

WCFD *News*



**REPETITION SUPPORTS
SCHOOL READINESS**
PAGE 2

**EMERGENCY
PREPAREDNESS &
CHILDREN**
PAGE 6

Spring
2019

Repetition Supports School Readiness

Submitted by Marian Moats

As a child's brain develops in the first five years, they will need to use and re-use connections between ideas to build strong foundations for lifelong learning. A baby is born with a brain ready to learn. Their brain cells reach out and make neural connections with each new experience stimulated by their environment. The connections are called synapses. As these synapses are stimulated over and over, these connections become 'hardwired'.

During early childhood, the brain undergoes extensive growth. Connections that are regularly used will be kept and those that are not will be 'pruned'. Children are learning each day, through every experience, forming the foundational brain development for all learning later in life. As a parent, or caregiver when you interact with a child, you are actually building the child's brain.

REPETITION, REPETITION

In early childhood, repetition forms the basis for learning, skill development, and accomplishment. Think about when a child first learns to walk. They begin by crawling, then repeating the action of standing and toddling, before they master the ability to walk. A child must first learn fundamental skills before they can acquire speed, increased confidence, and mastery. It is through repetition that possibility becomes ability.

Repetition is not just the same thing twice.

Consider it like this:

- Young children are surrounded by things they don't understand.
- That means their daily lives can be a melting pot of confusion and uncertainty.
- Children in their early years search for understanding and predictability.
- Repetition is valuable because each time they experience something the knowledge becomes more secure and their feeling of self-worth increases.

Repetition comes in many forms. This may include reading the same story one hundred times, learning extensions and games that repeat the same skill. Repetition may also come from routine or the environment. Knowing what to expect, and having things happen in an ordered way, helps children to know what to expect and feel at ease.

When the environment is predictable, a child feels safe and secure, which establishes the optimal environment for learning.

SUPPORTING REPETITION AT HOME

Provide the opportunity for repetition. You can support your child by providing them with opportunities to repeat activities that interest them. During play time, allow as much time as possible to complete the activity.

LEARNING EXTENSIONS

Encourage learning extensions based on repetition of your child's favorite story, movie, activity or song. Invite your child to repeat the activity, and extend by drawing pictures, reflecting on similarities and differences. This repetitive learning will help them to forge the neurological connections they need for more complex learning.

MULTI-SENSORY INSTRUCTIONS

Promote repetition using multi-sensory instructions. Ask questions such as: "What does it look like?" "What does it smell like?" "What does it sound like?" These instructions will encourage your child to retain new information.

SELF-REFLECTION

Reinforce positive aspects by asking your child about what they enjoyed doing at preschool that day. On your way to preschool the next day, remind them about what they enjoyed the previous day. This encourages them to self-reflect, assisting them to learn things more completely and quickly.

Though it is true that children learn from repetition, they learn even more when you add something new each time you repeat an experience. Think in advance of what new thing you can help your child learn.

For example when reading a book or song:

1st time – read for pure enjoyment – getting familiar with a story.

2nd time - Focusing on one or two new vocabulary words. Talk about and SHOW what they mean.

3rd time - Pause a lot to ask thinking questions to promote the development of good narrative skills:

- "What do you think is going to happen next?"
- "I wonder why X did that?"
- "This is a silly song! Have you ever swallowed a fly?"

4th time - Pause to let your child fill in words in a story or song. They may be able to do most of it by themselves with a little prompting. If you are playing a game, ask your child to tell you how to play, or to explain the game to a new player.

5th time - Get creative! Act out the song or story; or do an art activity linked to it.

Repetition in learning is one of the most important fundamentals in child development. To support and reinforce this important building block of neurological connections, save up some extra patience for those days when your little one wants to read their favorite book for the umpteenth time. Trust in your child's internal developmental drive that repetition is what they need to learn and succeed. It will pay off!



Taking Pleasure in Eating

Submitted by Kathy Tatman, Nutrition Specialist

The Native American culture reminds us that when we eat, we need to appreciate that food originated from the earth and is a gift. Some had to grow the food, harvest the food and prepare the food. Thinking about all these things helps us appreciate and respect the food we eat.

Along with honoring the gift of food, people are encouraged to enjoy what they eat. Eating should be pleasurable, not a guilt-ridden experience. Steps for being present while eating include the following:

- Look at the variety of colors, shapes and sizes on the plate.
- Breathe in or smell the aromas.
- Savor each taste sensation in food: sweet, sour, salty and bitter.
- Feel the textures and temperatures: crunchy, soft, creamy, hot and cold.
- Listen to the sound the food makes when you chew.
- Value the fact that someone grew and prepared the food.

THE FOLLOWING IS AN EXPERIMENT OF BEING PRESENT WHEN YOU EAT.

Directions:

- Take a piece of candy or small piece of fruit. A chocolate kiss would be good for this experiment.
- Do not eat it right away.
- Admire the shape and color.
- Take a deep smell of it.
- Anticipate how it will taste.
- Slowly unwrap it.
- Take another deep smell. Is the aroma stronger?
- Place the kiss in your mouth.

- DO NOT BITE!
- Let the candy melt slowly and savor the sweetness and changing texture.
- Close your eyes and pretend this is the first piece of chocolate you have ever tasted.

This is an example of being present while you eat! Challenge yourself to be present while eating your next meal. Look at the food and chew each bite while thinking about the unique flavors. Consider the nutrients being provided for the body. Think about what it took to make this food available - the production, harvesting and preparation. Slowing down the eating process allows the body to give satiety (sense of satisfaction and fullness) cues. This can decrease the amount of food eaten while increasing satisfaction and enjoyment of eating.

Information obtained from Cent\$ible Nutrition Program, A New Beginning Activity

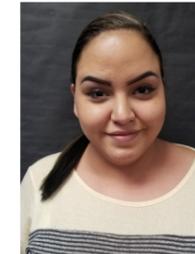


Welcome to Wyoming Child and Family Development

Join us in welcoming our new team members and team changes:



Ashley Nash
Paraeducator
Casper B



Cenina Lara
Paraeducator
Gillette



Christian Jones
Bus Driver
Gillette



Josie Rogers
EHS Paraeducator
Casper EHS



Shannon Hill
Paraeducator
Lusk



Bailey Bridge
Part Day Teacher
Gillette



Brenda Lockman
Cook
Wheatland



Francine Lorenz
Paraeducator
Casper B



Gabriel Stanley
Paraeducator
Casper B



Maddison Holstein
Para-Floater
LITC



Teresa Warner
DP Teacher
Gillette



Breana Rockvam
Paraeducator
Glenrock



Linda Anderson
Cook
Glenrock



Melissa Albaugh
Janitor/Cook Assistant
Glenrock



Olivia Ibarra
EHS Paraeducator
Guernsey



Sharon Wagner
Paraeducator
Wheatland



Susan Hogan
Discovery Preschool
Teacher
Douglas



Tammy DuVall
HS Full Day Floater
Wheatland



Veronica Lara
Paraeducator
TLC

Emergency Preparedness & Children

Submitted by Melissa Miller, Adapted from the CDC website for Children in Disasters

All of our WCFD centers have Emergency Preparedness Plans for the children in our care. But are you prepared for an Emergency at home? Children are one of our most vulnerable populations. They have unique needs that are often overlooked during emergencies.

WHY IT MATTERS

One in four people in the United States is a child between the ages of 0-18 years. One in five children has a special healthcare need. As the largest vulnerable population in the country, children are affected by all emergencies and their unique needs must be taken into account.

Effective emergency response and recovery systems must be prepared, practiced, and ready to support the needs of all children, including those with special healthcare needs. Emergency planning at the local, state, and federal levels must consider issues related to children, including safe sheltering, mental health services, and access to healthcare providers, medications, and medical devices.

CHILDREN ARE AT A HIGHER RISK THAN OTHER GROUPS DURING AND AFTER EMERGENCIES BECAUSE:

- The vaccines, medicines, and equipment that are specially designed for children in emergency situations often have limited or no availability.
- They may not be able to communicate their symptoms or feelings.
- They breathe in more air relative to their size than adults, which means they absorb harmful materials in the air faster.
- They spend more time on the ground and put their hands in their mouths more often than adults, which exposes them to greater amounts.

Children have different needs in an emergency, including:

- Difficulty communicating symptoms

- Undeveloped sense of self-preservation
- More time spent playing outside and on the ground
- Higher respiratory rate
- More permeable skin

Every family should have planned escape routes and meeting places. Emergency Kits are also another good idea for families in case of an unplanned disaster.

EMERGENCY KIT CHECKLIST FOR KIDS AND FAMILIES

An emergency kit has all of the things that you and your family may need during an emergency in which you may have to stay inside for longer than usual or the electricity could go out. Making a family emergency kit can be fun for the family to do together. Here's how to have a family emergency kit treasure hunt:

1. You will need a large plastic bin or box to put things into.
2. Answer the following questions to guide your treasure hunt.
3. Check items off the list as you put them into your emergency kit box.
4. Place an updated copy of your checklist inside your large plastic bin or box once your kit is put together to know what is inside the kit and to know where you can always find your checklist.

DO YOU HAVE THE THINGS EVERY FAMILY NEEDS DURING AN EMERGENCY?

- 3-day water supply (at least a gallon per person per day)
- 3-day supply of non-perishable food (dried fruit, canned tuna fish, peanut butter, etc.)
- Paper towels
- First aid kit
- Flashlights with extra batteries
- Battery-powered or hand-cranked radio with extra batteries



- Whistle to signal for help
- Local maps
- Sleeping bag or warm blanket for everyone in your family
- Cell phone with charger, extra battery, and solar charger
- Change of clothes appropriate for your climate and sturdy shoes – for each person in the house
- Matches in a waterproof container or re-sealable plastic bag
- Toothbrush, toothpaste, soap, and hand sanitizer
- Copies of important family documents (medical records, insurance policies, ID card, bank records) in waterproof, portable container
- Family and emergency contact information
- Non-prescription medicines, such as pain relievers, anti-diarrhea medicine, antacids and laxatives
- 2-5 baby bottles and nipples or 2-3 sippy cups
- 1-2 boxes of nursing pads (if disposable, reusable will require laundry and bleach daily)
- Burp rags or smaller blanket
- Pacifiers (at least two)
- Infant pain reliever with Acetaminophen
- Bulb syringe
- Toddler snacks
- Extra clothes
- Extra emergency blankets (at least two)
- Receiving blankets (at least two)
- Thermos (to keep formula cool or warm longer)
- Books, games, puzzles, or other fun things to do
- A favorite stuffed animal or blanket
- Paper and pencil/markers/crayons
- Identification to be carried by each child in case your family members become separated

BABIES OR TODDLERS?

- A well-stocked diaper bag (at least one pack of diapers, at least two packs of baby wipes, baby powder, diaper rash cream, baby wash and lotion, and re-sealable plastic bags (gallon size) for stashing dirty diapers and clothes)
- Powdered infant formula (at least 48 scoops worth for both breastfeeding and non-breastfeeding moms)

For more complete checklists, including items you need to add for children, babies, pets, or family members with special needs go to:
<https://www.cdc.gov/childrenindisasters/checklists/kids-and-families.html>

The Smallbone Family

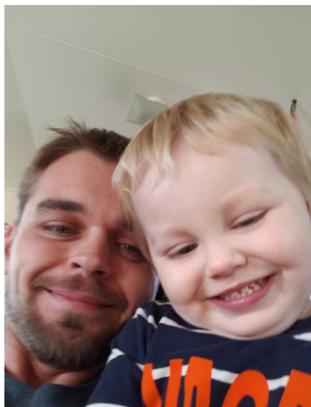
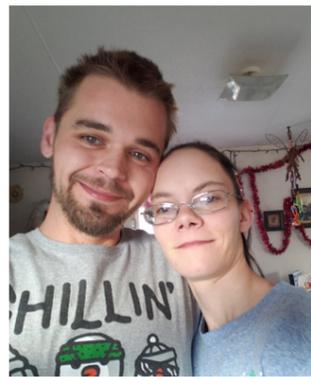
Submitted by Bonnie Hulshizer (Family Advocate), Shawna Uttenhove (Center Coordinator), & Gina Olson (Family Services Coordinator)

John & Winter Smallbone have been parents at the Douglas center for two years. They have a daughter, Vivian, who is enrolled in one of our Head Start classrooms. The parents have also completed an application for their son, Zadrean, to participate in Early Head Start. John & Winter attend all classroom activities with their daughter, and feel like she has really gained from being in Head Start and is more ready for Kindergarten.

The Smallbones have been very active members of the Parent Group during both years, and John is currently the Parent Group President. He has served as a Policy Council Representative for two years, and Winter is currently the Policy Council Alternate. John always lends a helping hand, has great ideas, and follows through with them. He encourages the other parents to join in at the center and at Parent Group Meetings. Being open, caring, and friendly is John's way. Through the Parent Group, John helped get linoleum for the adult bathroom at the center, and also donated his skills, time and talent to install it. John & Winter stay busy running their own bug business, and both parents work other jobs too. Through his business, John has donated his time and product to take care of the ant problem at the center, coming back to check many times to see if things were okay. John has provided this same service at some of WCFD's other site locations too. Winter is a Shopko employee in Douglas. She keeps the center informed of sales and products that are useful to the program.

Both parents are very in tune to the needs of the Douglas center. When the need was identified for soft seating in one of the classrooms, the Smallbones purchased large bean bags to be used by the children. Winter is organizing efforts to potentially talk to the City about designating the street in front of the center as a "school zone" in order to keep children safe.

WCFD wants to thank both Winter & John for their commitment and support of the Douglas center and Head Start. Without the valuable contribution of our communities and program parents, we would not be able to provide the comprehensive early childhood services that best support children and families. The Smallbones are an excellent example of what it means to be a family in Head Start, and we truly appreciate the care and leadership they show to both our program and other families. Thank you, Smallbone Family!



This Institution is an equal opportunity provider and employer.

Serving: Campbell | Converse | Crook | Goshen | Natrona | Niobrara | Platte | Weston Counties

VISIT US ONLINE www.wyomingchild.org