

CCR&R Parent/Provider Newsletter- June 2016



Pre-K & Head Start Registration at New Bern Mall on May 6th, 2016

The New Bern Mall was packed last Friday afternoon with hundreds of families and young children and it wasn't to see Santa Claus or the Easter Bunny! It was the first registration for the North Carolina Pre-Kindergarten and Head Start programs for the 2016-2017 school year. For several hours, parents were lined up from center court to J.C. Penney's eagerly waiting to apply for these high quality child care programs. Staff from the various NC Pre-Kindergarten providers and Coastal Community Action Head Start were present to interview parents and take applications. Craven Smart Start staff, Pinkie Moore and Bianca Chacon, were there as well to share information with parents and to provide some activities for the children with the assistance of volunteer Ann Porter. At the end of the day, NC Pre-K Coordinator Renee' Harrell indicated that they had taken applications for 216 four-year olds, considerably more than last year. The next registration will take place on June 13th at Graham Barden Elementary School in Havelock. Parents who wish to apply should bring their child's official birth certificate, as well as proof of family income. It is not necessary for the child to be present at the registration. Children must be four years old on or before August 31,

2016 to be eligible for NC Pre-Kindergarten Program. Head Start accepts younger children, as well as four year olds.

Participants will be selected based on program criteria, which includes family income. There is no cost to families who are selected to participate. NC Pre-Kindergarten classes are located at various sites across Craven County. Head Start centers are located in New Bern and Havelock.

The Craven County NC Pre-Kindergarten Program is supported by the Division of Child Development and Early Education, and by local organizations, including Craven County Schools, Craven Smart Start, Coastal Community Action Head Start and private child care centers. It a wonderful example of collaboration of state and local organizations that greatly benefits young children and their families in Craven County. Craven Smart Start is proud to help support this program with our funding of 80 slots in six Pre-K classrooms.

-Pinkie Moore, Community Outreach Coordinator at Craven Smart Start



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Articles found on pages 2-4 are courtesy of "Growing Together"- newsletter for parents of pre-school children.

Next date for Pre-K & Head Start Registration:

When: **Monday, June 13th, 2016** @ 10:00 AM—12:00 PM

Where: Graham A. Barden Elementary School
Havelock, NC

Grandma Says: Remember, We've Talked About This

I met a neighbor's visiting granddaughter out walking her dog. The puppy jumped up on me, and Katie said to her, with elaborate patience, "Now, remember, we've talked about this!" It was hard not to smile at the exact intonation she duplicated from hearing those same words from a parent. And isn't that just our problem? We talk about something and explain to our youngsters just why they should not engage in a particular activity. Then later we talk some more. And we keep on talking, eventually becoming exasperated with the children's failure to heed our perfectly logical and beautifully expressed guidelines. What's wrong with this picture? Well, it depends on the children's age, of course. There are certain times in the first two or three years that we should depend far less on talk and more on action. That's the time to redirect children's actions and behaviors to more suitable activities, and realize that their self-control is so weak or non-existent that they

need us to help them change behaviors. And this can be done best without much in the way of lecture or commentary. Learning to be exquisitely brief is a parental art. So the parent of the toddler who is involved in a fracas with another child over a beach shovel simply moves the toddler, hands her another implement, and says, "Gently, Becky. Let's dig here. Sophie wants to dig there." Even later, when children are coming to understand a bit more about limits and expectations, most parents undoubtedly talk too much. I hear parents reason, justify, explain, repeat, nag, and just keep on going long past the point of reasonable expectation that they still have the child's attention. Every child is born with invisible ear flaps, that are lowered when an individual's self-esteem is under attack. And after all, that is what is happening when parents keep talking too much, since the implication is that children are just too plain dumb to get it, and therefore parents have to keep talking.

When I used to teach student teachers of preschoolers, a tool that we used was to set up a tape recorder and just let it run. When the students later played back their words, they were usually astonished to hear themselves speak. Often both their tones and words seemed like an affront to respect of the children, rather than the well-meaning guidance they had intended. I remember one child's comments: "It sounds like I don't think they understand anything at all. I'm talking way too much." While it may not be practical to tape yourself on a regular basis, it can be useful to consider how much you are talking, and how your child is receiving your words. It is useful to consider what is the minimum amount of information that would be helpful, both for your child's learning and for your own sanity. Giving instruction and setting limits are areas where truly less is often more.

So remember, parents, we've talked about this.

Parenting: Influences on Children's Lives

There are many influences on a young child's life. It is important to give some thought to some of the most important ones.

1. **Understand and accept yourself.** Because you have such an important influence on your child, it is vital that you know yourself. It is a quality you can develop through self-understanding and self-acceptance. You can develop self-understanding by asking yourself questions like: "What makes me react or feel the way I do?" "What things make me happy?" "How do I react to other people?" Self-acceptance requires a realistic view of what you can and cannot do. Perhaps you've had an important goal that you now know you can never reach. If you accept the fact that you will never attain this goal, you can face other people, with respect for yourself and without the feeling that your child must do what you never could. If you and your spouse have self-understanding and self-acceptance, your child will probably have these characteristics, too. Your understanding and acceptance of yourself can influence your child to try to understand and accept himself.
2. **Understand your influences on your child.** Have you ever noticed your child's reaction to your happiness? Your sadness? Your anger? Children tend to display the same mood or disposition you feel. In fact, they may learn your behavior by imitating what you do or how you react to things
3. **Understand children in general.** A knowledge and understanding of child development helps you to have standards or criteria with which to understand your own child. For example, you cannot determine whether your child is developing at a normal rate unless you know what can be expected of a child his age.
4. **Understand the uniqueness of your own child.** He has specific desires, interests, and abilities as well as problems and difficulties. Each child has a unique personality, so try to understand each child as an individual. What one child means by his actions may be entirely different than what another child means by the same actions.
5. **Sibling influence.** Brothers and sisters often play a big part in influencing a child. They may be companions while playing but rivals for your attention and love. Little brothers and sisters sometimes become troublesome to an older child. The interaction and sharing between brothers and sisters is an important aspect of the learning process. Such relationships help your child develop basic attitudes toward himself and toward other people.
6. **Environmental influences.** People outside the home also have an important influence on children. Teachers, relatives, and children in your neighborhood can help your child learn how to get along with others. Of course, television, media, computers and other means of communication present opportunities for your child to see and hear many types of behavior.

The physical, mental, and social development of a child are all affected by the environment in which he lives. A home that provides a child with such things as educational toys and interesting music helps to stimulate his development. A simple toy made from objects in your home, for example, may have helped your child learn about sounds, learn how to hold an object, or learn how metal feels. Your interrelationships as husband and wife, brother and sister, parents and children strongly influence the types of relationships your child will seek outside the home.

Social Skills: Each Child is Unique

Every child, whether yours or someone else's, deserves to be appreciated for himself or herself. Try not to compare children with each other. They are different people. Each child has his or her own way of reacting to the things that happen. Each one has a particular rate of growth and his or her own pace of doing things. Each child is drawn to different activities, things, and people. It's natural to compare the times at which your first and second child (or the

neighbor's child) walked, talked or learned toileting. It's understandable to wonder why your youngest is afraid of the water when you first child learned to swim quite young. But it's important to let each child be himself or herself. Notice the things that make each child unique and encourage each one to develop his or her own special talents. Accept children's differences and you will help them to accept themselves and each other.

Behavior: Childhood Fears

All children experience fear at one time or another. Experiencing fear is a normal part of growing up. Fear has many positive qualities. Fear of heights, for example, can help a child avoid accidents. Fear of strange animals provides protection from a possibly dangerous bite. But fear can also have negative qualities. Irrational fear can prevent a child from gaining valuable experiences. Fortunately, studies have greatly increased our understanding of children's fears. These studies indicate that children's fears generally differ from one age to another. Furthermore, at each age level there is a certain range within which fears are considered normal. The most common fears experienced by three- and four-year-olds are fear of the dark, fear of separation from parents, and fear of some animals, such as large dogs. As children mature, they generally outgrow these specific fears. With increasing age, their fears often become more abstract (such as fear of supernatural or imaginary figures) and more future-oriented (such as fear of failing a test). Three-year-olds who experience childhood fears that are considered within normal limits can generally be helped by their parents to deal effectively with those fears.

Here are some specific recommendations for parents:

1. Treat your child's fears with respect.
2. Listen to what your child wants to tell you without being critical of what he says.
3. Give your child reassurance of your love and protection, if needed.
4. Allow your child to withdraw from the fearful situation for a period of time, if possible.
5. Help your child become gradually more accustomed to the fearful situation. (For example, showing him a picture of an animal he fears.)
6. Be aware that most childhood fears are normal and are eventually outgrown.
7. Seek professional help if you consider your child's fears are abnormal.

Here are some questions that are helpful in determining if your child's fears are abnormal:

1. Has the fear been persistent over an extended period of time?
2. Is the fear considered inappropriate for the child's age?
3. Is the fear out of proportion to the circumstances under which it occurs?

If you answered yes to these questions, your child may need professional help.

Health & Safety: Plan a Good Day, Every Day

When stress strikes, it becomes hard, if not impossible, to look toward the upcoming day with joy. The most effective way to break that kind of negative mind-set is to approach each day in a positive, hopeful, optimistic way. Wolfe J. Rink, a management consultant and adjunct associate professor at Johns Hopkins university, says: "If you don't automatically feel upbeat, look around and find something to feel good about. Start each day in a positive way."

In order to have more positive days, Dr. Rinke suggests the following:

1. Use a clock radio with a station that plays music that is soft and pleasant to wake up to. Don't use a loud alarm clock.
2. Allow yourself enough time to prepare for the day's activities at a civilized pace. Don't get up at the last possible moment.
3. Think about the positive things you expect to accomplish today. Don't listen to news of the world's problems or worry about your own problems while you're dressing.
4. Eat a healthy breakfast. Don't drug yourself with coffee, sugar or cigarettes.
5. As you go about your day's activities, always expect the best.

You have a choice about your attitude every day. Start out with a positive outlook and expect the day will be a good one.

Behavioral Buzz from Miss B. Havin' AKA Sonia Sumner

Promoting Healthy Social Behaviors through Promoting Positive Interactions Between Children

What are positive interactions between children?

Positive interactions are communications/exchanges that take place between the children in your classroom and are successful for the children involved. Child-to-child (or peer) interactions serve many important purposes for young children. As they watch, imitate, model and interact with each other, the children in your class are learning to share, solve problems and work together. These are all important skills for kindergarten and later life. Although there are many opportunities each day for children to interact and play together, not all of those interactions are pleasant or positive. Most teachers have seen children grab toys from others, push or hit to get what they want or ignore a friend who is trying to talk to them. One role of all teachers is to help children learn the skills necessary to have positive experiences with other children. These skills don't all come naturally, however, and some children must be taught the skills necessary to work and play well with other children.

Why are positive interactions between children important?

Interactions in the early years create the foundation for a child's future style of interacting...both negative and positive. Teachers have an opportunity in the preschool years to help children learn the social and emotional skills that will positively affect their ability to create healthy relationships throughout life. Every classroom provides many 'teachable moments' each day that can be used to encourage these skills. Teachers should try to view children's inappropriate interactions with classmates as teaching opportunities and support them as they learn new skills.

What can you do in your classroom?

Set aside time during circle time to teach and practice social skills. You can use circle time to help your children learn skills, such as getting a friend's attention, sharing toys and materials, making suggestions for play, helping each other, saying nice things to one another and entering a play situation. If you follow these steps to teach social skills will have better success:

1. Explain the skill you want to help them learn
2. Demonstrate the skill
3. Demonstrate an incorrect way and allow children to problem solve
4. Let children practice the skill with an adult or with another child
5. Provide positive feedback and attention as they use the skills

Look for opportunities for children to practice during activities and transitions. Make sure you have cooperative use toys* (e.g., puppets, telephones, rocking boats) in your classroom to promote social interactions during play. You can plan social interactions throughout the classroom day* (e.g., passing out names for jobs at circle, passing out napkins at snack) to provide more opportunities for learning these positive social behaviors. With your guidance and patience, the children in your class can even 'un-learn' inappropriate ways to deal with other children, such as grabbing toys or hitting to get what they want.

Research on this topic:

Research suggests that the use of positive social skills with other children can lead to the development of positive relationships, acceptance and friendships. Preschool children's success at making friends also predicts many positive later-life outcomes. By actively teaching children appropriate social skills and by creating opportunities for children to practice these skills, you can improve children's social behaviors, potentially for a lifetime!

Food for thought:

Think about how you feel when a co-worker or supervisor notices and comments about what you are doing 'right.' Children need those reinforcing moments, as well, so don't forget to catch them being good and comment on their emerging skills. You can extend the positive feedback by sending home a HappyGram or SuperFriend Award* to parents to share the good news. Positive interactions between children can help create a happier classroom!

Adapted by *Promoting Healthy Social Behaviors* from CSEFEL *What Works Brief #8* www.vanderbilt.edu/csefel/



Come Join Us!

Children and their parents are invited to participate in Play & Learn sessions led by Craven Smart Start/CCR&R! We'll have fun while learning with music, art activities, and snacks.

Where? Craven Smart Start/CCR&R

When? Every Monday

What time? 9:30 AM-10:30 AM

Who should attend? Children who have not started school and their parent/caregiver

Preregistration is encouraged but not required - please call Cali or Bianca @ 252 672-5921. A valid CCR&R Library Membership is preferred and can be purchased for a \$10.00 annual fee.



June 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 <i>Say Something Nice Day</i>	2	3 <i>Repeat Day</i>	4 <i>Hug Your Cat Day</i>
5	6	7 <i>VCR Day</i>	8 <i>Best Friends Day</i>	9 <i>Donald Duck Day</i>	10 <i>Iced Tea Day</i>	11 <i>Corn on the Cob Day</i>
12 <i>Red Rose Day</i>	13 <i>Sewing Machine Day</i>	14	15 <i>Nature Photography Day</i>	16	17 <i>Eat Your Vegetables Day</i>	18 <i>World Juggling Day</i>
19	20	21 <i>Daylight Appreciate Day</i>	22 <i>Onion Ring Day</i>	23 <i>Typewriter Day</i>	24 <i>Take Your Dog to Work Day</i>	25
26 <i>Chocolate Pudding Day</i>	27	28	29 <i>Camera Day</i>	30		

Child Care Resource & Referral

2111 Suite F
Neuse Blvd.
New Bern, NC 28560
Phone: 252-672-5921 Ext. 23
Fax: 252-672-5922
E-mail: bianca@cravensmartstart.org

*For training calendars &
special events, check out our
website or Facebook!*



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**Part-Time Preschool*

**Weekend Care*

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