



Phone Ext Key 704-487-7397

- Johanna Gillespie...105
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The Bridge

Notes From The Director's Desk...

July 4. Independence Day. A day celebrated in the United States with cook-outs, fireworks and parades. But what makes this day so special? We celebrate the Fourth of July to commemorate this country's separation from England. The founding fathers of this great nation decided we no longer needed to be ruled by Great Britain and it was time we truly were a free country. Free to form, and be guided by, our own government.

Did you ever stop to think that everyday is "Independence Day" for young children? From birth, children are striving for independence; the ability to control their own body, feed themselves, dress themselves, run free. Sometimes, we as parents and child care providers are facilitators in this quest for independence. Other times we are as oppressive as the English government was to those who came to America to escape it.

I believe we all are more apt to follow rules and consequences we help set. Think about it. Even as an adult we get a bit rebellious when someone arbitrarily tells us what we have to do. Imagine the feelings of anger children must deal with when they have to follow rules imposed upon them with no input. I am not saying children should be allowed to run wild with no limits or rules. I am just suggesting we help them on their road to independence by putting ourselves in their shoes for a few steps. A discussion of why certain rules and limits are necessary and allowing children to help determine the consequences for breaking them will go a long way in alleviating the power struggle when enforcement is necessary.

In addition, children are moving toward independence everyday when they work to achieve goals and master new experiences. This can be quite frustrating and stressful. Depending on the temperament of the child, one may try once then give up, while others try and try again. According to Alice Honig, author of Little Kids, Big Worries: Stress-Busting Tips for Early Childhood Classrooms, some children need more intervention than others and caregivers need to be sensitive to these needs. When a task is easy, the child masters it quickly and then becomes bored and creates problems if other more complex activities and experiences in which to engage are not available. On the other hand, frustration builds and eventually erupts if repeated attempts at mastery fail. Lev Vygotsky, a Russian child development theorist (1896 - 1934) coined the term "zone of proximal development" for the difference between what a child can do alone and what can be accomplished with a little help from an adult. With the guidance and aid of a nurturing and trusted adult, children will be able to achieve independence and succeed at many cognitive and social learn tasks more easily and beyond what can be accomplished alone.

Here's to independence...

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North Carolina AfterSchool Coalition

The North Carolina AfterSchool Coalition invites you to participate in the annual conference. Our goal is to educate after-school professionals in best practices and prepare youth for success in the 21st century. Join us to ...

**Registration
Information**
www.ncafterschool.org



Be the Change

2010 Annual Conference

**Friday November 5, 2010 -
Saturday November 6, 2010**

**DoubleTree
Biltmore/
Asheville**



Hotel

For More Information Contact

Sonya Dunlap
NCASC Conference Co-Chair
(828) 697-4959
Email: sdunlap@henderson.k12.nc.us
Cora Baker
NCASC Conference Co-Chair
(828)728-8811
Email: cbaker@caa.k12.nc.us

Training Reminders

1. When you register for BSAC training in the event of cancellation you will be credited for the next BSAC training. This credit cannot be used for any other training.
2. Be on time for the training. Doors will be locked 15 minutes after starting time.
3. Please turn off cell phones.
4. Workshops are for adults only. Children can be distracting to others. Please leave them at home.
5. You must pre-register and pre-pay for trainings. Money will not be taken at a training.

These rules must be followed or you may be asked to leave.

Cleveland Community College News and Important Dates

Registration for fall semester will begin again in July and will continue into August. The dates and times are as follows:

July 19th – July 22nd

9:00 AM– 6:00 PM

**New Student Orientation is July 22,
10:00 AM or 5:00 PM**

July 26th– July 29th

9:00 AM– 6:00 PM

**August 4th 9:00 AM– 1:00 PM or
4:00 PM– 7:00PM**

August 5th 9:00 AM– 6:00 PM

August 9th– August 12th

9:00 AM– 6:00 PM

Classes Begin August 16th

August 16th– 17th

8:00 AM– 7:00 PM

- Students may add courses that have not started up to the beginning of the first class meeting. Online courses must be added by August 17th.
- You are not officially registered until tuition is paid. Classes will be dropped each day for non-payment.
- If you pre-registered in April, payment is due July 19th –21st.
- Please make an appointment with an advisor **prior** to registering if you have any questions. Our staff will be available throughout the summer to assist you in any way we can.

www.clevelandcommunitycollege.edu

Please visit the college website and browse around; there is a multitude of information at your fingertips including the college catalog, links to testing websites, calendar of events and more!

The financial aid office here at the college will be hosting multiple workshops to assist students with completing a FAFSA form throughout the summer. If you have never filled out a FAFSA form or would like help filling one out, please fill free to attend one of these free workshops. Seats are limited so be sure to call and reserve one for the day and time most convenient to you.

June 1 1:00 PM	July 1 5:00 PM
June 2 10:00 AM	July 7 10:00 AM
June 8 10:00 AM	July 8 1:00 PM
June 9 10:00 AM	July 9 1:00 PM
June 10 5:00 PM	July 12 1:00 PM
June 16 10:00 AM	July 13 10:00 AM
June 17 1:00 PM	July 14 1:00 PM
June 18 1:00 PM	July 20 10:00 AM
June 21 5:00 PM	July 21 1:00 PM
June 22 10:00AM	July 22 5:00 PM
June 23 1:00 PM	July 28 10:00 AM
June 29 10:00AM	July 29 10:00 AM
June 30 1:00 PM	July 30 1:00 PM

Financial information needed:

- ⇒ 2009 Federal tax form
- ⇒ 2009 W-2 Forms
- ⇒ Social Security, AFDC, Child support for year



Update:

There will be several changes that will be taking effect for the early childhood department for Fall, 2010 including new pre-requisites for EDU classes and new degree options. If you plan on registering for fall classes and have not taken a placement test, please do so ASAP. Also, if it has been more than five years since your placement test and you have not begun an English or a Math class, you will need to re-test ASAP. There may be courses in early childhood as well as in other areas that you will not be allowed to register for without placement test scores. If you have not listed early childhood as a major, or it has been three or more semesters since you last took a course, you will need to list under one of our new degree options and follow the suggested sequence of courses for that degree. If you are unsure of your status, your major, and/or your placement test scores, feel free to contact our office or any of the individuals listed below.

For placement testing dates and information: Dianne Greene

704-484-5325

For financial aid information or to reserve a workshop seat: 704-484-4028

For advising appointments:

Debi Harrill 704-484-4159

Kim Johnson 704-484-6631

Marion Crews 704-484-4134

We look forward to seeing and working with you in the fall!



Helping Infants and Toddlers Make Choices

Lorraine Barker-Witkowski, Region 8—Infant/Toddler Specialist

704-477-5101

loraine@ccchildcareconnections.org

Making choices prepare children for life skills they will need to be successful. When allowed to make choices, children develop confidence and self discipline. By giving children options, they are empowered to make good choices and they begin to learn from their mistakes. The more choices children are allowed to practice making when they are young and in a safe environment, the more capable they will be to make wise decisions in the future. Child care providers and parents can start giving children the opportunity to make choices in infancy by offering a few choices at a time. Too many choices can be overwhelming and can set both you and the child up for a frustrating time.

- ⇒ Allow babies to choose objects that interest them. Place no more than two different objects near the baby, allowing her/him to choose what she/he wants to grasp.
- ⇒ Allow babies free movement and plenty of time to learn about themselves and the objects in their environment. Let them explore at their own pace.
- ⇒ Create an indoor and outdoor environment where there is a variety of appropriate objects to meet each child's interests and developmental needs. Periodically add new things.
- ⇒ Never force children to participate in group play activities. Allow children to leave the group when they wish to do something else.
- ⇒ Offer help when children want it or need it. Allow them to solve problems in their own way.
- ⇒ Respect infants and toddlers when they try to get what they want or do something their own way. Be patient. Give them time to work things out.
- ⇒ Use choices to head off challenging behavior. If a child throws a block, offer him the choice of stacking the blocks or throwing a ball.
- ⇒ Provide duplicates of favorite toys. If a child tries to take a toy from another child, offer her/him the choice of two similar toys.
- ⇒ Be firm when choices are not an option, but allow children to make decisions whenever possible. You may decide when it is time to go inside, but the children can decide if they are going to hop, walk or crawl there. You may decide when it is time for children to nap, but they can decide if they want a blanket or which way to lay their head.

Author: Barbara "Barbie" Moore, Infant/Toddler Specialist, Region 14

Source: NC Division of Child Development (2008) - Infant-Toddler Foundations: Guidelines for Development and Learning for North Carolina's Infants and Toddlers.

http://ncchildcare.dhhs.state.nc.us/providers/pv_infant_toddler_foundations.asp



SALE!



Join the
Child Care Connections
Resource Library during July &
August at a reduced cost of
Only \$35.00 per year
For new members

Already a member? Renew during this same time for only \$30.00 and extend your membership for a year from your expiration date. Price will increase to \$40.00 on September 1.

Questions???

Call Child Care Connections at
704-487-7397



The Importance of Afterschool Programs

Karen S. Darby, Region 8 School Age Specialist

704-477-1464

karen.darby@ccchildcareconnections.org

The hours after the school day ends represent a critical juncture for youth. These hours can represent either an opportunity to learn and grow, through quality after-school programs, or a time of risk to youth's health and safety.

After-school programs are defined as safe, structured activities that convene regularly in the hours after school and offer activities to help children learn new skills, and develop into responsible adults. Activities may cover topics such as technology, reading, math, science, and the arts. Programs may also offer new experiences such as community service, internships or tutoring and mentoring opportunities.

Juvenile crimes and risky behaviors such as alcohol and drug use are at their peak during the hours directly after school. Most experts agree that after-school programs offer a healthy and positive alternative. These programs keep kids safe, improve academic achievement and help relieve the stress on today's working families. They can serve as important youth violence prevention and intervention strategies.

Every day, at least eight million children and youth are left alone and unsupervised once the school bell rings. Without structured, supervised activities in the after-school hours, youth are at greater risk of being victims of crime, or participating in anti-social behaviors. In fact, juveniles are at the highest risk of being a victim of violence between 2 pm and 6 pm. And the peak hour for juvenile crime is from 3 pm to 4 pm, the first hour that most students are dismissed from school.

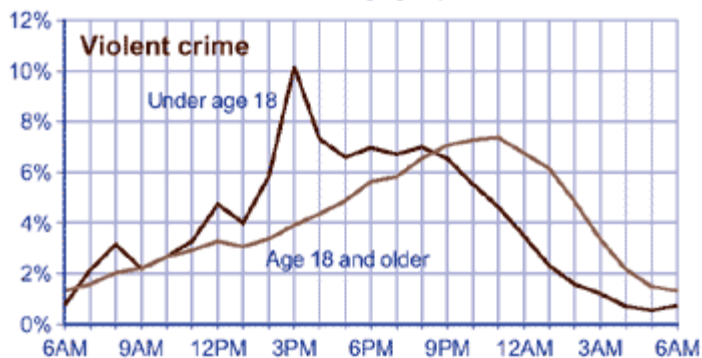
Other safety issues surface in the after-school hours as well. Students who spend no time in extracurricular activities, such as those offered in after-school programs, are 49 percent more likely to have used drugs and 37 percent more likely to become teen parents than are those students who spend one to four hours per week in extracurricular activities.

Despite the tendency to think of older children as able to take care of themselves, studies show that after-school programs benefit youth at all levels, from elementary to high school. In fact, middle and high school students may often benefit most from these programs. A recent survey of high school students, for example, revealed that students in after-school programs had greater expectations for the future and were more interested in school than their peers.

Many government agencies and nonprofit organizations have begun to promote after-school programs as a positive resource for youth in the past several years. However, while the concept seems to be taking off, the need for programs is far from being met. More than 28 million school-age children have parents who work outside the home, and that number is growing.

These facts and research show the importance of afterschool programming, however, the most important and rewarding aspect of operating a quality afterschool program is knowing that you have positively affected the life of a young child by offering him/her a safe, nurturing and fun place to spend the hours after the school day ends.

Percent of all violent victimizations in age group



Reference- National Youth Violence Prevention Center
<http://www.safeyouth.org/scripts/facts/afterschool.asp>

Before Children's Behavior Can Be Changed

Kirsten Mamer MA, Healthy Social Behavior Specialist Region 8

704-692-9652 or kirsten@ccchildcareconnections.org

The following items reflect "red flags" for classrooms facing challenging behaviors in children. If you can answer YES to any of the questions below you may have issues to resolve in the classroom through procedures and training before children's behaviors can be addressed.

- ⇒ The majority of the day is spent in teacher directed activities.
- ⇒ Many transitions are chaotic
- ⇒ Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children
- ⇒ During group activities, many children are NOT engaged
- ⇒ Teachers are not prepared for activities before the children arrive at the activity
- ⇒ Children are reprimanded for engaging in problem behavior (use of "no", "stop", "don't")
- ⇒ Children are threatened with an impending negative consequence that will occur if problem behavior persists
- ⇒ Teacher reprimands children for expressing their emotions
- ⇒ Emotions are not generally discussed in the classroom
- ⇒ Teacher's guidance or focus around relationships is on adult-child interactions
- ⇒ Teacher gives group directions to all children in the same way
- ⇒ Teacher tells children mostly what not to do rather than what to do
- ⇒ Teacher asks for the removal of children with persistent challenging behavior from the classroom or program
- ⇒ Teacher comments about families are focused on the challenges presented by families and their lack of interest in being involved
- ⇒ Teacher only communicates with families when children have challenging behavior
- ⇒ Teacher complains about other team members and notes difficulty in their relationships

* Teaching Pyramid Observation Tool For Preschool Classrooms (TPOT) Manual

Moving to an exceptional classroom environment, and encouraging children to reach their developmental potential will begin when you answer no to the bullets above. To help with changing your yes to no's and increase the social emotional education at your center contact Kirsten Maynard Mamer.

Follow behaviors on Facebook: http://www.facebook.com/group.php?gid=120973351247816&v=app_2373072738#!/group.php?gid=120973351247816&v=wall

Child Care Connections

P.O. Box 1739
327 Market Street, Suite A
Shelby, NC 28151
Phone: 704-487-7397
Fax: 704-487-6220

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Our Mission Statement

*Child Care Connections exists to
connect resources and services for
child care excellence in
Cleveland County*



Congratulations to this year's
FACILITIES OF THE YEAR!

La Petite Academy
Director: Denise Hoyle
MoMa Betty's Daycare
Owner: Betty Payne