

ECC Times

September 2006

THE EARLY CHILDHOOD CENTER AT THE ROCHESTER SCHOOL FOR THE DEAF

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Dear Parents and Families,

We're off to a great start this year. It's been good seeing everyone again. We have a wonderful group of children and everyone here is excited and ready to provide the best educational program for your children.

We plan to establish a schedule for Parent Sessions once again this year and you will be notified of those times as soon as possible. Once again we will most likely hold some events during the day and some in the evening in order to try and accommodate as many of your schedules as possible.

We continue to follow the Creative Curriculum. We plan, implement and evaluate according to this developmental approach. The four domains that are the focus include Social/Emotional, Cognitive, Language and Physical. Additionally, for our youngest children with home visits, we use the Ski*Hi Curriculum as a guide and have found that to be an asset as we work with families. One of our teachers recently attended a Creative Curriculum conference in Washington DC to bring back more ideas for us to consider.

You'll be seeing a link to this year's Adventures in Education in the classroom work that your child brings home. Since dinosaurs are such a large part of Dr. Jack Horner's work, and the children are fascinated by them, I'm certain you will see evidence of this theme in our classrooms.

Be sure to take a look at the attached articles from The Parent Institute. Teaching responsibility is important for all of us to take on as we work with our young children and making good choices for TV viewing is an important part of child-rearing as well. Tips on family relationships and teaching problem solving are included in these articles and may be of benefit to you.

We now have two Smart Boards in ECC, one in Julie Shahin's room and one in MaryJo Birecree's room. The children's reactions are wonderful...they are fascinated by this technology! Effective use of these boards is certainly proving to be an asset to our preschool classrooms.

(Continued on page 2)

Rochester School for the Deaf 1545 St. Paul Street, Rochester, NY 14621

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and Hard-of-Hearing Children and Their Families*

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I'm including once again this year some tips related to hearing aids and their use with our young children. Our school audiologist, Lisa Sterling, put this list together and I'm sure she'd be happy to answer any questions you may have. Lisa is an incredible support to us here in ECC.

- * Always remember to keep hearing aids in a safe place when not in use.
- * Dogs and cats are very attracted to hearing aids, keep out of reach of pets or they WILL chew and destroy the aid or earmold.
- * Dispose of batteries where children and pets cannot have access to them. If they are ingested contact THE NATIONAL BATTERY BUTTON INGESTION HOTLINE AT (202) 625-3333 or your physician.
- * Keep hearing aids away from liquids or moisture, such as a bathroom while showering (the steam).
- * Check to be sure there is no wax blocking the earmold. Remember if it needs to be cleaned do not use any alcohol base products on the earmolds because it will dry out the earmold.
- * Use of a Dri-Aid kit nightly will help keep moisture out of the hearing aid.
- * If you ever have any questions regarding hearing aids or earmolds please contact RSD's Audiologist Lisa Sterling.

We would like to welcome the following new students to our ECC family:

Philip Bailey
Mikalo Malone
Nathaniel McGuire
Marlee Taylor

Dillon Coley
Luke Marcus
Liandra Rosa

Paige Doughty
Justin McBride
Kaya Siebert

Enjoy the articles included with this newsletter. Enjoy the new school year! And please feel free to contact us with any questions, concerns or suggestions.

Sincerely,

Marilyn Curley
Director, Early Childhood Programs



Building Responsibility



Teach your child the importance of responsibility

As your child heads back to preschool this month, think about the goals you and her teachers have for her. Responsibility should be high on the list.

Responsible children feel great about themselves because they know they can do things. They are also better prepared to deal with the demands of school.

Teach your child skills that will foster responsibility, such as:

- * **Taking care of herself.** Your child should get herself dressed, brush her hair and brush her teeth.
- * **Taking care of her things.** She should put her toys and clothes away.
- * **Making simple decisions.** Let her decide between the red shirt or blue one; carrots or celery for lunch.
- * **Living with decisions.** If she chooses ice cream for a treat now, she won't get to eat cookies later.
- * **Helping in a group.** She can pass out napkins for dinner or help with family chores.
- * **Having some special jobs**—daily or weekly. She can put water in the dog's bowl or sweep the leaves away from the porch or sidewalk.

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Screen Time



Make better choices, set limits for your preschooler's TV viewing

Too much television can harm your child. It can lead to obesity and low school achievement. Time spent watching TV takes away from developing creativity and social skills. And TV violence can cause hostile behavior.

However, the right television choices can help your child. Preschool children who watch Sesame Street excel in identifying numbers and letters in first grade. They're more eager to learn, too.

To make TV viewing a positive activity:

- * **Limit screen time** to no more than one or two hours a day. This includes TV, computer and video games.
- * **Watch TV with your child.** Talk about the values and lessons shown in programs you view—like sharing and kindness.
- * **Select educational programs.** Review your TV guide. Tune into public television for better choices.
- * **Avoid violent programs.** Young children can't always tell the difference between what's real and what's "entertainment."
- * **Monitor what your child sees** and hears on the news. Images of war, disaster and violent crime can be disturbing.

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Building Social Skills



Use 'make-believe,' role-playing stories to teach problem solving

Your preschooler will get along better with friends and classmates if she can resolve problems. This vital social skill will serve her well in school and throughout life.

Problem solving involves looking at different actions your child could take to solve a problem. Then she must think about what might happen as a result of each action. Finally, your child will choose the best possible action.

Turn to playful activities to help your child learn and practice problem solving. For example:

- * **Play with puppets.** Have your child take both roles in a problem situation. For example, she and another child want the same toy. Ask her to come up with different actions and possible outcomes. What's the best solution?
- * **Use her acting skills.** Tell your child to make believe she's a character from a book or television. How does she work out a problem with another character? Have her act out different options.
- * **Record your child's story.** Have her tell you about a recent problem she had. What happened? Recite or play her story back to her and discuss how she can make a better choice next time.

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Spending Time Together



Show your preschooler that you think family is top priority

There are many demands these days for a parent's time and attention. Yet every parent would probably agree—although family cannot be the only priority, it is still the most important part of life. And your relationship with your child plays a very special role.

Here are ways to show your child how meaningful you find your family, including your relationship with him:

- * **Have some times** when you won't allow outside interruptions. These times may include eating dinner with the family or playing a game with your child. Turn on the telephone answering machine. Wait until later to check email.
- * **Think of your child's interests** when planning activities. A museum trip can be wonderful. But your child may really be longing for you to throw the ball to him at the park, and then to push him on the swing.
- * **Find things you both like to do** and share them. Some ideas: going to the movies, baking cookies, taking walks and drawing. Tell your child, "I really love it when we get together to do this."

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