

ECC Times

April/May 2009

THE EARLY CHILDHOOD CENTER AT THE ROCHESTER SCHOOL FOR THE DEAF

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Dear Parents,

As many of you are aware, April was "Month of the Young Child". We celebrated all month long, with performances and activities led by our extremely talented ECC parents, grandparents, cousins, aunts and uncles. Talents they shared with us included magic tricks and balloon shaping, musical performances on the drums, (as well as on the bongos and congas), cooking and sharing books. In turn, we kicked off the month of April with our ECC children showing off their ability to act and to create art! Take a moment to look at these photos that capture some special moments. Thanks to all who helped out!



Erin & Emma Kane



Bob Marcus



Steve DeBalso



Grandpa Powell



Kerry Oliver



Mike Doughty



Pam DeBalso and Peggy Cagle



Hector Hernandez & Jonathan

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May is also a busy month with CPSE and CSE meetings, as well as IFSP meetings in full swing as the school year winds down. The bright part is that this time of year brings many of you together with our staff, a nice continuation from the events that also brought everyone together in April.

Upcoming RSD dates I need to highlight include:

Memorial Day Recess – May 22nd and 25th

RSD's River Ramble – June 6th

Family Learning Vacation (FLV) – June 19th and 20th

Moving Up Day for ECC students going to Westervelt next year - June 23rd

Please take the time to read the enclosed articles and to look at the photos of the newest additions to our program, Julie Martin, our newest teaching assistant, and Ava Frisch, Derrick Sickler and Chloe Pittinaro, the newest members of our FIRST class.

Also make sure to read the "Rochester Baby Guide" article "Baby Talk". RSD and Terri Mertz are part of this article. The importance of ASL is highlighted.

Enjoy!
Marilyn

"Coming together is a beginning; keeping together is progress;
Working together is success." Henry Ford



Julie Martin, TA



Ava Frisch



Chloe Pittinaro



Derrick Sickler



Outdoor play builds your preschooler's mind & body

As the weather gets warmer, your child is probably spending more time playing outdoors. And that's good news for her brain and social development as well as her muscle development.

According to experts, playing outside with friends is a great way to encourage the pretend play that is so important between the ages of three and five. It helps your child learn:

- * Creativity. When your child calls out, "Let's pretend we are riding horses!" she is thinking creatively. Then when she and her friends collect sticks to "ride" and start galloping around the yard, they are playing creatively.
- * Problem solving. What happens when there are four children but only three sticks? Preschoolers often figure out ways to cope. You may see them take turns with the sticks or look for another prop to use as a "horse." Or one child may pretend that she has "lost" her horse and is looking for it.
- * Social skills. Children learn how to approach others and join in a group that is already playing. A child may use a startup cue, such as, "Neigh ... I'm riding a horse, too." The children already in the group learn how to accommodate and include others that decide to join them as they play.

It is always important to supervise your child as she plays outside with friends. But it is equally important to give her opportunities to "figure things out" on her own.

Reprinted with permission from the April 2009 issue of Parents make the difference!® (Early Childhood Edition) newsletter. Copyright © 2009 The Parent Institute®, a division of NIS, Inc. Source: Jane Perry, Outdoor Play: Teaching Strategies with Young Children, ISBN:



Boost your child's intelligence with enriching experiences

More and more research is showing that a child's intelligence--once thought to be a fixed number and determined by genetics--actually grows and changes through childhood and into adulthood. And parents play a critical role--not just in the genes they pass onto their child, but in the experiences they give their child.

Keep these points in mind:

- * Learning by doing is a key. To you, sorting socks may just be laundry. But when your child does it, he is learning to compare and classify. Setting the table helps your child recognize patterns. Measuring ingredients helps him practice a key math skill. Even mixing a salad builds motor skills and a feeling of self-satisfaction in accomplishing a task.
- * There is huge brain growth in the preschool years. This is the time to lay a foundation--not to dump academic knowledge into your child's head. Instead, talk to your child often. Take him places with you. Encourage play. Read together daily.
- Relationships matter. A child who feels connected to other people is also likely to be a child who feels connected to learning. Show your child your love with words, actions and facial expressions. Listen closely when he talks. Make eye contact. Give undivided attention when you can. This helps to create a secure child who takes on learning challenges with confidence.

Reprinted with permission from the May 2009 issue of Parents make the difference!® (Early Childhood Edition) newsletter. Copyright © 2009 The Parent Institute®, a division of NIS, Inc. Source: Anne Stuart, "Can You Boost



Building Social Skills

Social & emotional skills are important for school success

Research shows that 16 to 30 percent of children entering kindergarten have emotional or behavioral problems that pose ongoing challenges for teachers.

You may spend time preparing your preschooler for school subjects, but are you also helping her build social and emotional skills?

As a parent, you may wonder:

- * Do relationships really impact my child's future in school? Research shows they do. Early experiences affect your child's brain development. According to experts, "Emotional development is built into the structure of the brain along with thinking skills. Development of one affects the development of the other."
- * What does my child learn from time spent with me? Your child learns about socializing and emotions from you. She learns about trusting others and being confident.
- * What role does preschool play? Your child can benefit greatly from warm, responsive and well-trained teachers. Preschool should be a nurturing environment for your child that promotes her development and learning.
- * Why are social skills important? School is tougher for kids with disruptive behavior. They may find it difficult to pay attention and others may not react to them positively.

Reprinted with permission from the April 2009 issue of Parents make the difference!® (Early Childhood Edition) newsletter. Copyright © 2009 The Parent Institute®, a division of NIS, Inc. Source: Jessine Foss, "Research shows ... social and emotional skills matter," Action Alliance for Children, www.4children.org/news/705hsree.htm.



Questions & Answers

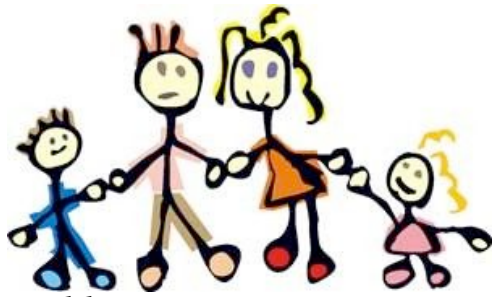
Q: My daughter, who just turned five, loves her sleep! Preschool starts at 9:00 a.m. and we have been late many mornings. We have even missed some days because it is so hard to get her out of bed. The kindergarten bus comes at 7:45 a.m. next fall! Can you give me tips for helping her get up and out?

A: You're right to be concerned. Good attendance is absolutely necessary for school success. Research from Columbia University shows that 10 percent of kindergarten and first-grade children have too many absences. Excessive absences are associated with lower reading scores.

Here's what to do:

- * Make sure your daughter is getting enough sleep. Children this age need at least 11 hours of sleep each night to be at their best. Try getting her to bed by 7:30 or 8:00 p.m. Try this for a week and you may be surprised at how much easier it becomes to awaken her in the morning.
- Adjust your routines in the evenings and mornings. Prepare the night before school. Pack your child's backpack and have it by the door. Get her clothes out for the next day. Have all breakfast foods that don't need refrigeration on the table. These advance steps can save you 30 minutes or more.
- Remember that preschoolers love to dawdle, so include a little extra time in the morning. If your child gets ready early, reward her with a quick story. That may be all the motivation she needs to move a little faster!

--Maria Koklanaris, The Parent Institute. Reprinted with permission from the April 2009 issue of Parents make the difference!® (Early



Building Respect

Make respect a high priority for the whole family

Respect is a foundation for good relationships at school and at home. To help your child develop this skill, consider tips based on advice from manners experts Cindy Post Senning and Peggy Post:

- * Set expectations. Discuss basic ways to show respect, such as introducing yourself, using polite words and making conversation. Role-play with your child to build his confidence in these situations.
- * Be a role model. Use honest, yet tactful, words in front of your child. Rather than saying to his teacher, "I don't like how you teach reading," you might say, "I learned to read differently. Could you help me understand how your approach works?"
- * Consider others' views. If your child is upset about someone's behavior, talk about why the person might have acted that way. "Maybe the coach took you out of the game because he wanted Joey to have a turn. Or maybe he thought you needed a water break."
- * Make respect fun. Turn challenges into games. "I know it will be hard to shake hands with so many new people at Mom's party. Let's count how many people we greet while we're there!"

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Building Math Skills



Help your child learn key math skills by playing with shadows

Making shadows will probably amuse and delight your child. Little will he know that he is also learning about measurement, time and space. All you will need is a sunny day, a piece of chalk and a sidewalk or driveway. However, having a few objects such as a ball, a block and a pencil or crayon will add more to the experience. Some ideas:

- * Draw an X on the sidewalk or driveway. Have your child come back several times throughout the day and stand on the X. Each time, draw an outline of his shadow. What is happening? What can he tell you about what he observes?
- * Take each of your objects and move them in several different ways. Ask your child to tell you about the shadow shapes he sees as you turn the objects.
- * Have your child hold the crayon and then crouch down. What does the crayon's shadow look like? Now have him stand as tall as he can and hold the crayon as high over his head as he can. What does the shadow look like now? Ask your child to tell you about at least one way the shadow has changed.

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