414-768-8055
8:00 am – 5:00 pm

Contact: Jackie Ove, RN
benka@ci.south-milwaukee.wi.us
<http://www.ci.south-milwaukee.wi.us/health.htm>

Offerings:

- Public health nursing services
- Environmental health program
- Blood pressure/cholesterol screenings
- Lead screenings
- Immunization clinics

Treasure Our Tots

1314 Manitoba Avenue
South Milwaukee, WI 53172
414-764-0283
6:30 am - 5:30 pm

Contact: Kathy Wroblewski
Tots@archmil.org

Offerings:

- Preschool child care for ages 2-5
- Before- and after-school care at Rawson Elementary



Community Activities



- This symbol signifies a **FREE** resource

Milwaukee County Zoo

10001 W. Bluemound Rd.
Milwaukee, WI
(414) 771-5500 or (414) 771-3040
www.milwaukeezoo.org

Milwaukee County residents with I.D. receive \$1.75 off regular Zoo admission everyday. Every Wednesday, Milwaukee County residents with I.D. are admitted at a reduced rate of \$6.00 for adults and \$3.50 for children (age 3 to 12).

Hours:
Mon-Sat: 9-5
Sun and holidays: 9-6

Admission:
Adult: \$11.25
Child (3-12): \$8.25
Child (2 and under): FREE
Senior Citizen (60 and over): \$10.25



Racine County Zoo

2131 N. Main St.
Racine, WI
(262) 636-9189
www.racinezoo.org



Hours:
Daily 9-7

Admission:
Adult: \$4.00
Child (3-15): \$2.00
Child (2 and under): FREE
Senior Citizen (62 and over): \$3.00



Discovery World

500 N. Harbor Dr.
Milwaukee, WI
414-765-9966
www.discoveryworld.org

**Please check your options for membership. It may be more cost-effective for you to buy a yearly membership than to pay individual admission charges.



Hours:
Tue-Sun: 9-5

Admission:
Adult: \$16.95
Child (3-17): \$12.95
Child (2 and under): FREE
Seniors (60 and older): \$14.95



Grohmann Museum/MSOE

1000 N. Broadway
Milwaukee, WI
414-277-2300
www.msos.edu



Hours:
Mon-Fri: 9-5
Sat: 12-6
Sun: 1-4

Admission:
Adult: \$5.00
Seniors (65 and older): \$3.00
Child (11-18): \$3.00
Child (10 and under): FREE





Community Activities



- This symbol signifies a FREE resource

Milwaukee Public Museum



800 W. Wells St.
Milwaukee, WI
414-278-2702
www.mpm.edu

Hours:
Mon-Wed: 9-5
Thurs-Sat: 9-9
Sun: 10-6
*Closed July 4th

Admission:
Adult (ages 16-61): \$11.00
Child (4-15): \$7.00
Child (3 and under): FREE
Senior Citizen (62 and over): \$9.00
College students with ID: \$7.00

For Milwaukee County Residents with I.D.: Admission is always FREE on Mondays, and \$1 off adult prices Tuesday through Sunday.

Betty Brinn Children's Museum

929 E Wisconsin Ave.
Milwaukee, WI
414-390-5437
www.bbcmkids.org

Hours:
Tue-Sat: 9-5
Sun: 12-5
Open Mon June-Aug: 9-5

Admission:
Adult & Child age 1 and older: \$6.00
Senior Citizen (55 and over): \$5.00
Child (under 1): FREE



Kenosha Public Museum



5500 1st Ave.
Kenosha, WI
262-653-4140

Hours:
Sun-Mon: 12-5
Tue-Sat: 9-5



Milwaukee Art Museum



700 N. Art Museum Dr.
Milwaukee, WI
414-224-3200
www.mam.org

Hours:
Tue-Sun: 10-5
Thurs: 10-8

Admission:
Adult: \$8.00
Seniors (65 and older): \$6.00
Students (with current ID): \$4.00
Child (12 and under): FREE

For Milwaukee County Residents with I.D.: Admission is always FREE on Wednesdays





Community Activities



- This symbol signifies a **FREE** resource

Wehr Nature Center

9701 W. College Ave.
Franklin, WI
414-425-8550
www.friendsofwehr.org
or www.countyparks.com



Hours: Daily 8:30-4
Admission: \$3.00 parking fee

Schlitz Audubon Nature Center

1111 E. Brown Deer Rd.
Bayside, WI
414-352-3880
www.schlitzauduboncenter.com



Hours: Daily 9-5
Admission: Adult: \$4.00
Child: \$2.00

Boerner Botanical Gardens

5879 S. 92nd St.
Hales Corners, WI
414-525-5600
www.boernerbotanicalgardens.org
or www.countyparks.com



Hours: Daily 8 am-sunset
Admission: Adult: \$4.50
Child (6-17): \$2.50

Mitchell Park Horticultural Conservatory (The Domes)

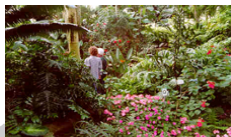
524 S. Layton Blvd.
Milwaukee, WI
414-649-9800
www.county.milwaukee.gov/MitchellParkConserva10116.htm

* A few wheelchairs are available free of charge for use on a first-come, first-served basis

Hours: Daily 9-5

Admission:
Child (6-17): \$3.50
Adult: \$5
Child (5 and under): FREE
People with disabilities: \$3.50
Milwaukee County Senior Citizen (60 and older): \$3.50

For Milwaukee County Residents with I.D.:
Admission is always FREE
on Mondays 9-11:30, excluding major





Community Activities



- This symbol signifies a **FREE** resource

Westown Association Events



*All events held along the Milwaukee River, downtown Milwaukee
www.westown.org

River Rhythms

Downtown's Fastest Growing Music Festival
Pere Marquette Park (on Old World Third Street between State & Kilbourn)
Wednesdays from June 9-Aug 25 from 6:30-9 pm

Westown Farmer's Market

Downtown Milwaukee's Oldest Open Air Market
Wednesdays from June 2-Oct 27 from 10-3
Zeidler Union Square
(Michigan Street between Third and Fourth Streets)



The Westown Farmer's Market features more than forty vendors selling Wisconsin-grown produce, prepared food items and handmade artwork. Every Wednesday, the vendors come together in Zeidler Union Square to create a vibrant and diverse marketplace in the heart of Downtown Milwaukee.

River Flicks

River Flicks is a free outdoor movie festival held in Pere Marquette Park along the Milwaukee River (on Third and Kilbourn).

River Flicks is the first four Fridays during the month of August at Pere Marquette Park starting at dusk. It's your chance to enjoy the great weather and view movies under the stars in Downtown Milwaukee!

Movie Schedule:

8/6: The Wizard of Oz, 8/13: Twilight, 8/20: Up, 8/27: High School Musical 2

Jazz in the Park



East Town Association
Cathedral Square Park
Corner of Jackson & Wells
414-271-1416
www.easttown.com



One of downtown's most popular after-work activities featuring exciting local and national jazz performers every Thursday evening from June 3 to September 23 from 6-9. Admission is free. Bring a picnic or try delicious food and wine from local vendors. Relax in the park with friends and colleagues.

Outdoor Concert Series at the Oak Creek Community Center



8580 S. Howell Ave.
Oak Creek, WI
www.occenter.com

Get ready with your lawn chairs and picnic baskets...the concerts are back! The free evening summer concerts will be held from 7-9. from June 23 through August 18 (every other Wednesday) at the Oak Creek Community Center grounds, rain or shine.





Community Activities



- This symbol signifies a **FREE** resource

Jelly Belly Factory



10100 Jelly Belly Lane
Pleasant Prairie, WI
800-522-3267
www.jellybelly.com

Hours:
Daily 9-5
Closed on all major holidays

Free Tours Daily!



Kids Rule Film Festival

South Shore Cinema
7261 South 13th Street
Oak Creek WI, 53154
(414) 768-5960
www.marcustheaters.com



On Wednesdays and Thursdays June 23-Aug 12 view your favorite family flicks for just \$2.75. Popcorn is included!

Apple Holler



5006 S. Sylvania Ave.
Sturtevant, WI
800-238-3629
ww.appleholler.com

Hours:
Daily 9-6

Apple picking from late July through October
Pear and pumpkin picking during the fall



South Shore Farmer's Market



2900 S. Shore Dr.
Milwaukee, WI
414-744-0408

Hours:
Sat: 8-12
Late June through October





Community Resources



- This symbol signifies a **FREE** resource

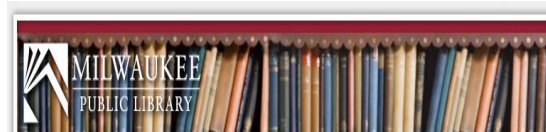


Milwaukee Public Library



814 W. Wisconsin Ave.
Milwaukee, WI
(414) 286-3000
www.mpl.org

Hours:
Mon- Wed: 9-8:30
Thur-Sat: 9-5:30
Sun: 1-5 (Oct-Apr)



** Rentals and used book sales, children's books starting at \$.10—All libraries offer free Internet access

South Milwaukee Public Library



1907 10th Ave.
South Milwaukee, WI
414-768-8195
www.southmilwaukee.org/library



Classic Lanes



7501 S. Howell Ave.
Oak Creek, WI
414-764-1121
www.bowlcecc.com/classiclans



Bring your end-of-year report card from any area school into Viking Lanes and receive Summer Bowling Bucks. Use bowling bucks to bowl up to 6 games daily during the summer until 6:00pm.

GRADES K - 5: All students receive \$200.00 worth of free summer Bowling Bucks, and straight "A" students receive an additional \$50 of free bowling!

Bowling bucks are good for open bowling only and your bucks cannot be given out to others or used in conjunction with a child's birthday party, cyber bowling or league bowling.

Additional Free Area Resources

Keyboarding Practice
www.sense-lang.org

Oak Creek Events
Visit www.oakcreekwi.org. - city
current events - for more resources

Luther Links
educational websites
available from the E.W.
Luther Elementary

Milwaukee Area Resources
www.milwaukee.org





Boredom Busters

Kids suggested ways to beat the “summer blahs”



- Call a friend you haven't seen all summer
- Paint rocks
- Groom your pets or stuffed animals
- Read to your parents
- Walk around the block backward
- Take beginning-of-summer photos
- Clean out old toys and have a rummage sale
- Wash the car with squirt guns
- Try a new hair or clothing style
- Play flashlight tag
- Lay a blanket on the grass and look for constellations
- Draw a cartoon strip
- Walk a dog—yours or a neighbor
- Go swimming
- Watch an old movie
- Have a bike race
- Play house
- Daydream
- Play with your neighbors
- Make up comedy routines and act them out
- Build a fort in the attic with things you find around the house
- Write in your diary/journal
- Imitate people you know and have your friends guess who you are
- Make a campfire
- Garden
- Make brownies
- Clean the house
- Create your own TV show (like a cooking show) and have your friends be the audience
- Go to the lake
- Sketch something outside
- Look at the sky and imagine what's in the clouds
- Skateboard
- Play soccer with friends
- Do flips and handstands
- Draw comic book characters
- Break dance
- Do double Dutch jump rope
- Plant vegetables
- Make Kool-Aid ice cubes
- Help Grandma cook
- Climb a tree
- Offer to baby-sit or be a mom's helper for a neighbor



- Plan and host a barbecue
- Read a book
- Start your own book club
- Listen to reggae
- Have a dance party
- Have a tea party
- Write a letter to a relative
- Rent bad movies and talk through them
- Paint a picture
- Go rollerblading
- Rearrange your room
- Look for a hidden treasure in your yard
- Teach your dog a new trick
- Invent a new game
- Write a short story
- Plan your dream vacation
- Record yourself on videotape as if you're making a commercial
- Do volunteer work
- Have a big communal bowl of macaroni and cheese
- Go to the dollar store and make a costume from only the items you buy there
- Photoshop pictures of your friends' faces onto images of polar bears
- Play board games
- Think about college and freak out
- Go to a race with your friends and cheer for the person in last place
- Sing karaoke
- Make friends in a new neighborhood
- Sort through all your clothes and get rid of things that don't fit
- Plant a tree
- Make a fruit salad
- Paint a piece of furniture
- Have a bike and car wash
- Start a business, like dog walking or lawn mowing
- Offer to feed animals and water plants for your neighbors on vacation
- Put all your stuffed animals in your room and pretend you own a day care



*Taken from Milwaukee Journal Sentinel (August 13, 2006)

