

September 2012  
Jane Reilly, Editor

# UAB EARLY HEAD START PROGRAM EARLY EDITION

HAPPY LABOR DAY



<http://www.uab.edu/civitansparkes/uab-early-head-start-program>

## DATES TO REMEMBER

Sept 6 - 11:00 - Socialization - Vanessa, T, Shante', Cassandra - Parenting - 10:00  
Sept 12 - 12:00 - Policy Council  
Sept 13 - 11:00 - Socialization - Eleanor, Renee', Nikki, Pam - Parenting - 10:00  
Sept 20 - 11:00 - Socialization St. Clair  
Sept 27 - 11:00 - Socialization - Vanessa, T, Shante', Cassandra - Parenting - 10:00  
Oct 4 - 11:00 - Socialization - Eleanor, Renee', Nikki, Pam - Parenting - 10:00  
Oct 10 - 12:00 - Policy Council  
Oct 11 - 11:00 - Socialization - Cassandra, T, Shante', Vanessa - Parenting - 10:00  
Oct 18 - 11:00 - Socialization - St. Clair  
Oct 25 - 11:00 - Socialization - Eleanor, Renee', Nikki, Renee' - Parenting - 10:00



HAPPY HALLOWEEN

BE SAFE

## AUTUMN POEM

### Bright October

I know no other season  
So filled with warmth and cheer  
As on these bright October days  
When autumn time is her.

The harvest yield is gathered in;  
God sends His gifts anew.  
Each roadside stand, a harvest fair  
That warms the heart of you.

A bluish haze on distant hills,  
The maple's scarlet flame;  
And oak trees dressed in Joseph's coats  
Stands guard along the lane.

Of all the seasons of the year,  
Each one with beauty blessed,  
I hold to Autumn's warmth and cheer--  
I like October best!

Poet, Kay Hoffman

If you drive too fast, you might miss your turn. If you walk too fast, you might pass where you are going. If you speak too quickly, you demonstrate that you have missed the point. Slow Down





## September, October Parenting Classes



Parenting Tips and Tools, because it's  
the world's most important job.

In **Jefferson County**: Parenting classes are  
always on Thursday at 10:00 am before your  
regular socialization

See page 1 of this newsletter for the socialization schedule.

In **St. Clair County** Parenting will be on  
September 20<sup>th</sup> and October 18<sup>th</sup> at 11:00 am.

In **Walker County** Parenting will be on Sept.  
19<sup>th</sup> and Oct. 17<sup>th</sup> at 1:30 pm at the center.

- ♥ In September we will talk about reducing whining
- ♥ In October we will talk about handling and avoiding temper tantrums

And at every meeting, there will be time for your  
questions and for talking about the usual: sleeping,  
eating, potty training... you name it!

☎ And if you ever have any questions or concerns,  
be sure to call me: 934-1098 or 410-6586 (Dalia)



# NEWS you can use... TOYS

Any object that a young child can explore; put together, take apart, push or pull, stack, or bang can become a toy. Here are some ideas from *The Creative Curriculum® for Infants, Toddlers & Twos* to help you choose toys for your children depending on their ages and abilities.

## Young Infants

Very young infants are much more interested in watching your face, hearing your voice, and being held. You don't have to give them toys until they can hold them in their hands and focus on them.



Here are the kinds of things you might say or do with your baby.

- Describe the experience: *There's Jamal, in the mirror.*
- Verbalize feelings: *That surprised you, didn't it?*
- Play with language: *Peek-a-boo. I see you. Peek-a, peek-a-BOO!*
- Describe actions: *You can see yourself in the mirror. There's Jamal.*

## Mobile Infants



Mobile infants are interested in everything around them. They will crawl to a basket of toys near them and will pull everything out, dumping toys on the floor and then reaching for more. They love this game. Any container with things inside will work. They also love tossing things, so give them plenty of space and soft, unbreakable toys.

Here what you can do to help them learn:

- Describe what the child does and what happens (cause and effect): *Look what happened when you pushed the button. The clown popped out!*
- Encourage the child to solve problems: *Oh, the ball rolled under the table! How can you get it?*
- Build vocabulary by using descriptive words: *You decided to play with the red fire truck. It's the same color as your red shirt.*

## Toddlers

Toddlers use toys with increasing intention. As they play, they build their physical and language skills, learn concepts, apply thinking skills, explore the world of social roles and make-believe, and learn to be a member of a group. Here are some ways to respond to their play:

- To support physical skills: *I see that you are using your big muscles today. Thank you for helping me carry these big blocks over to the tree.*
- To support thinking skills: *Can you find the picture on the shelf that matches the zoo animals?*
- To encourage determination: *It's hard to get that puzzle piece to fit. Why don't you turn it around and see if it fits then? I bet you can get it to fit.*
- To support recognition of the needs of others: *You are waiting patiently for your turn with the ride-on toy.*

## Twos

It's so interesting to watch what twos do with toys. As long as you do not give them too many choices and you show an interest in what they are doing, they can be creative and joyful. Talk to them about what they want to play with and what they plan to do. Ask them to tell you what they are doing. Here are some ways to interact with twos as they play with toys:



- Invite the child to talk about what he has done: *Tell me why you arranged the cars that way.*
- Describe what you see: *First you used all of the rectangular blocks to build your farm. Then you added animals, and now you are adding people.*
- Support social skills: *Why don't you both take the Blocks over to the rug so you can play together?*
- Promote problem-solving skills: *When you put the big block on top of the little one, your building fell down. How can you build it so it won't fall?*
- Ask open-ended questions: *What do you think will happen if you try it another way?*

By really watching and paying attention, taking a real interest in what they do, and responding to them, you will learn a lot about what interests your children and see what he is doing and learning.

Adapted from the Teaching Strategies blog [http://www.teachingstrategies.com/blog/41-playing-with-toys?utm\\_source=feedburner&utm\\_medium=email&utm\\_campaign=Feed%3A+TeachingStrategiesBlog+%28Teaching+Strategies+Blog%29](http://www.teachingstrategies.com/blog/41-playing-with-toys?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+TeachingStrategiesBlog+%28Teaching+Strategies+Blog%29)

# Appropriate Chores for Kids



By: Alice Langholt

Household chores for kids can help encourage responsibility, independence and confidence, build self-esteem and help a child feel like a valuable member of the family. Kids' chores need to be age-appropriate to ensure success and to keep mom or dad from having to redo the chore later. Toddlers and young children will do chores eagerly in exchange for a reward of some kind, like a piece of candy, a sticker, a small toy or a privilege. Older children may expect to earn an allowance or extra spending money in exchange for doing chores.

Some families have a list of chores that are "expected" responsibilities as members of the family, but going above and beyond the call of duty by taking on extra chores, or being a help with other jobs, can earn rewards. This is the best policy for some families, teaching that there are responsibilities that each member of the family has, and that doing extra earns rewards.

Some families rotate chores between children with a chart, in order to distribute the "dirtier" or less-popular chores more fairly. When children are old enough to handle a list of chores, this can be an equitable way to distribute them. Sometimes, children will negotiate with each other to trade chores. This can be acceptable as long as the chores get done. If negotiation results in a set of chores not being completed, or excessive arguing, the negotiation privilege may be revoked. Some families do chores once a week, and some have daily chores.

What chores are appropriate for children of what age? Here are some suggestions, although these lists don't imply that all should be assigned at the same time. For younger children, simply helping mommy or daddy may be reward enough. As kids get older, you can tie chores to a treat or toy that the child wants by asking that a certain number of chores get completed.

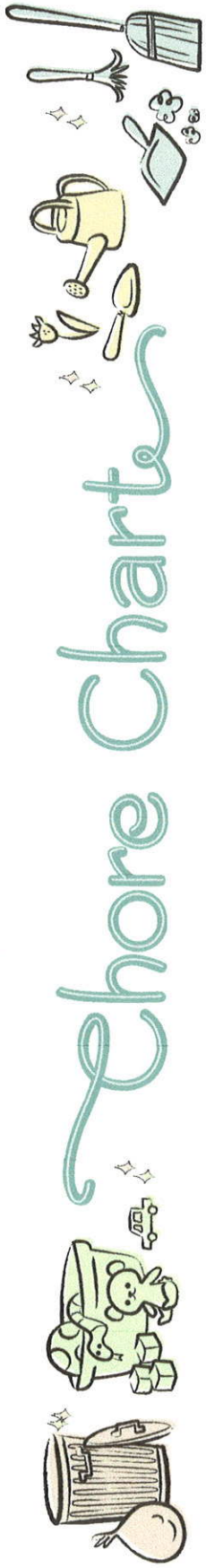
## **Ages 2 to 3**

- Picking up toys and putting them into a basket (with help)
- Dusting with socks over the hands

- Helping to feed a pet

**Ages 4 to 5**

- Helping to set the table
- Picking up toys
- Shelving books
- Making a bed
- Putting away sorted laundry
- Helping put away groceries
- Wiping the table
- Cleaning up the bedroom



Name \_\_\_\_\_

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

Sunday \_\_\_\_\_



**Try these tips to encourage the behaviour you want in your child.**

**By, Raising Children Network**



1. **Children do as you do.** Your child watches you to get clues on how to behave in the world. You're her role model, so use your own behaviour to guide her. What you do is often much more important than what you say. If you want your child to say 'please', say it yourself. If you don't want your child to raise her voice, speak quietly and gently yourself.
2. **Show your child how you feel.** Tell him honestly how his behaviour affects you. This will help him see his her own feelings in yours, like a mirror. This is called **empathy**. By the age of three, children can show real empathy. So you might say, 'I'm getting upset because there is so much noise I can't talk on the phone'. When you start the sentence with 'I', it gives your child the chance to see things from your perspective.
3. **Catch her being 'good'.** This simply means that when your child is behaving in a way you like, you can give her some positive feedback. For example, 'Wow, you are playing so nicely. I really like the way you are keeping all the blocks on the table'. This works better than waiting for the blocks to come crashing to the floor before you take notice and bark, 'Hey, stop that'. This positive feedback is sometimes called '**descriptive praise**'. **Try to say six positive comments (praise and encouragement) for every negative comment (criticisms and reprimands)**. The 6-1 ratio keeps things in balance. Remember that if children have a choice only between no attention or negative attention, they will seek out negative attention.
4. **Get down to your child's level.** Kneeling or squatting down next to children is a very powerful tool for communicating positively with them. Getting close allows you to tune in to what they might be feeling or thinking. It also helps them focus on what you are saying or asking for. If you are close to your child and have his attention, there is no need to make him look at you.
5. **'I hear you.'** Active listening is another tool for helping young children cope with their emotions. They tend to get frustrated a lot, especially if they can't express themselves well enough verbally. When you **repeat back to them what you think they might be feeling**, it helps to relieve some of their tension. It also makes them feel respected and comforted. It can diffuse many potential **temper tantrums**.
6. **Keep promises.** Stick to agreements. When you follow through on your promises, good or bad, your child learns to trust and respect you. So when you promise to go for a walk after she picks up her toys, make sure you have your walking shoes handy. When you say you will leave the library if she doesn't stop running around, be prepared to leave straight away. No need to make a fuss about it – the more matter of fact, the better. This helps your child feel more secure, because it creates a consistent and predictable environment.



7. **Reduce temptation.** Your glasses look like so much fun to play with – it's hard for children to remember not to touch. Reduce the chance for innocent but costly exploration by keeping that stuff out of sight.
8. **Choose your battles .** Before you get involved in anything your child is doing – especially to say 'no' or 'stop' – ask yourself if it really matters. By keeping instructions, requests and negative feedback to a minimum, you create less opportunity for conflict and bad feelings. Rules are important, but use them only when it's really important.
9. **Whining: be strong.** Kids don't want to be annoying. By giving in when they're whining for something, we train them to do it more – even if we don't mean to. 'No' means 'no', not maybe, so don't say it unless you mean it. If you say 'no' and then give in, children will be whine even more the next time, hoping to get lucky again.
10. **Keep it simple and positive .** If you can give clear instructions in simple terms, your child will know what is expected of him. ('Please hold my hand when we cross the road.') Stating things in a positive way gets their heads thinking in the right direction. For example, 'Please shut the gate' is better than 'Don't leave the gate open'.
11. **Responsibility and consequences .** As children get older, you can give them more responsibility for their own behaviour. You can also give them the chance to experience the natural consequences of that behaviour. You don't have to be the bad guy all the time. For example, if your child forgot to put her lunch box in her bag, she will go hungry at lunch time. It is her hunger and her consequence. It won't hurt her to go hungry just that one time. Sometimes, with the best intentions, we do so much for our children that we don't allow them to learn for themselves. At other times you need to provide consequences for unacceptable or dangerous behaviour. For these times, it is best to ensure that you have explained the consequences and that your children have agreed to them in advance.
12. **Say it once and move on.** It is surprising how much your child is listening even though he might not have the social maturity to tell you. Nagging and criticising is boring for you and doesn't work. Your child will just end up tuning you out and wonder why you get more upset. If you want to give him one last chance to cooperate, remind him of the consequences for not cooperating. Then start counting to three.
13. **Make your child feel important.** Children love it when they can contribute to the family. Start introducing some simple chores or things that she can do to play her own important part in helping the household. This will make her feel important and she'll take pride in helping out. If you can give your child lots of practice doing a chore, she will get better at it and will keep trying harder. Safe chores help children feel responsible, build their self-esteem and help you out too.
14. **Prepare for challenging situations.** There are times when looking after your child and doing things you need to do will be tricky. If you think about these challenging situations in advance, you can plan around your child's needs. Give him a five-minute warning before you need him to change activities. Talk to him about why you need his cooperation. Then he is prepared for what you expect.
15. **Maintain a sense of humour.** Another way of diffusing tension and possible conflict is to use humour and fun. You can pretend to become the menacing tickle monster or make animal noises. But humour at your child's expense won't help. Young children are easily hurt by parental 'teasing'. Humour that has you both laughing is great.

Have a Ball  
at the  
**Circus!**

