



# The Family Times



Head Start/Early Head Start

May 2008

## Program Happenings



### Campus and Kingshighway Centers

St. Charles City has two Youth In Need Head Start Centers. Kingshighway center, whose classroom is on the main floor of a restored home in St. Charles, serves twenty children ages three to five years. Kingshighway center is open to families during the hours of 8:00 am and 2:00 pm. Campus Center, located on Campus Dr. in St. Charles, serves 36 children age's birth to five years. Campus center is open to families during the hours of 6:30 am and 6:00 pm. Both centers are licensed and accredited by the Association for the Education of Young Children.

Each center has Parent Committee Meetings monthly, with center parents from each site that participate actively in the program and meetings. At this time, the Parent Committees are encouraging families and staff to donate to the Dollar per Child Campaign, which raises money used to lobby for Head Start Programs. Kingshighway has created a "money tree" which they have attached the donated funds to. Campus has incorporated Conscious Discipline Curriculum into the campaign, by wishing Head Start well. A parent made a wishing well to collect the money with the phrase "Wishing kids well... Help fill our well with more than wishes." The Parent Committees are also striving to meet Policy Council's volunteer challenge by brainstorming ways with staff that parents can give a little of their time to the centers. Remember: Fifteen minutes of volunteer time scores trading post points and gives back to the program through monthly inkind.



Both sites have many exciting upcoming events for their children and families. Campus is welcoming spring with a "drop-off/pick-up" planting activity. Parents will have the opportunity to plant flowers in the center's flower beds or vegetables in the garden. Kingshighway is getting ready to plan and take a walking field trip to a pond as part of their "Pond Life" theme. This is a great time to donate your fifteen minutes of volunteer time!

The Discovery Garden dedication and celebration is scheduled for May 4<sup>th</sup> at the Boone's Lick site. This event is open to the public but will serve as both center's end of the year celebrations. The event is from 1:00-4:00 pm. There will be food, games, and presentations to participate in. We hope to see all of our families there!

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### Important Dates

**May 7:** Policy Council Meeting. 6:30 p.m. Wentzville Center. Child care and dinner are provided. Transportation is available upon request.

**May 16: Professional Development Day. Centers Closed. No Home Visits.**

**May 26: Memorial Day. Centers closed. No Home Visits.**

**May:** National Asthma and Allergy Awareness Month, National Mental Health Month

**May:** Please see flyers and talk to your teachers, home visitor and managers about the dates and times of socializations, Parent Committee Meetings, and Male Involvement activities.

### Thank You



Thank you to all the parents and community members who volunteer in centers and socializations.

Thank you to all the parents who attend Parent Committee meetings and Policy Council meetings.

### Monthly Motivation

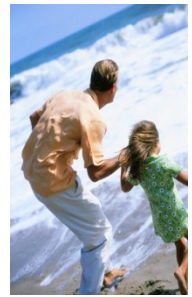
We all walk in the dark and each of us must learn to turn on his or her own light.

~Earl Nightingale

# Special Needs Spotlight

## Know Your Parental Rights

Youth In Need's Head Start/Early Head Start program works with many different public schools and provides support to families who refer their children for evaluation based on some concern about their growth and development. In working with public schools, there are a few things that parents and caregivers should know about their rights.



Public schools are required to follow a law called the Individuals with Disabilities Education Act, or IDEA. A primary part of this law states that parents have the right to participate in making educational decisions for their child.

### What are your Parental Rights??

- 1) *You have the right to* a Free and Appropriate Public Education for your child. This means an education at no cost to you and an environment that meets the unique needs of your child.
- 2) *You have the right to* request an evaluation if you feel your child needs special education or related services.
- 3) *You have the right to* be notified whenever the school wants to evaluate your child, change their educational placement, or refuses your requests for an evaluation or change in placement.
- 4) *You have the right to* give Informed Consent, meaning you understand and agree in writing to the evaluation and educational decisions for your child. Your consent is voluntary and may be withdrawn at any time.
- 5) *You have the right to* obtain an independent evaluation if you disagree with the school's evaluation.
- 6) *You have the right to* request a reevaluation if you think your child's current educational placement is no longer appropriate.
- 7) *You have the right to* have your child tested in the language he or she knows best. Students who are hearing impaired have the right to an interpreter during the testing.
- 8) *You have the right to* review all of your child's records. You may request copies of these records, but the school may charge a reasonable fee for making the copies. Only you as parents, and those persons directly involved your child's education, are permitted access to personal records.
- 9) *You have the right to* be fully informed by the school of all rights that are provided to you under the IDEA law.
- 10) *You have the right to* participate in the development of your child's individualized education program (IEP) if they are 3-5 yrs old, or individualized family service plan (IFSP) if your child is birth to 3 yrs old.
- 11) *You have the right to* participate in all IEP or IFSP team decisions, including placement for your child.
- 12) *You have the right to* request an IEP or IFSP meeting at any time during the school year.
- 13) *You have the right to* be kept informed of your child's progress at least as often as parents of children who do not have disabilities.
- 14) *You have the right to* have your child educated in the least restrictive environment possible. This means an environment that provides your child with the services and supports needed for your child to be educated with children who do not have disabilities.
- 15) *You have the right to* voluntary mediation or a due process hearing to resolve differences with the school that cannot be resolved informally.

Stacie M. Kirk, Disabilities Director 636-946-0101, ext. 407

## Family Language Development

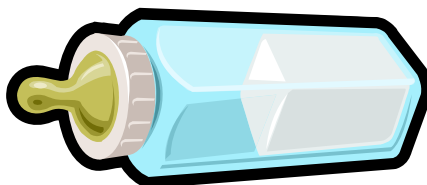
### What is an ELL?

An English language learner (ELL) is anyone who speaks a primary language other than English and is learning the English language.

Almost 28% of Head Start families speak a primary language other than English at home. More than 140 languages are spoken among the more than 900,000 Head Start children served annually.

Our Head Start and Early Head Start programs support English Language Learners!

# Nutrition News



## Stopping the Bottle

It's very common for young toddlers to get attached to their bottles. They tend to have bottles with them much of the time, so a bottle means more than just nourishment — it becomes a source of comfort and security.

But it's important for parents to start weaning babies from bottles around the end of the first year and start getting them comfortable drinking from cups. The longer parents wait to start the transition, the more attached kids become to their bottles and the more difficult it can become to break the bottle habit.

Switching from bottle to cup can be challenging, but there are some simple ways to make this change easier for parents *and* kids.

### Timing the Transition

Most doctors recommend introducing a cup around the time a baby is 6 months old. In the beginning, much of what you serve in a cup will end up on the floor or on your baby. But by 12 months of age, most infants have developed the coordination and manual dexterity to hold a cup and drink from it well.

Age 1 is also when doctors recommend switching from formula to cow's milk, so it can be a natural transition to offer milk in a cup rather than a bottle. If you are still breastfeeding, you may want to continue, but avoid the bottle habit altogether by offering milk, diluted juice, or water in a cup.

### Tips to Try

Instead of cutting out bottles all at once, try gradually eliminating bottles from the feeding schedule, starting at mealtimes.

If your baby typically drinks three bottles each day, for example, start by eliminating the morning bottle. Instead of giving the baby a bottle right away, bring the baby to the table and after the feeding has started, offer milk from a cup. You might need to offer some encouragement and explanation, saying something like "you're a big boy now and can use a cup like mommy."

As you try to eliminate the morning bottle, keep offering the afternoon and evening bottles for about a week. That way, if your child asks for the bottle you can provide assurance that one is coming later.

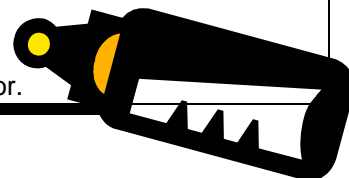
The next week, eliminate another bottle feeding and provide milk in a cup instead, preferably when your baby is sitting at the table in a high chair.

Generally, the last bottle to eliminate should be the nighttime bottle. That bottle tends to be a part of the bedtime routine and is the one that most provides comfort to babies. Instead of the bottle, try offering a cup of milk with your child's evening snack and continue with the rest of your nighttime tasks, like a bath, bedtime story, or teeth brushing. It may help to give your child a comforting object to cuddle with, like a blanket or a favorite toy.

Here are some other strategies to keep in mind:

- Spill-proof cups that have spouts designed just for babies (often referred to as "sippy cups") can help ease the transition from the bottle or breast.
- When your child does use the cup, offer plenty of praise and positive reinforcement. If grandma is around, for example, you might say, "See, Emma is such a big girl she drinks milk in a cup!"
- If you keep getting asked for a bottle, find out what your child really needs or wants and offer that instead. If your child is thirsty or hungry, provide nourishment in a cup or on a plate. If it's comfort, offer hugs, and if your child is bored, sit down and play!
- As you're weaning your baby from the bottle, try diluting the milk in the bottle with water. For the first few days, fill half of it with water and half of it with milk. Then gradually add more water until the entire bottle is water. By that time, it's likely that your child will lose interest and be asking for the yummy milk that comes in a cup!
- Get rid of the bottles or put them out of sight.

If you continue to have problems or concerns about stopping the bottle, talk with your doctor.



# Child Development/Curriculum News

## Transitioning to Kindergarten

### **What do we mean by the term “kindergarten transition”?**

The word transition refers to the process of change. When we speak of kindergarten transitions we are referring to one of the most significant changes a child will experience in their life. This is a time that can be very stressful for a young child. They are leaving either the home environment or the familiar environment of their pre-K classroom to enter a new place.

Your child will be expected to learn a new set of rules, adjust to a new peer group, interact with a new teacher, perhaps ride a bus for the first time, eat in a cafeteria, and the list goes on!

### **Transition is a period of adjustment.**

All adjustments are stressful. When parents, teachers, and administrators work together, the process of transitioning to kindergarten is smoother and your child will experience less stress. Research has shown that a child's adjustment to school has a significant impact on his later academic achievement.

### **How will my child benefit from effective transitions? How will I know if the transition is effective?**

Your child experiences:

- Increased self-confidence.
- Improved relations with other children and adults.
- Increased motivation and openness to new experiences.



### **How will I, as a family member, benefit from effective transition planning?**

Your experience:

- Increased confidence that your children will achieve in the new setting.
- A sense of pride and commitment in your ongoing involvement.
- Improved self-confidence in your own ability to communicate with and influence the educational system.

## Letter from the Director

It is hard to believe, but we are well into spring, and summer will be here before we know it! As I can personally attest to, this time of year can bring with it some pretty nasty allergies. May in fact, is Asthma and Allergy Awareness Month, and we want to encourage you to be proactive about any allergy or asthma concerns you may have about your child, your family or yourself. Asthma and allergies can truly disrupt a child's health, wellness and even everyday routine, and, untreated, lead to serious health problems. Please don't hesitate to ask us for resources; our staff, including our Health Director, will be happy to assist, and make additional referrals as needed.

May is also National Mental Health Month. In Head Start/Early Head Start we emphasize all aspects of a child and family's healthy development, and mental health issues are to be taken seriously. Again, please let us know if we can be of assistance.

You should also be invited this month to participate in Parent-Teacher Education meetings, and it is so very important that you do so. We believe you are child's first and most important educator, and your involvement in these meetings is crucial.

Finally, we know each county will be having end of year celebrations, and we hope you participate in and enjoy these. Allow me a moment to say that my staff and I celebrate YOU, the amazing families and make HS/EHS so very special.

Thank you for allowing us to share this journey with you and your family.

Daryl Rothman, HS/EHS Director

636-946-5600 x 101

[drothman@youthinneed.org](mailto:drothman@youthinneed.org)



# Male Involvement

## Written For Men, By Men: Listening to Young Children

If you really, really want to communicate with your teenager, the key just may be to start when they're a lot younger—say ten years younger. Of course, talking with a young child starts with listening. That conveys that he's important, provides a healthy model, and lets him know his dad is open to his ideas when he wants to talk.

And, dad, **pay attention**. Turn off the TV or radio. Let the machine answer the phone. Tune out other distractions. Face your child and look him in the eye.

Second, **draw your child out** by asking questions related to what she is saying. Of course, a question that she can answer with a "yes" or "no" will quickly end the conversation. In your question, try to use the same words or phrases that your child uses. That reassures her that you're listening, and helps build her confidence. Just avoid repeating her exactly; it could come across like ridicule.

Third, **be patient**, and don't interrupt. This is a tough one to master, because many dads want the bottom line, the Reader's Digest version. We can't stand to sit through stuttering or some quiet moments while a child thinks of the right word. But we can learn to be patient—it's a common courtesy, and we'd expect the same from them, right?

Fourth, **help identify feelings**. If your daughter expresses anger toward a friend, it's better to simply point out the emotion than to say, "You shouldn't talk that way about your friend." If you say, "I can see that you're really angry," you're acknowledging her feelings without making it a negative experience; she's more likely to keep talking to you.

Remember, we can't control feelings, but we can control responses. And it's much easier for a child to talk to an adult who accepts his feelings.

Written by Dads at [www.fathers.com](http://www.fathers.com)



# The Health Hub

## Asthma and Allergy Awareness Month

Each year, the Asthma and Allergy Foundation of America (AAFA) declares May to be "National Asthma and Allergy Awareness Month." It's a peak season for asthma and allergy sufferers, and a perfect time to educate your patients, family, friends, co-workers and others about these diseases.

### WHAT IS ASTHMA?

Asthma is a disease of the lungs in which the airways become blocked or narrowed causing breathing difficulty. This chronic disease affects 20 million Americans. Asthma is commonly divided into two types: **allergic** (extrinsic) asthma and **non-allergic** (intrinsic) asthma. There is still much research that needs to be done to fully understand how to prevent, treat and cure asthma.

### WHAT ARE ALLERGIES?

Allergies are diseases of the immune system that cause an overreaction to substances called "allergens." Allergies are grouped by the kind of trigger, time of year or where symptoms appear on the body: **indoor** and **outdoor** allergies (also called "hay fever," "seasonal," "perennial" or "nasal" allergies), **food and drug** allergies, **latex** allergies, **insect** allergies, **skin** allergies and **eye** allergies. People who have allergies can live healthy and active lives.

Please let your home visitor or center manager know if you would like more resources about Asthma and Allergies or check out the Asthma and Allergy Foundation's website: <http://www.aafa.org> .



# Employment Resources

## 45 Tips to Cut Gasoline Cost

1. Consider car-pooling and share the gas bill and ride.
2. On short trips, try walking or bicycling. It's good exercise.
3. Before getting into your car, ask yourself "Is this trip necessary?!"
4. Always use the shortest route and avoid sightseeing trips and bottlenecks.
5. Organize activities and perform as many errands as possible in one trip.
6. If possible, avoid driving during rush-hour & other peak traffic periods.
7. When bargain hunting, check newspaper ads and use your telephone.
8. Do they deliver? Let them pay for the gas! Try mail order firms, too.
9. Make a list and do all the grocery shopping once or twice a week.
10. Let the kids run some of the errands. Let them walk to school, too.
11. Public transportation may be cheaper, especially when traveling alone.
12. Pack as little in your car as necessary so it has less weight to carry.
13. Shop around for service stations with the lowest gasoline prices.
14. Check to see if there are "self service" gas stations in your area.
15. Buy gasoline during coolest time of day - early morning or late evening is best. During these times gasoline is densest. Keep in mind - gas pumps measure volumes of gasoline, not densities of fuel concentration. You are charged according to "volume of measurement".
16. Slow down and don't speed. Cars get about 21% more mileage at 55 mph than at 70 mph.
17. Better planning reduces the need for speeding, to get there in time.
18. When starting your car, don't idle it for more than 30 seconds, even in cold weather. Today's cars are designed to be driven almost immediately.
19. If you must stop for more than 30 seconds, don't idle your car. The engine is more fuel efficient if you turn it off and restart.
20. Drive evenly with a steady foot. Avoid jiggling the accelerator.
21. Keep tires properly inflated at all times. (Check pressure when cold).
22. Use air conditioning only when necessary. Try opening the window.
23. Avoid "jackrabbit" starts. When starting, press accelerator slowly.
24. Avoid panic stops. When possible, coast to stops such as traffic lights.
25. Remove items that cause wind resistance, such as luggage racks.
26. Don't forget to release the emergency brake before pulling away.
27. Never rev engine before killing it. This wastes gas, wears out cylinders.
28. Keep tuned to radio traffic reports & avoid traffic jams, other delays.
29. Make certain your gas cap fits properly.
30. Use the lowest octane gas that won't make your engine knock.
31. Use only your right foot for accelerating and braking. That way you can't accidentally ride the brake and use excessive gas.
32. Shift into high gear as soon as possible. If you have automatic transmission, lift your foot from the accelerator about one second early.
33. Pass other cars as soon as you see you are overtaking them. Don't wait.
34. Keep your car properly tuned for top fuel efficiency.
35. Keep brakes properly adjusted. Dragging brakes increases resistance.
36. Operate as small a car as possible for your driving needs. (Small cars weighing half as much as large cars use about half as much gasoline!)
37. Avoid cars with gas-consuming options such as air conditioning; power equipment such as window, door locks, etc.; automatic transmission, etc.
38. In hot climates, drive a car with light colored exterior and interior, to reflect light, heat. Tinted glass also prevents heat buildup.
39. Use radial tires for less friction between tire and road.
40. When driving, keep your eyes moving and your feet still!
41. Keep your steering wheel still too. The more you weave back and forth, the farther your car has to travel and the more gas is consumed.
42. Don't overfill your gas tank. It could leak or spill in heat or on a hill.
43. Use snow tires and/or chains as little as necessary because they make your car work harder and use more gasoline.
44. When you see a hill ahead, build up speed before you reach it, then maintain your speed on the slope. (If you must accelerate on the hill, you will use much more fuel). Then coast down the other side.
45. Keep wheels aligned for better mileage - Longer tire life, too.



# Community Resources

NECAC



## HOUSING RENTAL ASSISTANCE

Affordable housing is the goal of NECAC's housing rental assistance program. Eligible persons for this program would be the elderly, the handicapped, or low income families. Rental assistance payments are based upon the tenant's income. The program utilizes existing rental housing that is decent, safe and sanitary condition and passes our inspection. The Family Self Sufficiency Program, operated by NECAC, is designed to assist families to become self sufficient. For more information, call 573-324-2055.

## ENERGY ASSISTANCE

Throughout the year NECAC receives various grants to assist qualifying individuals with energy bills. Grants sometimes specify participants based on age, income, disability, and energy types (gas or electric).

## FAMILY PLANNING:

Nurse practitioner(s) and a qualified staff provide health care services to women of child bearing years. Routine health and physical exams, information and counseling, contraceptive supplies, pregnancy testing, sexually transmitted disease testing, infertility counseling, and health and community education are among the services offered. Doctors volunteer and are available for referrals. All services are provided confidentially on a sliding fee scale and with a client's voluntary and informed consent. Family planning provides services in Audrain, Marion, Monroe, Pike, Ralls, Shelby, Lincoln and Warren counties to any women seeking quality health care services. For more information, call 573-221-3404 or 1-800-606-3404.

## SUMMER YOUTH EMPLOYMENT:

A job training program designed to teach employability skills and work maturity to young persons between the ages of 14 and 21.

## WEATHERIZATION:

At no cost to the applicant, the Weatherization program assists Missouri's low income home owners and renters, especially the elderly and physically disadvantaged. Weatherization crews install insulation and other measures designed to conserve energy. Weatherizing can reduce monthly fuel bills, thus freeing dollars for other necessities. Weatherizing is the best means to help low income people with their energy bills because lasting measures are installed on the home. For more information, call 573-324-2251.



## WOMEN, INFANTS AND CHILDREN (WIC) PROGRAM:

NECAC administers the Women, Infant and Children (WIC) program in Warren County. WIC is a nutrition education, health promotion and supplemental food program. It serves women who are pregnant, breast-feeding or have had a baby within the last six months; infants and children up to age five. Foods that may be available through the WIC program include milk, eggs, cheese, cereal, fruit juices, dried beans and peas, peanut butter, infant cereal, juice and formula. More information is available by calling the NECAC Warren County Service Center and Community Health Center, 120 E. Main in Warrenton at 636-456-2933.



# Parent Involvement



Join the Volunteer Challenge!

The Head Start and Early Head Start Policy Council's Parent Involvement Committee is challenging all Head Start and Early Head Start families to **donate 15 minutes** of their time **volunteering** each month. Your volunteer time will not only help support and strengthen Head Start; it will also be a **positive contribution** to the lives of **Head Start children**. To join the challenge, start filling your volunteer log (provided by Head Start staff).

**Volunteers are currently needed for:**

- Reading to children in classrooms and socializations.
- Assisting with mealtimes and snack times.
- Helping managers with office duties, such as running copies, answering phones, creating flyers, organizing, etc.
- Helping teachers and home visitors with lesson plans and home visit plans.
- Helping set up for Socializations and Parent Committee meetings.
- Creating posters and promotional items for Parent Committee meetings and Socializations.
- Sanitizing toys.
- Rubbing backs at naptime.
- Playing with children!

**For more information on ways you can volunteer, please speak with your teacher, home visitor, or manager. Please submit a copy of your volunteer log each month to your center or area manager. Thank you for your help and participation!**

## Family Literacy



### The Benefits of Nursery Rhymes

1. Nursery rhymes, poems and songs will provide your children with opportunities to develop an appreciation for rhyme and rhythm.
2. Research in the field of early childhood development and reading has shown that children who struggle to recognize words that rhyme, often have difficulty in **learning to read**.
3. The rhythm of songs, poems and rhymes help children to remember the words and helps to develop auditory memory skills.
4. **Listening** is an important skill to encourage – and it is an important step towards one day learning to read.
5. Poems and verses use words to paint **word pictures** and nursery rhymes help to activate that awareness.
6. While you read, sing, play and act out nursery rhymes together you are conveying to your children that sounds make words and that **words are fun!**
7. Nursery rhymes also help children to appreciate and develop an understanding of **humor**.
8. Since many nursery rhymes also include **mathematical concepts**, like counting, time, height, measurement, position, volume, weather, temperature etc... you should use them as opportunities to **develop vocabulary** around these concepts.
9. Fingerplay rhymes and clapping songs are a delightful way to help children develop motor skills and coordination
10. The intriguing and fanciful stories, colorful characters and vivid language of nursery rhymes and preschool songs have fascinated children for centuries and helped **expand their imaginations**. People who live in shoes, dishes that run, eggs that sit on walls – what an enchanting introduction to the world of literature, storytelling, play-acting and make-believe.

## Social Emotional Review

### May I Notice what You Do?



Building unity is very important piece of Conscious Discipline's second skill, **Encouragement**. One way Conscious Discipline suggests you build unity and encouragement is through noticing the positive actions others are doing. By noticing the positive actions of others you begin building a caring relationship based on kindness and helpfulness. There is a saying that goes "you get more of what look for". When you look for, notice, and respond to the positive, helpful actions of your child and those around you, you begin seeing it more and more. To let others know you NOTICED an act follow these steps-

Step #1- Start out by saying "You" or say the person's name then "you". This will get the person's attention and make them realize you are talking to them.

Step #2- Describe exactly what you saw the person do. By describing the action you are telling the person- I noticed YOU and what you did.

Step #3- State why the action was positive or how the person helped you or someone else. An easy way to do this is add the word "so" after you describe what you noticed. Then tell the person why their actions were helpful, positive or appropriate.

Step #4- End by saying something like- that was helpful, that was nice, you were caring, you were helpful....

#### Formula-

You \_\_\_\_\_ so \_\_\_\_\_. That was helpful.

Examples: Jose, you held my hand while we walked across the street so we stayed together and were safe. That was helpful.

Sally, you picked up the paper and threw it away so no one would slip on it. That was helpful.

If you would like to learn more about the ways to notice or encourage your child or if you would like to discuss any other behavioral or emotional concerns that your family is experiencing, please feel free to contact me Stephanie Flake, Mental Health Director West, 636-946-0101 ext 312.

## 100 Trading Post Points

We want to thank you for taking the time to read "The Family Times" by rewarding you with 100 trading post points. Please detach this coupon and give it to your teacher or home visitor to obtain your **100 trading post points**. Thank you!

**Expires: June 1, 2008**