

UP-CLOSE

A Look At Children Services



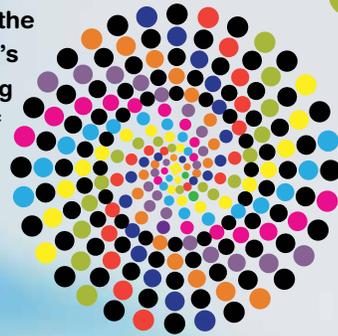
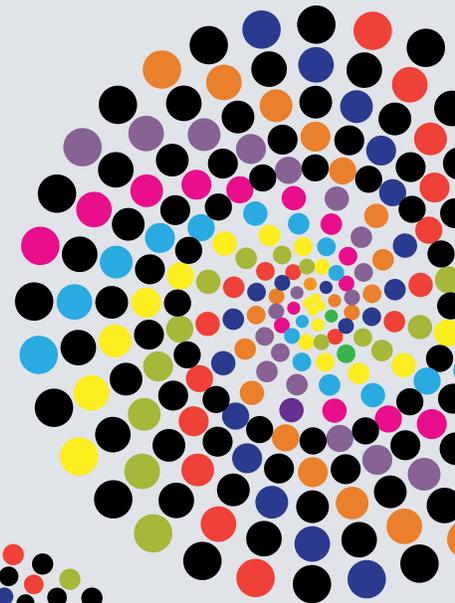
Volume 81 SPRING 2017

IT'S APRIL- LET'S CELEBRATE

THE WEEK OF THE **YOUNG CHILD** (APRIL 24-28, 2017)

Every year since 1971, the National Association for the Education of Young Children (NAEYC) has promoted the celebration of The Week of the Young Child. NAEYC is the world's largest early childhood education association, with nearly 80,000 members and a network of over 300 local, state, and regional Affiliates. The purpose of the Week of the Young Child states NAEYC "is to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs. Additionally, recognizing that the early childhood years (birth through age eight) lay the foundation for children's success in school and later life." NAEYC further states, "The Week of the Young Child is a time to plan how we - as citizens of a community, of a state, and of a nation - will better meet the needs of all young children and their families."

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EARLY YEARS ARE LEARNING YEARS™



Although NAEYC designates the Week of the Young Child dates and theme, but events are planned and implemented by local communities. Celebrations are organized and coordinated by regional, state, and local NAEYC Affiliates, and by individual early childhood programs and community organizations providing services to young children and families.

Local communities may tailor celebrations to meet their own needs. It has been reported that while NAEYC traditionally designates a Week of the Young Child, some groups generate so much enthusiasm and support that they celebrate the Month of the Young Child. Others have modified the dates of their celebration to coordinate with other community scheduled events. However adapted, the central purpose remains unchanged—to promote the needs of young children, their families, and the early childhood programs that serve them.

Today we know more than ever before about the importance of children's earliest years in shaping their learning and development. Yet, never before have the needs of young children and their families been more pressing. The Week of the Young Child is a time to recognize that children's opportunities are our responsibilities, and to recommit ourselves to ensuring that each and every child experiences the type of early environment—at home, at child care, at school, and in the community—that will promote their early learning.

Personalize and Plan Your Own Celebration

The NAEYC website is full of ideas about how to celebrate the Week of the Young Child, however, at your center you can certainly make your own plans. The following are possibilities to consider:

- You can have an activity every day during the five day-period to acknowledge the celebration and make sure that parents know what's going on each day.
- You can get parents involved and extend the celebration well beyond a week therefore allowing your activities to be spread out.
- You can have a large celebration (for the entire family) at your center one day/evening of the week.

Planning an Activity for the Entire Family

According to NAEYC, "Family involvement benefits children, families, teachers, and schools. When parents and other primary caregivers participate in school activities, it validates for children the importance of the program in their lives, helps families and teachers develop strong relationships and are another way early childhood settings welcome families as part of a caring community of learners. Hosting a family night that includes activities for all family members—children and adults—is a great way to promote parental participation and family support." Here are a few suggestions to keep in mind for family night:

Select topics that interest everybody. Family nights can focus on any one of a number of topics—for example, literacy, math, music, family yoga, or puzzles and games. Consider which topics you would like parents to reinforce with children at home, and survey families about what they would like. If families are interested in the evening's focus, they are more likely to attend.

Plan activities that will engage both children and adults. Include activities that will engage children and adults simultaneously—for example, have the child tell a story while the adult writes it down or illustrates it, or have the child and family member create a snack together. Activities can be organized like centers, with several things going on at the same time; families can rotate through the different stations.

Plan activities for children of various ages so siblings can attend. Families that need to find a babysitter for siblings may be unable to attend, so plan an event that's family friendly.

It's a good idea to send a brief survey in advance of the event to generate interest and find out when parents are able to attend. Additionally, remember to post and send home reminder messages.

Education Milestones

APRIL

- Prepare & schedule end of the year staffing for children who are dually enrolled/receiving special services.
- Complete Classroom Observation and provide feedback.
- Review lesson plans using criteria for child appropriate planning and implementation of curriculum and provide feedback
- Review Gold Documentation Report (for quantity)
- View documentation (for quality)
- Review COPA and Teaching Strategies GOLD information to ensure data entered is accurate for: teacher/classroom match, funding sources, color bands, Home Language survey, primary language, children with IEPs and HR
- Implement Week of the Young Child Activities.
- Update/revise Education Plan for approval by Parent Group.
- Implement Child Abuse/Neglect Prevention Month training and activities.
- Review 2016-2017 Creative Curriculum, GOLD Assessment, CLASS activities and/or training schedule for the month of May and June
- Register new staff into Gateways within 30 days of hire
- Verify GOLD Assessment preliminary markings
- Education webinars Data Analysis discussion with ED/PD and Ed Coordinator
- Review and compare COPA #601/970 staffing patterns with GOLD staffing patterns and email to DFSS Education Support Service Coordinator



THIS IS NATIONAL AUTISM AWARENESS MONTH

The aim of this month is to educate the public about autism and the first National Autism Awareness Month was declared by the Autism Society in April 1970. According to experts, "Autism spectrum disorder (ASD) is a complex mental condition and developmental disability, characterized by difficulties in the way a person communicates and interacts with other people. Autism can be present from birth or form during early childhood (typically within the first three years). There is no known single cause of autism, but increased awareness and early diagnosis/intervention and access to appropriate services and supports can lead to significantly improved outcomes. Some of the behaviors associated with autism include delayed learning of language; difficulty making eye contact or holding a conversation; difficulty with executive functioning, which relates to reasoning and planning; narrow, intense interests; poor motor skills and sensory sensitivities. Autism is a lifelong developmental disability with no single known cause. ASD is defined by a certain set of behaviors and is a 'spectrum condition' that affects individuals differently and to varying degrees – people with autism have a set of symptoms unique to themselves and no two people are the same."



Autism is the fastest-growing developmental disability. About one percent of the world population has autism spectrum disorder. More than 3.5 million Americans live with an autism spectrum disorder. The characteristic behaviors of autism spectrum disorder may be apparent in infancy (18 to 24 months), but they usually become clearer during early childhood (24 months to six years). Early identification can change lives because autism is treatable. Children do not "outgrow" autism, but studies show that early diagnosis and intervention lead to significantly improved outcomes.

The following "red flags" may indicate a child is at risk for an autism spectrum disorder. If a child exhibits any of the following, don't delay in asking a pediatrician or family doctor for an evaluation. As part of a well-baby or well-child visit, a child's doctor should perform a "developmental screening," asking specific questions about a baby's progress. Here are some signs to look for in the children in your life at various ages:

- No big smiles or other warm, joyful expressions by six months or thereafter
- No back-and-forth sharing of sounds, smiles or other facial expressions by nine months
- No babbling or cooing by 12 months
- No back-and-forth gestures such as pointing, showing, reaching or waving by 12 months
- No single words by 16 months
- No meaningful, two-word phrases (not including imitating or repeating) by 24 months
- Any loss of speech, babbling or social skills at any age

For more information on developmental milestones, visit the Center for Disease Control's "Know the Signs Early" site.

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Family and Community Partnerships *Milestones*

APRIL

- **FCP:** Enter and/or follow-up on documentation in COPA (goals, referrals/services and case notes). All documentation must support families' priorities
- **FCP:** Review and update monthly COPA reports of family progress toward goals, referrals/services and case notes (review COPA reports 1008, 1009, 1010 and PIR)
- **FCP:** Complete and distribute package of information to parents for transitioning children
- **FCP:** Complete documentation of parent volunteerism and enter in COPA
- **FCP:** Develop and/or follow the transition plans of children transitioning to HS and/or Kindergarten
- **FCP:** Complete analysis of third quarter PIR data
- **FCP:** Conduct monthly parent meetings
- **FCP:** Ensure two home visits and parent teacher conferences are conducted during the program year. Visits are to be conducted by classroom teachers. Family service workers will conduct visits as needed
- **FCP:** Complete list of parent and community volunteers and distribute to agency staff
- **FCP:** Submit Delegate Agency Health/FCP monthly report to CSD

IMPORTANT
STATISTIC

The Centers for Disease Control and Prevention has concluded that the prevalence of autism is now one in every 68 births in the United States. April represents an excellent opportunity to promote autism awareness, autism acceptance and to draw attention to the tens of thousands facing an autism diagnosis each year.

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The Possible Impact of Autism on Families

The uniqueness of each person with autism makes the experience of living with autism different for each family. However, there are some consistent themes or issues that most families should be aware of to be able to provide the best support to the individual as well as to family members. A child's autism diagnosis affects every member of the family in different ways. Parents and/or caregivers must now place their primary focus on helping their child with ASD, which may put stress on their marriage, other children, work, finances, and personal relationships and responsibilities. Parents now have to shift much of their resources of time and money towards providing treatment and interventions for their child, to the exclusion of other priorities. The many needs of a child with ASD complicate family relationships, especially with siblings. However, parents can help their family by informing their other children about autism and the complications it introduces, understanding the challenges siblings face and helping them cope, and it's important to involve members of the extended family to create a network of help and understanding.



Each family is unique and deals with stressful situations differently. Experts conclude that getting your child started in treatment will help you feel better. Acknowledging the emotional impact of autism and taking care of yourself during this stressful period will help prepare you for the challenges ahead. Autism is a pervasive, multi-faceted disorder. It's said that it will not only change the way that you look at your child, it will change the way you look at the world.

SOMETIMES
UNIQUE ABILITIES
CAN ACCOMPANY ASD

There are many challenges that autism involves but sometimes a child exhibits area of strength. Not necessarily all children have special talents but it's not unusual for individuals with autism to have exceptional skills in music, art, math, computer skills and reading among others.

THE COST OF
AUTISM

Autism services cost U.S. citizens \$236-262 billion annually. A majority of costs in the U.S. are in adult services – \$175-196 billion, compared to \$61-66 billion for children.

CAREGIVER-
TAKE CARE OF
YOURSELF

Remember that if you want to take the best possible care of your child, you must first take the best possible care of yourself. It's important to note that changing the course of the life of your child with autism can be a very rewarding experience. You are making an enormous difference in his or her life. To make it happen, you need to take care of yourself.

Health/Developmental Screening Services Milestones

APRIL

- **Medical/Dental:** Medical/Dental: Complete referral and follow up of children with identified needs.
- **Medical/Dental:** Ensure all physical/dental exams, and vision/hearing screenings are completed by the 45th day/schedule treatment/follow-up appointments.
- **Medical/Dental:** Monitor health services screening (including hearing and vision) reports in COPA and update COPA health case notes
- **Developmental Screenings:** Ensure developmental screenings are completed by 45th day
- **Developmental Screenings:** Children who scored within the referred categories must be sent to disabilities coordinator within five days
- **Medical/Dental:** Replenish first aid kit supplies
- **Medical/Dental:** Complete Monthly Health Report and forward to assigned Health/FCP SSC by the 5th of the month
- **Medical/Dental:** provide health requirements overview to enrolling parents

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IMPORTANT APRIL REMINDERS



National Head Start Association's Annual Expo & Conference

NHSA's Annual Conference and Expo is the largest national event devoted to the Head Start and Early Head Start community. Each year, more than 4,000 executive directors, directors, administrators, managers, teachers, policy council members, and parents attend from every state. The 2017 Conference and Expo will be April 7 – 10 right here in Chicago at the Hyatt Regency Chicago.

Illinois Head Start Association's Parent Ambassador Program

IHSA received a small grant to support the IHSA Parent Ambassador Program and asks Center Directors to make parents aware of the program. The timeline is short at this point, but applications are still being accepted by IHSA.

Some Goals of Parent Ambassador Program:

- Teach ambassadors about the legislative process.
- Train ambassadors how to educate, organize, and mobilize parents in their program.
- Give ambassadors the skills to advocate for themselves and their community.
- Help ambassadors serve as a liaison between a local program, IHSA, and the larger early learning community.
- Ensure that parents have a voice in policy making discussions and deliberations.
- Provide IHSA and the Head Start community with a strong grassroots network that can help move positive policy proposals forward.

Applications for the Parent Ambassador Program are available now on the IHSA website, www.ilheadstart.org. --- the applications are due by close of business on April 21, 2017. To be eligible for the Parent Ambassador Program the parent's application must also include a letter of support from the Head Start/Early Head Start director. Announcements will be made on May 12, 2017.

Program Governance Milestones

APRIL

- Support parents in convening their monthly parent committee and policy committee meetings and maintain record keeping systems for securing meeting materials
- Present and provide written monthly reports to the Policy Committee and Board: Meals/Snacks/Enrollment/Attendance/Fiscal/PIR Summaries
- Submit/Upload March's Certification of Personnel Actions
- Present 2nd Quarter Child Outcome Analysis to the Policy Committee and Board
- Upload Self-Assessment & the Self-Assessment Certification Approval Page to eDocs
- Review/Revise Program Governance Policies and Procedures in partnership with the policy committee
- Begin policy committee recruit plans for succeeding program year
- Submit updated Letter-of-Certification and Policy Committee Membership List to DFSS
- Conduct transit activities with parents of children transitioning to Head Start or to Kindergarten
- Share Community Needs Assessment with policy committee and board



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The Resource Center for Autism and Developmental Delays (RCADD)

RCADD is a Center for Literacy initiative established to provide resources, referral information, education, and training for parents and teachers of children with developmental disorders. The Center opened in 2010 in partnership with the Chicago Department of Family and Support Services (DFSS) and The Autism Program in Illinois (TAP). With our founding location in the Garfield Community Services Center on Chicago's west side, RCADD is staffed by professionals who work with families and providers to identify and prioritize current needs and select or create appropriate resources for children with disabilities. Resources include books, software, games, home teaching kits, and visual supports. The library's resources are available to check out free of charge to provide community members and professionals with access to current, innovative, supportive services and materials.

RCADD provides training opportunities specific to the needs of those teaching, serving, or caring for a child with an Autism Spectrum Disorder or other Developmental Delays. Trainings are designed in light of evidence-based treatments and interventions as well as current promising practices. By participating in interactive activities, participants increase their knowledge and develop a real-life understanding of the characteristics of autism and other developmental delays. RCADD's professional staff customizes training to meet the needs and requests of Head Start and other organizations. In addition, the staff also offers one-on-one consultations for all patrons and provides ongoing support to develop patrons' ability to independently access RCADD resources. Innovative training sessions include: Understanding Autism and Tips and Tools for Homes and Schools.

Contact info:

RCADD

Garfield Community Services Center,
Room 202

10 South Kedzie Ave.
Chicago, IL 60612-2706
Tel: 312/746-5447
Fax: 312/743-0391

RCADD

King Community Services Center,
Room 103

4314 S. Cottage Grove
Chicago, IL 60653
Tel: 312/747-8571
Fax: 312/747-8991

IN 2017 – LET'S SPRING INTO ACTION!

Caregivers and Parents — Get Ready for Summer Now!

We devote page six in this issue specifically to parents and caregivers. As we often mention, it's important to take care of yourself so that you can properly take care of others. It's equally important to be a role model for your family, particularly young children. To get in shape for spring and summer, you don't need to do everything at once. Put one or two changes into practice, such as controlling your portion sizes or cutting back on added fats and sugars in your food choices. When you feel comfortable with your progress, try something else.

Add physical activity to your day. Spring weather makes it easy to get outdoors and get your recommended amount of daily physical activity. These activities can count toward your day's total exercise:

- Go for a brisk walk during your lunch hour or after dinner.
- Take the stairs instead of the elevator or escalator whenever possible.
- Skip the drive-thru car wash and wash the car yourself.
- Develop a green thumb by doing some gardening. Consider growing your own fruit, vegetables and herbs.
- Actually walk the dog – don't just watch the dog walk.
- Walk in place while watching TV.
- When possible, ride your bike to school or work – or use it to run errands.
- Plan an active family vacation or a weekend outing.

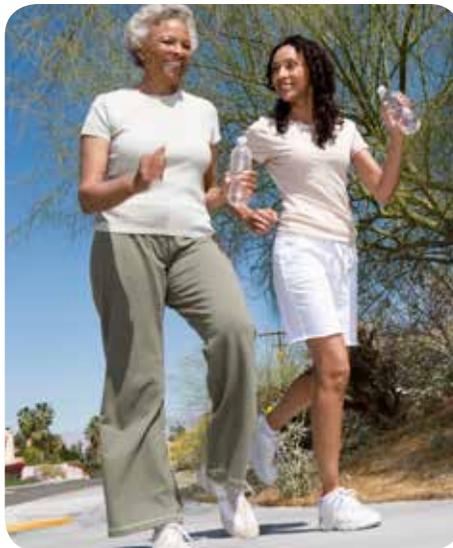
Like good eating habits, regular physical activity needs to be part of everyone's healthful lifestyle. Remember, your goal is to make changes gradually so you can stick with them and won't have to repeat this process next year. Once you have your physical activity routine down – you can include other family members in several of the activities mentioned above.

Try Some Spring Cleaning in the Pantry

It's extremely important to make sure that food is stored properly and this is also a task that can also burn a few calories while stretching, reaching and bending in your process.

Shelf foods such as canned goods, baking mixes, pasta, cereal, dry beans and peanut butter can be kept safely at room temperature. In order to keep these foods at their best quality, store them in clean, dry, cool cabinets away from the stove or the refrigerator's exhaust. Extremely hot and freezing temperatures are harmful to canned goods.

It's very important to never use food from cans that are leaking, rusting, bulging or badly dented or that have a foul odor; cracked jars or jars with loose or bulging lids, or any container that spurts liquid when you open it – never taste such foods. Immediately throw out food that you suspect is spoiled. Most canned goods have a shelf life and when properly stored, may last for several years.



Safe Environments Milestones

- Replace carbon monoxide and smoke alarm batteries
- Complete playground equipment safety check
- Replenish First Aid Kit supplies
- Review and revise emergency preparedness plan and certify with the CSD
- Conduct monthly fire drill
- Submit facility improvement plans as needed
- Conduct tornado drill* (only completed twice a year)
- Complete daily, weekly and monthly check
- Complete and submit to CSD a sample of three monthly safe environments checklist (Multi-sites)
- Complete and submit to CSD a monthly safe environments checklist (single sites)

3 WORK TIPS THAT CAN INCORPORATE PHYSICAL ACTIVITY

- **Get off the bus or subway one stop early and walk or skate the rest of the way.**
- **Replace a break with a brisk 10-minute walk. Ask a co-worker to go with you.**
- **Take part in an exercise program at work or a nearby gym.**



APRIL IS ALSO NATIONAL CHILD ABUSE PREVENTION MONTH

Child Abuse Prevention Month is a time to acknowledge the importance of families and communities working together to prevent child abuse and neglect, and to promote the social and emotional well-being of children and families. During the month of April and throughout the year, communities are encouraged to share child abuse and neglect prevention awareness strategies and activities and promote prevention across the country. The first Federal child protection legislation, Child Abuse Prevention and Treatment Act (CAPTA) was signed by President Nixon on January 31, 1974 and marked the beginning of a new national response to the problem of child abuse and neglect. The legislation provided Federal assistance to States for prevention, identification, and treatment programs. It also created the National Center on Child Abuse and Neglect (now known as the Office on Child Abuse and Neglect) within the Children's Bureau to serve as a Federal focal point for CAPTA activities.



Let's take a brief historical look-back at the time when President Reagan proclaimed April to be the first National Child Abuse Prevention Month, a tradition that has continued to this day. The Bureau's National Center on Child Abuse and Neglect coordinated activities at the Federal level, including creation and dissemination of informational and promotional materials. In 1984 these materials included posters, bumper stickers, and buttons displayed the theme, "**Kids—You Can't Beat'em.**" Print, radio, and television Public Service Announcements, meanwhile, urged viewers to "**Take time out. Don't take it out on your kid.**" Unfortunately these themes are still extremely relevant today.

Several Ways for Child Care Programs to Promote Child Well-Being During National Child Abuse Prevention Month

(These are all things that can and should be done throughout the year)

- Praise good parenting when you see it.
- Put the protective factors on your outreach materials.
- Invite a community partner to present a new resource for families.
- Visit a program where you refer families, so you will know what it's like.
- Encourage parents to support each other through phone trees, carpools, or playgroups.
- Talk to parents in your program about discipline alternatives.
- Create a calendar of community events for families.

Additional Ways Center Programs Can Help

- Use parent education strategies (workshops, lending libraries) as opportunities to share information about how a strong parent-child bond enhances brain development and supports positive behavior in young children.
- Share resources available from your agency and throughout the community on how parents can nurture and connect with their children at every age.
- Engage and include all important adults in a child's life, including fathers, grandparents, and extended family, as part of a child's "nurturing network."
- Acknowledge cultural differences in how parents and children show affection.
- Recognize that when a child does not show a positive response to the parent (due to an emotional, developmental, or behavioral disability, for example), the parent may need additional support.

Nutrition Milestones

APRIL

- **Nutrition:** Complete and implement third quarter cycle menus
- **Nutrition:** Document IMIL implementation
- **Nutrition:** Monitor Nutrition services reports in COPA
- **Nutrition:** Document Nutrition education weekly
- **Nutrition:** Document Food experience
- **Nutrition:** Complete referral and follow-up for children with identified needs and document into COPA
- **Nutrition:** Plan for parent nutrition workshops (at least two per year)

Nurturing and Attachment Are Important!

Research has shown that certain protective factors are linked to a lower incidence of child abuse and neglect. A child's early experience of being nurtured and developing a bond with a caring adult affects all aspects of behavior and development. When parents and children have strong, warm feelings for one another, children develop trust that their parents will provide what they need to thrive, including love, acceptance, positive guidance, and protection.



Your Center Can Be Featured in *Focus On*

Over the years, we have presented a special feature in a number of issues of *Up-Close* entitled *Focus On*. The *Focus On* story highlights a DFSS delegate agency and/or partnership agency and includes information on the agency's Early Head Start/Head Start programs as well as agency mission, special initiatives and other agency programs. If you are interested in having your center highlighted in our monthly newsletter please contact Julie Ellis via e-mail at jaepro@sbcglobal.net. Many agencies have reported that they used their *Up-Close* article to distribute to center parents and prospective parents as well as local organizations and businesses, and as a promotional piece in PR packages and handouts. If your center is not on the following list take a moment to use the contact information above to guarantee that your center will be highlighted in a 2017 upcoming issue of *Up-Close* — **Your Headline Is Waiting!**

- Ada S. McKinley
- Albany Park
- Beacon Therapeutic
- Better Boys Foundation
- Catholic Charities
- Centers for New Horizons
- Chicago Commons
- Christopher House
- El Valor
- Erie Neighborhood House
- Gads Hill Center
- Henry Booth House
- Home of Life
- Howard Area Community Center
- Hull House Association
- Lutheran Social Services of Illinois
- Marcy-Newberry Association
- Mary Crane Center
- Metropolitan Family Services
- North Avenue Day Nursery
- Northwestern University Settlement House
- Onward Neighborhood House
- The Salvation Army
- YMCA of Metropolitan Chicago

You can subscribe to *Up-Close* on-line and it's very quick and simple. Go to the CSD website and fill out the form. At the beginning of every month a link to the newsletter is delivered directly to your inbox.

Distribute or E-mail this Link to parents and staff for this issue as well as previous issues of *Up-Close*: www.childrenserviceschicago.com

Receive *Up-Close* Every Month!

The information in *Up-Close* each month is valuable for anyone that cares for or cares about young children. We are asking for your assistance to make sure that every staff person and parent in your center receives *Up-Close* each and every month. It's very easy to do — simply:

- Distribute the website information for signing up for a subscription to staff and parents.
- At your next staff meeting make a computer available and let staff sign-up on line for their own subscription (it takes less than two minutes). You can also do this at a parent conference meeting and/or parent event.
- Make copies of the issue each month and distribute them to staff and parents.
- Make copies of specific articles that you think will be of interest to either staff and/or parents each month.
- Let staff and parents know that they can find previous issues of the newsletter with loads of information on-line ready for downloading at the website.



UP-CLOSE

A Look At Children Services

Up-Close, A Look At Children Services is published by the Chicago Department of Family and Support Services in conjunction with The Chicago Coalition of Site Administered Child Care Programs. Funding for this publication is provided by the United States Department of Health and Human Services (HHS).

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