

### Early Childhood Education news

**November 1996 Calendar**  
 \*November Fitness Challenge begins November 1st!  
 \*November is "National Indian Heritage Month!"  
 \*November 5th, Head Start Health Screening's Completed!  
 \*November 7th, G-Pod "Parent & Staff meeting," 5:30pm - 6:30pm, Child Care Provided!  
 \*November 8th, Parent Video, Conference Room 2E, 12:00pm - 1:00pm.  
 \*November 11th, "ECE Closed", Veterans Day, Tribal Holiday.  
 \*November 12th, A-Pod, "Parent & Staff meeting," 5:30pm - 6:30pm, Child Care Provided!  
 \*November 13th, B-Pod, "Parent & Staff meeting," 5:30pm - 6:30pm, Child Care Provided!  
 \*November 15th, Parent Video, Conference Room 2E, 12:00pm - 1:00pm.  
 \*November 19th, Child Abuse/Neglect Workshop, at Community Center, 10:00am - 3:00pm.  
 \*November 20th, Parent Policy Council meeting, 5:30pm - 7:00pm, Child Care & Snacks Provided!  
 \*November 22nd, Parent Video, Conference Room 2E, 12:00pm - 1:00pm  
 \*November 26th, Head Start's "Give Away!", talk with your child's teacher for further information.  
 \*November 27th, ECE's "Mini Pow-wow," at Agency Longhouse, talk with your child's teacher for more information. Head Start's "BAKE SALE" included at the Mini Pow-wow.  
 \*November 28th & 29th, ECE CLOSED. Thanksgiving Holiday  
**Child Care Issues**  
**Mary Ucci: Using "Time-Out" Properly**  
 Disciplining a child has different meanings for different people, but I view discipline not as a punishment but rather as a means to help the child develop ways to discipline himself.

Using "time-out" has become a very common approach among parents and child care providers alike. Time-out is actually a current term for an age-old concept—taking a break from the action, finding a time and space to regroup and regain a better sense of self control. However, if time-out is used too frequently or inappropriately, it can be both ineffective and potentially harmful. I have seen a tremendous variation in the way time-outs are used, but there are certain key elements that are necessary for it to work effectively. First, it is important to understand that when a child misbehaves, he or she needs adult support. For this reason, a time-out for a preschooler means that the child is not simply removed from the situation and placed alone; rather, that child needs to be removed from the situation, but also needs an adult to be with him/her. Second, it's good to have a "script" to convey a supportive message, so the child understands that although he may not be in complete control of himself at the moment, there is an adult who is taking charge. For example, "I can see you're having a problem waiting to use the crayons," tells the child what the problem is. "I can help you" indicates who's in charge, and when the child is taken away from the situation. "We can be here for awhile and talk" lets the child know that there is a purpose to the time-out. It's also important to avoid lecturing the child and use very short sentences. Keep in mind that it's difficult for a child to talk about the problem in the middle of the disruption; once he or she has calmed down, the adult can tell him what happened (You were taking Tommy's crayons), and say "It's not OK to take crayons away when Tommy is using them." It is equally important to tell the child what would be an acceptable thing to do, such as "You may tell Tommy that you'd like to use the

crayons when he's done." Third, the amount of time for a time-out shouldn't be too long—perhaps one to two minutes—and it's better to err on the side of making it too short rather than too long, since the whole point of time-out is to be supportive rather than punitive. Finally, however time-out is used, it has to be tailored to the situation and, most importantly, to the child's stage of development. For example, it may be helpful to explain the problem and solution to a preschooler, but for a younger child who can't articulate very well, it may be more appropriate to remove him from the problem and provide him the support of a caring adult. Knowing a child's developmental needs and keeping in mind the purpose of time-out will go a long way toward making the most effective use of this valuable approach. (Mary Ucci is a member of the CHILD HEALTH ALERT Editorial Advisory Board)  
**Caries Prevention**  
**Irwin D. Mandel, D.D.S.**  
 Current Strategies, New Directions  
 Early studies on supervised brushing and flossing in school programs found a significant reduction in plaque and gingivitis, but not in caries. The most promising dietary approach on the current scene is the use of the nonacidogenic sweetener xylitol, primarily in chewing gum. Extensively studied for more than 20 years, xylitol chewing gum has been shown to reduce levels of mutans streptococci by altering their metabolic pathways; it also enhances remineralization and arrests dentin caries. Significant reductions in dental caries in humans using xylitol gum have been demonstrated in a number of field trials in various countries, most recently in a 40-month multicell study in Belize. Another clinical study in which xylitol was added to fluoridated toothpaste showed a small but statistically sig-

nificant additional reduction in caries. The evidence is accumulating that the benefits of xylitol extended beyond "does no promote tooth decay" to acting as a cariostatic agent. (Article taken from the Dental Association Journal Oct. 96)  
**Healthy Ears, Healthy Learning**  
 Chances are, during this year's cold and flu season, some of your children will develop an ear infection. In fact, over 80% of children have ear infections before the age of three. For young children, who learn through their senses, hearing is especially critical to developing speech and language skills. Repeated ear infections, or one that is untreated, can involve some hearing loss and can delay developing skills. That's why Schering-Plough and Scholastic have teamed up to bring you important information about ear health. You'll get plenty of helpful tips and fun activity ideas for promoting healthy ears in your program. Plus, you'll find send-homes to share with parents about caring for ear infections at home.  
**Listening & Learning Activities**  
 These activity ideas will help children develop listening, speech, and language skills, and may alert you to any problems with a child's hearing.  
**Making Sounds**  
 To help children "exercise" their ears, offer a variety of materials they can use to make sounds. These can be popular, easy-to-use rhythm instruments such as maracas and drums or everyday items such as blocks or pans and a spoon. Let children explore different ways to make sounds by banging, clapping, and clanging the materials. As they play, help them describe the sounds they are making. (Management tip: Introduce the materials one or two at a time so young children aren't overwhelmed.)  
**Sharing Stories**  
 Telling and listening to stories is an important skill for emergent lit-

eracy. Invite children to dictate their own stories about things they are making, playing with, or just imagining. (Taking dictation can be a good job for an adult volunteer.) Most children will jump right in, but you can encourage more hesitant speakers with open-ended comments such as "Tell me about that" or "What should I write?" Then write down the stories exactly as children tell them. Read back slowly to give children a chance to hear their words. Another way to take dictation is to let children tell their stories into a tape recorder and then write them down from the tape. Children will be fascinated when their own voices are played back!  
**Here's to Ears!**  
 With a small group of children, talk about ears and what they do. Try some listening experiments together: Close your eyes and listen. What do you hear? Cover your ears with your hands. What happens? Offer children a seashell or clean paper cup to hold over an ear. What do they hear? You can also encourage children to look at one another's ears (without touching) and whisper to each other quietly. Remind children that it's unsafe to stick objects into their ears.  
**Doctor's Office**  
 Keeping ears healthy often means taking a trip to the doctor's office. Children can be better prepared to understand their experiences at the doctor by playacting a doctor's office scene. To help children with this process, set up your dramatic-play area as a doctor's office. Include an examining table (made from a cot, small table, or chair), real or toy doctor's instruments, a scale, and white shirts for medical gowns. Suggest that children take on roles of the doctor, the patient, and mommy or daddy bringing their "baby" to the doctor for checkup. Encourage them to demonstrate how they care for their sick patients, such as examining ears, giving medicine, and rub-

bing upset tummies. As children play, respond to any confusion or fears they express.  
**Tips for Group Listening**  
 \*Emphasize small group or individual activities, especially for very young children.  
 \*Keep large-group activities short enough to match children's attention spans.  
 \*Position noisier activities, such as Making Sounds, away from quieter ones such as Sharing Stories.  
 \*Let children's interests direct your curriculum. They might be excited about animal sounds or vehicle sounds, for example.  
 \*Review relevant health or safety rules carefully before beginning an activity. Remind children as needed.  
**Spotting An Ear Infection**  
 Be on the lookout for these signs of possible infection:  
 \*Fever of 100 to 104 degrees or higher.  
 \*Decreased ability to hear.  
 \*Pain in the ear. Older children may complain; younger children may tug at their ear and cry. Babies may cry when they eat or lie down.  
 \*Changes in behavior. Children may talk less and be disobedient or irritable.  
**Giving Medication Safely**  
 \*Encourage parents to give medications at home whenever possible.  
 \*Learn specific instructions for each medication. For ease of use, encourage parents to look for medications that taste good and require only one dose daily.  
 \*Require written permission from parents and doctors before administering any medication.  
 \*Be sure all medication is in its original, child-resistant container with the label and is stored out of children's reach.  
 \*Keep an accurate, up-to-date log of all medicines you give.  
**Germ Prevention Tips**  
 Ear infections often follow colds. You can cut the spread of colds, ear infections, and other contagious diseases by rigorously following these steps:  
 \*Wash hands frequently, using soap and water. Scrub fronts and backs and between fingers, then rinse in running water with your hands pointing down. Teach children to wash the same way.  
 \*Clean toys, tabletops, and other surfaces frequently, using one quarter cup of bleach mixed into a gallon of water.  
 \*Keep plenty of tissues strategically placed around your classroom.  
 \*Teach children to cough into the crook of their arm, not their hands.  
 \*Go outside! Constantly staying indoors in close contact encourages the spread of germs.

### Discourage your children from joining gangs

Insights for parents printed this article in the Jefferson County Middle School newsletter. Insights for parents is provided by your child's school in recognition of your role as a partner in education.  
 This article was reprinted from "Gangs in Schools" published by the National School Safety Center. The Paramount Plan: Alternatives to Gang Membership, an interagency gang prevention program of the City of Paramount, California, offers the following strategies to help parents discourage their children from joining gangs:  
 \*Discourage your children from hanging around with gang members. Meet your children's friends. Find out who they are, what influence they have over your children and how they and your children spend their free time. If your children choose friends that are mostly from gangs, then your children are probably involved or will become involved in one also.  
 \*Occupy your children's free time. Give them responsibilities at home. Get them involved in after-school sports, city recreation or church activities.

- \* Develop good communication with your children. Good communication is open, frequent and it takes on a positive tone. It allows your children to come to you to discuss any topic or problem. It does not condemn or put down.
- \* Spend time with your children. Plan activities that the whole family can enjoy. Spend time alone with your children. Expose them to different places outside of your neighborhood: parks, museums, the beach, the mountains, camping trips, etc. Give them attention.
- \* Do not buy or allow your children to dress in gang style clothing. If your children dress in gang style clothing they are expressing an interest in, and will attract attention of, gangs.
- \* Set limits for your children. At an early age children need to know what is acceptable and unacceptable behavior.
- \* Do not allow your children to stay out late and spend a lot of unsupervised time out in the streets.
- \* Do not allow your children to write or practice writing gang names, symbols or any other gang graffiti on their books, papers, clothes, bodies,

- walls or any other place. Teach respect for other's property.
- \* Develop an anti-gang environment in your home. Clearly and continually begin to express to your children at an early age your disapproval of gang activity and of any family members joining a gang.
- \* Learn about gang and drug activity in your community. Learn how gang members dress, how they speak, their behavior and their activities. Attend information meetings, read articles related to gang activity. Become an informed parent.
- \* Participate in the education of your children. Take an interest in your children's education. Visit your children's school, meet their teachers and attend parent or school meetings. Help your children with the school work. Set high standards for your children.
- \* Participate in the community. Know your neighbors. Organize or join neighborhood watch groups. Discourage gangs from hanging around your neighborhood. Remove graffiti around your home. Attend community functions. Teach your children civic pride.
- \* Be a good example. Become an active, not a passive parent.

### Help start youth Tribal council

All parents and youth are encouraged to get involved in starting the Tribal Youth Council. Get involved and help youth to get involved in leadership roles and help them get their voices heard, provide a positive influence for them. Help them network their concerns to the proper departments, they need people who can help them let Tribal Council hear what they have to say. Meetings will be held Monday, from 4:30 to 6:00 p.m. at the Community Counseling meeting

rooms. Next meeting is scheduled for November 18. All issues and concerns will be addressed, bring your ideas and concerns. Provide quality time for youth, help them to incorporate their ideas and "let's get them heard." Youth leaders and parent mentors are needed. This is a community for everyone to get involved. Contact Sam Kentura at WEDD/YDP 553-3324 or Foster Kalama JCMS/MHS 475-7253 or 475-7265 for information.

### Willhite installs basketball hoops

Thanks to Ron Willhite and wife Cherie of WallaWalla, Washington, Warm Springs now has nine new basketball hoops installed. On October 28 Ron Willhite, came to Warm Springs and, at his own expense, put up basketball hoops and back boards at the Quinn park, at the campus court, at the trailer park, at the West Hills area court between Bray and Foster street. As the Head Chaplain at the Washington State Penitentiary, Willhite and his wife started doing this over three years ago under a non-profit cooperation they started. "Kids At Risk" cooperation has installed about 3,100 basketball hoops through out Washington, Oregon, Idaho, Montana and California. "My goal is to keep kids interested in sports and in school," says Willhite, "I don't mind the hard work. Besides basketball hoops, I have cleaned up parks in some areas where you didn't think one existed. Just to see the expression on some of these kid's faces and to know that at least one or two will stay in school and continue in some type of sport is good enough for me," says Willhite. "I want to help kids keep busy by giving them a place to play basketball day or night instead of just hanging around doing drugs or fighting among each other. I grew up and went to school in Madras," says Willhite. "I come to visit my family often, but this time I brought some work with me. I hope the kids enjoy them as much as I enjoyed putting them up. If some of my old friends in the Warm Springs area would like to drop me a postcard mail it to 364 Catherine M6, Walla Walla, Washington 99362-3062. It would be great to hear from the kids and to also let me know what they think of the basketball hoops," concludes Willhite.



Ron Willhite completes installation of basketball hoops at Foster and Bray Ave.



Marita Jones joins Community Health Education Team.

### Jones new health educator

The Community Health Education Team welcomes Marita Jones as the Community Health educator and director. Jones, with a master's degree in public health and community education, started her new job October 14. A graduate from Loma Linda University in California, class of 1989, Jones hopes to coordinate with other programs that now exist to better serve and help the Warm Springs community stay healthy. "I'm looking forward to hearing from the community and other local programs," says Jones. "I welcome

all the input and concerns that people have to share. People can call me 553-4922 or stop by the Vern Jackson home with their concerns or just say hi" says Jones. Before coming to Warm Springs, Jones worked as a summer consultant with the Indian Health Service in Shiprock, New Mexico. Jones also spent two years teaching (HPEN) health education classes at the (NAU) Northern Arizona University. I also worked for the Navajo Health Education Department for four years in Shiprock, New Mexico says Jones.

### Title IX Parent Advisory meeting set

The Title IX Parent Advisory Committee will meet at the Warm Springs Elementary Library, November 12, 1996, at 7:00 p.m. Committee will review the Title IX Parent-Teacher-Student Survey and increasing membership. Title IX meetings are open to all members of the public. The Committee meets at 7:00 p.m. at the Warm Springs Elementary Library on the second Tuesday of each month. If you have a disability, please advise the District 509-J Support Services office about special arrangements that may allow you to fully participate in the meeting. Please call Georgia Sosa at 475-6192.

### Public hearing set to discuss Impact Aid funds

As specified in School Board Policy 911, the District plans to afford patrons an opportunity to make comments and recommendations relative to application for and use of Section 8003 Impact Aid funds. A public hearing has been scheduled during a regular School Board meeting beginning at 7:30 p.m. on Monday, November 25, 1996, in the library at Warm Springs Elementary School. The public is invited to attend and encouraged to ask questions and state opinions regarding District 509-J programs and the use of funds. If you have a disability, please advise the District 509-J Support Services office about special arrangements that may allow you to fully participate in this meeting by calling Gail Stone at 475-6192.

### Board members wanted for charter school

The proposed Charter School (Board) is looking for interested and concerned community members to serve on the newly developing GOVERNANCE BOARD. If you are interested and fall into one of the mentioned areas, please

submit a letter stating your interest. Also state your view on how you see the proposed charter school with the addition of the Warm Springs languages as being a plus for the children of Warm Springs. We are currently in the process of recruiting these community mem-

bers: one student; one person for the Sahaptin language; one person for the Wasco language; one person for the Paiute language; and one elder. Send to: Culture & Heritage Language Program: PO Box 775; Warm Springs, OR 97761.