

Northern Tier Community Action Corp.

Head Start Program

January/February 2015

Kenneth P. Straub
Executive Director

From the Director . . .

Good Attendance is Important

Good attendance will help your children do well in high school, college and at work.

- Your **children can suffer academically** if they miss 10 percent of school days or about 18 days. That can be just one day every two weeks, and that can happen before you know it.
- It **doesn't matter if these absences are excused or unexcused.** They all represent lost time in the classroom and a lost opportunity to learn.
- Attendance **matters as early as kindergarten.** Studies show many children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade.
- Preschool **is a great time to start building a habit** of good attendance. Studies show that poor attendance in preschool can predict absenteeism in later grades.
- By **middle and high school, chronic absence is a leading warning sign** that a student will drop out.
- Too **many absent students can affect the whole classroom,** slowing down overall instruction.

<http://www.attendanceworks.org>

POLICY COUNCIL

Chairperson:
Ashely McKeirnan

Vice Chairperson:
Currently Vacant

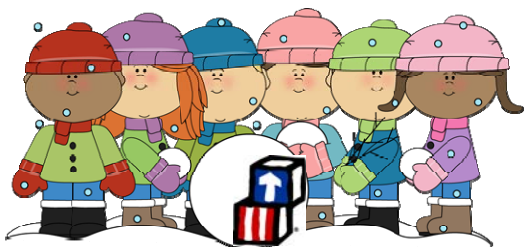
Secretary:
Margaret Heiser

Treasurer:
Alyssa Evens

Policy Council Meeting:
February 19, 2015@
10:15 AM in NTCAC
Conference Room.

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Deb Sidelinger, Head Start Director

Encourage "Stick -To It -Ness"



As parents it's easy to get caught up in praising what your child does based upon your standards. If an art project is impressive based upon the parents criteria the child gets praised... "Great Job!" If a project is not quite as good as we may feel they are capable of, we may hold back praise or even be critical of the attempt. A much better approach is to **praise the child's ability to stay with a task until it is completed.**

It is very important for a child's later success in school and life for him/her to persevere and carry on even though the task at hand may be challenging. "I know that putting that puzzle together was tough and challenging, but I was proud that you stayed with it until it was completed." "I like the way you cut with the scissors until the ducks were all cut out!" **It's best to always praise the effort and not just the product.**

Other suggestion to assist children in developing their independence are to: provide children with opportunities to make choices, allow children time to respond and/or complete a task by themselves before offering your help and allow opportunities to solve problems, make decisions and work together. Sometimes you can praise the "team effort" of a group of children "sticking with" something until it is completed. **Challenging behavior and constructive team work cannot happen at the same time!**

- * **Instead of: "What was your grade?" Say: "You're working so hard!"**
- * **Instead of: "You're so smart!" Say: "You're improving because you're putting in so much effort."**
- * **Instead of: "How many baskets did you get?" Say: "Keep at it! All that practice, is going to pay off!"**

Submitted by Mike Kuleck, Disabilities Specialist

"The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack in will."

— Vince Lombardi

"Continuous effort - not strength or intelligence - is the key to unlocking our potential."

— Winston S. Churchill

"Nothing great is ever achieved without much enduring."

— Catherine of Siena

School Readiness

One of the most important focuses of our program is **School Readiness**. We want to help prepare you and your child for this next transition in your lives. Transition can create anxiety and stress if you are not prepared. Many people exhibit a variety of emotions when a change occurs. You may feel proud that your child is growing up and going to the big school (kindergarten) or sad that they are going out into the world. You feel hopeful that this transition will be good for you and your child, overwhelmed by all you have to do to prepare for this transition, and anxious about whether your child is prepared for kindergarten or not. It is ok to have these bundles of feelings and it is normal; this is the way that we adjust to change in our lives.



Debra Sidelinger, Head Start Director

Individuals with Disabilities Education Act (IDEA) ...Parent Involvement



The **Individuals with Disabilities Education Act** provides safeguards to help parents advocate for their child's educational wellbeing. It promotes parents involvement in the education of their child and gives them the necessary tools to be key decision makers. Your Head Start teacher is also invited to your child's IEP meeting and can assist and support you at the meeting. It's always nice to have someone who you may know to be there with you during this time of decision making. Give them a call!

This federal law also allows you to participate in all meetings concerning your child, look at your child's school records, and request an independent evaluation of your child and agree or disagree with the placement decisions

IDEA is a complex law that can be hard to understand. If you have any questions please ask the IU#9 Staff or Head Start. You can call me at (814) 486-1161 Extension 222 and if I do not have the answer, I will make contacts and find the answer for you.

Submitted by: **Mike Kuleck**
Disability Specialist

Always kiss your children goodnight .Even if they are already asleep ~ H Jackson Brown

Your children need your presence more than your presents ~ Jesse Jackson

The thing that impresses me about America is the way parents obey their children ~ Edward Duke of Windsor

And..... kids spell love... T- I- M- E

HEAD START CELEBRATES 50 YEARS !



During US President Lydon B. Johnson's State of the Union address , he declared the "War on Poverty". One of the federal programs established was Head Start.

Since the summer of 1965, more than 31 million children have benefitted from Head Start's comprehensive services - they have become business women and men, professors, teachers, lawyers, mayors, Members of Congress, athletes, foundation Presidents, Grammy-winning musicians, poets, and parents.

In the next few months, we will be celebrating Head's Starts 50th birthday !

Contributed by: **Marcy Boswell**
Family & Community Specialist

Basic Tooth Care for Preschoolers



GETTING STARTED

- **Get an Early Start** Establish a regular tooth care regimen even before your child's first tooth appears! You can begin by wiping your baby's gums and erupting teeth with a wet cloth or gauze after meals. This will help remove food particles and bacteria from the erupting teeth and gums.
- **Begin Brushing** You should begin brushing your child's teeth between 12 to 18 months. Use a soft child-sized tooth brush and water to start, being sure to get into the back of the mouth where food can lodge in molars.
- **Introducing Toothpaste** After age 3, you can add a pea-sized bit of fluoride-enriched toothpaste to your routine. It's important to show your child how to spit out toothpaste as well, rather than allowing them to swallow. Giving your child a small sip of water between brushing and showing her how to swish water in her mouth will encourage her to spit out the toothpaste.
- **Quality Over Quantity** Ideally you want to spend about three minutes brushing, which may not be easy with younger preschoolers. "When it comes to brushing your child's teeth," Dr. Grossman says, "quality is more important than quantity. Just do the best brushing you can. The most important thing is getting to all the tooth surfaces, especially the back teeth."

Let Them Do the Work Sometime after age 4, your child can begin brushing her own teeth with supervision. Watch closely as she brushes and encourage her to thoroughly brush those tough-to-reach back teeth. Dentists suggest that parents supervise their child's brushing technique up until the age of 8.

MAINTAIN A ROUTINE

- **Brush, Brush, Brush** Brushing three times a day is best, but your child should at least brush in the morning and at bedtime. Brushing right before bed is especially important because at night there is no saliva or jaw movements to help sweep away food particles.
- **Check When She's Done** Dr. Grossman advises that parents inspect their children's teeth after bedtime brushing to ensure they have removed all particles. If necessary, parents may need to follow up brush those areas not thoroughly cleaned.

Teach Proper Technique When your child brushes, make sure that she uses the technique for brushing, being certain to use up and down, and circular strokes that focus on the tooth and gum line, as well as getting into hard to reach back teeth. Your child should spend at least three minutes brushing. Dr. Grossman suggests using an egg timer to help establish the proper amount of brushing time. To help make her a more thorough brusher, point out any spots you think she missed.

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Basic Tooth Care for Preschoolers (cont'd)

BRING ON THE FLOSS

Flossing is an important part of your child's dental hygiene routine, too. Dr. Hanna recommends that parents begin flossing their child's teeth as soon the first teeth touch each other, which could be as early as age 1 or 2. By age 6 or 7, kids can begin flossing on their own, but just be certain that they are using the proper technique. You can ask a dentist during a regular check up to show older children the proper way to floss their teeth.

MAKE IT FUN, NOT A CHORE

Make her daily brushing routine fun and rewarding with these simple tips:

- Choose toothpaste and dental rinses in flavors designed to be more appealing to kids.
- Keep a variety of toothbrushes on hand so that your child can choose each day which one she wants to use. Or have a different toothbrush for each time throughout the day she has to brush. Other clever tips include investing in an inexpensive electric children's toothbrush or animal-shaped floss holders.

Create a reward system for daily brushing success, especially if your child is just beginning to brush on his own. Dr. Hanna suggests creating a reward chart. Pick out a calendar at the store with your child, and add a star for each day he brushes on his own, awarding a star for morning and evening brushing.

Contributed by: Bonnie Halquist, Health/Nutrition Specialist

SELF-ASSESSMENT



Annually, we complete a self-assessment of our Head Start program. The purpose of the self-assessment is to note our strengths and determine areas that we need to improve. All areas of Head Start are evaluated.

In the next few months, the Management Team will be meeting with parents, staff, Policy Council, NTCAC Board members, and Community Partners. Information will be gathered through a series of questions and observations. Short and Long term goals will be developed for the program. It is the goal of Northern Tier Community Action Head Start to provide a program that exceeds Program Standards, moving towards excellence in serving children, parents, and families.

We would like to thank all that helped with our Self-Assessment. If you are interested in participating, please contact your Family Service Worker or Home Visitor.

Contributed by: Marcy Boswell, Community & Family Specialist



Teaching Math in your Home

Knowledge in math and science begins at birth and is especially important for children to develop during their preschool years to successfully prepare them for Kindergarten. Teachers aren't the only ones that can help encourage children's interest and curiosity in the world around them- there's a lot that families can do to encourage their child's math skills as well!

Fill It Up

1. Pour water at different levels ($\frac{1}{3}$ cup, $\frac{1}{2}$ cup, $\frac{3}{4}$ cup and 1 cup) in each glass. Put the glasses next to each other. Ask your child: Are all the water levels the same or different?
2. Ask your child questions to encourage comparison, estimation, and thinking about measurement. Which glass has more water? Which has less? How many glasses of water do you estimate it will take to fill the container?
3. Pour more water into one of the glasses to make it equal to the amount of water in another glass. Move the glasses around so that the glasses that have the same amount of water are not next to each other. Ask your child: Which glasses do you think have the same amount of water?
4. As your child begins to understand more, do activities using different-shaped containers that hold the same amount of a substance (water, rice, and popcorn kernels). This helps your child see comparisons, as well as the various capacities of different-sized and -shaped containers.



Parent Pointer- Filling empty containers provides opportunities to explore comparisons, measurement, volume, estimation, and geometry.

Cooking Up Some Fun

At the grocery store, a child can help count and put fruits and vegetables into plastic bags. Compare the different sized containers and cans. At home, a child can help unpack the groceries, sorting them to be put away (kitchen items, bathroom items, cleaning items, and so on). These activities help children to explore the foundations of math.

When cooking, let the child help measure cups and spoonfuls of ingredients. When chopping vegetables, invite children to separate the veggies by size, color, and texture. The ability to sort and organize is a fundamental math skill.

Setting the table for a meal teaches one-to-one correspondence. Each place setting needs a plate, glass, fork, knife, spoon, and napkin. Does the number of settings match the number of people in the family? Make placemats on construction paper by tracing the plates and utensils. This makes setting the table easy for young children



(cont'd)

Teaching Math in your Home (cont'd)

as they match the utensils to their spot on the mat. Cover the mat with clear adhesive plastic for easy clean up and extended use.

Laundry Day Learning

Invite the child to help measure and pour the detergent when washing clothes. Later, when folding the laundry, sort and classify the clothes with the child. Together, put towels in one pile, blue things in another. Compare the piles. Which is the highest? Heaviest? Use words like *many* and *few*. Are there more clothes in the hamper or in the pile ready to be put away? Being able to make comparisons and express differences is a critical early math skill.

Clip and Count

Believe it or not, coupon clipping is educational. And kids love it! Gather up the advertising sections from your Sunday newspaper and allow the children to do the clipping (with child safe scissors). This will help them improve fine motor skills as they cut. Once there is a nice pile, coupons can be sorted by product type or money value. Since pre-school children can only count in small numbers, together count up the cent value and see if both parent and child can reach a dollar. Matching games can also be played such as concentration, or even a version of the old card game, Go Fish, using coupons. Got any 10-cent coupons?

Objects Around the House

There are many objects around the house that will give children math practice. Here are a few:

Clocks help with number recognition and measurement of time.

Using money helps to practice counting skills and exchange values (ten pennies equal a dime).

A telephone helps a child with number recognition and numbers in sequence.

Looking at the radio or television remote teaches number recognition.

A ruler or yardstick is mainly used to measure height, width, and length that is far too advanced for Preschool children. Young children can make a personal measuring tool that is fun and the beginning of learning how to measure. Trace the child's hand on a sheet of cardboard. Cut this out together with safety scissors. Invite the child to use this hand template to see how tall his toys are. Ask how many hands high is the toy? Or, how many hands does it take to measure from the chair to the table. Show the children how to place the hand (one above the other) to measure an object.

Adapted from: <http://www.brighthubeducation.com/parenting-preschoolers/60318-every-day-learning-activities-that-teach-preschoolers-math-skills/>

Contributed by: **Amanda Dempsey, Education/Transition Specialist**

Ready, Set, Shop with Children

Every trip to the store can be fun and educational for the little ones. Every child big and small can benefit from the learning possibilities while you get your grocery shopping done. Here are some tips for making your next trip to the store fun and educational.

Toddlers

- Have them count.
- Let her count the apples as you put them in the bag for example. Show them how to weigh them on the scale.
- Continue talking with him about colors, shapes and sizes. Ask: which is bigger: a grape or a grapefruit?
- Have her find letters on signs, boxes and wrappings.
- Play the "I Spy" game, with older toddlers.
- If your toddler is a walker, opposed to one who sits in the cart, let them pick some things out themselves (or go with an older sibling to do so.) You can use pictures of things you frequently buy to help nonreaders.
- Now is a good time too (for older toddlers), to introduce the concept of money and that you have to pay for the things in the store before you leave with them.

School-aged

- Combine what she's learning in school with the trip to the market. If she's studying geography for example, talk about where some things come from...bananas from Chile, oranges from Florida for example.
- Talk about cooking with him and what the ingredients are for a _____.
- Have her try to figure out how much the groceries will cost.
- Use coupons/store bonus card and have her figure out what the savings will be.
- Have her guess how many bags it will take to pack all of the groceries (for a large shopping trip).
- Discuss with him why you're making the choices that you do as a shopper. (For example: Less expensive? Brand loyalty? Eco-friendly? You have a coupon for it?)
- Talk about why some things are taxed and others are not?

These are just some ways that you can turn a trip to the store into an engaging, fun and educational experience, support communication skills and teach your child about their world. Come up with your own ideas to add that work for your family.



Taken from: familyresource.com

Contributed by: **Jodi Guisto, Education Specialist**

Our Volunteers are Special

You Are Special



"SPECIAL" is a word that is used to describe something one -of-a-kind. Like a hug or a sunset or a person who spreads love with a smile or a kind gesture.

"SPECIAL" describes people who act from the heart and keep in mind the hearts of others.

"SPECIAL" applies to something that is admired and precious, and which can never be replaced.

"SPECIAL" is the word that best describes YOU.

(This poem came from me and only me - a volunteer.)

Chelsea Volpe, Illinois/USA

***Special** would describe all those volunteers, who have helped so much throughout the year. Some of our volunteers are parents, others are grandparent, and several are our friends from the community. We really appreciate all you do to help Northern Tier Community Action Head Start run so smoothly. Your commitment to the Northern Tier Community Action Head Start program is very much appreciated, especially now in these economic hard times. It is easy to donate, even an hour a month. I want to thank those who took the time to arrange the schedules to volunteer your time and talents to Head Start.*

☺ Thank you for your support.

Marcy Boswell- Family and Community Specialist

Photo Sharing



Sue Giovoni, Smethport Family Service Worker, meeting with parents involved with Positive Behavioral Interventions & Support.



Kane II Breakfast with Dads!