

Our Mission

To improve the quality of early childhood education for young children and their families through activities and experiences which:

- Improve professional practices in Early Childhood Education
- Build public understanding and support
- Build and maintain a strong, diverse, and inclusive organization

Letter From Our President



Katie Ricord
UAEYC President

Back to School and Back to Basics

It is hard to believe the new school year has already arrived. This time of year has an excitement about it that is unique to early childhood professionals – opportunities to make new and great starts with children and families in your classes and center programs. As fall programming starts and classes are underway, take a moment to reflect on a few things.

I recently attended a conference where discussions about how to do things different and better is accomplished by asking a “wonder” question. For example, in rearranging classroom space you could ask, “I wonder what the room would feel like if we...” or trying to communicate with a parent, “I wonder how this policy will affect a parent ...” Stopping our action in order to ask these types of questions gives us the chance to see things in a new light, clarify our purpose in pursuing a certain course, and can give new insights on how we can enhance our work.

Fall is also a great time for many types of indoor and outdoor activities that give children real experiences with nature and the changing seasons. Take time to think about safety and ensuring all aspects of your class and program have up-to-date safety procedures. It’s a great time to remind parents and children about pedestrian safety with cars, buses, crossing streets, walking on sidewalks, etc. And, it’s a good time to talk about personal and food safety as Fall Holidays approach and many families and classrooms participate in activities that include treats and crowds.

The last area I recommend you consider is your own professional development needs. Think about what skills you need to sharpen and what topics you want

to learn more about. Look into community, CCR&R, college and university, and on line classes and programming to see what is being offered. Ask you supervisor what training opportunities they can assist you in attending. There are several conferences occurring this fall that offer a wide variety of learning opportunities.

I invite you to let your UAEYC Board know how we can assist you in training and what you think the early childhood profession needs in our state to have the best early childhood providers and centers possible.


We wish you the best start of a new program and school year!

Sincerely,
Katie Ricord, UAEYC President



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Student Corner
by Brionne Thompson
NAEYC Student Representative

Hello Students!
As the school year begins, we want to make you aware of some of the great resources available for students in the field of early childhood. The National Student Interest Forum of

NAEYC is working hard to provide valuable networking and other supports across the nation. You can find them on Facebook at <https://www.facebook.com/#!/pages/Student-Interest-Forum-of-NAEYC/>. They also sponsor the Student Networking Center at NAEYC's annual conference, which will be held in Orlando, FL this November. Here, you can find sessions specifically geared to the unique needs and interests of students. Also, they are working on getting a website up and running that will be specifically for students. There will be options for networking with other students across the nation, resources for getting early childhood student groups up and running, and support for existing groups. Lots of exciting things! On our state level, we have a dedicated email for student members to use to ask questions, give us feedback, or otherwise communicate with us. Just send us a note at uaeyc.students@gmail.com.

If you are interested in getting a group at your college or university started, please contact Brionne Thompson at: uaeyc.students@gmail.com.

Fun recipes to try.

Plastic Jello
1 envelope unflavored gelatin
Food coloring
3 Tablespoons water

Cook ingredients over medium heat until dissolved, stirring constantly. Pour into a coffee can lid or some other plastic lid. Push all bubbles to the edge. Let dry 1-2 days until hard. Color with permanent pen to make stain glass.

Squishy bag
1 cup cornstarch
4 cups water
1/3 cup sugar
Food coloring

Cook all ingredients together. Place in a ziplock bags. Tape shut and squish!

NAEYC Accreditation Support Group

If you are interested in learning more about national accreditation, if you are in the process of accreditation or re-accreditation, if you already work in an accredited center, or if you are just looking for a great reason to get out and meet some great people please attend our next Accreditation meeting.

**October 13th -
10:00 AM – 11:30 AM
at our new location:
St. Paul's Preschool
261 South 900 East, SLC**

There is a parking lot across from St. Paul's Episcopal Church.

Please RSVP to rhonda@stpauls-slc.org or Rhonda 801-521-6419.



Helping children with learning disabilities find success in school

With the start of school, now is the time to communicate with parents and teachers about each child's learning abilities. Parents can help a teacher out by setting up a meeting and reviewing IEP (individual educational plan). Teachers can be more effective by reviewing each child's IEP and taking an extra effort to talk with parents. The National Center for Learning Disabilities offers great advice for parents and teachers. It is important for everyone to be an advocate for children and helping to take part in establishing positive relationships in the classroom. The following website can provide helpful resources for a great new school year. <http://www.nclld.org/>

Helping children feel less stress in the classroom.

Working together with parents and understanding each individual child will help the classroom become a positive learning environment all year round. The following are some ideas that teachers and parents can practice to help keep a child's stress minimal during the school year.

- Be clear in setting rules and consistent with discipline. Kids live in a "black and white" world. Blurred guidelines and inconsistencies are even more confusing for them than they are for adults.
- Create time in the day for unstructured play. Don't feel compelled to schedule every last hour of your child's free time. Exploratory time for the imagination is a wonderful corrective to the pressures of the day.
- Provide healthy outlets for stress. You probably know the basics: exercise, rest, nutritious meals, downtime, and of course humor! Take a moment to evaluate these areas in your family or in your classroom.
- Create a space in your home or classroom, away from the computer or TV, to just be. A beanbag or chair, a space outside that invites quiet reflection, a corner with books - all of these work, because they are calming and low-tech.
- Model a lifestyle for your kids or students that demonstrates a low-stress lifestyle. Easier said than done, right? If you experience undue amounts of stress yourself, it would be well worth it to both you, and your family/classroom, to invest in stress-easing activities: meditation, massage, or yoga.
- Gentle touch can be very calming. Hugs can go a long way to create a sense of connection and safety, reducing stress. Be liberal with them.
- Sit quietly together for five minutes and breathe. It's extraordinary how long five minutes feels, when you spend it in silence together. Use these five minutes to set a calm tone for the day, or to regroup during the day.

- Do a guided meditation together using a CD together. Sometimes, breathing isn't enough. If your kids or students need help with meditation, try one with light instructions or visualization exercises.
- Talk about what stress is, and how to deal with it.
- Laugh together - a lot! Tell jokes, stories and make up silly games to keep the environment light.



During back-to-school season, we have an excellent opportunity to help kids with stress management. As they head back to school following the lazy days of summer, parents and teachers can become kids' advocates. Now, when a child is struggling with over-anxiety or worry, you'll know what to do. The following ideas are from : Willow Dea is an author, speaker, and the editor of *Igniting Brilliance: Integral Education in the 21st Century*. To learn more, visit ignitingbrilliance.com

The Human side of Environment and Space.

Sometimes the most basic changes in a learning environment can make all the difference in a classroom. Classrooms should be designed to encourage positive relationships among children, support learning and promote the exploration of ideas and talents. A high quality space encourages children to take ownership of the program, providing opportunities for children to have their own freedom of expression. A well designed room can use lighting, furniture or rugs to designate areas of quiet learning vs. social and art areas. As you anticipate and evaluate the basics of your classroom keep the following in mind.

Identify spaces and environments that you would label "comfortable" or "uncomfortable". For those spaces that are "comfortable" write down characteristics that work for that space. And for those spaces that are label as "uncomfortable" take the time to brain storm with the children how the space can be their space. Adding colors, lighting or a new storage area can make a big difference. Display art work and use the team approach with teachers and children will make for a great environment for everyone to learn and play.



Need new ideas for the new school year, check out these sites!

Lesson Plans Databases (click on the link)

[ABCTeach](#) Free printables, interactives, theme units, and custom documents.

[A to Z Teacher Stuff](#) Online resources, thematic units and teacher tips.

[Association for Childhood Education International \(ACEI\)](#) Promotes and supports the optimal education and development of children from birth through age five.

[Child Care Land](#) Pre-K and Kindergarten activity ideas for teachers.

[Child Care Village](#) Printables and activities

[Childcare Resource and Research Unit \(CRRU\)](#) Early childhood research and policy resources.

[Children's Software and More!](#) Newsletter review of interactive media trends and products for children.

[Crayola Creativity Central](#) Lesson plans and resources for early childhood educators.

[Crayola Factory](#) Coloring, crafts, games, products, resources for teachers and parents.

[Curious George](#) Games and printables.

[Discovery Education](#) Resources, games, lesson plans.

[Dr. Seuss](#) Multimedia, resources for teachers and parents for Dr. Seuss books.

[Earlychildhood.com](#) teachers and parents.

[Everything Preschool](#) Thematic lesson plans; coloring pages; crafts.

[Educational Activities, Inc.](#) Publishes educational software, children's music, ad videos.

[Enchanted Learning](#) Educational web sites and games designed to stimulate creativity, learning, enjoyment, and imagination.

[Evolution of Alphabets](#) Course material for "History of the Alphabets" taught by Professor Robert Fradkin at University of Maryland for educators.

[First-School Preschool Activities and Crafts](#) Preschool and Kindergarten activity ideas for teachers.

[Gayles Preschool Rainbow](#) Thematic lesson plan and suggestions.

[KidsSparkz.com](#) Free theme pages.

[Infant QuickSource](#) Emergent learning developmental stages for children from birth to 18 months: language, cognitive, and social/emotional.

[The Scholastic Store](#) Resources and products for ages birth to adolescents.

[Scholastic](#) Thematic lesson plans.

[Toddler QuickSource](#) Children from birth to age three are in the most critical period for language development. language, cognitive skills, social emotional.

[UEN](#) K-12 Core curriculum and lesson plans

[Everything Preschool](#) Preschool lesson plans.

[MClean Unit District N0. 5](#)

[NEA](#) A database of lesson plans.

[Pre-K Pages](#) Lesson plans, workshops, printables, classroom technology.

[Pre-Kinders](#) Lesson plans, workshops, printables, classroom technology.

[StarFall](#) Literacy lesson plans.

[The Seeds Network](#) A searchable database of lesson plan ideas.

[Preschool Express](#) Preschool activities and ideas.

[Preschool Rock](#) Preschool crafts, games, and activities.

[Webtech Kennesaw](#) Preschool games and activities.

Check out <http://www.ecresource.org> for more Early Childhood Education information

Supporting Bilingual Learners by ENCARNI GALLARDO

As my daughter and I spent some time together talking during dinner a few days ago, I realized how difficult is to support bilingual learners. We arrived to the United States when Marta was only 18 months old, and her language skills were starting to develop. She has always been a very social and linguistic child, so child care was a great place for her to play, find new friends and of course learn how to speak. Her English skills quickly started to pick up new words like water, more, mom, dad. We always spoke Spanish at home, but it was very hard to compete with eight hours in preschool, Barney and his songs, and everything else that was English language based. So as a preschool teacher I asked myself many times what I could do to support those children trying to learn or maintain two languages.



Children should be encouraged to develop their native language. Early Childhood Educators can help parents realize the importance of reading to the child in their native language at home. The child should have the opportunity to express his/her ideas in the native language as well as maintain a conversation about what she did in school, what they had for lunch or what project they did during the day.

As Cummins (2000) states: "Conceptual knowledge developed in one language helps to make input in the other language comprehensible." If a child already understands the concepts of "red" or "door" in her own language, all she has to do is acquire the label for these terms in English. She has a far more difficult task, however, if she has to acquire both the label and the concept in her second language.

It is important that teachers and early childhood educators understand the progression in the development of a second language. Many times we think children will "pick up" the second language as they are submerged in the new culture but second language acquisition studies have established recognizable early stages for second/additional language development and have drawn particular attention to the silent period. Recognizing these stages provide educators with an opportunity to evaluate the progress of the child. Although there are individual differences in the way children acquire an additional or second language, some researchers suggest that there is a consistent developmental sequence. An overview of this process is described by American researcher Patton Tabors;

1. There may be a period of time when children continue to use their home languages in the second-language situation.
2. When they discover that their home language does not work in this situation, children enter a non-verbal period as they collect information about the new language and perhaps spend some time in sound experimentation.
3. Children begin to go public, using individual words and phrases in the new language.

Children begin to develop productive use of the second language. (Tabors, 1997 p.39)

Supporting Bilingual Learners can be tricky and requires patience and understanding of the language development, but it can make a big difference in the life of a person giving him/her skills and better understanding of the diversity of this world.

UAEYC Reception

at the
NAEYC Conference
on
Thursday, November 3, 2011
at the
Peabody Orlando Hotel
in the
"Rock Spring Room"
from 7:00 to 8:30 pm
questions
email uaeyc.mail@gmail.com.



9th Annual Utah Child Care Professional Development Conference

Saturday, October 15, 2011
Cottonwood High School
5715 South 1300 East
Murray, Utah 84121

Registration
September 6-October 7, 2011
No onsite registration

We're going green!

Class descriptions, schedules, and registration
Information are now online!

Check out our new website for all of the information:
www.utahccpdiconference.com

UAEYC
P.O. Box 25836
Salt Lake City, UT84125-0836

We're on the web: www.uaeyc.org
Website services donated by www.xmission.com



(double click on the facebook image to follow the link to:
<http://www.facebook.com/pages/Utah-Association-for-the-Education-of-the-Young-Child/144729128955936>

UAEYC Roster and Position Held

Cynthia Maki	<i>Treasurer</i>
Melanie Bott	<i>Secretary/Historian</i>
Christy Toala	<i>Public Policy</i>
Sarah Piercy	<i>Membership</i>
Kathy Carr	<i>Development</i>
Rhonda Dossett	<i>Accreditation</i>
Encarni Gallardo	<i>Program&Service</i>
Meg Buonforte	<i>Hospitality</i>
Laura Traum	<i>Newsletter</i>
Anne Mackiewicz	<i>Affiliate Relations</i>
Lynn Palmer	<i>Affiliate Liaison</i>
Dianne Mitchell Yancey	<i>Conference</i>
Rea Gubler	<i>Southern Rep</i>
Linda Ebersole Gilgen	<i>Bridgerland Rep</i>
Shirlene Law	<i>Roosevelt Rep</i>
Brionne Thompson	<i>Student Liaison</i>
Amy Funk	<i>Admin Assistant</i>



OWCAP HeadStart hosted a "The Great Outdoors" activity at the Ogden River, part of which was the "Move with Me Alphabet Walk." Making the letter Y is Eva and Libby Harris! If you want a set of the movement alphabet posters email ltraum@owcap.org