

The



Connection

Resources For Families and Providers in Genesee and Livingston Counties

JUNE 2015

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Visit our Resource and Lending Library Monday through Friday from 8:00 am—4:00 pm. You will discover FREE useful resources for teaching, parenting and activities for quality time with your families!

Child Connect for Family Success

Serving Genesee and Livingston Counties on behalf of the Great Start to Quality Southeast Resource Center

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www.childconnectmi.org
Stop by and say "Hi!"
Flint office will be moving to a NEW location in June!

How Kids Benefit from Time with Dad

By Kyle Pruett, Scholastic Magazine

When men are involved in the lives of their children enough to really know them, to play a role in their physical and emotional well-being — from changing diapers to pediatric visits to facilitating play dates — their children benefit across the whole horizon of growth and development. In terms of behavioral advantages, these children are:

- Less likely to be involved with juvenile justice
- More likely to stay in school
- More likely to be older when they have their first sexual experience
- Less likely to depend on aggressive conflict resolution

The benefits, however, don't stop with behavioral stability. They are also obvious when we look at how well-fathered kids perform in school and jobs. Such kids demonstrate:

- More overall verbal competence and early literacy
- Higher math competence, in girls especially
- Higher grade completion and income overall

If that weren't evidence enough, we have also seen that kids who enjoy high levels of involvement from their dads while growing up exhibit greater problem-solving competence and stress tolerance, less gender stereotyping among their friends, greater empathy, and moral sensitivity.

What Dads Feel

But what does fathering mean to men? The research of the last three decades speaks with one voice: Becoming a father is a good thing in the lives of men. This is what we know, to date, about how men's lives and behavior changes when they father: (continued on page 2)

It's all about Quality.



What is The RIE Approach?

Resources for Infant Educators (RIE™) was founded in 1978 by Magda Gerber and Tom Forrest, M.D. The RIE approach to infant and toddler care is surprisingly simple and effective. "We should educate while we care and care while we educate," said Gerber when she coined the words "Educarer" and "Educaring" to describe this philosophy of infant and toddler care.

The Basis of the RIE Approach is Respect. Not only do we respect babies, we demonstrate our respect every time we interact with them. Respecting a child means treating even the youngest infant as a unique human being, not as an object. We tell an infant we are going to pick him up before we actually do it. We talk directly to infants and not over them, and we wait for the child's response. Such respectful attitudes help to develop an authentic child.

The Goal of RIE is an Authentic Child. An authentic child is one who feels secure and competent. When we help a child feel secure, appreciated and valued, we influence the child's whole personality, the way the child views life.

Educarers trust in the Infant's Competence. Educarers have a basic trust in the infant to be an initiator, or be an explorer eager to learn what he is ready for. Trust empowers us to provide the infant with only enough help necessary to allow the child to enjoy mastery of her own actions.

Sensitive Observation. Educarers observe carefully to understand the infant's communication and his needs. The more we observe, the more we understand and appreciate the enormous amount and speed of learning that happens during the first two or three years of life. We provide an environment for learning infants and toddlers can confidently explore.

Caregiving Times: Involving the Child. During care activities (diapering, feeding, bathing, dressing, etc.) educarers encourage even the youngest infant to become an active participant rather than a passive recipient of the activities. We create opportunities for interaction, cooperation, intimacy and mutual enjoyment by being "in tune" with the infant during the time we spend together.

A Safe, Challenging, Predictable Environment. The educarer's role is to create an environment in which the child can best do all the things he would do naturally. The more predictable an environment is, the easier it is for children to learn. Their natural, inborn desire to move should not be handicapped by the environment.

Time for Uninterrupted Play and Freedom to Explore. Educarers following the RIE philosophy give the infants plenty of time for uninterrupted play. Instead of trying to teach babies new skills while they play and explore, we appreciate and admire what babies are actually doing.

Consistency. Educarers establish clearly defined limits and communicate expectations to infants and toddlers.

To learn more about the RIE Philosophy™ log on to: www.rie.org/educaring/ries-basic-principles/

Happy Educaring!

(Time with Dad continued from Page 1)

- Men live longer when they father (a surprise to most men)
- They change jobs less frequently; they divorce less often and enjoy longer marriages
- They die less frequently from accidents or suicide
- They enjoy higher levels of health
- They take greater responsibility for relationship maintenance as a whole



We, at Child Connect, echo the research findings and proclaim fatherhood a vital and stabilizing force of a healthy family!

Happy Father's Day!

PLEASE READ!!

Important First Aid & CPR Information

PLEASE READ!!

According to the Child Care Organizations Act (1973 P 116) caregivers are required to renew/update their CPR training every 12 months and that First Aid training be renewed/updated every 36 months (DHS, TA Manual, pg. 84).

It is required by the American Heart First Aid and CPR Instructors that those who are renewing their First Aid/CPR credential:

- Bring their expired card to training
- Repeat the FULL First Aid and CPR course if card has been expired for more than 40 days
- Pre-pay your class to reserve a space, as spaces are at a premium
- Remember there are NO refunds for those who do not show up for class without a 24 hour cancellation notice. **To cancel a class call: 517-548-9112—24 hours in advance.**



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First Aid and CPR Classes!

For Parents, Early Childhood Personnel and the Public!

CPR and First Aid Renewal in Livingston County

June 11—6:00 p.m.—9:00 p.m.

CPR and First Aid (Full) in Livingston County

June 6—8:00 a.m.—1:00 p.m.

CPR Renewal ONLY in Livingston County

June 6—1:00 p.m.—3:00 p.m.

CPR and First Aid Renewal in Genesee County

June 9—6:00 p.m.—9:00 p.m.

CPR Renewal ONLY in Genesee County

June 13—1:00 p.m.—3:00 p.m.

Full CPR and First Aid in Genesee County

June 13—8:00 a.m.—1:00 p.m.



Call 517-548-9112 to REGISTER

PLEASE BRING YOUR OLD CPR CARD WITH YOU TO CLASS

VIDEO SERIES 1

The Magic of Everyday Moments: Seeing Is Believing



How do you help parents and students of child development understand how they can best help young children thrive? **Seeing is believing!** *Zero to Three* has created a new video series that shows how parents can nurture key skills and attributes that children need to be eager, competent learners and to form strong, healthy connections with others as they grow-all through everyday interactions and routines! **"Right click" on the picture above** to enjoy the **four videos** designed for parents and caregivers. The topics are as follows:

1. **Brain Wonders:** Nurturing Healthy Brain Development from Birth
2. **Literacy Skills:** The Roots of Reading starts at Birth
3. **Power of Play:** Building Skills While Having Fun!
4. **Temperament:** What Makes Your Child Tick?

Dr. Allen Mallory

25th Annual Community Sharing for Healthy Caring Conference

SAVE THE DATE

OCTOBER 3, 2015

Greg & Steve

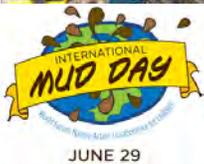
Are you interested in presenting?

25th Annual

Community Sharing for Healthy Caring Conference

Download our RFP, complete and return as soon as possible:

<https://drive.google.com/file/d/oB8VVgBGUYm8DaWRQeTBXRnBqUXM/view>



"Right Click" on picture to open Hyperlink!



Social & Emotional Development Guides for Parents

Social and emotional intelligence involves understanding your feelings and behaviors, as well as those of others, and applying this knowledge to your interactions and relationships. Research has shown that those with high emotional intelligence have better attention skills and fewer learning problems, and are generally more successful in academic and workplace settings. The concepts highlighted in the [Parent Toolkit](#) are

Take Time to Talk About Feelings with Your Child Every Day

It can be something you work into a bus, car, or train ride with your child. Ask her what she feels like today, and tell her how you are feeling. Maybe you feel excited to have a day off to spend with her, or you're nervous about a new job. Just by talking about emotions with your child from an early age you can help her identify those feelings in herself and make her feel comfortable talking about them. New York City-based teacher Anne Harlam suggests creating a sign or poster with your child with a choice of faces, like angry, happy, sad and calm. Your child can point to the poster when talking about how she's feeling for extra practice identifying her feelings.

Help Your Child Learn New Words for Feelings

For example, read a book like *Llama Llama Mad at Mama*, by Anna Dewdney, with your child. Use the book to introduce new words like "frustrated," "bored," or "angry" when talking with your child about how the baby llama feels while grocery shopping. When reading with your child, try to remember to point out the how the pictures show feelings you're talking about. This can help your child learn new words for feelings and connect them with expressions and body language. The llama's tantrum also shows your child that actions are caused by feelings, something you can point out to your child as you read the story. For more age-appropriate book examples, visit the [FREE Child Connect Resource Library](#).

Use Words for Feelings

Rutgers Social-Emotional Learning Lab Director Maurice Elias says that hearing you talk about times you are excited, proud, disappointed or frustrated will help her learn how to connect feelings with words. By the time your child starts school, she should be able to speak about her feelings with more words than sad, mad, or happy.

Let Your Child Know Her Feelings Are Important

It can be tempting to tell your child to "stop overreacting" or "stop getting upset" when she gets frustrated over something that seems small to you -- like struggling with a toy or puzzle. Treating your child's feelings like they're not important can make her feel bad about her emotions or her reactions. Instead, validate her feelings by saying something like, "It can be frustrating when that toy falls apart, can't it? I get frustrated sometimes too. Let's see if we can fix it together." This will help your child learn that her feelings matter and that you're there to help.

Talk Some Time to Talk About How You Are Feeling During the Day

Tom Hoerr, who is Head of School at New City School in St. Louis, Missouri, suggests finding opportunities to reflect on your day and describe how you felt to your child. It could be while you're brushing your teeth, or tucking your child in at night. Perhaps you were happy when an old friend sent an email, or upset by a customer at work. Using time to reflect and explain to your child your thoughts and actions allows your child to see how other people feel as well.

Teach Your Child it is O.K. To Ask For Help

Part of self-awareness is knowing your challenges, and asking for help when it is needed is showing self-awareness. Author and education consultant Faye de Muysshondt recommends telling your child, "If you need help, say, 'Help,' and I'll be there to jump in," but until your child asks, try to stand back. The lesson is in struggling and understanding when to seek assistance.



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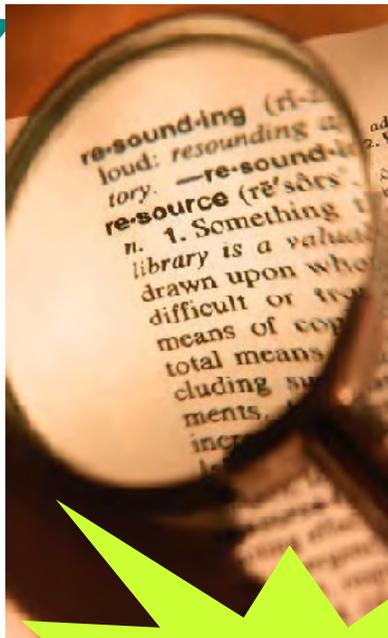
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25 Things to Do With Rubber Ducks

"Click" on the Pic!"

(Right Click; "Open Hyperlink")



Garden with your children!

Come in and check it out!

Resounding Resources

A well organized, language-rich early childhood classroom uses labels to identify and organize classroom materials and spaces. Click on the icon below to explore and awesome, FREE, labeling system.

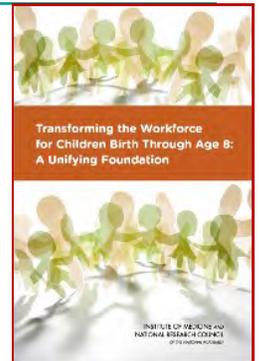


On April 1st, the Institute of Medicine and National Research Council released a report, entitled "Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation," asking the question: How can the science of children's health, learning and development inform how the workforce supports children from birth through age eight?

The report includes recommendations and actions geared toward:

- Improving higher education and ongoing professional learning
- Strengthening qualification requirements based on knowledge and competencies
- Promoting evaluation that leads to continuous improvements in professional practices

To read a **summary** of this report, "right click" on the picture (left side of this page) to open the Hyperlink.



Ten Things Children Learn From Block Play

—Derry Koralek, NAEYC

Many early childhood educators, myself included, believe that every classroom should have a full set of unit blocks, assorted props tied to children's current interests and experiences, open storage shelves, and plenty of space and time to build and rebuild invented and familiar structures. I canvassed NAEYC staff and Young Children consulting editors to ask, "What do you think children learn through block play?" Here are some responses:

Problem solving. Sometimes it is intentional: "I want to build X. How do I do that?" Other times it is in-the-moment: "To go higher and add to one side, what can I use?"

Imagination. Children can follow their own plan, or they can share a friend's vision and work together to create something they never dreamed of.

Self-expression. Blocks offer many ways for young dual language learners to explore, express themselves, and demonstrate what they are learning across languages.

Mathematics. Important concepts and skills are practiced and strengthened through block play, including length, measurement, comparison, number, estimation, symmetry, balance.

Continuity and permanence. Block play engages spatial sense and motor abilities; it can be a solo or a group effort; block creations can stand for an indefinite period of time.

Creativity. Blocks and other loose parts can be moved freely by children, to be combined and recombined in countless ways.

Science. Blocks offer opportunities to test hypotheses and build scientific reasoning.

Self-esteem. Children discover that they have ideas and that they can bring their ideas to life by creating, transforming, demolishing, and re-creating something unique.

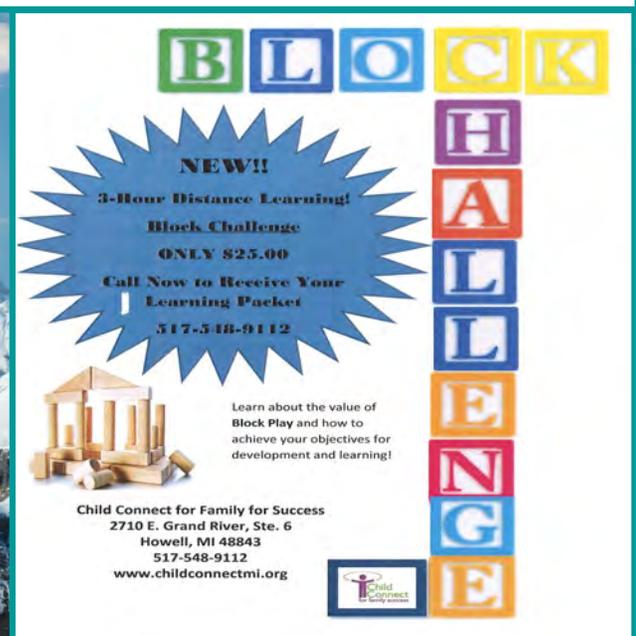
Social and emotional growth. Blocks help children learn to take turns and share materials, develop new friendships, become self-reliant, increase attention span, cooperate with others, and develop self-esteem.—Kathleen Harris

Development in all areas. Block play requires fine and gross motor skills. Blocks enhance children's problem-solving abilities, mathematics skills, and language and literacy abilities. And constructing "creations" builds self-esteem and feelings of success.



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