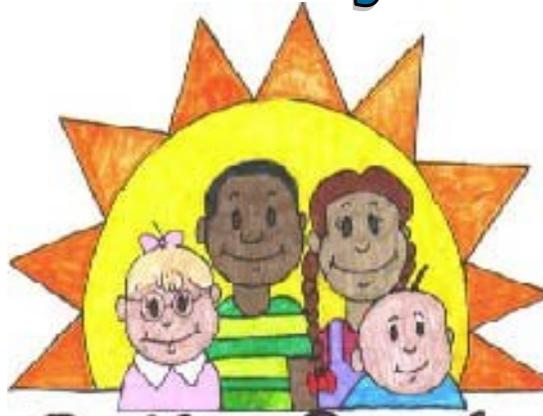




8th Annual Early Childhood

5 CHC's / .5
CEU's

Door Prizes!



Breakfast &
Lunch Provided

Breakout
Sessions!

Building Brighter Futures Conference



Hosted By:

Craven Smart Start

Child Care Resource & Referral

Date: Saturday, March 29, 2014

Time: 8am - 3pm

(Check-in begins @ 7:30 am)

Location: Craven Community College

800 College Court New Bern, NC 28562



Keynote Sessions:

"Building Their Bounce: Promoting Resilience in Children" &

"Building Your Bounce: 23 Questions that can Change the Way You Look at Life!" - Nefertiti Bruce Poyner, M.Ed.



Pre-Registration required by March 19, 2014.

Cost: \$20.00 per person

For more information call (252) 672-5921.

March 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
National Nutrition Month	National Woman's History	National Craft Month	National Peanut Month			1 Pig Day
2 Dr. Seuss Day	3 Read Across America Day	4 Pancake Day	5 World Book Day	6 Dentist Day	7 National Cereal Day	8 Genealogy Day
9 Daylight Savings Time Starts	10 Middle Name Pride Day	11 Johnny Appleseed Day	12 Girl Scouts Day	13 Earmuff Day	14 Learn About Butterflies Day	15 Corn Dog Day
16 Everything You Do Is Right Day	17 St. Patrick's Day	18 Awkward Moment Day	19 National Chocolate Caramel Day	20 Incredible Kid Day	21 Fragrance Day	22 Goof Off Day
23 Chip & Dip Day	24 Chocolate Covered Raisin Day	25 Waffle Day	26 Make Up Your Own Holiday	27 Education Sharing	28 Something on Stick Day	29 National Unplug Day
30 Take A Walk In The Park Day	31 Clam On The Half Shell Day					

<http://www.brownielocks.com/march.html>

THE LEPRACHAUN LOST HIS GOLD!

Tell the children- "Two weeks ago, a leprechaun 'lost' all his gold in your play spaces, he left you his pot and a reward notice saying that if you could find all his gold and refill his pot by St. Pats Day, he would leave you a reward!" Let the children find the gold that is hidden about (gold spray-paint items - anything you can think of - rocks, corn pops, buttons, keys, spoons, etc.).

Each time they find a piece of gold, they place it in the leprechaun's pot and they receive a "Lucky Shamrock" sticker to put on-- or stick on a sticker page. (Or not, your choice...)

On St. Pats Day, the leprechaun will return and pick-up his small pot full of gold - and in return -- he will leave a large pot (a Halloween witch's cauldron) full of a reward. (Their reward can consist of shamrock shaped cookies, a pitcher of lemonade tinted green, festive cups and napkins, and a goodie bag for each child. You can fill it with whatever you'd like!

Source: <https://www.booksbythebushel.com>



Lucky Leprechaun
(To tune of Jingle Bells)
Leprechaun, Leprechaun,
Oh, where can you be?
Come a little closer now,
Don't be afraid of me.
Leprechaun, Leprechaun,
You bring luck my way.
I'd really like to see you
On this St. Patrick's Day!

Source: <https://www.booksbythebushel.com>





New Look Into Menu Planning



The December 2012 changes to the general nutrition requirements for Child Care Centers (10 A NCAC 09.0901) and Family Child Care Homes (10A NCAC 09. 1706) is in full swing. One of the targeted areas "Food that does not meet the nutritional requirements specified in Meal Patterns for Children in Child Care Programs of this Rule, such as cookies, chips, donuts, etc., shall be available only for special occasions such as holidays, birthdays, and other celebrations", has raised many questions. DCDEE consultants have given some clarification regarding this rule.

- ◇ **ALL** cookies, chips, brownies, donuts, cakes, cupcakes and candy are not allowed for any meal or snack. Graham Crackers are considered a cracker and will be allowed.
- ◇ Special Occasions are considered a "once a month" celebration for all children in the classroom who had a birthday that month or a generally recognized holiday celebration, like Halloween, Christmas, and Valentines.

There is a great menu planning guide from another state that follows Child and Adult Care Food Program (CACFP) that can be used in North Carolina with a few modifications that will follow the general nutrition requirements.



Kiddie Kollege Learning Center and Kiddie Kollege Infant/Toddler are currently undergoing menu changes using this menu planning guide. The staff is excited about the changes and children are trying new foods.

If you are interested in learning more about changing your menus contact our Child Care Health Consultant, Terri Walls, RN at 252-672-5921 ext. 31 or email terri@cravensmartstart.org.

Child Development: The Right Kind Of Early Praise Predicts Positive Attitudes Toward Effort

Toddlers who hear praise directed at their efforts, such as "you worked hard on that" are more likely to prefer challenging versus easy tasks and to believe that intelligence and personality can improve with effort than do youngsters who simply hear praise directed at them personally, such as "you're a good girl," new research at the University of Chicago reveals.

"The kind of praise focused on effort is called 'process praise' and sends the message that effort and actions are the sources of success, leading children to believe they can improve their performance through hard work," said Elizabeth Gunderson, Assistant Professor of Psychology at Temple University and lead author on the study conducted while she was a graduate student at the University of Chicago.

Another form of praise called "person praise" is focused on the child's characteristics. Parents using person praise might say "you're a big boy," for instance.

The findings, published in the paper "Parent Praise to 1-3 Year Olds Predicts Children's Motivational Frameworks 5 years Later," are the first to show the impact of parents' praise in a naturalistic setting. The study is published on-line in the journal *Child Development* and was conducted by researchers from Stanford as well as the University of Chicago. Short-term laboratory studies have found that process praise results in greater persistence and better performance on challenging tasks, while person praise, which sends the message that a child's ability is fixed, results in decreased persistence and performance.

In the new study the scholars found that the percentage of process praise parents used when their children were one to three years old significantly predicted whether children welcomed challenges, had strategies for overcoming failure, and thought intelligence and personality were malleable five years later.

For the study, the team videotaped 53 children and their parents during everyday interactions at home. Each family was videotaped three times, when children were one, two and three years old. From the videotapes, the scholars identified instances in which parents praised their children and classified their praise as either process praise, person praise, or other praise.

Process praise emphasized a child's effort, strategies, or actions (such as, "you're trying your best," "good job counting"). Person praise implied that a child possessed a fixed, positive quality, ("you're a smart girl," "you're good at this"). Other praise included all other types of praise ("you got it," "great").

They then followed up with the children five years later, when they were 7-8 years old, and assessed whether they preferred challenging versus easy tasks, were able to generate strategies for overcoming setbacks, and believed that intelligence and personality are traits that can be developed (as opposed to ones that are unchangeable).

When parents used a larger percentage of process praise, their children reported more positive approaches to challenges and believed that their traits could improve with effort. However, the other two types of praise (person praise and other praise), and the total amount of praise were not related to children's responses.

"In addition, parents of boys used a greater percentage of process praise than parents of girls. Later, boys were more likely to have positive attitudes about academic challenges than girls and to believe that intelligence could be improved," said co-author Susan Levine, the Stella M. Rowley Professor of Psychology at UChicago.

"Our results demonstrate that process praise--praise that emphasizes children's effort, actions, and strategies--predicts children's attitudes toward challenges and their beliefs about trait malleability five years later," Gunderson said. "These findings suggest that improving the quality of early parental praise may help children develop the belief that their future success is in their own hands."

In addition to Gunderson and Levine, other authors were Susan Goldin-Meadow, the Beardsley Ruml Distinguished Service Professor in Psychology at UChicago; Carol S. Dweck, the Lewis & Virginia Eaton Professor of Psychology at Stanford; and Stanford graduate students in psychology Sarah Gripshover and Carissa Romero.

The research was supported by the National Institute of Child Health and Human Development and by the National Center for Education Research.

Story Source:

The above story is based on materials provided by **Temple University**. *Note: Materials may be edited for content and length.*

Journal Reference:

Elizabeth A. Gunderson, Sarah J. Gripshover, Carissa Romero, Carol S. Dweck, Susan Goldin-Meadow, Susan C. Levine. **Parent Praise to 1- to 3-Year-Olds Predicts Children's Motivational Frameworks 5 Years Later.** *Child Development*, 2013; DOI:10.1111/cdev.12064

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Temple University. "Child development: The right kind of early praise predicts positive attitudes toward effort." ScienceDaily. ScienceDaily, 12 February 2013. <www.sciencedaily.com/releases/2013/02/130212075109.htm>.

<http://www.sciencedaily.com/releases/2013/02/130212075109.htm>

Naps Enhance Learning In Preschool Children

A recent report from the University of Massachusetts Amherst confirms the common intuition that young children benefit from naps. In fact children who take naps appear to remember what they have learned better than their peers who do not nap. As preschool programs are expanded around the nation, many decision makers and funders have questioned the value of naps in preschool and ask whether naps may be a waste of valuable learning time.

By examining the question through a carefully constructed study, researchers found that children who napped remembered significantly better than those who did not nap. Researchers also found that a missed nap could not be made up. The sleep needs to occur in close proximity to the learning. The results suggest that naps help children remember what they have learned because the brain consolidates information during sleep, a critical step in the learning process. Additional biophysiological tests showed increased spindle density in the brains of napping toddlers, a sign associated with integrating new information, and building memory.

This latest research into preschool naps is corroborated by extensive research into the effects of daytime rest and sleep on adult learning and performance. Researchers have found that the resting brain of adults is indeed working. The brain consolidates information and stores it in memory even when day-dreaming. In addition, many studies have found that naps sharpen concentration and improve performance on many tasks.

Reference

L. Kurdziel, K. Duclos, R. M. C. Spencer. **Sleep spindles in midday naps enhance learning in preschool children.** *Proceedings of the National Academy of Sciences*, 2013; DOI: [10.1073/pnas.1306418110](https://doi.org/10.1073/pnas.1306418110)



Early Childhood Program Class Being Offered

Craven Community College is offering Intro to Early Childhood Education (EDU 119) beginning March 12 and will be held on Wednesdays from 12:30 pm to 1:45 pm for those individuals needing to complete their child care credentials.

[Registration is ongoing until March 7.](#)

They are also offering two evening classes CIS 111 and PC Literacy classes will be offered on Tuesdays from 5:30 pm to 7:10 pm. These classes are required courses for Craven Community College, Early Childhood Program.

**For more information, please contact
Diane Tyndall at 638-7326.**

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Mission Statement For CCR&R

To enhance the quality and quantity of child care services in Craven County by providing a wide range of information, referrals, advocacy and training services to families, providers and the community in general.



Are You Needing Help Finding Quality Child Care?

Child Care Resource & Referral is here for you!

FREE

Referrals to fit your child care needs with a licensed, regulated or legally exempt child care programs.

Looking for:

- *Full-time Child Care*
- *Part Time Child Care*
- *Before/After School Care*
- *Part Time Preschools*
 - *Evening Care*
 - *Over Night Care*
 - *Weekend Care*
 - *Drop In Care*
 - *Hourly Care*

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