

DINIYOTHLI KANOHEDA

(Dee-nee-yoth-lee Kaw-no-head-ah - Children's News)

Volume VIII, Issue X

OCTOBER 2004

GUIDANCE AND DISCIPLINE IN SCHOOL-AGE CHILD CARE PROGRAMS

Working with school-age children can be a wonderful experience. It can also be very challenging. During the elementary school years, children learn to think in new ways and to work independently. They develop strong friendships with one another and begin to take on adult roles. However, children's abilities to handle new situations and to interact with others remains limited during this period. They have difficulty understanding the needs and feelings of others. In striving for independence, they often challenge authority.

If left unchecked, these natural tendencies of school-age children can lead to power struggles, hurt feelings, and injuries in the child care setting. In contrast, children can gain skills for interaction in positive ways with those around them if adults utilize effective guidance and discipline techniques.

INDIRECT AND DIRECT GUIDANCE

What is "guidance?" The term, "guidance," refers to all the ways adults encourage positive behavior in children. An important part of guidance is arranging the physical environment—the program offered and the expectations set by adults so as to avoid problems in the first place. This is called "indirect guidance." Part I of this two-part series will focus on indirect guidance techniques.

"Direct guidance" is providing physical and verbal guidance such as modeling appropriate behavior, redirecting, problem solving, and using consequences. It is important to note that guidance for older school-age children may be different than dealing with younger children. Due to their intellectual and social growth, older children tend to challenge adults' authority on a more frequent basis. Older children tend to be less egocentric, or better able to consider feelings and needs of others than younger children. Because the reasoning ability of an older child is improved, the child can identify and evaluate alternative actions. Also as a child grows older, we expect the child to act in a more mature, adult-like manner. Part II of this series (available in *School-Age Connections*, Volume 13, Issue 4) will focus on direct guidance techniques.

PROMOTING POSITIVE BEHAVIORS

Children's behavior is influenced strongly by the people and the environment around them. In a child care setting, four aspects of the environment greatly influence how children behave. These include physical space, program activities, caregiver expectations, and caregiver responses to children's appropriate behavior.

PHYSICAL SPACE

Space, and how it is arranged, is a powerful regulator of behavior for both children and adults. A wide-open field encourages running. A picket fence invites you to run your hand along the top. An over-stuffed chair is made for relaxing. In an after-school program or family day home, careful attention must be given to how the space is arranged and the expectations children have about how the space may be used. Misbehavior can be reduced by paying careful attention to space. Tips related to the management of physical space include:

- ✧ Establish boundaries. Use dividers or tables.
- ✧ Provide a quiet area. Rugs, pillows, and soft chairs help children relax.
- ✧ Label spaces. Use verbal or visual labels such as "game area" or "project area" to help children understand how space should be used.

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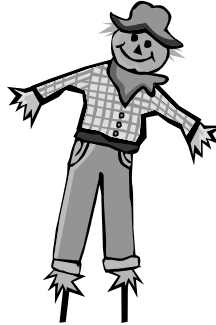
O-SI-YO

by Tina Smith
Resource and Referral Specialist

Remember! We are open for extended hours one Saturday morning and one Tuesday evening each month. Come visit us and become more familiar with our services!

Saturdays 9:00 am—12:00 pm
October 9
November 13
December 11

Tuesdays 5:00 pm—8:00 pm
October 19
November 16
December 21



CHILD CARE CONFERENCE VINITA—Saturday, October 23

Sponsored by
Oklahoma Cooperative Extension Service and
Oklahoma Department of Human Services

For more information contact:
Tari Lee, Craig/Nowata Co. OSU Ext. 918-256-7569
Kathy Enyart, Ottawa/Delaware Co. OSU Ext. 918-542-1688
Janet Kleeman, Mayes Co. OSU Ext. 918-825-3241
Julia Teel, Delaware Co. DHS 918-253-4213
Terry Wadley, Craig/Nowata Co. DHS 918-256-8711

YOU THINK THAT ONE VOTE DOESN'T MAKE A DIFFERENCE?

In 2000, George W. Bush was elected President by winning the state of Florida by **537 VOTES**.

In 2000, Al Gore won the popular vote by a margin of only **.51%**.

In 1994, Congressman Sam Gejdenson (D-CT) was re-elected to the United States House of Representatives by **21 VOTES**.

In 1997, A Vermont State representative was seated as an apparent one-vote-winner, **570 to 569**. He resigned when the State House determined, after a recount, he had actually lost to his opponent **BY ONE VOTE**.

In 1989, a Lansing, Michigan School District funding proposition failed after a recount produced a tie vote **5,147 FOR AND 5,147 AGAINST**. This resulted in a school district budget reduction of \$2.5 million.

In 1994, two candidates tied for a seat in the Wyoming House of Representatives with **1,941** votes each. A recount produced the same result. The winner was declared when **A PING-PONG BALL BEARING HIS NAME WAS PULLED FROM THE GOVERNOR'S COWBOY HAT** in a drawing before the State Canvassing Board.

THINK AGAIN!

Information adapted from: The League of Women Voters



DINIYOTHLI KANOHEDA
Child Care Programs



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Oklahoma Child Care
RESOURCE & REFERRAL ASSOCIATION, INC.

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THE PROGRAM

A second major regulator of children's behavior is the program that is planned, which includes the activities offered to the children. Discipline problems are far less likely to occur when an interesting, varied, and well-planned program is planned for the children.

Guidelines for program planning include:

- ✧ Establish predictable schedules. A good program is organized and predictable; children can handle transitions better when they know what activity consistently follows another.
- ✧ Provide choices. Misbehavior is minimized by recognizing different interests and abilities in children; allow them to choose among activities.
- ✧ Offer appropriate activities. Activities offered must be suitable for each age group; consider the age and developmental stages of the children when you plan. Different activities will need to be offered to younger and older children, or a single activity can be modified for differing abilities of each age group. The goal of activities may be different for younger and older children. Five- to seven-year-olds tend to be process oriented and often want to experiment and practice new skills. Older children tend to be product oriented. They want to do a good job and finish the project. They also want the activities to be meaningful and "adult-like" - "real" art that can be framed and hung, or "real" woodworking projects that can be used.
- ✧ Carefully plan activities. One of the major causes of inattention, wandering, and fighting over materials during activities is the lack of adequate planning. Before activities take place, assemble all materials needed, provide enough supplies and equipment so children won't have to wait long periods, and allow for those who finish early. It is also helpful to provide advance notice of clean-up time.

THE EXPECTATIONS

The third way to promote positive behavior in children is to set clear expectations about what is and is not allowed. Keys to establishing class rules include:

- ✧ State rules in the positive. Rules should tell children what to do rather than what not to do. A rule such as "No yelling" tells children little about how they should act; instead, the rule "Use quiet voices inside, loud voices outside" provides clear expectations for their behavior.
- ✧ Give reasons for rules. Children need to understand why the rules are needed. Relate the rule to children's past experiences. For example, in discussing name calling, have them talk about how they felt when someone called them a name.
- ✧ Post classroom rules. Involve the children in establishing rules, and help them understand why they are necessary. Doing this will give the children ownership in the rules, and they will be encouraged to regulate their own behavior. Writing down the rules and putting them up where all can see will help them remember the rules, reduce arguments over the rules, and encourage them to regulate their own behavior.

RESPONDING TO CHILDREN'S POSITIVE BEHAVIOR

A fourth—and perhaps most important—method of promoting positive behaviors in children is praising their appropriate behavior. It is important for children to learn that there can be positive consequences associated with their decision to act appropriately. All too frequently, we comment on negative behaviors and ignore the positive.

Be sure to comment on positive behaviors you see. Rather than say, "You're being good today," say, "You're sharing the block very nicely with Kevin. Kevin looks like he is enjoying playing with you."

Let the children know their behaviors have a positive effect on you. You could say, "Mary, I really appreciate you bringing all the balls in today. It gave me more time to get ready for making ice cream."

"Reprinted with permission from the National Network for Child Care—NNCC—Green, S. (author), 2004. *Guidance and Discipline in School-Age Child Care Programs (Part I)*. Source: *Quality School-Age Child Care: A Manual for Trainers*. Texas Agricultural Extension Service, The Texas A&M University System, 1993. School-Age Connections, Vol. 13, Issue 3, 2004. College Station, TX: National Network for Child Care at Texas A&M University.

To find more excellent articles related to child care visit <http://fcs.tamu.edu/families/childcare>



OCTOBER TRAINING

October 2,5,7 & 9

CARL ALBERT STATE COLLEGE—SALLISAW

Time: Weeknights 6:00 pm—8:30 pm
Saturdays 9:00 am—5:00 pm

Director Survival Training (Administration and Management Training, 20 hours) - Focuses on moving directors to a new level of leadership. This course includes information about the family, director style, creating a vision and implementing it in to the policies and procedures. Also this course incorporates the STARS, ECERS, and OASP project information to provide the director the tools to move the facility to the next Star level. Trainer: Shawn Woodward. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

October 7,12,14 & 19

CCRC—TAHLEQUAH

Time: 6:00 pm—8:30 pm

Child Development II (content area #7, 10 hours) - Focuses on four aspects of development—physical, mental, social and emotional. The content shares information on observing and recording children's development; emphasizes careful observation of behaviors indicating growth; provides suggestions for enriching development through play; gives specific assistance on supporting play for each aspect of development. Trainer: Gaynia Jones. **Fee: \$10 Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6239 to register.**

October 6,13,20,27 & November 3

MUSKOGEE—MRMC

Time: 6:00 pm—10:00 pm

ELCCT (Entry Level Child Care Training) (content area #6, 20 hours) - Introduction to child care training. The course provides new and/or future child care professionals with knowledge needed to provide quality care for young children while helping each individual child develop to his or her full potential. The course contains information and learning activities that stress the importance of the caregiver and child care work. **Fee: \$20 Please contact Sherry Grooms, MRMC at (918) 684-2448 for registration information.**

October 23,26,28 & 30

CARL ALBERT STATE COLLEGE—SALLISAW

Time: Weeknights 6:00 pm—8:30 pm
Saturdays 9:00 am—5:00 pm

ELCCT (Entry Level Child Care Training) (content area #6, 20 hours) - Introduction to child care training. The course provides new and/or future child care professionals with knowledge needed to provide quality care for young children while helping each individual child develop to his or her full potential. The course contains information and learning activities that stress the importance of the caregiver and child care work. **Fee: \$20 Please contact Shawn Woodward at (918) 427-6131 for registration information.**

October 26

CCRC—TAHLEQUAH

Time: 6:00 pm—7:30 pm

Cherokee Thanksgiving Cultural Ideas—A fun workshop that covers Cherokee culture and Thanksgiving. Includes hands-on ideas to use in your lesson plans. Be ready to get involved. Trainer: Gaynia Jones. **Fee: \$5. Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

October 28, November 4 & 11

HALL HALSELL ELEMENTARY—VINITA

Time: 6:00 pm—9:20 pm

Introduction to Nutrition (content area #1, 10 hours) - Presents information on food groups, dietary guidelines and effects of nutrition on health and growth. Explores meal planning, serving sizes, and tips for feeding infants and toddlers. Suggests ways to guide mealtimes with children who are challenging eaters and for children with allergies. Provides activities and tips for classroom cooking experiences with young children. Trainer: Vicki Towes. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

TIC-TOC TRAINING

(Training Inclusive Childcare = Terrific Opportunities for Children)

Tic-Toc training is a series of regional skill-building workshops designed to assist child care providers to feel competent about including children with disabilities in typical child care settings.

Tulsa	November 6	9:30 am—4: 30 pm	Individuals with Disabilities Education Act (IDEA) —Where Childcare Providers Fit
Tulsa	December 4	9:30 am—4:30 pm	Including Children with Disabilities in Child Care Setting
Ada	November 6	9:00 am—4:00 pm	Including Children with Disabilities in Child Care Setting
Ada	December 4	9:00 am—4:00 pm	Working with Children with Disabilities who have Challenging Behaviors I
Oklahoma City	November 6	9:00 am—4:00 pm	Working with Children with Disabilities who have Challenging Behaviors I
Oklahoma City	December 4	9:00 am—4:00 pm	Individuals with Disabilities Education Act (IDEA)—Where Childcare Providers Fit

For questions about registration, contact Pat Diaz at (405) 271-1836, or by e-mail at tic-toc@ouhsc.edu

NOVEMBER TRAINING

November 2,4 & 9

TAHLEQUAH—CCRC

Time: 6:00 pm—9:20 pm

Families and Child Care: A Team for Children (content area #4, 10 hours)—Provides caregivers with insights for developing strategies to work more effectively with the parents and families of children in their care; assists in fostering an attitude of better understanding and spirit of cooperation between parents and caregivers. Trainer: Gaynia Jones. **Fee: \$10 Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

November 2,4,9 &11

MUSKOGEE—MRMC

Time: 6:00 pm—8:30 pm

Daily Program for Infants and Toddlers (content area #5, 10 hours)—Discusses stages of development and basic needs in nutrition, feeding, sleep, and toilet training. Suggests appropriate play activities and toys. Suggestions to construct a daily program schedule. Trainer: LaDonna Cooper. **Please contact Sherry Grooms, MRMC at (918) 684-2448 to register.**

November 18,22 & 29

VINITA—HALL HALSELL ELEMENTARY

Time: 6:00 pm—9:20 pm

Movement Experiences (content area #2, 10 hours)—A methods class on how to provide movement experiences in a daily program for young children. Includes classroom learning activity cards. Trainer: Vicki Towes. **Please contact the Child Care Resource Center at (918) 458-7613 or 1-888-458-6230 to register.**

Location Information

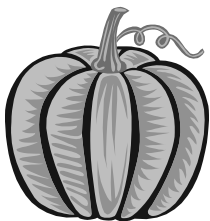
*Carl Albert State College—Sallisaw Campus is located at 1601 S Opdyke in Sallisaw.

*The Cherokee Nation Child Care Resource Center is located in the James Danielson Children’s Village in Tahlequah.

*Hall Halsell Elementary School is located at 402 W Clyde in Vinita.

*Muskogee Regional Medical Center (MRMC) is located at 300 Rockefeller Drive.

Cherokee Nation facilitates training by recruiting educators employed by other agencies. Ideas and practices presented are not necessarily endorsed by the Cherokee Nation Child Care Resource Center.



CLASS REGISTRATION CHANGES!

Beginning October 1, 2004 the Cherokee Nation Child Care Resource Center will implement a “**Registration fee**” policy.

The registration form and the registration fee must accompany all enrollment requests. Enrollment must occur at least one week prior to the class. There will be no refunds. You may send a replacement staff person.

The range of fees will vary depending on the type of class. The amount for each class will be listed in the newsletter. (Fees are subject to change.)

Registration confirmation will be by phone or mail. A waiting list will be maintained to fill any vacated slots. If the class is full your fee will be returned to you after the class has started.

Enrollment form:

Name: _____ Phone number: _____
 Address: _____ City: _____ State: _____ Zip: _____
 County: _____ Facility name: _____

Class Title: _____
 Location: _____ Time: _____ Beginning Date: _____ Registration fee: \$ _____

Send registration fee and above form to:
 Cherokee Nation Child Care Resource Center
 Attn: Edna Jones
 PO Box 948
 Tahlequah, OK 74465

MOTIVATING ADULTS TO LEARN

In her **Exchange** article, "Motivating Adults to Learn" (January, 2002), Karen Miller offers these strategies for motivating teachers of infants and toddlers...

*Locate quality conferences in your area that have an infant track and request that the staff attend. Hearing what other centers are doing, especially if it is innovative, usually motivates staff. They develop a sense of collegiality and realize they are not the only ones asked to practice in a certain way. They can gain insights and conviction.

*It's great if you can close your program and send the entire staff to conferences. This is one way of supporting them with time and money and shows you value them. Plus, the break from their ordinary routine can give people new energy.

*Put one staff person in charge of keeping track of in-service training. Peggy Yachel does this for her program and is forever bringing in announcements of classes, conferences, and reading—urging others to take advantage of them.

*Ask staff for input as to what kind of training they'd like brought in to the center.

*Arrange a visit to another center, perhaps where people could see others using a new method or implementing interesting ideas.

*Provide staff with the newest books on infant and toddler care.

*Identify one or two staff members who may be the least resistant and ask them to do a little research/reading on the issue. They will help others to understand what you are trying to do.

*Build on what is known and commonly done by the group and use long-time teachers as class mentors. Ask people to share ideas and questions in writing on group charts. This helps people feel valued and heard.

*Hold a team building workshop at your center. It is a good way to ensure that new people on staff feel supported and included.

*Appeal to staff self-interest. Show them how the new practice will make their jobs easier or more effective.

Taken from **ExchangeEveryDay**, August 12, 2004. Visit their website at www.childcareexchange.com

TIPS ON CUTTING EXPENSES

There are only three ways of making more money doing family child care:

- *Take care of more children
- *Raise your rates
- *Reduce your expenses



Reducing your expenses is probably the easiest of the three to accomplish. Here are some suggestions on how to do this:

*When you shop, you may be able to reduce your purchases if you follow this advice: shop alone, use a shopping list, bring a limited amount of cash with you, set a limit on how much time you will spend in the store, eat just before you shop for food, and don't shop if you are in a bad mood (some people will try to improve a bad mood by spending money).

*Reduce the number of times you eat out with your family. When you do, don't buy drinks at the restaurant. Have a drink at home when you return.

*At least twice a year go through your home to determine what items can be sold at a garage sale or given to a charity.

*Do you have seldom-worn jewelry that could be sold off to pay a debt?

*Request an energy audit of your home to get ideas on how to improve energy efficiency.

*Drive your car until you own it, and then keep it as long as you can after that.

*Before buying anything, ask yourself whether the item is a want or a need.

*Tired of getting all those offers in the mail for credit cards? To remove your name from prescreened credit or insurance offer mailing lists, call 1-888-567-8688. They will contact major credit card bureaus and you will no longer get direct marketing offers. There is no fee for this service.

Taken from **September 2004 Provider Business News**. Visit the website at www.redleafinstitute.org

PROGRAM UPDATES

You can update your child care program information on-line! Go to www.cherokeekids.net and click on the Provider section. Go to Provider Assistance and you will see a list of links. Go to the link, Oklahoma Child Care Resource and Referral Association, Inc., Registration Form. This link will take you to a registration page. You can use this page to register your child care information with the Cherokee Nation Child Care Resource Center and you can also use this page to update any changes in your child care program.

Remember, you can always contact us at (918) 458-7613 or 1-888-458-6230 to update any child care program information.

CPR AND FIRST AID TRAINING

October 6	Tahlequah—EMS Pediatric CPR	Time: 6:00 pm—10:00 pm
October 25	Tahlequah—EMS First Aid	Time: 6:00 pm—10:00 pm
November 1	Tahlequah—EMS Pediatric CPR	Time: 6:00 pm—10:00 pm
November 10	Tahlequah—EMS Pediatric CPR and First Aid (Both for only \$25)	Time: 9:00 am—2:00 pm

**Cherokee Nation EMS began a new cost and payment policy on April 1, 2003.
Pediatric CPR is \$20.00 and First Aid is \$25.00. (FEE IS NON-REFUNDABLE)**

**Pre-payment is required and must be received
at Cherokee Nation EMS 5 days prior to the date of the scheduled training.
A minimum of 8 participants must be registered for the training to be held.
Make payment to Cherokee Nation EMS and mail payment and registration form to:
Cherokee Nation EMS
Attn: Jimmy Summerlin
22114 South Bald Hill Road
Tahlequah, OK 74464**

If you have any questions, please contact Jimmy Summerlin at EMS at (918) 458-5403

PLEASE COMPLETE AND RETURN THE FOLLOWING REGISTRATION FORM :

CHEROKEE NATION EMS TRAINING PROGRAM REGISTRATION FORM

Please Print

Date: _____

First Name: _____ Last Name: _____

Address: _____

City: _____ State: _____ Zip: _____

What county do you live in? _____

Home Phone: _____ Work Phone: _____

Date of Training: _____

Type of Class: _____

Organization / Workplace: _____

Ethnic Descent: Cherokee Native American _____ Other Native American: _____

Other Descent _____



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