

Small Hands



Community Support Branch

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ADMINISTRATION

I would like to extend "KUDOS" to all the programs who have received and maintained their NAEYC accreditation this past year! Obtaining and maintaining accreditation is one of the most important duties the CDC Directors and T&Cs share. If you have any questions about NAEYC Accreditation you should contact Ms. Terrill Hill, Child Development and Youth Specialist. Terrill is in charge of maintaining the list of accredited programs. Please remember to fax a copy of your accreditation (or re-accreditation) certificate and extension letters issued by NAEYC to our office.

I would also like to take this time to stress the importance of attending Naval Personnel Command (PERS-659) annual trainings. Attendance at these particular conferences are critical to our program leaders. Please remember to allocate funds for attending the CDPA/CDH Director/SAC/YOUTH and T&C training conferences in your budget for FY04. The CDPAs and CDH Directors will combine their training conference in FY04. The training conference will be held in conjunction with

the National Association for Family Child Care (NAFCC) annual conference. The T&Cs will have their annual training 3-8 November 2003 in conjunction with NAEYC in Chicago, IL. This will be the last year the T&C conference will be in conjunction with NAEYC.

During the next few years, we will be combining our training conferences. As stated above, in FY04 the CDPAs will combine training with CDH Directors. The SAC Coordinators and Youth Directors will be combining into one conference, as well.

In FY05, we plan to combine the T&C conference with the SAC Coordinators/Youth Directors conference which will take place at a naval base. The base has yet to be determined. In FY06, we plan to have the T&C join the CDPAs and CDH Directors conference in conjunction with NAEYC. The T&Cs will rotate between the SAC/Youth and CDPA/CDH Directors annual conferences.

I often send out important messages to all CDC Directors via email. If you have



CHICAGO, IIL—T&C / NAEYC annual training conference 3-8 November 2003

not received correspondence from me it means I do not have your correct address. Please send me a message including your correct email address.

Finally, we will be taking additional budget cuts in the near future. I realize it is difficult to do more with less money and resources; however, I am confident we will get through these rough times if we continue to work as one team. Your hard work and dedication is very much appreciated. We will continue to support you and be here to assist you in any way we possibly can. Don't hesitate to call or email the inspectors or myself when you need assistance.

Thank you for another wonderful year.

Dr. Gwen Taylor,
Head, Child Development Program



PREPARING FOR THE NAEYC VALIDATION VISIT BY HAZEL A OSBORN

Understanding the Process

Know what to expect to prepare yourself and your staff for the visit.

- Your validator will call to confirm the date.
- The validator will try to arrive 1/2 hour before the majority of the children.
- Remember 2/3 of the children must be in attendance.
- Director should give the validator a tour and update staffing patterns and qualifications. (a change in staff does not mean a center has to begin the process over again.)
- The validator(s) will chose the classrooms they will observe. Often, classrooms are observed in the morning, however, some may be observed in the afternoon.
- Administrative criteria are checked and director and validator ratings are compared.
- The validator will meet with you to discuss non-validated items, sharing her notes and giving you a chance to respond in writing for each item
- Finally, you both review the Process Verification Form, checking and initialing each procedure. The entire package is sealed, then mailed to the Academy within 24 hours.
- The Academy will send you a postcard to let you know which month the Commission will review your materials.

The Validator's Role

Validator's serve as the eyes and ears of the Academy. They job is to confirm your own assessment of your center.

When they rate any criterion less than a "3", or their rating differs from yours (non-validated), they note why on the Program Description. You may add a comment as well. Sometimes a rating is different because the area has improved as you waited for the validation visit. The Commission will take that improvement into account in making its decision.

Validator's also visit "deferred programs (not accredited after the first visit) to confirm program improvements.

Who are Validators?

Validators are volunteers. They are professionals who have taken special training from the Academy. They may not validate any program with which they have a prior relationship or have previously validated. The Commission does not inform validators of its decision about a program.

Don't try to stay "stuck in time" as you wait for your validation visit. The Academy understands that programs are always evolving. No one expects it to be exactly the same as when you submit your Program Description.

Getting Ready for the Visit

Be proactive while you wait for your validation visit to be scheduled.

Director—Program improvements you've made should now be a routine. But don't stop there; keep working to move your program further towards your vision of excellence. Don't try to stay "stuck in time" as you wait for the visit. The Academy understands that programs are always evolving. No one expects it to be exactly the same as when you submit your Program Description.

- Keep records current. Immunization forms, staff qualifications, staffing patterns—all these may fluctuate and the validator needs to see current ones.
- Refer to your copies of the *Guide to Accreditation Criteria and Procedures*, and pay special attention to Section 8, "How to Prepare for the Validation Visit," with its tasks, sample timelines, and process forms. Review Section 9, "The Accreditation Decision" to become more familiar with the priorities of the Commission.

Staff—They are most crucial to becoming

ing accredited, even the most inexperienced employees, because they impact the children so directly.

- Remind staff about accreditation criteria, and make sure each has a role in the accreditation process.
- Ask accreditation veterans on your staff to mentor others. They'll share the professional pride that comes with working in an accredited center.
- New staffers need to be brought up to speed quickly. Give them a copy of the Classroom Observation booklet, let them view the web site (www.naeyc.org/accreditation) and give them feedback about their performance. Some directors assign a senior staff to be responsible for this orientation process.
- Regular classroom observation helps your staff become comfortable with being observed and assures that quality standards are being met, so make this a part of your routine (along with the Training and Curriculum Specialist).
- Validators typically spend only 1-1/2 hours observing a classroom. An interview is usually needed to learn about anything not directly observed. Can each of your staffers answer questions in a way that reflects the criteria? For example:
 1. How would your classroom serve a child with special needs?
 2. What are your routines for washing hands?
 3. What are your policies about using media such as TV?
 4. What curriculum do you use?
- Have staff make your center easy to observe. Curriculum plans, evacuation routes, and menus should be clearly and visibly posted, along with emer-

Continued from page 2

gency numbers.

- Create an accordion file folder with tabs for the validators to obtain the necessary forms and documentation they will need to review (i.e., budget records, insurance documentation, parent advisory board minutes, various inspection reports, staffing patterns, sample attendance records, daily safety inspection report samples, etc.)

Children and Families

Provide parents with a copy of the brochure “Early Childhood Programs Accreditation: a Commitment to Excellence” and devote a bulletin board to the updates about the process.

Teachers often prepare children for the validation visit. They shouldn’t! Listen to these validators’ stories:

“All of the children were sitting in a circle, absolutely silent, while the teacher read them a story. Her voice was shaking. Every now and then one of the children would sneak a peek at me. They seemed scared. It was obvious that she’d warned them not to misbehave during my observation—or else!”

“The teacher had planned a

cooking activity—making fruit salad. Each child obediently took his or her turn to cut bananas, apples, or stir. One child hung back, glowering at the group and at me. The teacher kept nervously inviting him to participate. Finally he ran up to the bowl and spit in it. The teacher ran out of the room in tears.”

Validators want to see how staff handles normal behavior, not how teachers can control and avoid that behavior; so no special preparation is called for. Don’t worry if children glance curiously or approach the validator. Remember, the validator is an early childhood professional and is trained to handle these situations.

Avoiding Problems

To maximize your chances of success:

- Don’t be afraid to postpone a visit during a crisis situation.

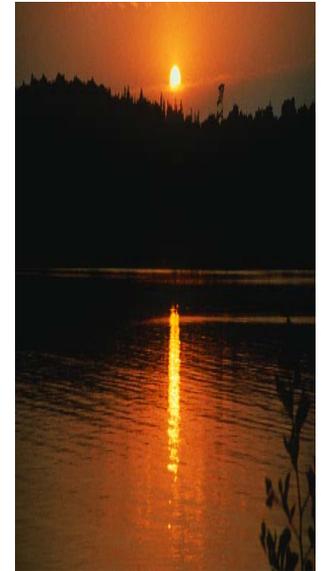
One validator explains, “It had snowed eight inches. We validators arrived late—but ahead of most of the lead teachers. Two of them never came in, along with several other staff. We wanted the director to postpone, but she refused. There were so many non-validated

items that we met for about two hours. The comments to the Commission filled several pages. If only they had agreed to re-schedule.

- Don’t expect your validator to give you the accreditation decision. The validator is not allowed to predict or make the accreditation decision.
- Don’t ask the validator how to improve the items he/she rates as “1”s or “2”s. The validator is not allowed to tell you what to do differently.
- If you and the validator disagree, simply note your perspective to the Commission and move on. They will take your input seriously and you avoid arguments and confrontation with the validators.

Provide validators room for the following tasks:

- Checking documents (staff and child records, etc.)
- Compiling and comparing ratings
- Interviewing teachers about what was not observed in class
- Meeting with you to review non-validated items



Expanding Your Horizons

Excited about being accredited? Don’t stop there—consider becoming a validator. It’s a terrific way to stay current in the field, network with your colleagues, and learn ways to improve your own program.

Child Care Information Exchange 1/03

MENTORING PARENTS: A Piece of Cake

- 1 C respect
- 1 C consistency
- 2 C encouragement
- 1 C communication
- 1 C coffee with cream and lots of sugar

- Sprinkle with strength
- Stir with care
- Bake in a warm friendly environment
- Cook until confidence develops
- Serve with opportunities



Supportive environments that help parents build relationships founded on trust and confidence help motivate the family to participate actively in their own growth and that of their children.

WHAT'S HOLDING YOU BACK? BY JULIE BARTKUS

What's Holding You Back?

A few years ago I spoke to the Boys' Clubs of America about goal setting. Most of the boys were about 13 years old. We shared a tremendous hour together discussing their dreams, goals, and future plans. I requested that they write down a goal—one that they would really like to accomplish within the next year. After they wrote down their goals, many of them realized that they had previously attempted to achieve their goals but for some reason or another didn't. Next, I asked them to write down a response to the following question: "What's holding you back from accomplishing your goal?" After a few minutes of intense silence, I asked for volunteers to verbally respond to my question. Most of the group looked down or at each other, avoiding eye contact with me. Do you remember using that technique in school? I do! One boy, who was sitting in the front of the room, slowly raised his hand

and said: "I know what's holding me back. It's me! I hold myself back."

Now it is your turn to answer: **"What's holding you back?"** Is it you?

There are many ways that we hold ourselves back from achieving our goals and living our dreams. Here are a few of them: old thought patterns, negative thinking, procrastination, lack of planning, and low self-confidence and self-esteem. Do any of these things sound familiar? Please circle or highlight the ones that apply to you. If you have a few of your own that I haven't listed, please write them down. Getting focused will help you figure out what action you need to take.

Write down your goal—one that you would like to accomplish within the next year. After you write down your goal—look at it! Put it

in a place where you can see it several times a day.

Develop positive affirmations that you'll use to replace your old thought patterns and negative thinking. A positive affirmation is simply a message that you use to fuel your mind. Instead of saying: "It figures, nothing good ever happens to me..." Say: "Every day in

"I know what's holding me back. It's me! I hold myself back." What's holding you back? Is it you?"

every way, I'm getting better and better!" or "I deserve success!" or "I'm worth it!" Use these examples to create your own affirmations—just use them! Whenever you catch yourself fueling your

mind with negative thoughts—replace them with positive ones! Norman Vincent Peale stated: "If you can change your thoughts, you can change your world."

Visualize yourself as if you have already achieved your goal. This is a great technique that many successful people incorporate into their lives. Close your eyes, visu-

alize yourself as you'll be when your goal is accomplished. What will you look like? How will you feel? How will other people respond to you?

Get a daily planner and use it! Use a planner to help you take action on the important things in your life; get control of your time and reduce procrastination, stress and anxiety.

Follow through on your most important appointments—the ones you set with yourself! These appointments may include time for planning, exercise, and lunch with a friend or a favorite hobby. Keep your commitments with yourself, and you'll be happier, experience less stress and increase your self-confidence.

Take action today and get out of your own way!

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www.motivateteachers.com

LEARNING OPPORTUNITY INVENTORY BY *UNCLE WAYNE WATKINS WWW.EDUCATION-WORLD.COM

Take time to take inventory of the learning in your classrooms. Identifying the different lessons each toy can provide enables you to make the most of the play your students engage in. Each toy—peg boards, stringing beads, paint, dolls and playdough—is loaded with learning.

The most effective approach to

this type of inventory is hands-on. As you list each toy, play with it. Look beyond the obvious characteristics of color, shape and counting to notice the more subtle concepts of size, weight, fractions, symmetry, and, cause and effect.

There is a great deal of pressure these days to "academicize"

preschool. By sharing with parents, and others, the specific skills and concepts that children learn as they play, you will help them understand why playing is not "just playing".

Learning Opportunity Inventory Guidelines:

1. Write down the name of each toy in your class-

room, leaving a space under each item to list the learning possibilities.

2. Play with each toy and write down everything a child could learn by playing with it.

3. Post your list as a testament to the value of play for children.

STUFF TO CREATE WITH

BUBBLES, BUBBLES and more BUBBLES

Joyful Bubbles:
 2 C Joy
 6 C water
 3/4 C Karo syrup

Mix together, let set overnight.

Preschool Bubbles:
 1 C Dawn
 10-12 C water
 1 T glycerin

Mix together.

Super Bubbles:
 (should last for days)
 2 parts Dawn
 4 parts glycerin
 1 part corn syrup

Sugar Bubbles:
 4 C hot water
 10 T white sugar
 3/4 C Dawn or Joy

Combine hot water and sugar, gently stir in soap.

Beluga Bubbles:
 1 T salt
 1 C warm water
 14 C Blue Dish soap
 Combine water and salt, gently add the dish soap. Stir until salt is dissolved.

Tears No More Bubbles:
 1/4 C Baby shampoo
 3/4 C water
 3 T corn syrup

Mix together, let set for a few hours



Children love bubbles. Here are some ways to create your own bubbles.

SILLY PUTTY—A.K.A. GAK & NOW... FLUBBER! - Mix 2 parts Elmers Glue with 1 part liquid starch. Add food coloring if desired. Mix well in a cup using a craft stick first. It will be stringy! Then place the mixture in your hands and play with it. Add a little liquid starch if it continues to stick to your hands. The mixture will eventually be able to be handled without sticking to your hands. It will be solid and bounce! Children may color with markers if you did not add food coloring.

SMELLY PLAY DOUGH—Mix 2 pkg. Of unsweetened Kool-aid with 2 c. hot water until dissolved. Add 1 T. vegetable oil to kool-aid water. In a large bowl, combine 2 1/2 c flour, 1c salt, 1 t. cream of tartar. Add kool-aid water to dry ingredients and mix well. Add 2-3 additional cups of flour as needed. Store in airtight container.

CLEAN MUD—IT REALLY IS!

Unroll 6 rolls of white bathroom tissue paper into a very large container. Generously add water until covered completely. Grate 2 bars of Ivory soap into mixture, and add 1 1/2 c. of Borax. Mix up well and PLAY! Will last a LONG time!

GOOP—Mix 2 parts cornstarch with 1 part water to a sticky but loose consistency. Notice that the mixture is hard on the bottom, but as lifted, it becomes a liquid again!



PUFFY PAINT—Mix equal parts of salt, flour, and water in a large bowl. Place mixture into squeeze bottles. Add paint into bottles and shake well. Best if used on poster board.

SOAP CRAYONS—
 Mix 2 parts Ivory Snow with 1 part water until thick and creamy. Add food coloring or tempera for color. Pour into ice cube trays, molds, or cookie cutters. Allow to harden, then use as crayons.

LINT MODELING CLAY—
 3 C. drier lint
 1 C. water
 2/3 C. flour
 3 drops oil of cloves, optional
 Old newspapers
 Boxes, bottles, balloons or other objects to mold
 Stir lint and water in saucepan, add flour and stir to prevent lumps. Add oil of cloves to keep recipe fresh. Cook over low heat and stir until mixture forms peaks. Pour out and cool on newspaper. Shape over boxes, balloons or press into mold or use like papier mache.
 HINT: makes 4 cups; dries in 3-5 days; is very hard and durable; dries smooth if pressing into a mold; dries rougher if shaped over an object

CHOCOLATE PLAYDOUGH:
 1 1/4 C. flour
 1/2 C. cocoa powder
 1/2 C. salt
 1/2 T. cream of tartar
 1 1/2 T. oil
 1 C. boiling water

Mix the dry ingredients. Add the oil and water. Stir quickly and mix well.
 (may have to add a little extra water)

CONGRATULATIONS TO FELIZA DALE—NAVAL AIR STATION KEY WEST CHILD DEVELOPMENT CENTER



Ms. Feliza Dale (right) receiving her Child Development Associate Credential from Ms. Sharon Peterson (left), Head of the Community Support Branch at Naval Personnel Command.

Congratulations to Ms. Feliza Dale of the Naval Air Station-Key West (NAFKW) Child Development Center (CDC) for being awarded a Child Development Associate (CDA) Credential from the Council for Professional Recognition.

Ms. Dale was selected by Naval Personnel Command (NPC), Community Support Branch, for a CDA Scholarship in September 2001. Within one year, Ms. Dale completed all of

the tasks and assignments. Her application was submitted to the Council for Professional Recognition of Washington DC in September 2002. This February, a representative from the Council came to the NAFKW CDC to interview Ms. Dale and validate the criteria. To receive a CDA, a candidate must be observed working with young children by an early childhood professional and must demonstrate the ability to work with families to develop children's

physical, social, emotional and intellectual capabilities in a safe and healthy learning environment.

Sharon Peterson, Head, Community Support Branch from NPC, who was in Key Was for the Navy Youth Conference during the week of 24-28 March 2003, was pleased to present Ms. Dale with her CDA and congratulate her on a job "exceptionally well done".

HELPING CHILDREN HANDLE FEARS ADAPTED FROM AN ARTICLE BY LESIA OESTERREICH, IOWA STATE UNIVERSITY EXTENSION

Children's fears depend on past experiences, anxiety and imagination, but often make no sense to adults. Common fears for young children are:

- Fear of separation from a parent
- Fear of going down the bath drain
- Fear of dogs
- Fear of loud noises
- Fear of the dark

Whatever the fear is, there are ways parents can help children learn to cope.

1. Avoid lectures. It is not helpful to ridicule, coerce, ignore, or use logic.
2. Always tell the truth about leaving your child. Sneaking out decreases trust.
3. Accept your child's fears as valid. Fears are not necessarily logical. Remember that a healthy sense of caution can be a good thing and rest assured that most fears will be overcome eventually.
4. Teach coping skills. Young children can learn to take a deep breath or use their imagination to turn monsters into teddy bears.
5. If your child has nightmares or night terrors, hold him close and talk to him in a calm voice. (Nightmares usually occur in the early morning hours, have

vivid details, relate to troubling events and are often remembered in the morning. Night terrors usually occur within an hour of falling asleep and are characterized by confusion, disorientation. The child is not aware of scary thoughts and will not likely remember the event in the morning)

When your child's sleep is disrupted, stay close until sleep is restored.

BOOKS TO HELP CHILDREN WITH FEARS:

- Are You My Mother
- How Many Kisses Goodnight
- Goodnight Moon
- There is a Nightmare in my Closet
- The Runaway Bunny
- When Mama Comes Home Tonight

"NON-ROUTINE" ROUTINES BY *WAYNE WATKINS WWW.EDUCATION-WORLD.COM

Hand washing, toileting, mealtime, and naptime are some of the many routines that make up every preschool day. Because of the regularity and predictability of these activities they are often carried out mindlessly. It's easy for them to become—well, routine.

When you utilize the same purpose, attention, and planning that you put into your "learning activities", the routines can also become "learning activities".

The routines stop being routine.

*Hand washing and toileting provide opportunities for enlightening conversation. Topics might include the quantity of soap bubbles, the anatomy of the hand, or where the toilet bowl contents go when it's flushed.

*Table setting can become a math lesson, or a one-to-one correspondence by phrasing instructions to the children as "put one plate in front of each chair, one spoon next

to each plate." Eye-hand coordination comes into play by allowing children to serve themselves.

*Laying out the cots for naptime transforms into a geometry lesson by discussing how best to fit all the cots in the room. Have the children determine if there are enough sleeping places by doing some counting and it's a math lesson.

Take a second look—what can the children learn from the routines in *your* classroom?



Hand washing provides opportunities for enlightening conversations with children.

SO...WHAT CURRICULUM DO YOU USE?

You may have had this question asked of you many times. You may have had the NAEYC validator ask you or members of your staff this very same question. What would your answer be?

What Curriculum is NOT:

It's not found in one book.

It does not come in a box.

It doesn't fit in a bag.

And, it doesn't cost lots of money.

So... what is curriculum?

The Key "Ingredients" of an Effective Curriculum:

Imagine that you have been

invited to dine at an exclusive, 5-star restaurant. You have chosen the perfect outfit and have arrived for a wonderful experience. Now think about the children and families who come to your high-quality program expecting 5-star service...

Simply follow the **GERMS**...

Goals—this is the "menu"; what parents and staff choose together as a desired outcome for the child.

Experiences—this is the "main entrée"; experiences are the main course of action for achieving the goals. It is well-planned and follows a sequence of events, just as a main entrée

would follow an appetizer and salad.

Roles and Responsibilities—are you "the cook, waiter, or bus boy"? It is important that staff and parents alike understand how their responsibilities overlap in the development of curriculum.

Materials and Equipment—these are the "utensils"; the tools that are used must be appropriate for the desired outcomes. These must be appropriate for the age, developmental stage and unique interest of the child.

Sound Developmentally Appropriate Practices—having the

knowledge to implement a plan of action is the "icing on the cake" that is required of staff who facilitate learning.

Navy child development programs utilize an EMERGENT curriculum, based on the interests and abilities of children. It develops out of effective on-going assessment of each child.

QUESTION AND ANSWER REGARDING THERMOMETERS—

INFORMATION PROVIDED BY JANEY MURDOCH JOINT MARITIME FACILITY ST MAWGAN

Question: What is the best thermometer to use for child care centers? The one they use at the CDC is taken in the ear. It is fast, but seems to have different readings in each ear. What happens when only one ear is reading over 101? The CDC requires children to be removed from the program when they have a temp over 101.

Answer: Tympanic membrane (ear) thermometers are very accurate in children over 6 months of age (about the same accuracy as rectal temps) and used very commonly in hospitals and pediatric clinics. The main advantage is speed (2 seconds), no significant discomfort and not requiring cooperation. I wish I had one in our clinic. The skin temps with liquid crystal strips to the forehead are the least accurate in that they can miss low-grade fevers.

It is very common to see meas-

urement variation between left and right ears. Even in strictly controlled environments, studies show 1 degree F variation between right and left ears is common. We don't really know why the variation occurs, but it may be due just to local air circulation within the ear canal itself. If you measure the temp in the same ear several times, I would still expect a variation of up to .4 degrees F. Again if you are faced with two different temperature readings, the higher reading is probably the more truly reflective of what is happening in the brain.

In clinical practice the range of accuracy is fine. By definition, a clinical fever is 100.4 rectal or tympanic. I would guess that 90-100% of those kids that you measure with temps between 100.4 and 101 F are truly febrile. If you use your very generous cut-off of 101 F, I am certain that 99-100% of the children that you measure at 101 or

greater have a true fever.

Again, a fever is not a disease but a symptom of some inflammatory process or a person's normal cooling system being overwhelmed/defective. A fever in and of itself does not infer contagiousness (for example a febrile urinary infection or dental abscess isn't contagious). However, in a pre-school population the vast majority of fevers are due to infectious illnesses, usual viral for which no treatment is indicated or available. There is little relationship between fever magnitude and serious bacterial infection until the temp exceeds 104 F (40.0C).

Your CDC policy on fever is very reasonable. FYI: I generally recommend children with temps over 104 be seen by a clinic even though most of those have viral illnesses. Children with low-grade fevers (100.5-103.5) generally don't

require medical evaluation in the absence of other significant signs or symptoms unless the fever persists for greater than three days, but we try hard to get them seen right away if the parents request. Hiring a nurse is completely unnecessary.

Finally, the above only applies to children over age 6 months.

"Tympanic membrane (ear) thermometers are very accurate in children over 6 months of age....The skin temps with liquid crystal strips to the forehead are the least accurate in that they can miss low-grade fevers."

Any infant less than 3 months with a temp of greater than 100.4 should be evaluated right away.

I hope this is of help.

NAS LEMORE HOURLY HOMES PROGRAM (HHP)—BY SUSAN NADOLNY, CDH DIRECTOR, NAVAL AIR STATION LEMORE

In response to a needs assessment survey and input from a focus group of parents and Command representatives, the Child Development Homes Program at NAS Lemoore, launched a new hourly child care provider program for day, night and weekend care. The Hourly Home Program is designed to meet parents child care needs for:

- Medical appointments
- Fitness
- Social events
- Volunteer opportunities
- FFSC classes
- Shopping
- Time away
- School
- An evening out
- Pre-Deployment Briefs

We have always had drop in care providers, yet parents wanted something more specific. This is a pilot

program designed to meet the unique needs of military and DOD families. Essentially the parents come to our office and complete the paperwork and then make reservations through a hotline and CDH staff book dates and times as requested by the parents for care.

A ceremony was held Tuesday, 22 April, to celebrate the three providers who assisted in building the program specifically to hourly care. The providers received 12 additional hours of training above and beyond what is required of other CDH Providers. Each provider received a \$500 incentive award, a certificate and letter from the Commanding Officer. Thanks goes out to Tina Rube, Mildred Colon and Christina Quintero for providing a much needed service to military parents.

Here are a few pictures from the celebration:



SIGNS OF STRESS IN YOUNG CHILDREN

Generally the world of young children is predictable, stable and full of dependable people. Any disruption in stability causes stress. Having a parent gone from home for a long period of time, watching news of war, seeing a parent cry, can be stressful for young children.

The two most frequent indicators that children feel stressed are regression to behaviors from an earlier stage of development (i.e., thumb sucking, lapses in toilet

training) and changed behavior.

Parents can help children deal with stress by:

- Developing good adult coping and self-care skills
- Listening to children's concerns and questions
- Answering questions and talking to children **in words they can understand**
- Collaborating with caregivers—

keeping caregivers informed of events in the child's life

- Maintaining consistent routines

If you believe your child is suffering from excessive withdrawal or is not responding to special attentions, please seek professional assistance.

MONTH OF THE MILITARY CHILD—BY JOYCE WOOLMAN, CDC DIRECTOR,
NAVAL SUBBASE BANGER, WASHINGTON

This year Subbase Bangor’s Child Development Center and Life Skills Readiness Program celebrated military children and the special part they play in our lives by having a luau luncheon. To help us honor our children Capt. Duane Baker—Subbase Commanding Officer, Dave Gonzalez—Community Service Director, and Vickie McKenna—Children and Youth Program Administrator attended the event. I wish to share some pictures from this special occasion.



PROVIDER APPRECIATION DAY CELEBRATION—
SUBMITTED BY KRISTA THOMAS (CDH DIRECTOR)

Here are some photos from our Provider Appreciation Day Celebration. The event was held on 8 May 2003 at the Club at Naval Weapon Station Charleston SC from 1700-1930. Caregivers from CDC, CDH, and SAC were invited. Our turnout was fantastic! The CO Attended and personally visited with each family before speaking to the group at 1730. After appetizers and cake, each provider was given an insulated lunch bag that said, “I’m Appreciated”.



ICELAND’S GREAT ADVENTURES—MAKING SOME FAMILY MEMORIES DURING THE MONTH OF THE MILITARY CHILD (NAS KEFLAVIK)

To celebrate the Month of the Military Child, MWR’s Youth Services division at NAS Keflavik Iceland, put together a family oriented program in which they called, “Iceland’s Great Adventures!”

Families were encouraged to choose among several activities they would like to do and the order in which they’d like to do them. They were given directions on where to go, how to get there, what items to bring along, and what to do when they arrived.

Each activity had a treasured item and/or questions to be answered about the activity. The families were to bring the items or answered questions back to the Youth Services department in a packet for verification. The number of activities that the families participated in determined which prizes they would be eligible for in the prize drawing at the end of the month. On Saturday, April 26, the

program concluded with an “Iceland Adventurers Party” at the Polar Roller Rink. The party consisted of food, face painting, bouncy toys, and prizes to be won. The treasures collected from the family adventures were put together into a collage for each family to take home and remember forever.

Parent participation was required during all Iceland Adventure Activities. The activities included:

- Attending the Harry Potter movie
- Hiking on Keflavik walking paths
- Going to the Nature Center
- Going to the Keflavik pool
- A day trip to the lake and exploring the mud pots.
- Going to the Sandgerdi Lighthouse

- A trip to the Hafnir Aquarium
- Going on a fishing trip off the coast of Iceland
- Taking a trip to the Icelandic Zoo
- Going Ice Skating
- Roller Skating at the Polar Roller Skating Rink (on base)
- Visiting the library
- Taking a trip to the Bridge Between two Continents (America and Europe)
- Family bowling at Artic Bowl (bowling ally on base)

This was an excellent way to encourage parents to take their children out into the community and learn about the Icelandic culture or attend some activities on base together as a family.



Riley—Art Exhibit



Movie—Harry Potter 2



Bridge Between Two Continents—Europe & America



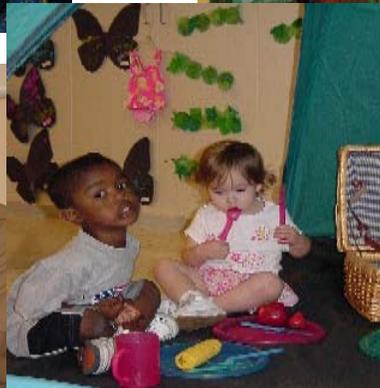
Art Exhibit



B1

BEACH WEEK AT NAVAL WEAPONS STATION SOUTH CAROLINA— SUBMITTED BY PAMELA SCHWARTZ (TRAINING & CURRICULUM SPECIALIST)

The Toddler One class changed their dramatic play area into an outdoor oasis. They added indoor / outdoor grass, a shade tent, a small swimming pool and a couple of children's lounge chairs. They filled their indoor water table with sand and the children built sand castles. The children were encouraged to wear summer clothing (i.e., bathing suits, shorts, tank tops and sandals) during the week. Even the caregivers, Ms. Denise and Ms Corina, dressed for the theme. On Wednesday, parents were invited for a cook-out lunch. Hotdogs, baked beans, corn chips and assorted fruit were served. We had 12 out of 14 parents attend the event.



**Community Support
Branch**

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Enthusiasm and drama helps
your finger plays become alive
and makes for a successful circle
time activity,

FINGER PLAY SUCCESS BY *UNCLE WAYNE WATKINS @ WWW.EDUCATION-WORLD.COM

I love a good finger play. The combination of hand gestures and poetry creates a nice learning opportunity to share with children. This is my formula for successful finger plays:

1. Create an enthusiastic presentation.
2. Memorize and practice the finger play beforehand.
3. Pretend a sense of wonder and excitement when you present it
4. Be dramatic.
5. Have fun.

Try the above formula on one of my favorite

finger plays:

THREE BALLS

A little ball,

(form small ball with just your hand)

A bigger ball,

(form larger ball rounding your arms)

A great big ball I see

(form largest ball spreading arms wide)

Are you ready?

Now let's count them

Lit'le Children

Who will sing the songs with I am gone?

When I am gone who will sing?

Who will smell the flowers that bloom next spring?

Lit'le Children.

Who will trample down the winter's snow?

Who will watch the trees continue to grow?

Lit'le Children.

Who will dig the hole and plant the seeds?

Who will harvest the fruit and supply its own seeds?

Lit'le Children.

Who will catch the raindrops in this hands?

Who will grow up to become a woman or a man?

Lit'le Children.

Who will watch the sun get up at dawn

(at dusk it disappears)?

Who will watch the changing moon throughout the changing years?

Who will read the books and turn the pages?

Who will become the wise men and the sages?

Lit'le Children.

Who will cry and smile and laugh and live?

Who will love and grow and share and give?

Lit'le Children.

And when they grow old and become sixty-five,

Who will keep their memory songs alive?

Lit'le Children.

One, two three

(form each ball as you count them)

Following the formula transforms "Three Balls" from an apparently simple, "count to three" finger play, into an exciting lesson in geometry, science, and math. The three balls become marvelous geometric solid spheres. As they increase in size, they get heavier and more difficult to hold. Finally, everyone enthusiastically counts them to find the quantity. And all that is accomplished with those six little lines!

*Several ideas of "Uncle Wayne" have been included in this addition of Small Hands. Wayne Watkins has been an early childhood educator since 1974 and a children's entertainer since 1990. He loves singing and dancing with children and sharing what he has learned with other adults.