

TRAINING

September

15-18 Irving, TX Home Child Care Assoc. 23rd Annual Conf.

www.tphcca.org/

July

12-15 Austin, TX Early Childhood Leadership Summit

<http://www.tecec.org/>

22-24 Arlington, TX TAEYC 47th Annual Conf.

www.texasaeyc.org

August

4 Houston, TX African American Family Support Conf.

parentsanonymous.org/

October

10-12 Houston, TX Child Care Administrators Conference

www.tafcs.org



Region 5 Education Service Center - Summer Workshops

Preschool Kindergarten Early Childhood Special Education

ON-LINE!

- Upon registration, log in info and intro materials will be sent via email!

June 1-30 #3602 How to Think Like a Preschooler!

July 1-31 #3607 Building Life's Skills!

August 1-31 #3608 Let's Play!

MAKE-and-TAKES!

June 28 #3600 Inclusion Strategies for Young Children

July 28 #3601 Teaching Young Children With Autism



To sign up for an account and register for a workshop, visit the site below...

<https://www.esc5.net/Lists/Workshops/calendar.aspx>

Online Courses

Online courses for child care professionals seeking clock hours and/or CEUs (Continuing Education Units) to fulfill state-mandated training requirements or obtain hours toward Child Development Associate (CDA) National Credential.

- To receive official credit for the courses, participants must pass a course exam and pay a processing fee to obtain a printable certificate.
- 9 NEW Courses in English, Spanish or Vietnamese in infant/toddler care totaling 15 clock hours will be FREE for two years!

<http://childcare.tamu.edu>

Set up Free Account Today!

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Resources that address the child care needs of Liberty County



Child Care Connection



Alexis Cordova, M.S.
County Extension Agent
Family & Consumer Sciences
alexis.cordova@agnet.tamu.edu

Texas AgriLife Extension Service
Liberty County
2103 Cos Street, Liberty, TX 77575
(936)336-4558 or (281)593-0405, Ext. 221
liberty-tx.tamu.edu

Government unveils new food icon, MyPlate

MyPlate icon serves as a reminder to consumers make healthier food choices. MyPlate is a new generation icon with the intent to prompt consumers to think about building a healthy plate at meal times and to seek more information to help them do that by going to www.ChooseMyPlate.gov. The new MyPlate icon emphasizes the fruit, vegetables, grains, protein and dairy food groups.

"This is a quick, simple reminder for all of us to be more mindful of the foods that we're eating and as a mom, I can already tell how much this is going to help parents across the country," said First Lady Michelle Obama. "We do have time to take a look at our kids' plates. As long as they're half full of fruits and vegetables, and paired with lean proteins, whole grains and low-fat dairy, we're golden. That is how easy it is."

Visit ChooseMyPlate.gov for more info and color sheets.



Ages & Stages - Individual Differences

Developmental milestones give a general idea about what to expect from children of different ages. However, there will always be differences between individual children. Some children begin to walk at 10 months, some at 15 months. Some toddle along quickly and smoothly, getting the "hang of it" right away. Others fall down a lot, hesitate, or even give up for a few days. Some children talk before they are 2, others talk very little before they are 3 or so. Some will always be quiet people. Some abilities become clear in one child, but may never be very strong in another.

Recognize the individual in the child and look for differences based on the following:

- Sense of Security
- Activity Level
- Response to Stimulation
- Thinking Style



Developmental guidelines should be used as a general rule of thumb. In your work with children, do not confuse earlier or faster development with better development. Early talking by a 1-year-old does not mean that the child will

be a chatterbox or a brilliant conversationalist at age 10. Later talking may mean that a toddler is putting more energy into physical growth and motor exploration right now.

Development or the lack of it that falls outside the normal range may indicate a problem that requires attention. You may need to help parents recognize possible problems and special needs, such as poor vision or hearing. Familiarity with developmental norms and with community resources can assist you in helping parents seek professional advice about developmental questions.

Reprinted from National Network for Child Care. Oesterreich, L. (1995).

Activities

Preschool Sensory Activity - Create a Feel Box

Preschoolers love to experience their world through touch. Using a feel box can help preschoolers to practice identifying objects only using one of their five senses. This fun preschool guessing game is a wonderful addition to a circle time routine or it can be used as a calming activity for active preschoolers.

What You Need:

An empty tissue box, preferably a square one
Wrapping paper or colored construction paper
Scissors and Glue
Various craft supplies to decorate

What to Do:

Cover the empty tissue box with wrapping paper or colored construction paper. Use a variety of craft supplies such as , buttons, markers, glitter, foam shapes, and feathers to decorate. This can be done by the preschool teacher or if desired, you can allow the preschoolers to help decorate the feel box.

When the feel box has been decorated, allow it to dry completely before using.

How to Play:

When the feel box has completely dried, place a small object inside without showing it to the preschoolers first. Have each preschooler take turns reaching their hand inside the feel box and trying to guess what it is. Tell the preschoolers to turn the object around in their hand, feel how heavy it is, and feel the surface to see what kind of texture it has. Ask the preschoolers not to guess until everyone has had a chance to feel the object in the feel box.



This activity can be a wonderful addition to circle time routines. Include objects in the feel box that are related to the weekly theme.

Letter and Number Recognition

To help encourage letter and number recognition among preschoolers, include small cardboard cutouts of a letter of the alphabet or a number. Preschoolers may have a hard time guessing what the letter or number is at first but the activity will help them to experience their letters and numbers in a different way and really think about the way a character is shaped.



10 Signs of a Great Preschool

1. Children spend most of their playing and working with materials or other children. They do not wander aimlessly, and they are not expected to sit quietly for long periods of time.
2. Children have access to various activities throughout the day. Lock for assorted building blocks and other construction materials, props for pretend play, picture books, paints and other art materials, and table toys such as matching games, pegboards, and puzzles. Children should not all be doing the same thing at the same time.
3. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend all their time with the whole group.
4. The classroom is decorated with children's original artwork, their own writing with invented spelling, and stores dictated by children to teachers.
5. Children learn numbers and the alphabet in the context of their everyday experiences. The natural world of plants and animals and meaningful activities like cooking, talking attendance, or serving snack provide the basis for learning activities.
6. Children work on projects and have long periods of time (at least one hour) to play and explore. Worksheets are used little if at all.
7. Children have an opportunity to play outside every day. Outdoor play is never sacrificed for more instructional time.
8. Teachers read books to children individually or in small groups throughout the day, not just at group story time.
9. Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different background and experiences mean that they do not learn the same things at the same time in the same way.
10. Children and their parents look forward to school. Parents feel secure about sending their child to the program. Children are happy to attend; they do not cry regularly or complain of feeling sick.

Making the Most of Outdoor Play

Being outside, including on playgrounds, provides opportunities for children to actively expand and create play environments. When children are happily engaged with a variety of interesting and complex materials, caregivers are able to observe and direct their attention to individuals and small groups of children. However, when there is a scarcity of play materials, "caregivers will need to be actively involved and provide play ideas."

The materials young children find most involving are those which can be manipulated or stimulate improvisation. We know what they are: water, sand, and the various related equipment: art materials; vehicles; swings' moveable climbing boards, boxes, crates, hollow blocks, and other construction materials; dress up clothes and props.

A major part of the exhilaration of outside play is the sense of freedom to be and do according to one's own choices...to follow your own path, or a friend's path, or know that you could if you cared to. These are known as the senses of autonomy and initiative.

Opportunities for such developmentally stimulating behaviors can be extended by empty spaces where children can create play by bringing in materials. When caregivers provide empty play areas, they extend the opportunities for children to make decisions with play materials, determining the context and the environment.

Thus, a small empty table outside could be used by one group of children as a spot for a domino tournament, another time as the housing for a play phone, and still another as an airport on top of a mountain. By providing a mixture of both developed play areas and empty spaces and access to interesting play materials, children are able to engage in a range of developmentally important activity.

My own view of the ideal playground is that of an empty stage -a space with only the barest of fixed equipment, but a space which stimulates children's use of all aspects of themselves- physical bodies, social skills, creative powers, thinking abilities, feelings, and self-concepts. The open space can be exploited and filled with children's movements. The stage can also be used for unending creations of varied settings through the use of materials, props, and even costume pieces, supporting children's imaginative and social activities.

This concept of playground requires adults or caregivers who can provide and maintain a wide variety of simple objects. These objects can be combined and reconfigured by the children in many ways to create more complex settings which stimulate and support more complex thinking and behaviors. This requires caregivers who view outdoor play as important as indoor activities , and who will closely observe children. Your eyes can not only prevent an injury, but also see ways and opportunities to extend children's play and by so doing, extend children's learning development.

Hot Weather Tips

As the heat of summer settles around us, it is important to avoid overexposure to the sun and heat. Because of their less mature bodies, children are especially sensitive to the effects of the heat. Here are some tips for keeping cool this summer.

- Use fans or air conditioning to keep indoor air moving.
- Arrange outdoor play for before 10 a.m. and after 2 p.m. to avoid the worst sun of the day.
- Wear loose-fitting, lightweight, light-colored clothing. Encourage children to wear lightweight hats when they are in the sun.
- Always apply sunscreen before going out.
- Provide a lot of water.
- Provide shaded areas for outdoor play during hot sunny days.

With reasonable precautions, you and the children will probably withstand the heat fairly well. But it is also important to be alert for the warning signs of heatstroke and heat exhaustion.

Heatstroke, which can be fatal, comes on rather suddenly. Warning signs include headache, weakness, and sudden loss consciousness. Victims of heatstroke usually don't sweat much. Their pulses are very rapid and their skin is hot and dry. They also have extremely high body temperatures.

Heatstroke victims should be cooled off as quickly as possible by wrapping or immersing them in ice or cold water. After taking these emergency measures, take victims to the hospital immediately.

Heat exhaustion is a less serious but much more common condition. Warning signs include excessive urination, gradual weakness, nausea, anxiety or agitation, and excessive sweating. Unlike heatstroke, heat exhaustion causes pale, clammy skin, and a weak, slow pulse. Victims of heat exhaustion often feel faint or disoriented.

The best thing to do for victims of heat exhaustion is to have them take it easy for a while. Find them a shady spot or an air-conditioned building to sit or lie down in. Give them a few ounces of cool water every few minutes.

Heat cramps may also accompany heat exhaustion. They occur because the body has lost salt through heavy sweating. Typically, heat cramps occur first in the hands and feet. Water or foods that contain salt will usually relieve heat cramps quickly.

High humidity, overexertion, poor ventilation, and heavy clothing can all contribute to heat-related illness. Dehydration, diarrhea, age, and chronic illness can also make individuals more susceptible to these conditions. As you approach a summer of "fun in the sun," be sure to protect the children and yourself from the effects of the heat.

Accreditation is a voluntary process designed to improve the quality of early and school-age care programs.

As an Accredited Program, you are telling your community that you have put time, effort, and money into making sure that your program is of the highest quality and is a place where children will experience a consistent, effective learning experience that will help them better prepare for school and beyond. It will be an indication to families in your community that you strive for professional excellence and deliver on your promise of a high-quality experience for all the children you serve.



HighScope has enjoyed a longstanding international reputation in the field of early childhood education. Since 1970 we have been a leader in preschool education and teacher training both nationally and internationally. We offer three rigorous certification programs that will help you achieve the highest level of excellence for you and/or your program. Highscope.org



Since 1985, NAEYC's national, voluntary accreditation system has set professional standards for early childhood education programs, and helped families identify high-quality programs for their young children. And you can promote the development of respected position descriptions on issues such as developmentally appropriate practice, licensing to ensure health and safety, or supporting families.

<http://www.naeyc.org/>



National Accreditation Organizations for Early Childhood Programs... Click below.

<http://nccic.acf.hhs.gov/poptopics/nationalaccred.html>

Many organizations have developed accreditation systems to recognize programs that meet higher standards than those required by State regulations. NCCIC gives a sample of national accreditation systems for early and school-age care programs in alphabetical order.



Online Bachelor's Degree in Early Childhood Education

This online program is designed for students who wish to work in early education programs in administrative or teaching positions, including work with parents and community agencies, as well as with young children, aged birth through kindergarten. The Kansas State Department of Education and the National Council for Accreditation of Teacher Education has approved K-State's early childhood education preservice program. Program degree requirements are subject to change to meet licensure requirements. The early childhood unified, birth through kindergarten, license combines early childhood education and early childhood special education content knowledge and pedagogy in one blended pre-service teacher education program. To complete the ECE program, students must have full admission into the teaching education program. K-State offers 72 hours of general education and professional teacher education courses through distance education. Up to 62 credit hours of additional course work may be completed at the local community college level and transferred, as applicable, to meet K-State degree requirements.

Good Books for Exploring Patterns in Mathematics

- Aker, Suzanne. 1990. *What Comes in 2's, 3's, & 4's?* New York: Simon & Schuster.
 Anno, Mitsumasa. 1982. *Anno's Counting House*. New York: Philomel.
 Appelt, Kathi. 1999. *Bats on Parade*. New York: HarperCollins.
 Cuyler, Margery. 2000. *100th Day Worries*. New York: Simon & Schuster.
 Dee, Ruby. 1988. *Two Ways to Count to Ten: A Liberian Folktale*. New York: Henry Holt.
 DeFelice, Cynthia. 2006. *One Potato, Two Potato*. New York: Farrar, Straus and Giroux.
 Giganti, Paul. 1992. *Each Orange Had 8 Slices*. New York: Scholastic.
 Guettier, Bénédicte. 1999. *The Father Who Had 10 Children*. New York: Dial.
 Hamm, Diane Johnston. 1991. *How Many Feet in the Bed?* New York: Simon & Schuster.
 Harris, Trudy. 2000. *Pattern Fish*. Brookfield, CT: Millbrook.
 Hong, Lily. 1993. *Two of Everything*. Morton Grove, IL: Albert Whitman.
 Hulme, Joy N. 1991. *Sea Squares*. New York: Hyperion.
 Hutchins, Pat. 1994. *The Doorbell Rang*. New York: Greenwillow.
 Hutchins, Pat. 2002. *Ten Red Apples*. New York: Greenwillow.
 Jenkins, Emily. 2001. *Five Creatures*. New York: Farrar, Straus and Giroux.
 MacDonald, Susi. 2000. *Look Whooo's Counting*. New York: Scholastic.
 Merriam, Eve. 1993. *12 Ways to Get to 11*. New York: Simon & Schuster.
 Pinczes, Elinor J. 1993. *One Hundred Hungry Ants*. Boston: Houghton Mifflin.
 Pinczes, Elinor J. 1995. *A Remainder of One*. Boston: Houghton Mifflin.
 Ross, Tony. 2002. *Centipede's 100 Shoes*. New York: Henry Holt.
 Sturges, Philemon. 1995. *Ten Flashing Fireflies*. New York: North-South Books.
 Tang, Greg. 2001. *The Grapes of Math: Mind-Stretching Math Riddles*. New York: Scholastic.
 Wells, Rosemary. 2000. *Emily's First 100 Days of School*. New York: Hyperion.



Books provide an authentic context for mathematical patterns and relationships and can be the catalyst for meaningful discussions and explorations.



The learning experiences of the preschool years provide a foundation that guides children academically, socially, and emotionally. These experiences can influence the rest of a child's life. Children's learning and intellectual growth are affected by the specific experiences (e.g., instruction, guidance) they have in a preschool classroom.

http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718

This document presents the Commissioner's guidelines for prekindergarten curriculum. Because there is no state-required prekindergarten curriculum, use of these guidelines is voluntary. Texas Education code §29.153 contains statutory requirements concerning prekindergarten. Last revised 2008.

Are Kids Ready for Kindergarten?

Understanding and Responding to Children Who Bite

Biting is a typical behavior often seen in infants, toddlers, and 2-year olds. As children mature, gain self-control, and develop problem-solving skills, they usually outgrow this behavior. While not uncommon, biting can be an upsetting and potentially harmful behavior that should be discouraged from the very first episode. This article will help you to understand the reasons young children bite and give you ideas and strategies for responding appropriately.

Why do young children bite?

There are many reasons why children may bite. A child might bite to

- Relieve pain from teething.
- Explore cause and effect (“What happens when I bite?”).
- Experience the sensation of biting.
- Satisfy a need for oral-motor stimulation.
- Communicate needs and desires, such as hunger or fatigue.
- Communicate or express difficult feelings, such as frustration, anger, confusion, or fear (“There are too many people here and I feel cramped”).
- Imitate other children and adults.
- Feel strong and in control.

- Get attention.

- Act in self-defense.

Some children bite instinctively, because they have not developed self-control. For example, when 3-year-old Marcus grabs a doll from his 2-year-old sister Gina, her first response is to bite him and grab the doll. She doesn’t stop to think about other ways to act or the result of her actions.



What can you do to prevent biting?

There are many things that families can do to prevent biting. Families can

- Have age-appropriate expectations for your child’s behavior.
- Make sure your child’s schedule, routine, and transitions are predictable and consistent.
- Offer activities and materials that allow your child to relax and release tension.
- Use positive guidance strategies to help your child develop self-control.



Provide items to bite, such as teething rings or clean, wet, cold washcloths stored in the refrigerator.

How should I respond when my child bites?

While every situation is different, here are some general guidelines for responding when a child bites.

Infants

Infants learn about the world around them by exploring it with their hands, eyes, and mouths. But infants need help to learn what they should and shouldn’t bite.

If your infant takes an experimental bite on a mother’s breast or a teacher’s shoulder, stay calm and use clear signals to communicate that it is not okay for one person to bite another. A firm “no” or “no biting!” is an appropriate response.

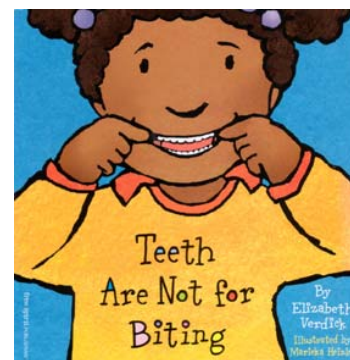
Continued... “BITING”

BITING

Toddlers and Preschoolers

Toddlers have many strong emotions that they are just learning to manage. Toddlers may bite to express anger or frustration or because they lack the language skills to express their feelings.

Biting is less common in preschoolers than toddlers. When a preschooler bites, it may be due to something at home or at the program that is causing the child to be upset, frustrated, confused, or afraid. A preschooler may also bite to get attention or to act in self-defense.



Follow the steps below with both toddlers and preschoolers.

1. If you are a witness to the biting incident, move quickly to the scene and get down to children’s level. Respond to the child who did the biting. In a serious, firm tone make a strong statement: “No biting. Biting hurts. I can’t let you hurt Josie or anyone else.” Next, offer a choice: “You can help

make Josie feel better, or you can sit quietly until I can talk with you.” Help the child follow through on the choice if necessary.

2. Respond to the child who was hurt by offering comfort through words and actions: “I’m sorry you are hurting. Let’s get some ice.” Perform first aid if necessary. The child who did the biting can help comfort the bitten child—if both parties agree. Help the child who was hurt find something to do.

Finally, talk to the child who did the biting. Maintain eye contact and speak in simple words using a calm, firm tone of voice. Try to find out what happened that led to the incident. Restate the rule, “Biting is not allowed.” Model the use of words that describe feelings: “Kim took your ball. You felt angry. You bit Kim. I can’t let you hurt Kim. No biting.” Discuss how the child can respond in similar situations in the future.

What strategies are not helpful?

These strategies should not be used to address a child’s biting habit.

- Avoid labeling a child as a “biter.” Negative labels can affect how you view the child, and even impact the way the

child feels about him- or herself.

- Never bite a child back to punish or show him how it feels to be bitten. Biting a child tells him that using violence is an acceptable behavior that can be used to solve problems.
- Avoid getting angry, yelling, or shaming the child.
- Avoid giving too much attention to the child who bites after an incident. While this is usually negative attention, it can still be reinforcing and cause a child to repeat the biting behavior.
- Do not force a child who bit and the child who was hurt to play together.
- Do not punish children who bite. Punishment does not help children to learn discipline and self-control. Instead, it makes children angry, upset, defiant, and embarrassed. It also undermines the relationship between you and the child.

