



Badlands Head Start: Prenatal to Five Newsletter



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March – April, 2014

What's Happening?

Mar. 19 th	Policy Council Meeting
Mar. 20 th	Spring Begins!!!
Mar. 20 th	TREC Board Meeting
Mar. 23 rd – 27 th	Head Start Federal Review
April 16 th	Policy Council Meeting
April 17 th	TREC Board Meeting
April 24 th – 25 th – 26 th	SDECE Conference in Sioux Falls



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Early Years are Learning Years

Celebrate

Week of the Young Child

April 6–12, 2014

Early childhood education is vital to our community. Children need a strong early learning foundation to succeed in school and to succeed in life.

Make a difference in your community:

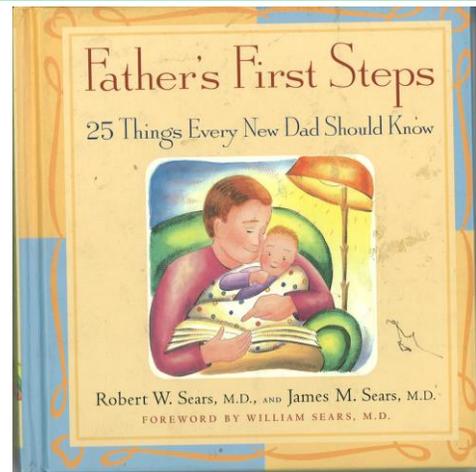
- Support early literacy programs. Early reading skills are crucial for young children to be ready for school.
- Reach out and thank parents, teachers, and all adults who help young children get a great start.
- Support policies at the local, state, and federal levels that provide high-quality early learning opportunities for all young children.

Badlands Head Start: Prenatal to Five program invite families and community partners to celebrate with us throughout the week of April 6 - 12 in all our program areas.

Wanda Dunn, Family Community Partnership Specialist



BOOK CORNER



Just As a Baby Is Born, So Is a Father

Your Parent Resource Library is a wealth of information!

We will be highlighting a book, DVD, or other resource from the Parent Library each newsletter. Check out a book or other resource and let us know if there is a book or resource we should add to the Parent Library! (*Not all materials listed are at all sites.*)

Wanda Dunn, Family Community Specialist

A baby brings great joy to a new father, but also, perhaps, a bit of uncertainty. For many men, fatherhood may seem like a new job for which they have had no training or experience. In *Father's First Steps*, pediatricians and fathers Robert and James Sears offer reassuring, timeless advice to help dads-to-be prepare for and embrace their new role. With an encouraging, lighthearted tone, the Searses highlight 25 important facets of becoming a dad and emphasize the rewards and pure joy that come with parenthood. This inspiring read is the perfect gift for any new or expectant father!

COOKS CORNER



Corner Kick Pita Pocket

- ½ cup spinach, trimmed leaves
- ¼ cup cucumber, peeled and sliced
- ¼ cup carrots, shredded
- 1 tablespoon salsa, mild
- 1 tablespoon fat-free ranch salad dressing
- 1 (6 ½ inch) pita pocket
- 4 oz. extra-lean ground beef (5% fat), cooked
- 1 cup cantaloupe, cubed

Instructions: Combine spinach, cucumber, and carrots with salsa and ranch dressing, mix well. Cut pita in half. Using your finger, slowly open the pocket so as not to tear the bread. Divide beef and veggie mix in half and place in each pocket half. Serve each pocket with 1/2 cup of cantaloupe.

Recipe from *Cool Fuel for Kids* Cookbook

How Feelings Affect Our Health

There is a strong link between emotional and mental states and neurochemical changes that occur in the body. Emotions can have positive or negative effects on the body. A prolonged negative mental state will appear in the form of physical symptoms or illness.

Neuropeptides (nerve proteins) are chemicals that regulate almost all life processes in our cells and also the way all cells communicate with each other. They include:

Endorphins - our happy hormones
Vasopressin - regulates blood pressure

Serotonin - our feel-good chemical
Insulin - regulates metabolism/sugar

What we are feeling and thinking results in neuropeptides carrying the messages back and forth between mind and body and affecting our health.

Positive Health Neuropeptides

Hope	Acceptance
Love	Joy
Laughter	Humor
Optimism	Empathy
Inspiration	Confidence

Negative Health Neuropeptides

Guilt	Anger
Fear	Hate
Shame	Apathy
Pessimism	Resentment
Bitterness	Sadness

Keeping a Balance

The negative effect of some feelings does not mean that you should not have those feelings. All emotions are valid. They have a function and purpose. For example, anger can give you the energy to defend yourself when necessary or motivate you to make changes.

The key is to let emotions work for you and not against you. Be aware of what you are feeling and express it in a constructive manner. Consider the following ideas:

- Speak your feelings out loud to those involved: "I feel _____ when _____."
- Work to resolve the situation that led to the feeling.
- Identify your feelings and write them down.
- Speak your feelings out loud to a friend.
- Identify/speak of your feeling, resolve conflict if possible and then . . . *Let It Go*.
- Explore and learn about assertiveness, mindfulness and meditation.
- Follow a healthy lifestyle: good nutrition, physical exercise & relaxation techniques.
- Make an effort each day to focus on Positive Health feelings.

Submitted by: Teresa Anderson, Mental Health

Harding County and Perkins County News

While we are all anxiously anticipating the arrival of warmer weather with spring around the corner, the centers and home based Head start programs in Perkins and Harding County have been making the most of the cold weather through a lot of “warm” inside projects.

In February, the Lemmon Center invited Keith from the Game Fish and Parks department to visit the classroom. Keith brought a number of animal pelts and skulls that he passed around for the children to hold and ask questions about. The classroom is full of the children’s original artwork, as well as new centers.

The Bison center enjoyed painting the refrigerator box that is sometimes used as a car, train, house or whatever they decide that day! The children enjoyed learning how to paint with marbles and making their own play dough. Keri Thompson from Delta Dental visited during the February social and completed a fluoride varnish treatment on the children whose parents had requested it. Keri will be in the Lemmon Center on April 1, to offer the same services for the children there whose parents fill out the permission slip. Both centers are busy with large and small groups during the center day.

In the home based services in Harding County, the kids have been learning about textures and science through several science explorations. They have also enjoyed constructing with magnets, creating creative art projects and school readiness skills.

Ruth Adams
Area Services Manager



Lemmon Classroom Happenings



Cutting, gluing, and glittering...



Writing Center: Letters to our Friends



We LOVE the Gak table!!!



Artists Consulting

Roots & Wings

"Good parents, give their children roots and wings.
Roots to know where home is, wings to fly away
and exercise what's been taught them."

Jonas Salk



WRITING AND FINE MOTOR

With summer coming soon (isn't it?); children will be at home or in childcare all day rather than in the preschool classroom or having home visits. With their activities with Head Start and Early Head Start, they have many opportunities to develop their fine motor (finger and hand) skills and to practice "writing." One of my favorite things is when I get to look at the Home Visit Lesson Plans and see the "Child Signatures." They make me smile every time.

However, when children are in other settings (home or childcare) they may not have the opportunity to "write" and draw as much, but with very little effort, they can keep on developing those skills over the summer. If you have old crayons (or teachers/home visitors...this is a good chance to "dispose" of broken crayons...give a little baggy to the kids) don't throw them away. We adults sometimes make the mistake of thinking only new crayons or pencils are worthy of space in our homes or classrooms. One of the easiest ways to help children develop a more mature "pencil grasp" is to use short or broken crayons...huh...what sense does that make, you might ask.

When a child is still in the "fist grip" stage of holding writing tools, if they can only hold a short or broken crayon, it is very hard to do that with a shortened tool. So, it tends to force the fingers into more of a "tripod grip," or a more mature and efficient grasp, making it easier to form more precise lines for drawing or beginning to make recognizable letters. One mistake we adults often make is to correct or try to change the child's grip...please don't! The mature pencil grip develops just as speech sounds, body movements, social relationships, etc., etc., etc. develop. What helps that development along is experience and opportunity...simple as that!

In the classroom, it's nice for the child to see her/his name written around the room in several places such as cubbies, necklaces, artwork, etc. The same thing can happen at home. Name labels can go on bedroom doors, backpack hooks, artwork, labeled toothbrushes...the sky's the limit. The more often the child sees her/his name, the more familiar that name becomes. If they have their own special spiral bound tablet, labeled, of course, to take with them when they ride in the car, it can help long rides go much smoother (as the voice of experience, I would suggest using shortened pencils or markers...NOT crayons...I had a car with a lovely shade of blue melted crayon streaked across the seat...no one's fault but mine. 😊) This also helps brain development in a number of ways.

Taking along a small bag of polished stones to sort and play with while waiting for lunch at a restaurant is another great way to continue developing fine motor skills while having a quiet activity to fill that wait time. But, I'm afraid what I see so often is little children on small electronic devices playing games, not communicating, delaying fine motor development as well as delaying important social and verbal skills. Give it a try...you'll all have fun.

An interesting note: The pencil skills that we often ask of children ages 3-4-5 are developmentally skills that are developed by nature over 9 years! It all starts with the ability to sit (trunk strength), next shoulder stability, move down to the arm (upper and lower), then to wrist stability and control, and finally to palm and finger strength and control. Yes...that process takes 9 years to fully develop. So just provide lots of opportunities for your child to use those hands and fingers (serving himself at the table is a great way to do that) over the summer and anywhere you are with your child...she/he will beam with pride, and it will put a big smile on your face, too.

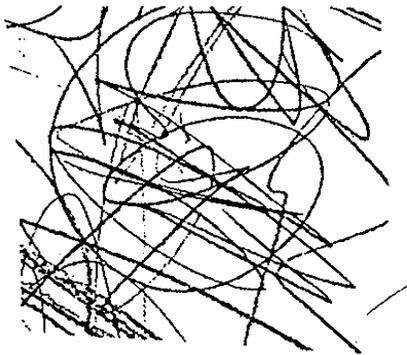
Submitted by: Cheryl Voorhis, Program Services Director

Your Child's Drawing and Writing

You have probably noticed that your child is very attracted to using pencil and paper. He is practicing fine motor skills that will develop into drawing and writing during the next several years.

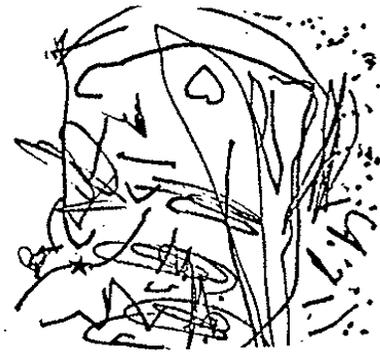
Both drawing and writing begin as scribbling. Your child needs lots of time to practice scribbling so he can learn the skills of drawing and writing. As your child becomes more comfortable using pencil and paper, his scribbles start to become more complex. He begins to draw shapes for objects and to make marks on paper that look like letters.

Stages of Scribbling



Scribble Stage

Scribbles are lines and circles starting any place on the page.

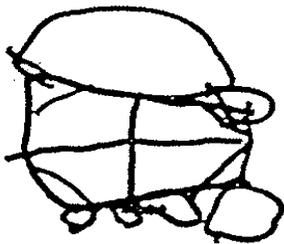


Separated Scribbles

Scribbles separate and contain recognizable shapes as the child moves the pencil to many starting points.

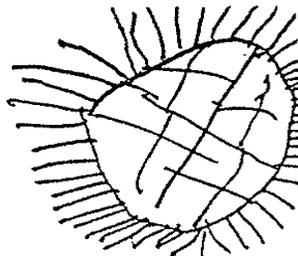
Learning how to draw and write happens in stages. After your child has been scribbling for some months, he will learn that there is a difference between drawing and writing. He learns this by watching you and other people. Eventually, your child will learn that certain marks belong to either drawing or writing.

Stages of Drawing



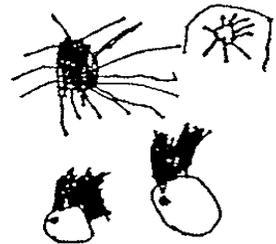
Shapes and Intersecting Lines

Shapes are combined; lines begin to cross, drawing is divided into circles.



Suns

Suns appear as an outgrowth of drawings.



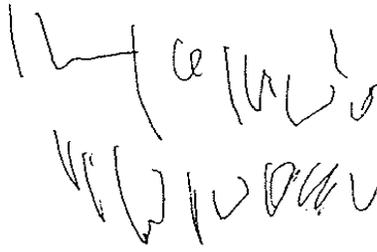
Beginning Human Forms

The sun acquires some characteristics of a human.

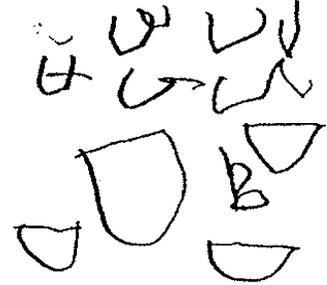
Stages of Writing



Left to Right Scribbles
Child moves the pencil across the page from left to right.



Scribble/Mock Writing
Scribbles resemble writing without identifiable letters.



First Letters
Some scribbles resemble actual letters.

Farm Safety for Just Kids www.farmsafetyforjustkids.org



Farm Safety for Just Kids offers various resources and programs to help teach:

Farm Safety
ATV Safety
Chemical Safety

Animal Safety
Tractor Safety
Rural Roadway Safety

These educational packets include: Demonstrations and brochures with teaching resources for preschool to High School aged children. Games, puzzles, and safety information are included with each packet. You may download the documents that are of interest to your family.

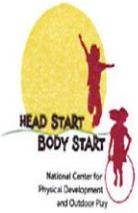
Submitted by: Wanda Dunn – Family Community Partner Specialist

Fire Alarm and Drill

Show children pictures of fires. Tell them that sometimes fire gets too big and is hard to stop. Hold up a smoke detector and see if the children know what it is. Tell them that they will practice some procedures so they will be ready if there is a fire. Let children hear a variety of alarms. Announce that when they hear a sound like these, they should stop playing and go outside with a teacher. Give each child a copy of a map showing their exit route from the building. Follow map directions with them to show them where to go if they hear the alarm. Have several practice drills using different exits available including windows.

Other ideas: Visit a business that sells fire alarm systems to see and hear many alarms and other supplies. Look for exit signs and talk about why they are posted.

Submitted by: Malynda Wolf, RN and Hazel Vilhauer, LPN



April 2014

Get Moving Today Activity Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>Duplicated with permission from Head Start Body Start (HSBS). www.headstartbodystart.org</p>		<p>1 Time to march! Pretend to have your favorite instrument and march as you play. Can someone guess what instrument you are playing?</p>	<p>2 What was your favorite? Go back and repeat your favorite April activity</p>	<p>3 Have fun on April Fool's Day. Act out an emotion and see if someone can guess what you are feeling.</p>	<p>4 Pretend you have a farm. Act out the different things you would see – like a horse galloping, a pig rolling in the mud, and a farmer picking apples high in a tree.</p>	<p>5 Practice your walking today – swing your arms, keep your head up, shoulders back.</p>
<p>6 Get outside and run, gallop, and jump all over. Feel your heart when you are done – what is it doing?</p>	<p>7 Ask someone to practice tossing and catching with you. Keep your eye on the ball as you move your body to the ball.</p>	<p>8 Make some paper airplanes and work on your overhand throwing skills. Step and throw.</p>	<p>9 Work on bouncing and catching skills. Drop the ball and catch it after it bounces.</p>	<p>10 I spy something red! Run and touch something red. I spy something yellow! Gallop and touch something yellow.</p>	<p>11 Using an empty paper towel roll and a balloon – work on volleying the balloon so it does not touch the floor.</p>	<p>12 Work on underhand tossing into different sized targets. Make your arm go “tick tock” like a clock.</p>
<p>13 Work those muscles by crawling, bear walking, and crab walking and slithering like a snake across the room.</p>	<p>14 Time to stretch and reach. Turn your body into different shapes and hold each shape, as you squeeze your muscles.</p>	<p>15 Jump 13 times – hop 13 times – march 13 steps – reach up high 13 times.</p>	<p>16 Using scarves or socks work on your juggling skills. Start with one and then give two a try.</p>	<p>17 Can you move like this? Make up a movement, show it to someone, and ask them if they can give it a try.</p>	<p>18 Find four pillows that are different sizes. Can you balance on each one without falling off?</p>	<p>19 Practice running today – move your arms forward and backward, keep your head up and shoulders back</p>
<p>20 Practice your ball rolling skills. Set up a target and try to knock it over by rolling a ball on the ground. Use your arm “tick tock” like a clock.</p>	<p>21 Tear newspaper into long strips, crumch them into little balls and throw them into the garbage.</p>	<p>22 Can you do a jumping jack? Give it a try.</p> 	<p>23 Mirror me – face someone and copy exactly what they do.</p>	<p>24 Work on jumping low and high. Ask someone to hold a broom or stick close to the ground as you jump over it. Each time raise the broom a little higher – keep going over until you can't, and then go under.</p>	<p>25 Play a game of opposites – if you move slow then your partner should move fast; if you move high then your partner should move low.</p>	<p>26 Make an obstacle course outside using things in your garage. Practice moving through it using different ways to move.</p>
<p>27 Running is a great way to make your heart healthy. Try to run for 2 minutes without stopping.</p>	<p>28 Get down on the floor and roll around – roll in a straight line, roll in a tiny ball, roll across the room.</p>	<p>29 Work on your bending, twisting, shaking, reaching, and crunching. Can you think of other ways to move while staying in one spot?</p>	<p>30 Pretend that you have puddles in your house – leap over them, run around them, jump into them.</p>			

www.headstartbodystart.org

Your Child's Development

15 to 18 Months

What's on Your Mind

My 16-month-old wants to do everything by himself, which just isn't possible sometimes. What can we do?

Be creative. If he wants to feed himself but can't yet use a spoon, give him one spoon to hold while you feed him with another.

Find an alternative. Explain: *These sharp knives are for Mommy and Daddy to use.* Then show her how to use her hands or a blunt plastic knife to cut her food.

Be his coach. Offer just enough support so that he can achieve the goal himself. You might put your hand over his to help him zip his jacket.

Let your child safely practice new skills. She can practice pouring water out in the backyard or by using a small plastic pitcher in the bathtub.

Did You Know...

Children begin to understand how others are feeling—to empathize—by 18 months.¹

What It Means for You:

At 18 months, children begin developing a sense of self-awareness—the knowledge that they are individuals with their own feelings, thoughts, likes, and dislikes. Next, they realize that other people have *their* own feelings, thoughts, and preferences, too. This helps children learn empathy. They can imagine how another person feels. To help your child develop empathy:

Spotlight on Problem-Solving

The ability to solve problems is very important for being successful in school and in life. When you see your toddler getting into everything, think of it as his way of problem-solving—figuring out how things work.

Toddlers problem-solve by using their bodies and their minds to make a plan to reach their goals. For example, toddlers are solving a problem when they tip over their sippy cup to see how to make the liquid come out.

Toddlers are also solving problems by using their past experiences to help them understand new situations. For

example, your child may begin throwing everything into the trash—garbage or not. He is, remembering that throwing his napkin out after lunch makes you happy. He just hasn't learned yet what *not* to toss out!

Children also learn how to solve problems by imitating what the people who care for them do. So when they see these adults staying calm and not giving up when they face a challenge, children learn to keep trying, too.

How do you see your toddler solving problems?

What You Can Do

Support your child in reaching her goal. If her block tower keeps falling, suggest she add some more blocks on the bottom for support.

Do chores together. Pushing a broom, for example, helps children solve problems like how to get the crumbs into the dust pan.

Teach your child to ask for help. When you see him getting frustrated as he tries to solve a problem, you might say: *It can be hard to get that jack-in-the-box to pop up! Would you like some help? Let's try turning this knob together.*

Talk about others' feelings. *Kayla is feeling sad because you took her toy car. Let's give Kayla back her car and then choose another one for you.*

Suggest how children can show empathy. *Let's get Jason some ice for his boo-boo.*

Empathize with your child. *Are you feeling scared of that dog? He is a nice dog but he is barking really loud. That can be scary. I will hold you until he walks by.*



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DEDICATED TO THE HEALTH OF ALL CHILDREN™

1 - Repacholi, B.M., & Gopnik, A., 1997.

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Eyewire/Parenting Today/Getty Images

Submitted by: Jeanne Blalock, Area Services Manager

Early Years

WORKING TOGETHER FOR A GREAT START

April 2014

Badlands Head Start: Prenatal to Five



KID BITS

Springtime fun

With your youngster, see how many ways you can think of to spend pleasant spring days. For example, you could collect rocks, fly kites, or visit a new playground. Keep a list on the refrigerator, and take turns choosing an activity to do together.

DID YOU KNOW?

Jigsaw puzzles let your child practice sorting and comparing. Help her pick out all the edge pieces and fit them together. Then, she could sort the rest according to color as she compares them to the picture on the box. If there's a blue sky, for instance, she can put all the blue pieces in a pile. *Tip:* Look for puzzles at yard sales and thrift stores.

Chasing away bad dreams

Most youngsters have nightmares at some point. If your child is upset after a scary dream, help him make up a different ending for it. He might also want to draw a picture of the nightmare and then crumple it up and throw it away.

Worth quoting

"When you're curious, you find lots of interesting things to do." *Walt Disney*

Just for fun

Q: How can you tell that bees are happy?

A: They hum while they work!



Our family shows character

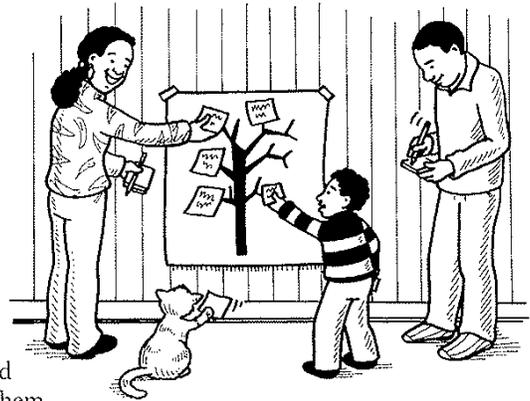
Little ones learn good character from the people they spend the most time with—their family! Help your child become more responsible, show appreciation, and develop a positive attitude with these ideas.

Box up responsibility

Whether your youngster borrows a book from the library or a game from a friend, taking care of other people's property is a big responsibility. Together, create a safe place to put borrowed items when you're finished with them. He might use colored markers to decorate a cardboard box and write "To be returned" on it. Have him put the box by the front door or in the coat closet.

Grow an appreciation tree

Ask your child to draw a bare tree on poster board. Then, he can watch it grow "leaves" as everyone writes things they're thankful for on sticky notes and adds them to the branches. After a week, let each person choose a favorite leaf and use it to write a thank-you note. If your youngster's leaf says "My teacher,"



he could make a card thanking his teacher for helping him learn to count.

Turn a frown upside-down

Even bad days have good parts. When a family member has a rough day, focus on the positive by having a smiley-face dinner. During the meal, go around the table and share something that made you smile that day. *Example:* "I had a surprise visit with my best friend!" Taking time to focus on the good things will help your child develop a positive attitude.♥

My writing kit

Encourage your youngster to work on early writing skills with her very own writing kit. Here's how.

1. Get a container. Together, find a portable one that your child can close, like a small backpack or a plastic storage box.

2. Add supplies. Help your youngster gather pencils, erasers, crayons, colored pencils and pens, paper, and notebooks.

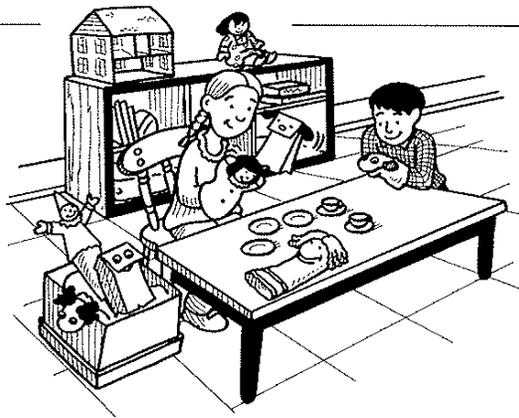
3. Include writing ideas. Cut letters and words from empty food packages for her to copy. Also, fill an envelope with interesting magazine pictures, stickers, and other items that might inspire her to write words, sentences, or stories.♥



Let me think...

Can your youngster come up with more than one solution or possibility when she's faced with a challenge? Help her stretch her thinking with these activities.

Puppet problem-solving. Offer a pretend dilemma for puppets, and help your child act out the solution. You could make your puppet say, "Oh, no! I have too many dishes to carry! How can I get them to the party?"
Examples: Put them in a bag, ask a friend to take some.



Answers and questions. Tell your youngster, "The answer is a blanket. What is the question?" Take turns coming up with as many questions as possible. ("What keeps you warm at night?" "What do we sit on at a picnic?") When you run out of ideas, let her think of a new answer to make up questions for.

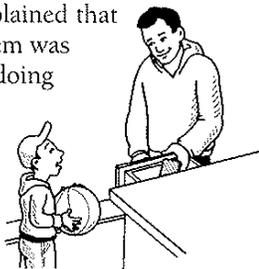
What doesn't belong! Look around the room, and name any four objects (T-shirt, book, sandals, lipstick). Then, have your child decide which doesn't belong and say why. For instance, she could say that the book is the only one you can't wear.
Variation: Name three objects, and tell her to choose a fourth and explain how it's related to the three you picked.♥

PARENT TO PARENT

Cutting back on screen time

At my son Jack's recent check-up, his pediatrician told us that kids should have less than two hours of screen time each day. I realized that between watching TV and playing games on my smartphone, Jack got way more!

The doctor explained that the biggest problem was what Jack wasn't doing during screen time. She said children his age stay healthier and learn more when they run around and play.



She shared practical ways to cut back, and we tried them at home. For instance, now I put my phone away when I play with Jack—out of sight, out of mind. Also, when he asks to play on the computer, I suggest an active alternative like walking the dog, riding bikes, or playing hide-and-seek.

Jack's screen time is finally down to less than two hours a day, and we're all spending more time being active.♥

Q & A

When your child is teased

Q: My daughter doesn't want to go to school because she says one of the girls teases her every day. What can I do?

A: Since this is happening on a regular basis, it sounds like your child is not just being teased, she's being bullied. Start by contacting her teacher. She will be able to work with your daughter to help her handle the situation.

At home, reassure your child that you love her and that bullying isn't her fault. Also, talk about ways she could react if she's teased in the future. You might help her practice different things to say, such as, "That isn't nice. I'm going to play with someone else."♥



ACTIVITY CORNER

The view from my window

When your child looks out his window, he may see a city street or a green field. He can learn about geography by collecting an "album" full of views from different windows.

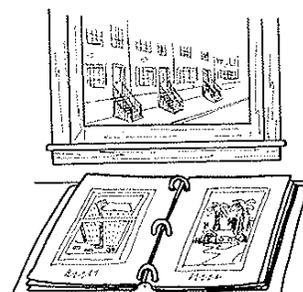
Materials: paper, crayons, binder

Have your youngster draw what he sees outside his window. Then, he can ask relatives to take and mail him photos of their views. Maybe he'll get to see his aunt's view of the yellow taxis and mirrored skyscrapers

from her city apartment. Or perhaps his grandfather will send a picture of his street full of palm trees. Let your child put all the pictures in his binder.

Also, suggest that your youngster look in books or magazines for places to sketch. For example, after reading about outer space, he might draw what astronauts see from the International Space Station.

Finally, help your youngster compare the places in his album. How are they similar and different?♥



OUR PURPOSE

To provide busy parents with practical ways to promote school readiness, parent involvement, and more effective parenting.

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