

Building Blocks to a Bright Future

Child Care Conference

Saturday, May 21, 2011 ★ Ford Park, Beaumont, TX

Registration Form Available after March 9th

Call 409-835-8461 or 936-336-4558, ext. 221



2011 TEXAS CHILD CARE ADMINISTRATORS CONFERENCE

OCTOBER 10-12, 2011

HOUSTON, TX

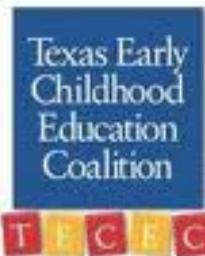
MORE INFORMATION AT WWW.TACFS.ORG
(TEXAS ALLIANCE OF CHILD & FAMILY SERVICES)

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 the **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!



The U.S. Congressional House leadership is proposing major cuts to Head Start and child care programs as part of House Resolution 1. House members are expected to vote on this bill, which will determine funding levels for the remainder of fiscal year 2011. The proposed cuts would eliminate more than one billion dollars from the Head Start program and \$39 million from child care, causing 368,000 children to lose early learning support. Head Start, Early Head Start, and the Child Care Development Block Grant are our key federal early learning investments. Take action today and urge your U.S. Representative to oppose these drastic cuts. Contact information for your Representative can be found here:

<http://www.fyi.legis.state.tx.us/>

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Resources that address the child care needs of Liberty County

Child Care Connection



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The Problem-Solving Parent: Girls Will Be Girls

"Boys will be boys," but "girls will be girls." While there have been many articles and books written about aggressive boy behavior and bullying, there is very little written about girl behavior, which can sometimes be just as aggressive and mean as the behavior that many boys exhibit.

Whether they are born that way or have been taught, girls want to be "nice." They do not want to be mean, and they seldom recognize aggression in themselves. Many girls have joined my class to find instant acceptance, invitations to play, and affectionate treatment. This has happened with girls of all races, color, hairstyles, and clothing preferences. On other occasions, however, a girl has joined my class and been instantly disliked and excluded by some of the other girls. The reason for the exclusion is often a mystery, but it appears to relate more to personality and behavior than looks. In slang terms, this new girl "sends off vibes." If she is more aggressive or shyer than the others, or says or

does something that the other girls find strange or unusual, she may find herself ignored and excluded.

Girl-to-girl meanness is as harmful as physical bullying between boys, but it is harder to detect. It might be as subtle as making a disdainful face and turning a back, or as blatant as: "You can't play with us," but these are not behaviors you can point out and correct in simple four-year-old terms. In fact, you might not even notice such interactions. If you are aware of this type of exclusion, you can sometimes appeal to the girls' budding empathy, but empathy that is imposed may only last as long as you're watching.

What can you, the parent or caregiver of a young girl, do to prevent the child from becoming either a victim or the instigator of mean girl behavior? Children learn from the examples their parents/caregivers provide so above all, be a good role model and ask yourself some important questions:

- Do I feel superior and demonstrate superiority in any way to the child?
- Am I openly self-critical? A perfectionist?
- Do I gossip and criticize others in front of the child?
- Do I allow others to take advantage of me and do I react passively?
- Do I force the child to say, "I'm sorry," even if something isn't her fault?
- Do I criticize instead of encourage?

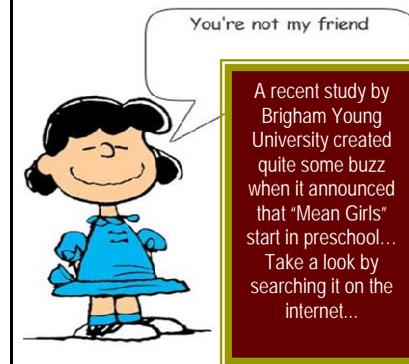
- Do I emphasize obedience and compliance more than independence and problem solving/
- Do I show the child that I value good character, courage, honesty, and other enduring qualities in people, not the way they look or what they possess/



You can also help the child by teaching her to be assertive. A girl who can say "stop!" or "no" or "I don't play with mean girls," is less likely to be picked on. In addition, teach the child how to be empathetic by explaining how others feel when mean things are said and done to them.

Teaching assertiveness and empathy are often more meaningful when taught by a parent or caregiver, and one way to teach these behaviors is through role-playing. Take turns playing the role of the "nice" girl and the "mean" girl and talk about how each role feels to both of you. Then help the child think of some strategies for dealing with mean behavior. Finally, promise the child every day that she can come to you with any concerns about her relationships, and keep that promise. There is no perfect way to avoid girl-to-girl meanness, but you can always be there to help the child deal with it until she is assertive enough to deal with it by herself.

By Eleanor Reynolds Children and Families Expert
Revised by Alexis Cordova



A recent study by Brigham Young University created quite some buzz when it announced that "Mean Girls" start in preschool... Take a look by searching it on the internet...

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 an event 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.

Circle Time Activities

Circle Time Bulletin Board

Ideas for a Circle Time Board - Teaching Basic Concepts:

- The letter of the week (both capital and lowercase)
- The number of the week
- The color of the week
- The shape of the week
- Calendar
- Weather chart
- “What Are We Doing Today?” poster.



Review each concept every day during the circle time meeting. Plan one brief activity per concept. For example, if your letter of the week is LI, then plan a song, a short book, a short poem, or a letter LI activity (for example, make a poster of pictures some of which begin with the letter LI and some that do not. Then have the students come forward to circle the pictures that begin with the letter LI). Do the same for the other concepts you are teaching that week. Make it exciting. When introducing a new letter of the week, hide the letter in the closet and give the students hints about the letter. This can be as simple as a cardboard letter, or a letter written on a balloon (for safety reasons, keep a balloon out of the reach of small children). Students will anticipate with joy the newest addition to the alphabet!



Music

Include an action song with hand or body motions. Use the same song every day. One of the best song websites is KIDiddles. Here you will find an action circle time song and a corresponding song sheet. Another great song is the Hello Song, which is incorporated in these Kindergarten Circle Time Activities. This song is not for morning nor afternoon, making it a perfect choice for any time.

Ending the Day

End the day with a brief good-bye meeting. Have students recall one thing they learned or did at preschool during the day. This is a great way to cover the speaking standards for Pre-kindergarten. As true of any grade level, classroom routine and consistency are the keys to a successful preschool circle time.



Story Time



Include a story of the week for circle time. The story should be theme related. Read it every day and plan to act out the story on Friday. Gather a few props from the classroom to use when enacting the story. This will make the story come to life for the preschoolers.

<http://www.brighthub.com/education/early-childhood/articles/48195.aspx#ixzz1Ej69a7Ko> ©2011 Bright Hub Inc.



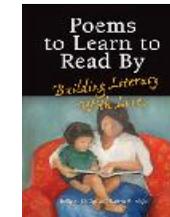
EARLY EXPERIENCES MATTER



Relationships Are the Key

As babies, the way we are held, talked to, and cared for teaches us about who we are and who we will become. Early experiences set a course for a lifelong process of discovery about ourselves and the world around us. Whether you are working directly with children or supervising a staff, your relationships with them are the key to success. The following are some resources that can help you make connections while focusing on children's early literacy skills and development or while helping your staff to build their own effective relationships.

Learning to read begins in early infancy. Poems to Learn to Read by celebrates the early phases of this process and provides parents and teachers of young children with tools to support their emerging language and literacy.



Poems to Learn to Read By: Building Literacy With Love
Betty S. Bardige and Marilyn M. Segal
2005

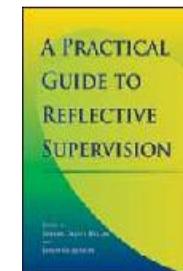


Your Baby's Development
Clair Lerner and Rebecca Parlakian
2008

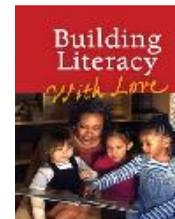
Price: \$18.00

Endorsed by the American Academy of Pediatrics, this parent education resource offers key information on child development at nine pivotal stages of early life from birth to 36 mths. Each handout empowers parents and caregivers with tips and research-supported information on way to strengthen a very young child's development.

This book outlines the key steps in creating a system of reflective supervision within an early childhood program to improve services, support staff, and better meet the needs of children and families. With chapters written by leading experts, this book provides answers to the critical questions that every program needs to know to launch reflective supervision.



A Practical Guide to Reflective Supervision
Sherryl Scott Heller and Linda Gilkerson,
Editors 2009



Building Literacy With Love: A Guide for Teachers and Caregivers of Children Birth Through Age 5
Betty S. Bardige and Marilyn M. Segal
2005

Price: \$29.95

The path to literacy begins in infancy. Building Literacy With Love suggests loving ways adults can provide experiences that foster children's ability to become literate. This book offers practical suggestions for implementing effective, research-based teaching practices in child-care settings.