



Early Years Advisor

Danville Child Development Center

WE DO MORE THAN CHILD CARE

www.danvillecdc.org

JUNE 2014

REMINDERS:

We are Closed Friday
July 4th

SACK Movin n Groovin
is August 13th

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A Note from the Executive Director

It's budget time in the Commonwealth, and what does that mean for DCDC and early childhood programs? Pennsylvania's early childhood education system is based on a commitment to improve the quality, access and availability of early learning for all children with a focus on those at risk of school failure. Core elements of the system include early intervention, a quality rating and improvement system, child care subsidy for low-income working families, and high-quality pre-kindergarten.

Governor Corbett has proposed the following increases in his FY 14-15 budget request:

-Increased funding for Early Intervention by more than \$9 million to serve 1,500 more children.

-Increasing funding for Pre-K Counts by \$10 million, serving an additional 1,670 children.

-Use of \$15 million in expanded federal support to remove 2,895 children from the child care subsidy (Child Care Works) waiting list.

This proposal is a good step, but more action and funding are needed to reduce unmet need

and continue building a high-quality early learning system in Pennsylvania. Far too many children will not benefit from high-quality early learning unless we do more. Since Fiscal Year 2010-2011, early childhood education has seen a reduction of \$48 million in state funding.

Consider the facts:

•Approximately 53,000 Pennsylvania 3- and 4- year-olds currently benefit from high-quality pre-k, leaving more than 240,000 children without high-quality, publicly funded pre-k.

-If the commonwealth increased its investment by \$15 million, nearly 2,000 additional 3- and 4-year-olds would benefit.

-If the commonwealth increased its investment by \$25 million, nearly 3,200 additional 3- and 4-year-olds would benefit.

-If the commonwealth increased its investment by \$50 million, more than 6,300 additional 3- and 4-year-olds would benefit.

•Teacher credentials are a cornerstone of high-quality, yet many who work in our early learning programs lack degrees and credentials that are critical to the return on invest-

ment. Pennsylvania's Rising STARS Tuition Assistance Program is a step in the right direction to help close this gap.



-If the commonwealth invested \$3.5 million in tuition assistance, 800 more professionals could improve their education and move towards credentials required for high-quality.

The Commonwealth's competitive position will be improved by substantially increased investments in early childhood education programs. Likewise, by increasing the state's investments in early learning programs, working parents will find it easier to keep their families stable and meet their children's basic needs. The nation's more respected economists point out that no other public investment can return as much benefit as high-quality early learning investments, so while the proposed increases are a start, much work is ahead of us if we are to realize any real gains in early learning across the commonwealth.

Observation: The Key to Understanding Your Child

Young children sometimes behave in challenging or confusing ways. You may occasionally have thoughts like:

"Why does she keep pinching her brother's nose?"

"Why does he put his snack in his hair?"

"Why does she cry when it's time to put shoes on?"

At first glance, young children's behaviors can be downright baffling!

Preschool teachers are taught that all behavior is communication and we are trained to observe, document, and analyze children's behavior to understand what they are "telling" us. With a few tips, you too can start observing your child's behavior like a pro.

Looking for patterns

Any behavior that occurs over and over is happening for a reason. If you can find the pattern in the behavior, you can figure out how to stop it. The first step is simply to write down what happens. At first it feels weird, right after your child puts a gummy bear up his nose, to pull out a pad of paper and write it down. The problem is, our memories are terrible. Simply making a note of what happened can help you see patterns you may not notice otherwise. A few years ago the children in my classroom were getting into too many fights. I didn't know why, so I started writing the incidents down. At the end of three days I looked at my notes and saw "9:20, fight over Legos; 9:50, fight over Legos; 10:00, fight over

Legos..." I didn't have a problem with fights in my classroom; I had a problem with fights at the Lego table! Once I saw the pattern, I could make a change to improve things. I brought in twice as many Legos and put them at a bigger table. Ninety percent of the fighting stopped right there! Whatever the challenging behavior is, just start writing it down. You might be amazed what you find.

The ABCs of behavior

To up your game from simple note taking, try what teachers call the "Antecedent-Behavior-Consequence" model—or simply ABC for short. Don't let the big words put you off. *Antecedent* just means "what happened right before," *behavior* means "what happened," and *consequence* means "what happened right after."



Basically, ABC means don't just write down what happened—write down what happened right before and after too.

(Continued from page 1)

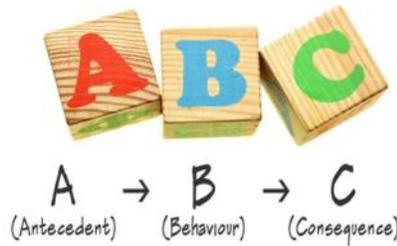
Basically, ABC means don't just write down what happened—write down what happened right before and after too.

The **antecedent** is whatever was going on around your child right before she, say, dumped her milk on the couch—again. Was she getting ready for school? Listening to music? Perhaps it was when you left the room to get her teddy bear or told her to put her shoes on. Simple stuff, right? But such observations can be a gold mine for figuring out what's causing a behavior.

I worked with a family who said their 28-month-old would “start screaming, all the time, for no reason.” But after a few days of writing down the ABCs, the parents realized that their son started screaming only if he was left alone in a room—a pattern they hadn't noticed before. Armed with this knowledge, they would tell him, “I'm going to go to the bedroom to get a sweater and come right back. Do you want to come with me, or wait here?” Over a few days the screaming all but stopped.

The **consequence** is whatever happened right after the child spread jam on the wall. Did you

yell at him, and he cried? Did you send him to his room and when he wouldn't go, carry him up and close the door? Or did you tell him that's not okay, help him clean the wall, then read a book together? The consequence is often more emotional to write down than the antecedent but just as important to finding the pattern.



A teacher I know once worked with a child who frequently dumped milk or juice on his clothes at snack and lunch time. Once she started writing down the ABCs, she realized that every time the child did this, several teachers would rush to his side, talking to him and cleaning him lovingly. The teacher guessed that the behavior was a bid for attention and care in a crowded classroom. She started giving him more attention when he behaved appropriately, and gave only minimal attention when he dumped his juice. The negative behavior disappeared in a week.

Write it down!

Some teachers seek graduate degrees

just to refine their observational skills, but you've got the bones of it right here. When you're stuck with your child's challenging behavior, write it down, along with what happened right before and what happened right after. When you see a pattern, you can work on changing it.

This method is incredibly simple, but surprisingly tricky—the first time you do it, it'll feel really weird. But I promise it gets easier and the payoffs can be huge. That teacher you secretly call “the toddler whisperer”? She started off right where you are. With a little observation and a few notes, you'll start understanding what's going on in your child's head—and things will get a little bit easier.

Article written by: Jarrod Green

Jarrod Green is a preschool teacher, college instructor, and child behavior consultant in Philadelphia, PA. His work focuses on helping children, families, and teachers work together to meet everyone's needs. For more information and articles by the author, visit his website at <http://jarrodgreen.net> - See more at: <http://families.naeyc.org/learning-and-development/child-development/observation-key-understanding-your-child#sthash.IDOjeNOZ.dpuf>

Staffing Scoop



Jen Hodish

Jen has been promoted to Center Director on Bloom Rd. I am very excited to be part of a great team of dedicated teachers that are here for you and your child.

I look forward to teaching your children and making new relationships with all of you. As the director of this beautiful center, my door is always open! Please let me know what I can do for you.

I knew from an early age in life that I wanted to work with children, their families, and enrich their lives to the fullest. I hold a Bachelor's Degree in Early Childhood Education from Lock Haven University. I have been working with the Danville Child Development Center since August 2009. All of my time with the center until the summer of 2014 has been in Preschool teaching the

Teddy Bears! I have had so many great experiences working with the Preschool children and their families! I enjoy working with children of every age and watching them learn and grow. When I am not working I like to spend my time with my husband, Joe, and my son, Brek! I also enjoy spending time with the rest of my family. I enjoy kayaking, taking walks with my two dogs, Hurricane and Koal, and watching football. I am an avid Miami Dolphins fan and enjoy watching baseball and hockey as well!



Brittany Mull

Our new Teddy Bear teacher, along with Debbie, has been with our School Age program for many years as a part-timer.

Hello, my name is Brittany Mull. I have worked at Danville Child Development Center since January 2011. I began my journey working with toddlers and the School Age program (SACK). Now I am

happy to continue my adventure with preschool. I am excited to get to know all of the children and continue to learn about those I have already had the chance to get to know in the past.

More about me, I am from Freeburg, Pennsylvania, and a graduate from Bloomsburg University with a dual degree in early childhood and special education.

I enjoy spending time with my fiancé, Andrew, as we plan for our upcoming wedding. I love photography and camping with my family in Tioga County. I also have a ten year old Schnoodle, Pandy, who still loves to play and take walks. In my spare time, I enjoy watching a good movie of any genre.



Erica Shultz,

is our new part-time janitorial assistant and will be at both Bloom Road and Wall Street.

Hi, my name is Erica Shultz. My last place of employment was at The Children's Museum in Bloomsburg. I am pleased to be working here at DDC as a Janitorial Assistant and I am looking forward to working with everyone.

I am from Bloomsburg and have two siblings. In my spare time, I am very active in a mental health drama club. I love to sing and scrapbook.

~Early Intervention

Developmental Milestones

What Most Children Do at Age One:

Social/Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Shows fear in some situations

Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head "no" or waving "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" and exclamations like "uh-oh!"

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named

Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture ("cruising")
- May take a few steps without holding on

Click on the link below to checkout more developmental checklists for children from 2

months to 2 years.

http://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf

All children reach developmental milestones. Some reach them easily and quickly while others need some supports. If you feel your child needs help in reaching any of the developmental milestones, please contact Early Intervention. Early Intervention is a free service. DCDC's Early Intervention staff will work with you and your child to help them meet their goals through play and family routines. If you have any questions, please contact DCDC's Early Intervention Coordinator, Jen Hipps. 570-275-4047

~LEARN

Your child's brain | Your child's development | You and your child | When your child is not with you | What's Next?

Set the right course for your child's success in kindergarten and beyond with the **Early Learning GPS (Guiding Parents Smoothly)**

Every child is Pennsylvania's future

Help children reach their promise through quality early education

Infant Toddler Preschooler
www.papromiseforchildren.com

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~Child Care Information Services

Finding and Funding Childcare

Child Care Information Services (CCIS) agencies are the hub of child care information in your local area. CCIS agencies provide you and your family with information on quality child care, such as Keystone Stars, and personalized child care referrals to child care providers based on your specific needs or preferences. CCIS agencies also administer the [Child Care Works](#) subsidized child care program.

For all of your child care questions and needs, including local resources, such as; Head Start, Pre-K counts and Early Intervention and applications for subsidized childcare funding, contact the CCIS of Columbia, Montour and Northumberland Counties at:

1-866-698-2247 or locally at 570-275-3996

Three offices to serve you

Monday- Friday 8:30a.m.-5:00p.m. *

398 Wall St. Danville, PA 17821

1070 Market St. 2nd floor, Sunbury, PA 17801

725 W. Front St., Berwick, PA 18603 *([by appointment only](#))

WE DO MORE THAN CHILD CARE

~Early Years Learning Academy

Dear Parents,

We have openings available in our infant and toddler classrooms if you know of any families looking for care please share our information with them. Especially, so you can earn a free week of tuition.

Parent Referrals

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 three months 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 the center. We hope that you will continue to share your great experiences with our program with others!

~Fundraising & Development



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com/
WatchUs-
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August 13th will be SACK's "Movin' and Grooving" fundraiser to continue building a new playground at DCDC on Bloom Rd.

Uncle Jerry's T-Shirt Fundraiser raised over \$400 to go towards program supplies including new mats for the classrooms.



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

Building Our Future Campaign:

- Christine Moyer
- First Community Foundation of PA – "Raise the Region"

Operating:

- Amazon Smile
- Giant Food Stores
- Leighow Oil Co.

Check out even more of our supporters on the next two pages.

Thank You



DCDC's 8th Annual Celebrate! Winter

April 12, 2014



Parent Information

Everyday Shapes

In our classroom the children learn about shapes in many daily activities. You can help children identify, create, name, and take apart shapes during your regular routines, activities, and discussions at home. Here are some ways to help your preschooler focus on what makes shapes alike and different.

On the road

When you see a yield sign, point out that it has three sides. When you see a school crossing sign, invite your child to count the sides (there are five). Look for other shapes, such as rectangular doors and round manhole covers.

At home

The recycling bin is full of things you can use to talk about two-dimensional and three-dimensional shapes. What shape is the paper towel roll? You're right, it's a cylinder. We flattened the cereal box so now it's a 2-D shape. When it was still full of cereal, it was a 3-D shape. How would you describe the oatmeal container?

At the store

Soup cans are cylinders. Oranges are spheres. What holds ice cream? An ice cream cone! You and your child can play a game while grocery shopping: How many different shapes can you

find? Have your child help place items on the conveyor belt, then compare the items you're buying. The cheese and the bag of carrots are both orange. Which one is shorter? We got a watermelon and a kiwi. How are they alike? How are they different?

Making shapes

Provide playdough (find a simple recipe online) and tools your child can use to make all kinds of shapes. Your child can turn a long rolled snake into a square or a triangle. Count the sides together. Next your child can make a ball—or in math terms, a sphere

2014 Raise the Region Donors

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Repeat After Me	

