

# Family Resource Book

School District of  
South Milwaukee



*The future of the world is in very small hands*





# 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](http://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](http://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](http://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](http://www.babycenter.com), [www.autism-society.org](http://www.autism-society.org), [www.smalltalkinfo.com](http://www.smalltalkinfo.com) and [www.tinytalkinghands.com](http://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](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 reverses 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.



*h*

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>



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/>



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.wecanaecy.org/about/index.php?category\\_id=2676](http://www.wecanaecy.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>





## 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](http://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: Stacy Suehring  
[lstacysuehring@catholichealth.org](mailto:lstacysuehring@catholichealth.org)  
[www.franciscanvilla.org](http://www.franciscanvilla.org)

Offerings:

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



### Littlest Flowers Center for Achievement

1725 College Avenue  
South Milwaukee, WI 53172  
414-764-0412

Contact: Peggy Clark



### KinderCare Learning Centers

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

Contact: Michelle Nelson  
[mnelson@kicorp.com](mailto:mnelson@kicorp.com)  
<http://www.kindercare.com>

Offerings:

- Child care and Learning Center



### Curative Care Network

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

Contact: Kristy Bleeke  
[kbleeke@curative.org](mailto:kbleeke@curative.org)  
<http://www.curative.org>



### 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](mailto: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



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



### Early Childhood Interagency Council

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

[fic@saintstephenmil.org](mailto:fic@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 first ten years



### School District of South Milwaukee

901 15th Avenue  
South Milwaukee, WI 53172  
Department of Pupil Services  
(414) 766-5041  
<http://www.sdsml.k12.wi.us>

Pupil Services works to accomplish the district's education goals by helping to meet the students' academic, emotional, social, and physical health needs.





# Community Resources



## SDC Head Start – Cudahy

5885 S. Packard Avenue  
Cudahy, WI 53110  
414-482-0101

Contact: Linda LaLuzerne-Bell  
llaluzernebell@acelero.net  
<http://www.alwi.acelero.net>

### Offerings:

- Full and half day comprehensive pre-school education program
- Free to eligible families

## St. Stephen's Family Life Center

1441 W. Oakwood Road  
Oak Creek, WI 53154  
414-762-0552

Contact: Lynn Kaestner  
flicenter@saintstephenmil.org  
<http://www.saintstephenmil.org>

### Offerings:

- Receive referrals from FLC to assist families who have adults and children with disabilities
- Assist families who have adults/children with autism

## YIM South Shore Center

3244 East College Avenue  
Cudahy, WI 53110  
<http://www.yimsouthshore.org>

Working to build stronger communities  
by bringing people together through  
education, fitness, and civic service.

## Divine Mercy Early Childhood

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

Contact: Kathy Wroblewski

### Offerings:

- Preschool child care for ages 2-5

## South Milwaukee Health Department

2424 15<sup>th</sup> Avenue  
South Milwaukee, WI 53172  
414-768-8055  
7:30 am – 4:00 pm

Contact: Jackie Ove, RN  
ove@smwi.org

<http://www.smwi.org/health-department/>

### Offerings:

- Maternal/Child Health
  - Safe Sleep (Pack N Plays)
  - Car Seat Installation (seats provided if eligible)
  - Lead Risk Assessment/Screening
  - Developmental Screening
- Communicable Disease Follow Up/ Education
- Adult Health-BP and Cholesterol Screenings
- Public Health Nursing Services
  - Well checks and home visits - all ages
  - Immunization Clinic
  - Pregnancy Testing
  - Vision Screening - all ages
  - Smoking Cessation Programs
- Environmental Health
  - Radon test kit available
  - Sharps and Medication Disposal





## 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 your 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)

