



The Family Times

Youth In Need

Head Start/Early Head Start



December 2007

Lincoln County Home Base

Program Happenings

Books, Books and MORE Books! Where? At the Library!

The Lincoln County Home Visitors would like to invite you to the Powell Library here in Troy on December 7 from 10:00 AM – 12:00 PM for your December socialization.

Activities include a tour of the Library, Story Hour, and then return to the Socialization Center for a snack and fun activities. Read, Read, Read!!!!

We are here to help! Please do not hesitate to call us:
(636) 462- 6603/6604!

Thank you,

Dana Noonan, Area Manager
Debbie Pisciotta, EHS/HS Home Visitor
Pam Henke, EHS/HS Home Visitor
Sandi Shaffran, EHS/HS Home Visitor
Diane Milosevich, EHS/HS Home Visitor
Samantha MacLean, EHS/HS Home Visitor
Sonya Hopping, EHS/HS Home Visitor
Lenda Toeniskoetter, Parent Liaison



Important Dates



December 5: Policy Council Meeting. 6:30 p.m. At Wentzville Center. Child care is provided. Transportation is available upon request.

December 16: Sts. Joachim and Ann Holiday Assistance Pick Up. Speak with you teacher, home visitor or manager for details.

December 18: Policy and Procedure Committee meeting. 9:30 a.m. Wentzville Center.

December 21: Staff Development Day. Centers closed. No home visits.

December 24-January 1: Winter Break. Centers Closed. No home visits.

December: National Drunk and Drugged Driving Prevention Month and Safe Toys and Gifts Month

Remember to watch Channel 5, KSDK in case of bad weather for school closing and early dismissals.



Thank You

❖ A special Thank you goes to the Lincoln County Fire Protection Dist. #1 firefighters for their excellent help in making our 'Firehouse' Socialization such a success!

Inside This Issue:

- ❖ Coping with the holidays
- ❖ How to make cooking with the kids fun and easy
- ❖ Understanding toddler talk
- ❖ What does developmentally appropriate mean?
- ❖ What is AD/HD?
- ❖ Cold or flu? How to tell the difference!
- ❖ Men making connections with babies

To Your Health

Is it the cold or the flu?

Your child is sent home from school with a sore throat, cough, and high fever - could it be the flu that's been going around? Or is it just a common cold?

Typically, the flu (also known as influenza) has symptoms that make a child feel worse than symptoms associated with a common cold, but it's not always that easy to tell the difference between the two.

Symptoms Guide

To help determine whether your child's fighting the flu or combating a cold, review these questions:

Flu vs. Colds: A Guide to Symptoms

Questions	Flu	Cold
Was your child's onset of illness ...	sudden?	slow?
Does your child have a ...	high fever?	no (or mild) fever?
Is your child's exhaustion level ...	severe?	mild?
Is your child's head ...	achy?	headache-free?
Is your child's appetite ...	decreased?	normal?
Are your child's muscles ...	achy?	fine?
Does your child have ...	chills?	no chills?



If most of your answers fell into the first category, chances are that your child has the flu. If your answers usually belonged in the second category, it's most likely a cold.

But don't be too quick to brush off your child's illness as just another cold. The important thing to remember is that flu symptoms can vary from child to child (and they can change as the illness progresses), so if you suspect the flu, call the doctor. Even doctors often need a test to tell them for sure if your child has the flu or not since the symptoms can be so similar! Some bacterial diseases, like strep throat or pneumonia, can also look like the flu or a cold. It's important to get medical attention immediately if your child seems to be getting worse, is having any trouble breathing, has a high fever, has a bad headache, has a sore throat, or seems confused. While even healthy kids can have complications of the flu, kids with certain medical conditions are at more of a risk. If you think your child might have the flu, get in touch with the doctor.

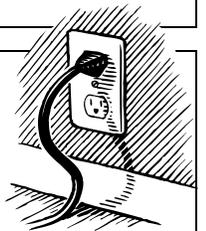
Lara Dolan, BSN Health Director

Information from St. Louis Children's Hospital and Nemours Foundation

Community Resources

Warm Up with North East Community Action Corp. (NECAC): Energy Assistance Program

Along with winters holidays of cheer and crisp white snows comes the energy bills, and during this blistery cold season bills can run higher than usual. NECAC receives grants throughout the year to assist families with their electric and gas bills. Each grant has different requirements. Some grants require participants to be a certain age group, disabled, or have shut off notices, while other grants are only based on income. These grants will vary through out the year, so applicants should check in with NECAC on a regular basis to inquire about what is available. For more details and contact information regarding your local NECAC office please speak with your teacher, home visitor, or manager. Happy Holidays!



Special Needs Spotlight

What is AD/HD?

(**AD/HD is a term that is used to also describe ADD) Attention-Deficit/Hyperactivity Disorder (AD/HD) is a condition that can make it hard for a person to sit still, control behavior, and pay attention. These difficulties usually begin before the person is 7 years old. However, these behaviors may not be noticed until the child is older.

Doctors do not know just what causes AD/HD. However, researchers who study AD/HD believe that some people with AD/HD do not have enough of certain chemicals (called *neurotransmitters*) in their brain. These chemicals help the brain control behavior. **Parents and teachers do not cause AD/HD.** Still, there are many things that both parents and teachers can do to help a child with AD/HD.

As many as 5 out of every 100 children in school may have AD/HD. Boys are three times more likely than girls to have AD/HD.

What Are the Signs of AD/HD?

There are three main signs, or symptoms, of AD/HD. These are:

- problems with paying attention,
- being very active (called *hyperactivity*), and
- acting before thinking (called *impulsivity*).

Based on these symptoms, three types of AD/HD have been found:

- *inattentive* type, the person can't seem to get focused or stay focused on a task or activity;
- *hyperactive-impulsive* type, the person is very active and often acts without thinking;
- *combined* type, the person is inattentive, impulsive, and too active.

Of course, from time to time, all children are inattentive, impulsive, and too active. With children who have AD/HD, *these behaviors are the rule, not the exception.* These behaviors can cause a child to have real problems at home, at school, and with friends. As a result, many children with AD/HD will feel anxious, unsure of themselves, and depressed. These feelings are not symptoms of AD/HD. They come from having problems again and again at home and in school.

How Do You Know if a Child Has AD/HD?

When a child shows signs of AD/HD, he or she needs to be evaluated by a trained professional. This person may work for the school system or may be a professional in private practice.

A complete evaluation is the only way to know for sure if the child has AD/HD. It is also important to:

- rule out other reasons for the child's behavior
- find out if the child has other disabilities along with AD/HD.

What About Treatment?

There is no quick treatment for AD/HD. However, the symptoms of AD/HD can be managed. It's important that the child's family and teachers:

- find out more about AD/HD;
- learn how to help the child manage his or her behavior;
- create an educational program that fits the child's individual needs; and
- provide medication, if parents and the doctor feel this would help the child.



What About School?

School can be hard for children with AD/HD. Success in school often means being able to pay attention and control behavior and impulse. These are the areas where children with AD/HD have trouble. There are many ways the school can help students with AD/HD. Some students may be eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA). Under the newest amendments to IDEA, passed in 1997, AD/HD is specifically mentioned under the category of "Other Health Impairment" (OHI). Other students will not be eligible for services under IDEA. However, they may be eligible for services under a different law, Section 504 of the Rehabilitation Act of 1973. In both cases, the school and the child's parents need to meet and talk about what special help the student needs. Most students with AD/HD are helped by supports or changes in the classroom (called *adaptations*).

*** Information above shared courtesy of NICHCY (National Information on Children and Youth with Disabilities) Fact Sheet about ADD/ADHD

Additional Resources for AD/HD

- **NICHCY: National Dissemination Center for Children with Disabilities**
Phone: 1-800-695-0285; www.nichcy.org
- **CH.A.D.D. (Children and Adults with Attention-Deficit/Hyperactivity Disorder)**
Phone: 1-800-233-4050; www.chadd.org
- **National Resource Center on ADD/ADHD**
www.help4adhd.org

Stacie M. Kirk, Disabilities Director

Social Emotional Review

Coping With the Holidays

The very thought of coping with the holiday shopping, decorating, cooking and company may leave you feeling overwhelmed. Following are some strategies to help you cope with your feelings.

- Sometimes the build up to the event can be more stressful than the actual event. Be gentle with yourself. Before you know it the holidays will be over; enjoy the moment!
- Erase some items from your to-do list to lighten your holiday load. Be realistic — some of your usual holiday tasks can be taken away without affecting the day. If you are entertaining others, try prepared foods or ask guests to bring a dish to share. And don't worry about cleaning before company arrives. They are coming to see you and your family, not your home.
- As families change and grow, traditions may need to change as well. Hold on to those family rituals that you still can — but understand that some traditions may no longer be possible. Add a new tradition: one that you truly enjoy! Don't be afraid to make changes. Change is not always bad; it can be good.
- There will be many opportunities for over eating, try to get physical exercise as well. Get enough rest and eat healthy when possible. Your body and mind will thank you.
- Do some stress releasing activities: sing a song, have a chat with a friend, take a bubble bath, keep a journal, look at holiday lights and decorations — whatever makes you feel refreshed.
- See to your emotional, physical and spiritual needs, even if it means having to say "no" to sometimes. You don't have to accept every invitation and do everything that comes up. Attend only those activities that will brighten your spirits.
- In addition to your to-do lists, make a list of things for which you and your family are truly grateful.
- Be able to accept help from others. Try to let people know what you need from them since they may not know how to help you. And, ask for their understanding as well.
- If you are a guest, rest before you go so you can enjoy the company of others.
- Finally, don't push yourself to be cheerful when you don't feel that way. Many people have some sad and troubled feelings during the holidays. It is normal. Reach out to a friend or a spiritual leader for that extra holiday support.

If you would like to discuss more ways to cope with the holidays, 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

Retrieved from abta.org 11/28/07



Nutrition News

Holiday Cooking With Kids



Cooking with kids during the holidays is a great way to spend precious time together and create lasting memories. A key ingredient for success is keeping it fun.

Before cooking...

- Choose a recipe that matches your child's skill level.
- Read recipes aloud from start to finish.
- Pull back long hair and wash hands.
- Get out all ingredients and equipment needed.

While Cooking...

- Put dirty dishes in the sink; clean as you go.
- Use the table instead of the counter so children can participate easily.
- Explain measurements. Use baking to teach math.
- Point handles of pots towards the center of the stove for safety.
- Talk about the recipe. Did you make it as a child? Is this new to you too?
- Let the child help with reading, measuring, mixing, rolling and cleaning.
- Stay calm when messes happen - they're part of the fun. As long as they get cleaned up, it doesn't matter.
- Relax and have fun! You're creating memories to last a lifetime.

After Cooking...

- Check to make sure you have turned off all appliances.
- Clean dishes and cooking surfaces.
- Refrigerate or freeze perishable foods and leftovers immediately.

Employment Resources

This time of year people usually start thinking about New Year's resolutions and what they want to accomplish the coming year. A great way to accomplish your goals is to use "SMART" goal setting. Please take time to read this short article and put the suggestions to work and you will be on your way of fulfilling your resolutions and goals for 2008!



“SMART Goal Setting”

from Career Services, University of Missouri-St. Louis

Definitions of success vary from person to person. However, there is a common thread among achievers in all fields: goal setting. No matter what you wish to accomplish, setting goals keeps you motivated, focused, and organized.

We tend to define goals in broad terms: “I will become more organized,” or “I will raise my grade point average this semester.” Creating broad goal statements such as these may cause goal setting to seem overwhelming. Many life coaches and consultants recommend breaking up these vague statements into smaller, more manageable steps. One acronym used to describe this process is **SMART**...setting goals that are **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime Famed.

To set SMART goals, you need to create a written action plan. Here we will apply the SMART model to a broad goal statement: “I will find a new job.”

- *Specific*: Finding a job involves many steps. Without breaking down this (or any) overall goal into **smaller steps**, it is easy to become lax and not do *anything!* Assess what you will need to do to find a new job. Instead of focusing on the large, looming overall goal of “finding a job,” think of the smaller steps, such as self-assessment, resume development, and interview preparation. Then break each larger step into smaller, more manageable steps. For example, you might choose to begin by completing a personality assessment to determine what type of job best suits you.
- *Measurable*: Set **concrete** short-term goals. For example, a job seeker may wish to learn more about a career of interest. By telling herself “this month I will meet with four individuals working in jobs I would like to obtain,” she will be able to determine if she has met her goal.
- *Achievable*: Be **practical**. If the average length of time for a job search is six months to a year, do not expect to find a new job within one month.
- *Realistic*: Complete an **honest** self-evaluation. Think about your skills and qualifications. For example, there are many people who love to golf every weekend. While they might never be able to join a pro tour, they might enjoy working in a related occupation that is easier to obtain, such as designing or managing golf courses.
- *Time Framed*: Without **deadlines**, goals are merely daydreams. Give yourself an end date. This will give you a sense of urgency, a reason to start taking action today. It will also help you monitor your progress.

Parent Involvement

Why should I register to vote? ...Because it is your fundamental right as an American, and the most basic means by which you have a voice in how your government works. By voting, you participate in a process that determines who will represent you, your family, and your neighbors in your community, your state, and your country. Many issues will directly affect your family and life style. One vote makes a difference! There have been many elections in history where one vote determined the outcome of the election.



As parents it is our job to care for our children and participating in elections is one of the strongest ways to change the country. Investigate the issues that mean most to you, such as health care, education, environmental, or human rights. For more information on how to become a registered voter speak with your Head Start staff.

Child Development/Curriculum News:

Developmentally Appropriate: What Does It Mean?

Many early care and education programs strive to offer a Developmentally Appropriate Program. But what exactly does that mean, and how do families really know if a program is developmentally appropriate?

Developmentally Appropriate refers to an approach used by early care & education professionals that focuses on three very important principles:

1. Developmentally appropriate means understanding and being knowledgeable about **how children grow, develop and learn**. Researchers have identified predictable sequences of growth and change that occur in children. These changes occur in all areas of development: physical, cognitive, social, and emotional. Early care & education programs use this information when planning activities, conducting assessments and in planning staff development.
2. Developmentally appropriate means **treating children as individuals**. Since no two children are exactly alike, each child is respected as a unique person with individual patterns and rates of growth. Early care & education professionals must carefully observe each child to learn about their strengths, interests, and needs within the group. Through these observations, activities and experiences are provided that match the child's developing and emerging abilities, while at the same time provide some challenge for continued growth.
3. Developmentally appropriate means **treating children and their families with respect**. Children grow and develop when they feel safe and secure within their families, neighborhoods, and communities. It is important that early care & education professionals working with children have some knowledge of the social and cultural backgrounds in which the children live in order to ensure that learning experiences are meaningful, relevant, and respectful for participating children and their families.

Early care and education professionals use the information gathered from these three principles to guide decisions when designing the curriculum, setting expectations, planning experiences and activities, offering materials, interacting with young children and when developing partnerships with families.

When visiting, selecting or observing an early care and education program ask yourself the following questions to determine if the program is developmentally appropriate:

Is this practice or policy in keeping with what you have read, already know, or have been told about how children grow and learn?

Does this practice or policy take into account my child's individual needs or abilities?

Does this practice or policy demonstrate respect for my child, our family and our family's home culture?

Although many early care & education programs may interpret these principles in slightly different ways, they provide a common foundation for defining high quality early childhood programs. Such programs are ones in which children of all abilities, ages, races, cultures, socio-economic and family, lifestyle backgrounds feel loved, valued and appreciated.



For more information on Developmentally Appropriate Practice log onto the National Association for the Education of Young Children website, www.naeyc.org



Male Involvement

Written By Men for Men

Tune In to Your Baby

Memo to fathers of newborns: there's more to your baby than late-night feedings, changing diapers, and struggling with car seats. I hope you can stay awake long enough to read this, because I'm hoping to make your life a little easier.



Now, in most cases, the first months of a baby's life are harder on the mom than the dad. Mom is usually a bit more connected. If she's nursing, she has to get up several times a night for feedings. So, your baby's mother probably knows a lot more about your baby's unique traits and habits than you do.

But that's no excuse for not getting involved and bonding with your baby. You bring a healthy, unique approach to parenting that your child needs—and the sooner you start relating to your baby, the better.

It may seem like all your baby does is cry, eat, sleep—at all the wrong times, of course—and fill his diaper with various smelly substances. But there's a lot more going on than that, and you'd do well to tune in and see what you can learn.

For example, your baby can communicate better than you may think. You may just hear an annoying cry, and some parents fall into the trap of assuming that the baby always cries because he's hungry. But if you pause, listen, and watch what's happening, you can discern what he's really trying to say.

A hungry cry often has a steady rhythm, where a baby with gas might let out high-pitched wails with longer pauses in between, and pull up his legs or signal his discomfort in some other way. If he's tired, he'll probably blink or yawn, and whine or groan in a more fussy way.

Each baby is different, but you can decipher the signs from your little one if you're tuned in and involved. An added benefit is that, when your child's needs are being met, he's more content, he's probably healthier and sleeping better, his mother is more relaxed and confident, and your home is more peaceful.

And let's not forget that getting to know our children—at any age—is a blast! It's deeply satisfying for a dad, and brings future benefits that we can only imagine.

Source: www.fathers.com

Just for Fun:

Submitted by: Sandi, Lincoln County Home Visitor

Cauliflower Popcorn: Serves 6 to 8

- 1 Head of Cauliflower
- 1 Tablespoon of Olive Oil
- 1 Tablespoon of Salt



Preheat oven to 425 F. Cut out and discard cauliflower core and thick stems. Break remaining cauliflower into florets the size of golf balls. In a large bowl, add cauliflower, olive oil, and salt. Toss thoroughly.

Spread cauliflower on a baking sheet. Roast for 1 hour or until most of each floret has become golden brown. Turn 3 or 4 times during roasting. Serve immediately.

Family Language Development

Understanding Toddler Talk



Chances are, your earnest tot has tried to convey a message of vital importance and dissolved into tears when you just didn't get it. So how can you understand (or fake it effectively)?

When you haven't a clue, ask her to show you. If my daughter hadn't pointed to her toes, she could have said "pailnolish" for hours and I wouldn't have known she meant "nail polish."

If you get it, don't get picky. Stay away from saying: "It's nail polish, not 'pail nolish,' sweetie." It's totally cool to say: "What color nail polish should we use? The red nail polish?" Teach by repetition; correcting her could make her wary of practicing language.

If you still don't get it, change the subject. Don't make it seem like you're switching the topic because you've given up. Instead, initiate a new activity with enthusiasm ("Oh my goodness, I totally forgot we haven't sung any songs today!").

It takes two. Your baby isn't a parrot copying words — she's conveying thoughts. Elaborate on what she says ("I love the red nail polish") and pay attention. The more she enjoys communicating with you, the more she'll try and the better she'll learn.

Monthly Motivation

We worry about what a child will become tomorrow, yet we forget that he is someone today.

~Stacia Tauscher

From the Directors

We hope this newsletter finds you well, and we wish everyone a happy and healthy holiday season.

December is a time for many things, and there are many wonderful opportunities. Of course this is a time where many gifts are given. It is important to be aware of what kinds of toys and gifts are safe, and what are not. December is Safe Toys and Gifts Month, and helpful information may be found at www.cpsc.gov, www.recalls.gov and www.consumerreports.gov. Staff may also assist you in ensuring that this holiday season is a happy but also safe one.

This season is about more than just receiving gifts—it is also about the spirit of giving. December 5th is International Volunteer Day, and families are invited to volunteer in classrooms and assist at socializations—please consult staff at your location to arrange this. Thank you each for all you do for your children and our program.

Another wonderful opportunity this time of year provides, is a chance for children to learn, explore and appreciate the diversity of the many cultures and traditions around us. Children and families can introduce and share their culture, as well as learn about others.

Finally, we realize that our program is experiencing some significant changes, and that change can be hard for everyone. Staff remain available to answer questions and assist you in dealing with these.

Thank you, and enjoy the season.

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200 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, and to celebrate the season we are giving you an additional 100 trading points! Please detach this coupon and give it to your teacher or home visitor to obtain your **200 trading post points**. Thank you!

Expires: January 1, 2007

Read With Me

Submitted by: Jennifer Shields

“A Wonderful Woman Who Lived in a Shoe”

A wonderful woman lived in a shoe.

She had so many children

She knew exactly what to do.

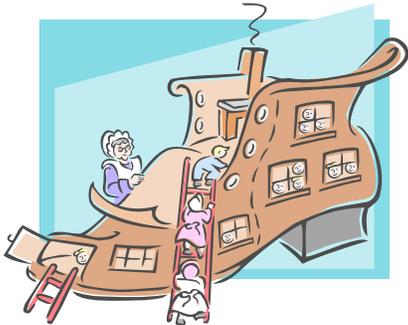
She held them,

She rocked them,

And tucked them in bed.

“I love you, I love you,”

Is what she said.



Preparation and Instructions:

This is a wonderful poem to Share with your children at naptime or bedtime. Have the child sit in your lap or lean against your body. Wrap your arms around the child and hold on to one hand.

“A wonderful woman who lived in a shoe.”

As you say this line, turn the child’s hands so they are facing you, palms out. As you say the next line, give the child’s hand a nice deep hand massage.

“She had so many children”

Touch each finger on one hand as you say each word in this line.

“She knew exactly what to do.”

Begin touching the fingers of the other hand. Since there are six words in this line, say one word per finger except for “to do.” Say these two words together as you touch the last finger.

“She held them,”

Fold your child’s fingers into a fist and put both your hands around the child’s hand, as though you are swaddling the child’s hand in your hands.

“She rocked them”

Holding the child’s hand securely, rock it from side to side.

“And tucked them in bed.”

Press the child’s hand against his or her chest. This will place you in a slight hugging position.

“I love you, I love you,” is what she said.

Say these words lovingly to the child and give the child a hug.

Family Literacy

The Joy of Reading: Babies and Toddlers

What they love about books:

- Open. Shut. Open. Shut. Open.
- Bright Colors
- Cool Pictures
- Cardboard’s good for chewing—not too hard, not too soft
- Books mean happy voices
- Book time is snuggle time



What they’ll be learning:

- How books work—we open them, the story is inside
- We read from left to right
- Books can tell a story
- Stories have a beginning and an end
- Books are a normal and expected part of life

What you can do:

- Use durable board books with young children.
- Read aloud—to a point. It’s just as important to let your baby play with the books as he pleases. If he shows no interest it’s not a big deal.
- Keep it brief. Little children have little attention spans, and ten minutes—even five minutes is a long time.
- Interact with the book and your child. Ask him to find simple things, like the baby’s eyes or the pretty flower.
- Follow your child’s lead. If your baby grabs the book from you to explore it on his own, let him. Playing with books is a precursor to reading.