



Early Years Advisor

Danville Child Development Center

WE DO MORE THAN CHILD CARE

www.danvillecdc.org

NOVEMBER 2012

REMINDERS:

DCDC will be closed Thursday Nov 22nd and will close at 4:30pm on Friday Nov 23rd for the Thanksgiving Holiday.

DCDC also will be closed Dec 24th, 25th, and Jan 1st.

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A Note from the Executive Director

Newly Licensed Preschool to Open in January.

DCDC is excited to formally announce that it has been newly awarded by the PA Department of Education, its Private Academic Preschool License for our Bloom Rd site! The classroom will be lead by veteran DCDC teacher, Beth Nevius who has over 15 years experience and a degree in early childhood education. The program will be aligned with the

Early Learning Standards for Early Childhood. The standards are research based and identify key learning areas of development for children.

The Preschool program operates with the Danville Area School District calendar and its hours are 9:30 a.m. until 1:30 p.m., with lunch included. The Preschool will be opening in January, 2013 for children aged 3-5 with two, three and five day a week contracts available.

DCDC on Bloom Road is also licensed by the Department of Public Welfare and is a Keystone STARS STAR 3 program.



Scholarships available!

Scholarships are available for preschool aged children, thanks to a generous contribution from PPL and Keystone Insurers Group. Please call Lori at 570-275-4047 to enroll or for more information on our scholarships.

Time-out Guidelines for Parents

What is time-out?

Time-out is a way of disciplining your child for misbehavior without raising your hand or your voice. Time-out involves removing your child from the good stuff in life, for a small amount of time, immediately following misbehavior. Time-out for children is similar to penalties used for hockey players. When a hockey player has misbehaved on the ice, he is required to go to the penalty area for two minutes. The referee does not scream at, threaten, or hit the player. He merely blows the whistle and points to the penalty area. During the penalty time, the player is not allowed to play, only watch. Time-out bothers hockey players because they would rather play hockey than watch. Keep this hockey comparison in mind when using time-out for your child. Children usually do not like time-out because they would rather play than watch other kids play. So when you use time-out in response to a misbehavior, remove your child from whatever he or she is doing and have him or her sit down. Where should the time-out area be located?

You do not have to use the same location each time. Just make sure the location is convenient for you. For example, using a downstairs chair is inconvenient when the problem behavior occurs upstairs. An

adult-sized chair works best, but a step, footstool, bench, or couch will also work. Make sure the area is well-lit and free from all dangerous objects. Also make sure your child cannot watch TV or play with toys.

How long should time-out last?

The upper limit should be one quiet minute for every year your child has been alive. So if you have a 2-year-old, aim for two quiet minutes. Keep in mind, children do not like time-out, and they can be very public with their opinion. So it may take some time to get those two minutes. This is especially true in the beginning when children do not know the rules and still cannot believe you are doing this to them. For some reason, the calmer you remain, the more upset they are likely to become. This is all part of the process. Discipline works best when you administer it calmly.

So, do not begin the time until your child is calm and quiet. If your child is crying or throwing a tantrum, it does not count toward the required time. If you start the time because your child is quiet but he or she starts to cry or tantrum, wait until your child is quiet again and then start the time over. Do not let your child leave time-out unless he or she is calm; your child must remain seated and be quiet to get out of time-out. Some programs suggest using timers. Timers can be helpful but are not necessary. If you use one, remember the

timer is to remind parents that time-out is over, not children.

What counts as quiet time?

Generally, quiet time occurs when your child is not angry or upset, and is not yelling or crying. You must decide when your child is calm and quiet. Some children get perfectly still and quiet while they're in time-out. Other children find it hard to sit still and not talk. Fidgeting and "happy talk" should usually count as being calm and quiet. For example, if your son sings or talks softly to himself, that counts as quiet time. Some children do what we call "dieseling," which is the quiet sniffing that usually follows a tantrum. Since a "dieseling" child is usually trying to stop crying but cannot find the off switch, this also should be counted as quiet time.

What if the child leaves the chair before time is up?

Say nothing! Calmly (and physically) return your child to the chair. For children who are 2 to 4 years old, unscheduled departures from the chair are a chronic problem early in the time-out process. Stay calm and keep returning the child to the chair. If you tire or become angry, invite your spouse (or any adult who is nearby) to assist you as a tag-team partner. If you are alone and become overly tired or angry, retreat with honor. But when help arrives or when your strength returns, set



Catch them being good.
Pierce, great job sharing the shape sorting with Avery! That is being a nice friend.

In Summary:

*Choose time-out areas.

Explain time-out.

*Use time-out **every** time the problem behaviors occur.

*Be specific and brief when you explain why your child must go to time-out.

*Do not talk to or look at your child during time-out.

*If your child gets up from the chair, return him or her to the chair with no talking.

*Your child must be calm and quiet to leave time-out once time is up.

*Your child must answer yes politely when you ask, "Would you like to get up?"

*If you wanted your child to follow an instruction, give him or her another chance after time-out is over. And, in general, deliver a few other easy-to-follow commands so your child clearly learns who is in charge and who is not.

*Catch them being good.

(Continued from page 1)

the stage for another time-out.

What if my child misbehaves in the chair?

Say nothing and ignore everything that is not dangerous to child, yourself, and the furniture. I repeat: **Say nothing!** What do I mean by nothing? I mean not anything, the absence of something, the empty set, the amount of money you have when you have spent it all, the result of two minus two or what zero equals. I mean nothing. Most of your child's behavior in the chair is an attempt to get you to react and say something, anything. So expect the unexpected, especially if you are a nagger, screamer, explainer, warner, reasoner, or just a talker. And I mean the unexpected. They may spit up, wet, blow their nose on their clothes (you may be tempted to say "Yecch" but... do not), strip, throw things, make unkind comments about your parenting skills, or simply say they do not love you anymore. Do not worry. They will love you again when their time is up, believe me.

When should I use time-out?

When you first start, use it for only one or two problem behaviors. After your child has learned to "do" time-out, you can expand the list of problem behaviors. In general, problem behaviors fall into three categories: 1) anything dangerous to self or others; 2) defiance and/or noncompliance; and 3) obnoxious or bothersome behavior. Use time-out for "1" and "2" and ignore anything in category "3." If you cannot ignore something, move it into category "2" by issuing a command (e.g., "Take the goldfish out of the toilet."). Then if the child does not comply, you can use time-out for noncompliance. Be sure to use

time-out as **consistently** as possible. For example, try to place your child in time-out each time a targeted behavior occurs. I realize you cannot be 100 percent consistent because it is in our nature to adapt. But be as consistent as you can.

In general, immediately following a problem behavior, tell your child what he or she did and take him or her to time-out. (With older children, send them to time-out.) For example, you might say, "No hitting. Go to timeout." Say this calmly and only once. Do not reason or give long explanations to your child. If your child does not go willingly, take him or her to time-out, using as little force as needed. For example, hold your daughter gently by the hand or wrist and walk to the time-out area. Or, carry her facing away from you (so that she does not confuse a hug and a trip to time-out). As I suggested earlier, avoid giving your child a lot of attention while he or she is being put in time-out. **Do not** argue with, threaten, or spank your child. And what should you say? Hint: Starts with "No" and ends with "thing." Answer: **Say nothing!**

What do I do when time is up?

When the time-out period is over, ask your child, "Are you ready to get up?" Your child must answer yes in some way (or nod yes) before you give permission for him or her to get up. Do not talk about why the child went into time-out, how the child behaved while in time-out, or how you want your child to behave in the future. In other words, do not nag. If your child says "No," answers in an angry tone of voice, or will not answer all, start time-out over again. If your child chooses to stay in the chair, fine. It is hard to cause real trouble in time-out.

What do I do when my child leaves the chair?

If you placed your child in time-out for not doing what you told him or her to do, repeat

the instruction. This will help teach your child you mean business. It also gives your child a chance to behave in a way that is good for business. If he or she still does not obey the instruction, then place him or her in time-out again. In addition, add in a few other easy-to-follow, one-step commands. If he or she does them, praise the performance. If not, back to time-out. Generally, use this opportunity to train your child to follow your instructions when those instructions are delivered in a normal tone of voice without being repeated.

The general rule for ending time-out is to **praise** a good behavior. Once time-out is over, reward your child for the kinds of behaviors you want him or her to use. **Catch them being good.**

Should I explain the rules of time-out to my child?

Before using time-out, you should explain the rules to your child once. At a time when your child is not misbehaving, explain what time-out is (simply), which problem behaviors time-out will be used for, and how long time-out will last. Practice using time-out with your child before using the procedure. While practicing, remind your child you are "pretending" this time. They will still go "ballistic" when you do your first real time-outs, but you will be reassured that you have done your part to explain the fine print.

<http://www.parenting.org/article/time-out-guidelines-parents>

For more useful ideas, check out [Help! There's a Toddler in the House!](#) from the Boys Town Press.

Staffing Scoop



Hello everyone!
My name is Emily Beiter. I am currently a junior at Bloomsburg University and am

dual majoring in Early Childhood and Special Education. I am from Skippack, Pennsylvania, which is near King of Prussia. I enjoy spending time with family and friends, exercising, reading, and playing with my golden retriever, Maddy. I am very close with my family as well. I have two older sisters and recently, my oldest

sister and brother-in-law welcomed a baby girl, Rosalie Katherine, into the world! She is the first grandchild in the family, and my niece is truly quite special to me. I adore spending every moment I can with her!

I really enjoy working with children and find it extremely rewarding. During the fall of 2011, I observed at DCDC for an education class I was taking at Bloomsburg. I learned so much from the experience and really enjoyed the time I spent here. After those days of observations, I thought it would be a great experience to work at DCDC. I am very excited to be starting this job and working with children of all different

ages and ability levels. Working with children is truly a passion of mine and I hope to gain a lot from my experience here at Danville Child Development Center.

Hello! My name is Laura Welker and I am a junior at Bloomsburg University. I grew up in Mifflinburg, PA and now live in Harleyville, PA. I am studying business management with a concentration on HR. I chose childcare because I have always liked being around little kids and I am one of the older cousins in my family so there were always toddlers and babies around.

~Early Intervention

Listen, Talk Answer-

Support Your Child's Learning

Most children come home every day with stories to share. Do you stop what you are doing and listen carefully? Your child probably asks a lot of questions. Do you try to answer them? If you do, then you already know the benefits of giving your child time and attention. Teachers call these daily conversations powerful interactions. They help adults and children keep in touch and enjoy being together. These interactions also support children's learning. Here are some communication tips and examples of the types of things to say.

Acknowledge and accept all of your child's emotions.

This helps your child feel safe and secure and willing to share all kinds of feelings. "Are you feeling happy? I see a big smile on your face." "You look a little sad. Is there something you want to talk about?"

Describe what you see your child doing rather than just saying, "Good job."

He will know that you see and appreciate his efforts. "Wow, you've added lots of squiggly lines and circles to your drawing."

Help your child make connections to familiar experiences, ideas, or information.

"I know you like pineapple. Today we're having papaya for breakfast. I think you'll like it as much as pineapple. Let's see what you think."

Offer a small challenge to nudge your child to try something new or a bit harder.

"You ran so fast to the fence! This time, can you

think of a really slow way to get there?"

Repeat and extend what your child says to you.

As your child looks through a book and says, "I like lizards," you might say, "I know you like lizards. What do you like about them?"

Use interesting words to build your child's vocabulary.

"I think this ice cream is delicious. I love the creamy texture and swirls of caramel."

Source: Adapted from the Message in a Backpack for A. Dombro, J. Jablon, & C. Stetson, 2010, "Powerful Interactions Begin with You," *Teaching Young Children* 4 (1): 20-21.

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~Advocates for Children

Activities from Learning is Everywhere Calendar: Key Learning Area: Health, Wellness and Physical Development

INFANT: Use a soft clean cloth, dampened with cool water to clean your infant's gums. Softly explain in simple terms what you are doing. The tone of your voice will help to convey this as a positive experience.

TODDLER: Tooth brushing is an important lifelong habit to foster. Toddlers within this age range can begin to brush their teeth using a pea sized dollop of toothpaste and a soft bristled toddler toothbrush. You will have to follow up to ensure your child reaches all the teeth.

PRE-KINDERGARTEN: Tooth-brushing continues to be an important habit to reinforce with preschoolers. Reminders while they are brushing to do top- inside, outside, roof of the mouth, bottoms- inside, outside and tongue. Have your child select a number between 10 and 15. This indicates how many brush strokes they have to do for each location: 12 tops, 12 bottoms, 12 tongues, etc.

For more ideas visit www.papromiseforchildren.com.

~Early Years Learning Academy

ILLNESS POLICY

If your child shows any symptoms of an infectious disease, or acute illness such as:

Fever (101° or higher) and behavior changes

Uncontrolled diarrhea (stool runs out of diaper or the child cannot get to the bathroom in time)

Vomiting more than once in the previous 24 hours.

Pink eye with white or yellow discharge until 24 hours after treatment has started

Unusual rash with fever

Sore throat or difficulty in swallowing

Scabies, head lice, or other insect infestation until 24 hours after treatment is started and the child is nit-free

Please do not send your child to the center, and notify the center of your child's absence due to illness. Additionally, children who have been prescribed an antibiotic may not return to the center until 24 hours after their first dose.

If your child is sent home after lunch time he/she may not return to the center the following day. Your child may return the third day if they are symptom free. If your child

~Child Care Information Services



CCIS of Montour County celebrates quality early learning and the fall season!

Early Learning Programs in the county worked together to create 18 fun scarecrows for our local borough, Danville's 2nd annual Pumpkin Palooza. The

scarecrows added a whimsical touch to the downtown event and brought attention to the quality early learning programs serving area children and families.

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was sent home before lunch time he/she may return when they are symptom free for 24 hours.

PARENT REFERRAL PROGRAM

Word of mouth is one of the most effective methods of advertising. Many families have come to us through a parent referral, or have referred our program to other families. We would like to reward those families that continue to share their satisfaction of our program with others.

How it works: existing enrolled families that refer a new family who maintains enrollment for a period of six months in the Early Years Learning Academy Preschool & Child Care program will receive one week's tuition. The tuition credit will be based upon the highest tuition rate and be applicable for only one child.

Should you have any questions, please contact our Enrollment Coordinator, Lori McDonnell. We hope that you will continue to share your great experiences with our program to others!

COMING UP:

- DCDC will be closed November 22nd Thanksgiving Day and will be closing at 4:30 on Friday November 23rd.



**My Toddler
& Me**
Nov 7, Nov 14,
Nov 28 & Dec 5
Classes start at
10:00am

~Fundraising & Development

Daddy/Daughter Dance

- We had over 50 Dad's and their daughters join us on Sunday October 28th. We had girls from 18 months all the way to 12 years old enjoy an afternoon of activities and dancing with their dad or special someone.

Victoria's Photography was there to capture the event with photo packages for the dad's to choose. The DJ kept the event moving with fun up beat songs the girls and their dad's could dance to.



DCDC is always appreciative of all the donations we receive to help support our program and special activities.

EITC Scholarship Fund:

Keystone Insurers Group
PPL Corp.

Operating Support:

Luzerne Foundation

In Kind:

K.J. Reimensnyder Wagner

Parent Information

Parent-Teacher Conferences

Parent-teacher relationships are most effective when participants have frequent and open communication with each other and demonstrate mutual respect for each other's role in a child's life. When families are positively involved in their child's education, the child will flourish. Teachers prepare for conferences by thinking about each child's interests and progress. Here are some ways parents can prepare so they too can be active participants in parent-teacher conferences.

Be willing and ready to share information about your child and family. Families are the most important influence in a child's life. You know your child better than anyone else and have valuable insights to share with the teacher. Advocate for your child. Share things about your child's life at home—personality traits, challenges, habits, friends, hobbies, and talents. Focus on the things you believe the teacher needs to know. What kinds of things do you enjoy doing with your child? How do siblings relate to their brother/sister and vice versa? What kind of discipline do you use? What are your dreams for your child? What are your concerns?

Stay focused on your child. In our childhood, some of us might have been shy students who avoided the teacher's gaze. Others were very active and seemed to always need the teacher's help to stay on task. It is natural for our ideas about teachers and their role to be shaped by our own school experiences. Think about and then put aside your past experiences

as a student. Stay focused on your child and his or her unique temperament, individual needs, and special interests.

Attend every parent-teacher conference.

If your work schedule makes it difficult to meet during regular hours, make this clear to the teacher and try to set up a meeting time that is good for both of you. If you can't visit in person, schedule a telephone call to discuss your child's progress. Whether in person or by phone, use the conference as a time to exchange information with the teacher and discuss ways to work together to enhance your child's education.

Arrive on time. Teachers usually have a tight schedule for conferences—typically 20 minutes per child and family. If you would like additional time to talk, ask for it ahead of time so you and the teacher will have plenty of time to discuss your ideas, concerns, and suggestions. Be considerate of other parents whose conferences will take place after yours. Remember that the teacher needs a few minutes between conferences to record the information shared and to prepare for the next parent.

Remember, children can hear and remember what is said.

Young children often get mixed messages when they hear adults talking about them, no matter how positive the conversation may be. It's best to arrange for a caregiver for your child or invite a family member to occupy him or her during the conference. If this is not possible, bring a favorite toy or activity to keep the child busy in another part of the room. Unless a child is expressly invited to take part, the conference

is a time for you and the teacher to discuss your child.

Listen with an open mind. Try to concentrate on what the teacher is saying instead of what you are going to say next. Ask questions when you don't understand. Speak up if you disagree with a strategy or don't understand how it will support your child's development and learning. Explain the reasons for your views and voice your concerns, but be open to suggestions. Stay on the subject: your child's progress.

Be prepared. You might think about or write down one or two questions to ask the teacher. It's a good idea to ask the most important question first, in case time runs out. Remember, while teachers have specialized education, they don't have answers for everything. Teaching just isn't that simple.

Keep the conversation focused on what can be done for your child. When there are problems, both teachers and parents need to stay calm and work together for the best interest of the child.

Stay involved. Try to visit the center or school frequently, not just for conferences and Back to School Night. Ask the teacher to suggest activities you can do at home to reinforce your child's learning. Look for opportunities to engage yourself in your child's education.

Source: Adapted from H. Seplocha, 2004, "Partnerships for Learning: Conferencing with Families," *Family Ties, Young Children* 59 (5): 96-99.

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