



NEWS FOR THE NURTURING CHILD CARE PROFESSIONAL

Questions?

Looking for Something?

Contact:

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Do You Speak "People Language First"?

By: Kathie Snow

A handicap has been defined as an obstacle which society imposes on a person with a disability; i.e. inaccessible transportation or buildings, no signage, etc... Handicapped is not a term that should be used to describe human beings. A disability has been defined as a body function that operates differently. It's that simple! It's just a body function that works differently. People First Language seeks to put the person first and the disability second! People with disabilities are people, first and foremost!

The disability rights movement started in the 1970s. In 1976, PL 94-142 was enacted to include children with disabilities in the public education system for the first time. People First Language began to evolve...




- In 1990, the Senate Subcommittee on the Handicapped became the Senate Subcommittee on Disability Policy.
- On July 26, 1990, *The Americans with Disabilities Act*, PL 103-336, was enacted, prohibiting discrimination based on disability in employment, public service, public accommodations and telecommunications for the more than 43 million adults and children with disabilities in the U.S. (Notice it was not called the Handicapped Americans Act!)
- In late 1990, PL 94-142, The Education of All Handicapped Children Act, was reauthorized and renamed by Congress to become PL 103-476, The Individuals with Disabilities Act (IDEA).

Isn't it all great! But...

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TRAINING CALENDAR

Date	Location
May 17, 2008	CANCELLED
July 12, 2008	Fist Baptist-Dayton
October 4, 2008	Liberty
February 2009	Beaumont 



**Texas AgriLife
Extension Service
Liberty County**

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Extension program serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability, or national origin. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating.

Child Care Provider Training



Announcing the next Child Care Provider Training Conference offered to all child care professionals **July 12, 2008** from **8:00 a.m. - 3:00 p.m.** at the First Baptist Church in Dayton located at the Family Life Center at 202 Houston in Dayton,



TX. **Lunch will be provided!** **Registration fee will be \$10.00.** Fee must be paid prior to event, unless arrangements have been made with Alexis Cordova prior to **July 3rd, 2008**. New and

exciting topics will be covered! Upon completion of this training, each participant will receive a certificate with their name, training details and a statement indicating the successful completion of **7 clock hours**. If you are needing CEUs for this training, there will be an additional \$10 fee at the time of registration. Registration opens June 9th and ends July 3rd at 5:00 p.m. Registration forms are included in this newsletter and are available online at liberty.tamu.edu (click on Events, then find Child Care Provider...

Web-Based Early Childhood Providers Training Program

If you are an early childhood educator seeking to obtain clock hour credits to fulfill state-mandated training requirements, or are working toward the Child Development Associate (CDA) National Credential, you're in luck. Texas Cooperative Extension's Web-based Early Childhood Educator Training Program offers a wide variety of online courses that are convenient, flexible, affordable, and research-based. Our online courses are developed by Texas A&M University System faculty and meet the minimum standards established by the Texas Department of Family and Protective Services (DFPS). All courses count toward the 120 clock hours of formal child care education required to obtain the CDA National Credential. Please visit the website for details.

<http://extensiononline.tamu.edu> (Click on Courses.) To learn more about how to enroll in and/or purchase a course, please visit the

website. At this time, courses must be purchased online using a major credit card. To provide maximum security to our customers, Texas Cooperative Extension utilizes VeriSign; therefore, no credit card information is stored in our database. Most Courses are \$5.00 per clock hour, unless otherwise indicated. Course Listing for Child Care Providers:

- Controlling for Combustion Pollutants in Child Care Settings
- Reducing Children's Exposure to Asbestos and Lead
- Testing for Radon
- How to Control for and Remove Biological Pollutants
- Minimizing Potential Health Problems Associated with Household Products and Organic Gases
- Introduction to Child Safety Seats for Child Care Providers
- Keeping Kids Safe - Emergency Planning for Child-Care Facilities (FREE)
- Understanding Infant and Toddler

Development (\$10.00)

- The Value of Play for Preschool Children
- Establishing Positive Partnerships with Parents
- Fostering Children's Self Esteem
- Creating a Literacy-Rich Early Childhood Program
- Helping Children Resolve Peer Conflict.
- Promoviendo Actividades de Alfabetización en Centros de Lugares Infantiles

The courses follow a similar format of 1. Introduction and Identification of Course Objectives. 2. Pre-test. Multiple choice questionnaire related to the course content. 3. Course Content. 4. Interactive Activity. 5. Post-test. Complete a 10-item multiple-choice questionnaire. 6. Print Certificate. If you pass the test with a 70% or higher, you receive credit for the course. Simply print off the Certificate of Completion and save for your records.

Your Child's Experiences Start Young - Good News from Science on "White Matter - Myelin Formation in our Brains"

Scientists have long regarded the brain's white matter as passive infrastructure, new work shows that it actively affects learning. The good news, we can take actions to help this growing process in our kids and students. My appreciation to R. Douglas Fields, Scientific America, March 2008 for much of this commentary.

Grey matter, the stuff between your ears, your folks chided you about, is where mental computation takes place and memories are stored. The cortex is the topsoil of the brain whose neuronal bodies are the decision making cells. Underneath the cortex, is a bedrock of "white matter" that fills nearly half of the human brain- far more than fills the brains of other animals. White matter is composed of millions of communications cables, each one containing a long individual wire (axon), coated with a white fatty substance called myelin. These connections work like telephone lines connecting one region of the brain with other regions.

Scientists now realize that the extent of white matter varies in people who have different mental experiences. It also changes as one person's brain learns or practices a skill such as playing the piano. Even though the neurons in grey



matter execute mental and physical activities, the functioning of white matter may be just as critical to how people master mental and social skills.

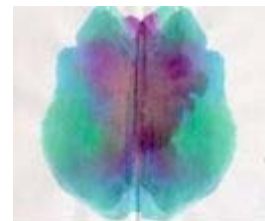
Myelination occurs from the back spinal cord area of the brain and proceeds forward ending in the frontal cortex and is laid down until around the age of 25 to 30 or so. Science has again shown us why teenagers do not have adult decision-making abilities. I will repeat. The frontal lobes are the last places where myelination occurs. These regions are responsible for higher-level reasoning, planning and judgment - skills that only come with experience.

In the Scientific America article, numerous examples are discussed which prove that the more practice and experience provided to the young, the greater the creation of the white matter. We at ARK are thrilled by the implications of this new scientific findings in this article because of what it means for our ability as Adults and teachers in the lives of children and students to provide an environment that will make a big difference in the capabilities we nurture.

In each child and student who blesses our lives, white matter development is the key to the types of learning that will be possible to them. Children whose brains are myelinating are in a period of their life

when all things are possible and their abilities to think is limited only by the richness of their experiences, practice and learning opportunities we as adults can make available to them in a nurturing environment of care and love. For a range of intellectual, social, musical, artistic and athletic abilities, an individual can reach beyond their dreams and hopes when an adult enriches their lives with adult possibilities.

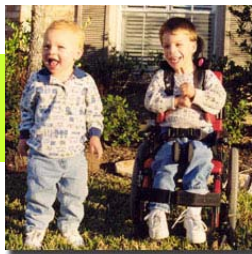
We hope that you will discover a child who will identify in you, a person who they can trust and rely on. A person who, twenty years from today, they will recognize as helping them to become a creative and contributing member of our world. A person who made possible every



possible experience possible for enriching their lives and their brains.

Kids of any age love to read because the storyline, the math, English, Spanish, history, spelling always expands their ability to think connectively through the miracle of white matter (Myelination) and the possibility that anything can happen materializes. Pick some opportunities today to read, study and create experience with the children in your lives.

Source: www.thearkgroup.org/



But we still have a long way to go! Government cannot legislate morality, values, or feelings. Persons with disabilities must be perceived as valuable, participating members of our society because they are! Since our language reflects our values, our language must change. Remember the Civil Rights Movement? The Civil Rights Act was passed long ago, in 1964. But it took years before the law really seemed to have an effect. During that time, a long used and degrading term finally became Negro, then Black and now African American. Ditto the Women's Movement..."honey" and "girl" gave way to "Ms." No legislation was ever passed for this movement, but our society has, nevertheless, changed a great deal in this area.

Now it's our turn...time to change the language used to describe children and adults with disabilities.

NO MORE LABELS! *Labels degrade.* Labels evoke negative pictures in our heads. Labels don't address individuality – they lump people together and focus on the disability, not the person and his/her abilities. Society will not change unless we insist on the change. We have the right to do so.

No more "H Word!"

Have you ever wondered where the word "handicap" came from? The dictionary has one definition from an old Gaelic term which referred to a person with a disability as one who had to stand on the street corner begging with his "cap in hand." (Get it? Cap in hand...handicap???) Is this a term that should be applied to anyone with a disability?

Certainly Not!!!!!!

Persons with disabilities want the same things all of us want. We all want: dignity, respect and the opportunity to participate fully in what life has to offer. Those achievements are hard to attain when one's whole being is defined by a label: handicapped, disabled, mentally retarded, crippled, autistic, blind, deaf, etc... Traditionally, our society has not expected much from a person with a label. This is changing now, for people with disabilities are more like people without disabilities than they are different! A disability is only one unique aspect of the sum total of a unique individual!

**THE TIME IS NOW!
JUST DO IT!**

No more labels! *Instead, People First Language! What is it? It focuses on the person first, the disability last. How do you know what it is? It describes what the person HAS, not WHAT he/she IS. It's easy...just use your imagination.*

No one "suffers from," or "is afflicted with" or is a "victim of" anything! Nor is anyone "wheelchair-bound." There are people who USE wheelchairs...nothing else! People are not "bound" by their wheelchairs. Their wheelchairs allow them the freedom to go where they want to go!

As society's language changes, as we talk about **PEOPLE FIRST:**



- Perceptions will change,
- Attitudes will change
- Society's *acceptance and respect* for people with disabilities will increase, and
- An *inclusive* society will become a reality.

History tells us it takes at least one generation between the time an idea is born and the time it is actually incorporated into our society. Perhaps we'll change that truism. We have no time to waste. Wouldn't it be great if when children who are 8-years-old today become adults, labels will be as extinct as dinosaurs!

People First Language is right, and the time for it is now.

Just do it! People First Language to use...

- People *with* disabilities
- People *with* mental retardation or he has a cognitive disability
- My son *has* autism
- She *has* Down Syndrome
- She *has* a Congenital disability
- He is a person *with* a seizure disorder
- He *uses* a wheelchair
- She *has* a developmental disability
- He *has* an orthopedic disability
- She *has* short stature
- He *has* no speech
- She *has* a learning disability
- He is a person *who has*....
- She *has* an emotional disturbance
- *Typical* instead of "normal"
- He *has* quadriplegia, paraplegia, etc....
- She *receives* Special Ed Services
- *Accessible* parking

Source: Kathie Snow
<http://www.disabilityisnatural.com>



OUTDOOR PLAY Learning



Since the majority of our time spent this summer will be outdoors, I am sharing two readings that I find interesting when considering a child's outdoor learning environment. "Planning Environments for Young Children: Physical Space" by Sybil Kritchevsky, Elizabeth Prescott and Lee Walling, published by the National Association for the Education of Young Children (NAEYC). The book discusses organization and space and their relationship to one another and to freedom of choice. It describes common problems in space development and offers some not so obvious suggestions for solutions. It offers useful ways of examining a yard or room to determine how it is functioning and what, if any, problems exist.

Being outdoors, 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. But when there is a scarcity of play materials, "caregivers will need to be actively involved and provide play ideas."

FUN Things Children Like that promote creative manipulated or stimulate improvisation:

water, mud, sand; 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



Learning places are not always safe places... Prepare wisely!

the context and the environment. Thus a small empty table outside could be used by one group of children as a spot for a game tournament, another time as an airport on top of a mountain, or a pretend trough for animals. By providing a mixture of both developed play areas (where the caregiver determines the focus of the children's play) and empty spaces and access to interesting play materials, children are able to engage in a range of developmentally important activities.

Another NAEYC brochure, "Playgrounds Safe and Sound" by Janet Brown McCracken discusses three keys to safe playgrounds. They are:

1. **Supervision:** "Outdoor time requires adults who are playful, have sharp senses and quick reactions, and who will closely observe children. Your attentive eyes can prevent an injury."
2. **Design:** "An assortment of small group and individual projects for children are the most effective learning activities, indoors and out. Then children don't have long waits, they choose what is most challenging for them, and traffic doesn't get congested. Children prefer equipment that does something when they use it or that they can modify to fit their interest; stationary, one-function

While all children who use playgrounds are at risk for injury, girls sustain injuries (55%) slightly more often than boys (45%)

Tinsworth 2001

equipment quickly results in boredom and nonproductive play."

3. **Installation and Maintenance:** "Some materials are too dangerous to consider (for landing surfaces under fall zones). Stone dust, grass, dirt, cement, asphalt and rocks do not sufficiently absorb the impact of a falling child. Shredded wire casings may contain chunks of metal. Pea gravel should never be used for playgrounds serving infants and toddlers, who put the small stones in their mouths, ears or noses."

An 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 a 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.



Outdoor Xylophone

You Know You're Living in 2008 when...

1. You accidentally enter your PIN on the microwave.
2. You have a list of 15 phone numbers to reach your family of four.
3. You e-mail the person who works at the desk next to yours.
4. You pull up in your own driveway and use your cell phone to see if anyone is home to carry in the groceries.
5. Leaving the house without your cell phone which you didn't have the first 5, 20, or 30 years of your life, is now a cause of panic and you turn around to go and get it.
6. You're reading this and laughing.
7. Even worse, you know exactly to whom you are going to forward this message.

and Finally, we can laugh at our selves and enjoy the moment.



Improving Lives. Improving Texas.

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If you have any questions or need additional information or training, please contact the Extension Office, located in the Liberty County Annex Building, across the hall from the Drivers License Office, in Liberty.

Extension program serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability, or national origin. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating. Individuals with disabilities who require an auxiliary aid, service or accommodation in order to participate in this meeting are encouraged to contact the Liberty County Extension Office at 936-336-4558, ext. 221 as soon as possible to advise us of the auxiliary aid or service that you will require.