



Thursday Notes from the Northeast Key

a program of CSC, Inc.



February 4, 2010

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Northeast Key News

Second Friday Conference Call



Mark your calendar for the Second Friday Conference Call

February 12, 2010 – 10:00 am to 11:00 am - Quality Circle Meeting topics will be discussed
March 12, 2010 – 1:00 pm to 2:00 pm
April 9, 2010 – 1:00 pm to 2:00 pm
May 14, 2010 – 3:00 pm to 4:00 pm
June 11, 2010 – 8:00 am to 9:00 am

If you have suggestions for a topic to discuss please feel free to email your suggestions to bgambone@cscinc.org. To register for these conference go to http://www.surveymonkey.com/s/Second_Friday_Conference_Call and complete the information in the survey. You can register for one or for all of the Second Friday Conference Calls. Once you have registered you will receive an email prior to the call which will give you the Call-In Number and Pin.

As of right now standard long distance charges apply when joining the Conference Call. We are in the process of exploring other options to help alleviate this cost to you. We hope we will be able to find an option that will work for you and our budget.

Quality Circle Meetings

The Northeast Key Invites you to a Quality Circle Meeting

We have had some fantastic ideas from the Early Learning and School Age directors and staff in the past. They have all helped guide the design of our services. Let's get together to share your ideas, suggestions and recommendations on how we can better meet your needs. Tell us what you think about Professional Development, Technical Assistance, STARS preparation activities, newsletters and more. Contribute to our plan for next year! Choose from an a.m. or p.m. session.

Lehigh Valley

February 8, 2010 – 9:00 am to 10:30 am

Or

February 8, 2010 – 7:00 pm to 8:30 am

Community Services for Children, Inc.
Fowler Building
1520 Hanover Avenue
Allentown, PA 18109

Bucks County

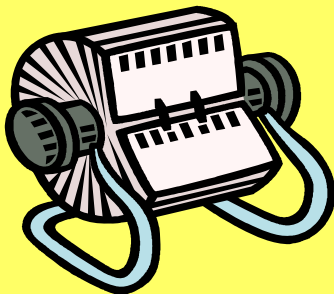
March 4, 2010 – 7:00 pm to 8:30 pm

Tabor Children's House
601 New Britain Road
Doylestown, PA

**** For more information, please see the attached Quality Circle Meeting Flyers (Lehigh, Lackawanna, and Bucks). This information will also be on the website under the Thursday Notes section. ****



Northeast Regional Key Staff Directory



Many of you should have received a mailing from the Northeast Regional Key in January. In this mailing you received a lot of great information. One of the pieces in this mailing was the Northeast Regional Key Staff Directory. We have had to make some updates to the Directory since you received it in the mail. **Please replace the attached copy with your current copy.**

Help Rename Thursday Notes

Enter to WIN!!!



The Northeast Regional Key is looking to rename our “Thursday Notes” and we’d like to hear from you!

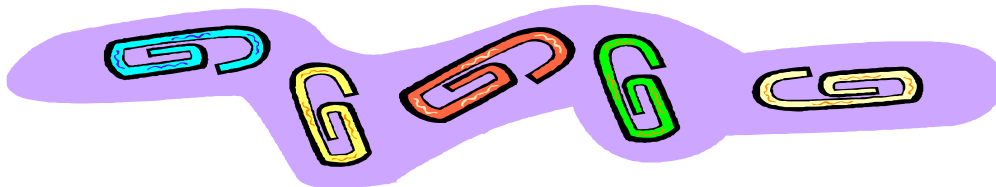
Got an idea?

Send us your ideas by completing the attached “Rename Thursday Notes Form”.

If your name is selected, you will win a **FREE** two-hour professional development at your site for up to 30 staff!

Send your ideas to Beth Gambone at bgambone@cscinc.org or fax your “Rename Thursday Notes Form” to 610-432-5700 attention Beth Gambone by February 19th.

We are looking forward to hearing your wonderful thoughts!



DPW News

The Office of Child Development and Early Learning recently transferred Berks County programs from the Northeast Region Certification Office to Southeast Region Certification office. Berks County regulated programs will be receiving information from OCDEL regarding the change. In the mean time Berks County programs are encouraged to contact the SE Region Bureau of Certification when they have a question. The SE Office is located at 801 Market Street, Suite 5132, Philadelphia PA 19107 or they can be reached at 215-560-2807, 215-560-2808, 215-560-2541, or 1-800-346-2929.

This change is solely for licensing purposes. Child Care providers in STARS are asked to continue to call the NE Key if you have questions regarding STARS applications or renewals, scheduling your designation or professional development your STARS Manager will not change. Berks County programs as well as Bucks County programs are served by the SE Regional Certification office and the Northeast Regional Key. The NE Key will continue to partner with the SE and NE Certification Office regarding our work in Keystone STARS.

Early Learning and SAC programs will be receiving more information in the future regarding the transition. Watch for it in your mail!

Learning Communities

Learning Communities are back!

The Learning Communities provide Directors an opportunity to meet other Directors that are using the STAR Standards to enhance the quality of their Early Learning/School Age Program. Learn from other Directors and pick up tips on how to integrate the standards into your daily practices.

Check the schedule under the Learning Communities section on the website to see when there will be one in your area. If you have a topic you would like covered in a Learning Community, please contact your STARS Manager.

Visit the Learning Community section on the website for a list of future meetings.

Professional Development Activities

Director Seminars

You spoke ~ we listened!

You requested professional development activities just for directors! Check out the following Director Seminars that have been planned just for you! (Please note staff interested in being a director or with some director level responsibilities are encouraged to attend.)

March 13, 2010 - Director Seminar: Embracing Change in the Early Learning and School Age Environment

9:00 am-2:30 pm CSC/NE Key, Allentown, PA

March 26, 2010 - Director Seminar: Boot Camp for Early Care and Education Directors on Administrative Issues

9:00 am-2:30 pm CSC/NE Key, Allentown, PA

April 22, 2010 - Director Seminar: Navigating the Higher Education Landscape with Your Staff

9:00 am-2:30 pm, Marywood College, Scranton, PA

April 28, 2010 - Director Seminar: Stress and Wellness in the Early Childhood Environment and There's Never Enough Time!

9:30 pm-3:30 pm, CSC/NE Key, Allentown, PA

May 14, 2010 - Director Seminar: Your Leadership Style!

9:00 am-2:30 pm, CSC/NE Key, Allentown, PA

May 15, 2010 - Director/Owner Seminar: L.E.A.P. Retreat: Leadership Empowerment Action Project!

9:00 am-6:00 pm, Northampton Community College, Tannersville, PA

Cost: \$25.00 includes lunch

Register Early! Space is Limited!!

Register online at www.pakeys.org. Questions contact Sheila Rapchak at 800-528-7222, ext. 2311

****For more information please see the "Director Seminars 2010 Flyer"*****

Reducing the Risk of SIDS in Child Care

A FREE 1 Hour Course is now available for you and your staff on *Reducing the Risk of Sudden Infant Death Syndrome (SIDS) in Child Care*. This new, on-line module was created for anyone who cares for infants and is available anytime from your computer at home or work.

You will learn how to create a safe sleeping environment, identify behaviors that increase the risk of SIDS, and learn about the resources that can help you reduce the risk of SIDS for the infants in your care. Participants will receive a certificate of completion and may submit this for a professional development certificate for 1 hour.

For instructions for this free course, see below.

Reducing the Risk of SIDS IN CHILD CARE

The American Academy of Pediatrics (AAP) Healthy Child Care America is pleased to announce the release of a new online module on *Reducing the Risk of Sudden Infant Death Syndrome (SIDS) in Child Care*! Based off of the AAP Reducing the Risk of SIDS in Child Care Speakers Kit, this **FREE** course is designed to educate everyone who cares for babies, including child care providers, health care professionals, parents, grandparents, and relatives.

In 1 hour, participants will learn how to create a safe sleep environment to reduce the risk of SIDS and other sleep related deaths. With an easy to use format, this course is available 24/7 from your home or office computer. Child care providers will receive a certificate of completion for 1.0 contact hour. Health care professionals can also receive credit (see flyer for details).

For instructions on how to access this **FREE** course, visit www.healthychildcare.org/pdf/SIDSmoduleflyer.pdf. Feel free to disseminate this flyer to anyone who cares for infants!

For more information and materials on how to reduce the risk of SIDS, visit www.healthychildcare.org/sids.html.

The Reducing the Risk of SIDS in Child Care online module is supported by Grant No. U46MC04436 from the US Department of Health and Human Services, Child Care Bureau and the Health Resources and Services Administration, Maternal and Child Health Bureau, to the AAP.

Professional Development At A Glance

**We have attempted to pull all of the Professional Development Events on the PA Keys website that are taking place February 8, 2010 to March 14, 2010. To view this list, please see the Professional Development Section on the CSC Website or visit www.pakeys.org to see a complete listing of all upcoming Professional Development Events and to Register ** We have also heard your suggestions and have included the Knowledge Area and Competency Level for each of the events. Hope you find this format helpful.



Professional Development Online Calendar

Have you moved? Has your email changed? Are you a Director?

If you answered yes to any one of these questions it might be good to go on to the PA Keys Website at www.pakeys.org and check your Personal Information.

How do I do that? It's very easy.

1. Log In to the Intranet
2. Click on "Update My Info" on the left side
 - ✓ Email
 - ✓ Child Care Facility
 - ✓ Address
 - ✓ Birth Date
 - ✓ Social Security Last 5 Digits
 - ✓ Position
3. Once everything is update Click "Save Changes"



Did you know?

Professional Development Organizations and Instructors sometimes send information out through the PA Keys Website to the individuals registered for Professional Development Events

If you don't have an email listed you may miss out on important information regarding the training, for instance if the training is cancelled. The website also sends out email confirmations for those who have an email listed.

Director's can register staff members online for Professional Development Events

If you are listed as the Director or Supervisor under "Position" on your Personal Information page on the website you are able to register one or all of your staff for Professional Development Events.

Early Childhood Mental Health



NE Early Childhood Mental Health Consultants are available to help you with children at your site. For more information about the project or to speak with one of our consultants please call:



1-800-528-7222 or 610-437-6000

Mary Jo Mastriani, extension 2320

Berks, Bucks, and Lehigh Counties

Kelly Miller, extension 2302

Carbon, Lackawanna, Luzerne, Monroe, Northampton, Pike, Schuylkill, Susquehanna, Wayne, and Wyoming Counties



February ECMH Conference Call!!

Wednesday, February 17th

1:00 pm – 2:00 pm

From the comfort of your own environment, while the children are resting, join Kelly for this month's early childhood mental health conference call. For the first 15 minutes, she will discuss the importance of determining the meaning of a child's challenging behaviors. She will provide you with some questions to ask as you seek to find the answers to what the child may be trying to tell you. You can join her for the entire hour or just phone in with a question or concern you have around mental health issues and children.

The call-in number is

1-218-862-1000

(Please note the call-in number has changed)







Access Code: 157031#

(Standard Long Distance Charges Will Apply.)










**** Please see the ECMH February Conference Call flyer under the Early Childhood Mental Health section on the website****

Building Positive Teacher-Child Relationships



Positive teacher-child relationships are important because:

-  They influence a child's emotional, cognitive, and social development
-  They help children develop secure relationships with other adults
-  They help children develop good peer relationships
-  They help reduce the frequency of behavior problems (e.g., tantrums)
-  They help children develop positive self-esteem
-  They can result in higher rates of child engagement

When interacting with young children, remember to:

-  Engage in one-to-one, face-to-face interactions
-  Get on the child's level for face-to-face interactions
-  Use a pleasant, calm voice and simple language while making eye contact
-  Provide warm, responsive physical contact
-  Follow the child's lead and interest during play
-  Help children understand classroom expectations
-  Redirect children when they engage in challenging behavior
-  Listen to children and encourage them to listen to others
-  Acknowledge children for their accomplishments and effort

Positive teacher-child relationships include:

-  Consideration of the individual needs and interaction styles of young children
-  Consideration of the children's and families' cultural, linguistic, and ethnic backgrounds



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Understanding Developmental Differences

Dana started walking when she was 10 months old; Carrie didn't walk until she was 15 months. Alex talked in full sentences by 2 years; Justis said only a few barely understandable words by age 2. There is nothing unusual about these differences between children and most parents and caregivers know this. Even so, parents often worry if their children don't reach certain developmental milestones when they think they should, and caregivers often have unrealistic expectations of children and create learning environments that treat everyone the same or don't encourage each young child to grow and learn in his or her own unique way.

Tips for parents:

- Take advantage of resources that describe normal child development and list major developmental milestones by age. Often the milestones are listed by "developmental domains," such as physical development, social and emotional development, thinking skills and communication skills.
- Trust your own instincts and ask questions if you sense that your child's development doesn't seem normal
- Listen to expressions of concern from people who work with and regularly observe your child; they might be able to be more objective than you can.
- Enjoy each stage of your child's development and remember that, unless there are definite developmental delays or other problems that need to be addressed, eventually he or she will catch up to others (for example, once your child starts talking, he or she might never stop!).

Tips for caregivers:

- Understand and apply the concept of "developmentally appropriate practice" as defined by the National Association for the Education of Young Children.
- Create environments in early learning and child care centers that don't expect every child to do the same thing at the same time and at the same pace.
- Treat each child as a unique individual, and work to achieve that delicate balance between not expecting children to do more than they can and encouraging them to try new things they couldn't do before.

Resources:

- "Baby and Preschool Stages: Parent and Caregiver Guides to Social and Emotional Development" – development "wheels" available from the Michigan Association for Infant Mental Health, www.mi-aimh.org
- "The ABCs of Child Development," www.pbs.org/wholechild/abc
- "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8," National Association for the Education of Young Children, 2009; <http://www.naeyc.org/positionstatements/dap>



Questions about Infant/Toddler Behaviors

Call:
Mary Jo (ext. 2320) or Kelly (ext. 2302)
at
800-528-7222



Preparing for an ERS Visit.....

Julie Townsend

You have spent months considering new practices and policies to improve quality and now it's time for the ERS assessment. Teachers are ready but nervous! Having a stranger come into your program and follow you around for a few hours can seem nerve-racking. What is important to do is let staff know what to expect when an assessor comes to the program and their purpose for being there.

In order to get an accurate assessment of the program it is necessary for the assessor to have as limited interaction with the staff and children during the observation. The less the assessor disturbs the classroom the better they can observe a "typical day". Assessors understand that a typical day in early childhood programs can have many twists and turns and a new adult the room is not typical. However it is important for everyone to do their best to perform as usual and understand the assessor is there to provide information related to the strides the program has made, as well as areas that can assist the program in being even stronger. As educators we all want to be providing the best services we can for the families in our care and the ERS assessment provides more information to help you accomplish goals.

Assessors will spend anywhere from three to four hours in a room and will do their best to stay out of your way. It is important assessors have access to all areas children may utilize both indoors and outdoors. Assessors may also open any unlocked cabinets or drawers located in these spaces. Children are generally curious about the assessor so it's a good idea to prepare them ahead of time and explain that the assessor's job is to watch them "play" but that the assessor cannot play with them. If children approach an assessor, the assessor will generally try to have very little interaction with them. The assessor will briefly explain her role and walk away so the child is encouraged to return to normal classroom activities. Assessors spend a good deal of time writing on their tablet computers because they need to record what they have observed and heard. This also includes logging materials in the room and documenting the spaces used by children; as much information as possible must be noted during the observation to provide an accurate summary report.

At the end of the observation the assessor will need to meet with one of the primary teachers in the classroom. The interview process consists of questions the assessor needs clarity on simply because not all practices are readily observable. The conversation that takes place may cover scheduling, materials, program policies and other information teachers will be familiar with. It may be helpful to do a mock interview with teachers during self-assessments or in staff meetings to help staff feel more comfortable and have a better understanding of the types of questions that will be asked.

The most important thing to remember is that the assessor's role is to help programs meet quality goals. After all it's all about what is best for the children!



Preparando para la visita ERS...

Written By Julie Townsend

Translated By Lynette Navedo

Ha pasado meses teniendo en cuenta las nuevas prácticas y políticas para mejorar la calidad y ahora? Es tiempo para la evaluación del ERS. Los maestros están listos, pero nervioso! Tener un desconocido entrar a su programa y que por sigúan por unas pocas horas puede parecer exasperante. Lo que es importante hacer es comunicar con los maestros para que ellos sepan qué esperar cuando se trata de un evaluador del programa y su objetivo para estar allí.

Para obtener una evaluación precisa del programa es necesario para que el evaluador tenga limitada interacción con los maestros y los niños durante la observación. Lo menos que el evaluador perturba la clase lo mejor se puede observar un día típico. El evaluador entiende que un día típico en los programas de la primera infancia puede tener muchas vueltas y no es típico tener un desconocido en su programa. Sin embargo, es importante que todos hagan su mejor esfuerzo para llevar a cabo como de costumbre y comprender el evaluador está allí para juntar información relacionada con los avances que el programa ha realizado, así como las áreas que pueden ayudar el programa de ser aún más fuerte. Como educadores, todos quieren ofrecer los mejores servicios que podemos para las familias de nuestro programa y la evaluación del ERS tienes más información para ayudarle a lograr sus metas.

Los asesores pasarán de tres a cuatro horas en su clase y harán todo lo posible para permanecer fuera de su camino. Es importante para el evaluador tienen acceso a todos los áreas los niños pueden utilizar tanto en interiores como al aire libre. El evaluador también puede abrir cualquier desbloqueado armario o cajones situados en estos espacios. Los niños son generalmente curioso por quien es el evaluador. Una buena idea para preparar con anticipación y explicar que es el evaluador. Explicar e trabajo es verlos. Pero que el evaluador no puede jugar con ellos. Si los niños se acercan al evaluador, el evaluador en general, tratar de tener muy poca interacción con ellos. El evaluador puede explicar la ración para estar en su espacios que el niño se anima a volver a las actividades de clase normal. El evaluador vas a pasar una buena cantidad de tiempo escribiendo en sus equipos y Tableta, porque necesitan para registrar lo que han observado y oído. Están también incluye el registro de materiales en la habitación y la documentación de los espacios utilizados por los niños; tanta información como sea posible debe tenerse en cuenta durante la observación que presente un informe resumen exacto.

Al final de la observación el evaluador tendrá que cumplir con uno de los maestros una entrevista. El proceso de entrevista consta de preguntas formuladas por el evaluador necesita claridad sobre simplemente porque no todas las prácticas son fácilmente observables. La conversación que tiene luego puede cubrir la programación, los materiales, las políticas del programa y los profesores otra información se conoce. Puede ser útil hacer un simulacro de entrevista con los maestros durante las autoevaluaciones o en reuniones de personal para que el personal se sienta más cómodo y tener una mejor comprensión de los tipos de preguntas que se le realizarán.

Lo más importante para recordar es que el evaluador función es ayudar a alcanzar los objetivos de los programas de calidad. Todos de nosotros queremos lo mejor para los niños!

