



Kid Topics

Douglas County Child Development Association

Be Aware and Be Prepared

A Positive Approach to Addressing Challenging Behaviors

By Tara Glanton, M.A.Ed.

The most sought after answer lies within the question, “How do I handle challenging behaviors?” The key word is “I”. Building a solid relationship with children exhibiting challenging behaviors can be difficult. Challenging behaviors are those that are repeated and interfere with learning or social interactions. These particular behaviors are not responsive to developmentally appropriate preventative strategies and interventions. Such behaviors include tantrums, physical and verbal aggression, property destruction, self-injury or injury to others, non-compliance, and withdrawal. As the teacher, caregiver, or parent, modeling appropriate behaviors and expectations day in and day out can be exhausting.

Positive Behavior Support is a flourishing concept in the Douglas County preschool community that provides teachers, caregivers, and parents techniques and strategies to promote social and emotional awareness in young children. The increasing number of children exhibiting challenging behaviors can be attributed to the effects of poverty, exposure to community or family violence, and a lack of social support.

Understanding triggers for the behaviors (e.g. physical or learning environment; to obtain attention or to obtain an item such as a toy; to avoid something or someone) is essential and provides purposeful information to help determine preventative strategies used to teach replacement skills. Awareness of the child’s message enables the teacher, caregiver, or parent the opportunity to plan transitions, provide cues, and acknowledge the child’s efforts to communicate.

Ways to address challenging behaviors include reinforcing good behavior (positive praise, acknowledging efforts (high-fives, thumbs-up, silent cheers, Star-of-the-Week or and/or Superfriend recognition), universal language (visual pictures for daily schedules and choices, expectations), empathy, and validation of emotions. Teachers, caregivers, and parents should be aware of the child’s message and be prepared to help that child succeed.

“If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves”-Carl Jung

Resources: www.pamdyson.com
www.vanderbilt.edu/csefel

Fourth Quarter
2010

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Office Hours
8:30am - 4:30pm
Monday - Friday

DCCDA Services:

- Child and Adult Care Food Program (CACFP)
- Child Care Tuition Scholarships
- Training & Technical Assistance to Care-givers
- Membership Services and Interest Groups
- Early Childhood Mental Health Consultation

Inside This Issue:

Special Dates	2
Community Events	2
Prof Development	2
Safe Kids News	3
Health Corner	4
ECE of the Month	5
Story Extender	6-7

Special Dates

NOVEMBER

11 - Veteran's Day
25 - Thanksgiving Day
26 - Downtown Lighting Ceremony

DECEMBER

20 - USD497 Winter Recess begins
25 - Christmas
31 - New Years Eve

JANUARY

03 - USD497 Spring semester starts
17 - MLK Jr. Day
29 - Kansas Day

What's going on in the community?

November 27: Bizarre Bazaar at the Lawrence Arts Center - featuring over 100 artists arts and crafts for sale

November 28: Annual Festival of Trees at Liberty Hall - display of decorated holiday trees to benefit The Shelter Inc

December 03-06: Gingerbread House Festival at the Eldridge Extended - display of gingerbread houses to benefit Big Brothers Big Sisters of Douglas County

December 04: Holiday Art Fair at the Lawrence Arts Center - featuring over 50 artists

December 04: Downtown Old Fashioned Christmas Parade - Features exclusively horse-drawn carriages, wagons and coaches decorated for the season. Santa is the parade's grand finale

December 11: Children's Holiday Shop at the Lawrence Arts Center - Each year children, ages 3-12, can select their own gifts for their families, teachers, friends, & pets. These quality gifts range in price from \$1.00 - \$5.00

Professional Development



DCCDA Professional Development Opportunities:

Human Resources, Pitfalls to avoid in hiring, coaching, and firing employees: Presenter Jonathan Morris, Sat, 11/13/10, 9-11:00am, Lawrence Arts Center 940 New Hampshire, \$7, 2hrs in-service



ERC Professional Development Opportunities:

Supporting Children with Challenging Behaviors: Presenter Linda Burgen, Thur. 11/4/2010, 6:30-8:30pm, Community Health Building 200 Maine Street, \$10, 2hrs in-service.

First Start Curriculum, Promoting Children with Diverse Needs & Abilities Module A (Part 1 & 2): Thur. 11/11/10 and Thur. 11/18/10, 6-9:15pm, ERC 846 Illinois, Ste. D. FREE, 6 hrs in-service, (must attend both sessions to receive in-service credit).

The Influence of Culture on Care Giving Module: Sat. 11/13/2010, 9am-4pm, ERC 846 Illinois St. Ste. D, \$30, 6hrs in-service.

Understanding the ASQ3/ASQ-SE Tools Module: Sat. 12/4/2010, 9am-3:30pm, ERC 846 Illinois St. Ste. D, FREE (funding by ARRA) 6hrs In-service.

Safe Kids News



Winter Sports Safety

A publication of Safe Kids USA



With snow comes outdoor activities like sled riding, skiing, snowboarding and ice skating. Thousands of children suffer injuries during these activities that may be prevented.

Helmets are essential for many outdoor winter activities. The risk of head injury is too great to leave the helmet in a closet at home. Helmets prevent or reduce the effects of 53 percent of the head injuries suffered by children while skiing or snowboarding.

Children should bundle up and enjoy the outdoors. Before heading out, it is important to remember a few key items in addition to the hat and gloves.

Top Winter Safety Tips:

- Always wear sport-specific, properly fitting safety gear when participating in winter sports.
- Kids should always wear helmets when they ski, sled, snowboard and play ice hockey. There are different helmets for different activities.
- Parents should wear helmets too. Remember, your children learn safety habits by watching you.
- Dress in layers and wear warm, close-fitting clothes. Make sure that long scarves are tucked in so they don't get entangled in lifts, ski poles or other equipment.
- Stay hydrated. Drink fluids before, during and after winter play.
- Kids — or caregivers — who become distracted or irritable, or begin to hyperventilate, may be suffering from hypothermia or altitude sickness, or they may be too tired to participate safely in winter sports. They need to go indoors to warm up and rest.

Children under 6 should not ride a snowmobile, and nobody under 16 should drive one. All snowmobile drivers and passengers should wear helmets designed for high-speed motor sports. A bike helmet isn't sufficient for a four-wheeled motorcycle that can go up to 90 miles per hour.

Free Car Seat Safety Checks



Open Events

Saturday, December 4, 9:00am - 12:00pm, Dale Willey Automotive, 2840 Iowa Street

By Appointment Only Events

call Connect Care at 749-5800 to schedule an appointment during one of the following times:

- ✓ Tues, 11/16, 6pm - 9pm, LMH Inspection Site, 225 Maine St.
- ✓ Fri, 11/19, 9am - 12pm, LMH Inspection Site, 225 Maine St.
- ✓ Tues, 12/14, 6pm - 9pm, LMH Inspection Site, 225 Maine St.
- ✓ Fri, 12/17, 9am - 12pm, LMH Inspection Site, 225 Maine St.

This is a **FREE** service provided by the Douglas County SAFE KIDS Coalition and its member agencies and individuals. Over 80% of parents have their child safety seats installed incorrectly thus putting their youngsters at risk for injury or even death. Have your seat checked by a certified child passenger safety technician to ensure it is installed correctly in your vehicle.



Influenza (“flu”) is a contagious disease

Influenza is caused by the influenza virus, which can be spread by coughing, sneezing, or nasal secretions. Anyone can get influenza, but rates of infection are highest among children. For most people, symptoms last only a few days. They include: fever, sore throat, chills, fatigue, cough, headache, and muscle aches. Other illnesses can have the same symptoms and are often mistaken for influenza. Infants, the elderly, pregnant women, and people with certain health conditions – such as heart, lung or kidney disease or a weakened immune system – can get much sicker. Flu can cause high fever and pneumonia, and make existing medical conditions worse. It can cause diarrhea and seizures in children. Each year thousands of people die from seasonal influenza and even more require hospitalization. By getting vaccinated you can protect yourself from influenza and may also avoid spreading influenza to others.

Who should get influenza vaccine and when:

WHO: All people **6 months of age and older** should get flu vaccine. Vaccination is especially important for people at higher risk of severe influenza and their close contacts, including healthcare personnel and close contacts of children younger than 6 months. People who got the 2009 H1N1 (pandemic) influenza vaccine, or had pandemic flu in 2009, should still get the 2010-2011 seasonal influenza vaccine.

WHEN: Getting the vaccine as soon as it is available will provide protection if the flu season comes early. You can get the vaccine as long as illness is occurring in your community. Influenza can occur at any time, but most influenza occurs from November through May. In recent seasons, most infections have occurred in January and February. Getting vaccinated in December, or even later, will still be beneficial in most years. Adults and older children need one dose of influenza vaccine each year. But some children younger than 9 years of age need two doses to be protected. Ask your healthcare provider. Influenza vaccine may be given at the same time as other vaccines, including pneumococcal vaccine.

Some people should not get influenza vaccine or should wait:

- > Tell your healthcare provider if you have any **severe** (life-threatening) allergies. Allergic reactions to influenza vaccine are rare.
- > Influenza vaccine virus is grown in eggs. People with a **severe egg allergy** should not get influenza vaccine.
- > A severe allergy to any vaccine component is also a reason not to get the vaccine.
- > If you ever had a severe reaction after a dose of influenza vaccine, tell your healthcare provider.

People who are moderately or severely ill should usually wait until they recover before getting flu vaccine. If you are ill, talk to your healthcare provider about whether to reschedule the vaccination. People with a mild illness can usually get the vaccine.

A vaccine, like any medicine, could possibly cause serious problems, such as severe allergic reactions. The risk of a vaccine causing serious harm, or death, is extremely small. Serious problems from inactivated influenza vaccine are very rare. The viruses in inactivated influenza vaccine have been killed, so you cannot get influenza from the vaccine.

Mild problems: soreness, redness, or swelling where the shot was given; hoarseness; sore, red or itchy eyes; cough, fever, and aches. If these problems occur, they usually begin soon after the shot and last 1-2 days.

Severe problems: Life-threatening allergic reactions from vaccines are very rare. If they do occur, it is usually within a few minutes to a few hours after the shot.

For more information, visit: http://www.cdc.gov/vaccinesafety/Vaccine_Monitoring/Index.html or Ask your healthcare provider. They can give you the vaccine package insert or suggest other sources of information. You may call your local or state health department and/or contact the Centers for Disease Control and Prevention (CDC): 1-800-232-4636 or <http://www.cdc.gov/flu>



Early Childhood Educator of the Month



Kathy Willis, lead teacher of the three year old classroom and assistant teacher of the four year old classroom at Kids First Preschool, is DCCDA's Early Educator for September 2010. She was nominated by her coworker, Patti Winn. Patti says, "Kathy's number one priority is the children. She is totally focused on what is best for the children. She spends countless hours preparing special activities that are wonderfully child friendly. She knows exactly what the children are interested in and plans her lessons accordingly. She is also developmentally appropriate in her teaching practices. She is even keel and very patient with the children. Kathy is the real deal, the whole package of what makes a very exceptional and special educator. Kathy's thoughtfulness is contagious. She is always concerned with the needs of the children and their families. Kathy's genuine caring and love of

others is very natural and spontaneous. The children love her. Kathy goes the extra mile and is always searching for ways to help others. She's one in a million!"

DCCDA is pleased to announce the Early Educator for October 2010! Colleen Bloom, Infant Room Lead Teacher at Stepping Stones was nominated by Shelly Platz-Davidson, Stepping Stones Director. Shelly said, "Colleen is our "baby genius". She understands what babies need and how to meet those needs... Her experience working with so many infants over the years enables her to help new parents and staff. Parents of the children in her classroom turn to her for guidance on a regular basis. She is always willing to answer their questions and goes above and beyond to calmly give them reassurance and any support they need... This part of her job is just as important as the tender, loving care she provides. Colleen is extremely gentle and nurturing while interacting with the infants...She wants each child and their families to feel special and loved...Colleen is a great team player...She also coordinates a large staff and works hard to keep them all informed so that her classroom runs smoothly. She delegates projects to get all staff involved and strives to keep things creative and fun for everyone....We all love Colleen! She is a truly dedicated member of our Stepping Stones "family" and deserves recognition for all that she does!"



This could be your favorite early educator! Future recipients of this award will be selected from YOUR nominations and can come from anyone— a parent, a colleague, or center director!!! Nomination forms are available from the DCCDA office or by going online to www.dccda.org. Submit your nomination today. Show our Early Childhood Educators how much they are appreciated!!!



SAVE THE DATE

Midwest Leadership Summit V

Friday, April 28 & Saturday April 29, 2011

Lawrence, Kansas

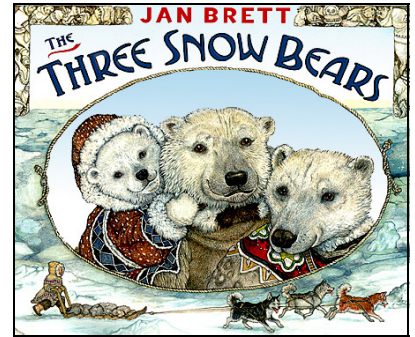
Featuring: Toni Boyle

Discipline Issues, Coaching for Success, Difficult Conversations, "Fish Philosophy" and more...

Story Extenders

The Three Snow Bears Written & Illustrated by Jan Brett

The Goldilocks story takes a fine twist when an endearing snow bear family and a curious Inuit girl meet center stage in Jan Brett's stunning paintings of a land where the Inuits and the animals share the amazing Arctic landscape. When Aloo-ki loses her sled dogs, her search for them leads her to an igloo. She can't resist peeking inside...and then she can't resist the smell of something delicious. While Aloo-ki is making herself at home, Papa, Mama and Baby Bear are out walking, waiting for their breakfast to cool off and who do you think they find? In the borders, playful Arctic animals in parkas inspired by original Inuit designs have a mischievous time as the lively story bounces back and forth between the snow bears and Aloo-ki until they come face-to-face.



Themes: Bears, Snow, Alaska, Arctic Animals, Arctic Landscape

Reading the Story: Consider reading Goldilocks & the Three Bears before reading The Three Snow Bears. Tell the kids to think about the things that are similar and the things that are different in the two stories. Use a map while reading the story to show the kids where the Arctic area of the world is and where Aloo-ki lives. Ask the kids to try to identify all of the animals illustrated in the book.

Discussing the story: Ask the kids questions about the story. Why is Aloo-ki so upset when she sees her huskies on an ice floe? Why do you think Aloo-ki has a team of huskies? What kind of house do the three snow bears have? What happened when Aloo-ki sampled the three soups from the three bowls, tried on the boots, and looked for a place to nap? When the bears returned, how did they realize that someone was there? Why did Aloo-ki give the bears such a happy thank-you wave?

Art: Igloos in the Snow: Give each child a white paper circle and scissors. Have the kids cut the circle in half. Giving them two igloos. Glue the igloos on a blue sheet of paper. With black crayon or marker, color the opening of the igloo. The kids can draw black lines representing the individual ice blocks in the igloo. Use white chalk for coloring snow at the bottom of the paper.

Cooking/Snack: Polar Bear “Cupcakes”

- Light-colored cupcakes, 1 regular and 3 mini
- White frosting
- Shredded coconut
- 3 large and 2 small white gumdrops
- 1 Junior Mint candy
- Chocolate chips, 4 regular and 4 mini



Frost the top, sides, and bottoms of all the cupcakes. For each cupcake, frost the bottom first; then use a fork stuck into the bottom to hold the cupcake while you frost the rest of it. Roll the cupcakes in shredded coconut; then, working on waxed paper, set the cupcakes on their sides with the top of the smaller cupcake stuck to the bottom of the larger one to form the bear's head.

Add 2 horizontal slices from a large white gumdrop for ears, a Junior Mint candy for a nose, and 2 chocolate chips for eyes. For each cub, frost a mini cupcake and a large gumdrop, then roll them in coconut and arrange them on their sides as shown. Add 2 horizontal slices from a small white gumdrop for ears, a chocolate chip nose, and 2 mini chocolate chip eyes.

Story Extenders

Discovery/Science: How do Polar Bears stay warm? Under their skin, polar bears have a layer of blubber 4 inches thick. **What you need:** Two empty plastic margarine containers, cold water, ice cubes, shortening, paper towels. **What you do:** 1. Fill the margarine cups with cold water and ice cubes. 2. Stick one of your fingers in each of the cups. How does that feel? How long can you keep your fingers in there before they get cold? Now imagine how a polar bear would feel diving into the freezing Arctic ocean! 3. Make a ball of shortening and put one finger in the middle of it, making sure the finger is completely covered by the shortening. 4. Now place the covered finger in one of the cups of ice water, and the other finger that is not covered in the other cup. What do you notice? Which finger do you want to take out of the cold water first? The shortening is like a polar bear's layer of blubber. So now do you think that blubber could help keep the bear warm?

Dramatic Play: Make an igloo out of empty milk jugs (for directions go to:

<http://www.squidoo.com/milk-jug-igloo>) and stock the area with props from the story: bowls, snow boots, and blankets.



Large Motor: Practice moving like the animals in the story. Hop like a rabbit, fly like a bird, swim like a seal, pull like a sled dog, and crawl like a bear, etc.

Literacy: “P” is for Polar. Give each child their own paper bowl in which to make “P” soup. Supply them with old magazines, scissors, and glue and have them cut out pictures of things that start with the letter “P”. Place the cutout items into their bowls to create their “P” soup.

Math: Place bowls, boots, and stuffed bears of assorted sizes on the table. Let the children sequence the items according to size.

Music/Movement: Polar Bear (to the tune of “My Bonnie Lies Over the Ocean” (www.youtube.com))

The polar bear lives in Alaska,
He never gets cold in a storm,
He swims in cold icy water,
His heavy coat keeps him warm.
Warm, warm, warm, warm.
His heavy coat keeps him warm.
Warm, warm, warm, warm.
His heavy coat keeps him warm.

Other books and resources to support this theme:

- * [Polar Bear, Polar Bear, What Do You Hear?](#) By Bill Martin
- * [Adventure With Polly Polar Bear](#) by Maurice Pledger
- * [Swim Polar Bear, Swim!](#) By Joan Stimson
- * [The Polar Bear Son: An Inuit Tale](#) by Lydia Dabovich
- * [A Polar Bear Journey](#) by Debbie S. Miller
- * [The Snow Bear](#) by Miriam Moss

**Stop by the DCCDA office
to check out a Prop box!**

Weather & Seasons, Christmas, Fall & Scarecrows, Thanksgiving, Gingerbread, Snow, Nursery Rhymes and Fairy Tales, Soup and Sandwiches, Bears

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Open Office Hours

Tue: Nov 30, 6-7:30pm

Thu: Dec 30, 6-7:30pm

Mon: Jan 31, 6-7:30pm

Opportunity to use laminating
machine and check out library
resources

We would like to thank all who helped make our annual garage sale such a success! Thank you for all the donations, the hours donated for set-up, working the sale, and clean-up. The sale would not have been possible without all the generosity! Again, THANK YOU!!!

SAVE THE DATE!



**DCCDA Annual Mini-
Conference
Saturday,
February 26, 2010**

DCCDA will be closed the following days:

Thurs: 11/25/10, Fri: 11/26/10, Fri: 12/24/10,

Mon: 12/27/10, Fri: 12/31/10 & Mon: 01/17/11



What a festive time of year. We wish everyone a warm, safe, and wonderful holiday season!

*Anna, Jan, Lisa, Bridget, Marci, Marsha, Hannah, Michelle,
Tara, Renee, & Karin*