

Communication Link

CESA #11 Head Start

April 2011

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PARENT INVOLVEMENT AT STANLEY-BOYD HEAD START/EARLY HEAD START

We have had a busy March with bowling and pizza on March 9th and a movie night at the center with popcorn and juice on March 14th.

April will be just as fun - we have planned a swimming day for families and will be attending a puppet show at CVTC in Eau Claire.

Thanks to all the community businesses who have offered us discounts to help us stretch our budget!



*Kristin Karnes-Frederickson
Family Partner*

HOW DOES MENTAL HEALTH AFFECT YOUNG CHILDREN AND THEIR FAMILIES?

Young children experience mental health challenges that impact early learning, social interaction, and the overall well-being of their families. It is estimated that between nine percent and fourteen percent of children, birth to five years of age, experience social and emotional problems that negatively affect their functioning and development. Among babies, signs of depression can include inconsolable crying, slow growth, and sleep problems.

Mental health challenges among young children occur within the context of early childhood growth and development, during which children develop self-control and learn to tolerate frustration. For example, temper tantrums may be developmentally normal for toddlers; however, tantrums characterized by self-destructive behaviors or aggressive behavior toward people or property can indicate that emotional and behavioral problems are present. A young child who withdraws regularly from social situations and experiences fear when interacting with others may have mental health needs. Such behaviors do not necessarily mean that the child has mental health needs, but the family may be experiencing higher stress levels, which in turn could result in further issues. A strong system of care is necessary to insure that the family system can be as nurturing and supportive as necessary for young children's health and well-being.

As a part of the system for care for children in our services area we need to:

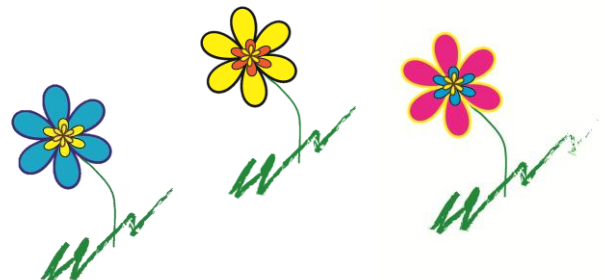
- Recognize the importance of mental health to a young child's healthy development and a family's well-being.
- Actively address mental health problems that present serious challenges to young children and their families.
- Build relationships among child-serving providers, including school and daycare staff, pediatricians, and mental health providers, to improve access to services.
- Provide services and evidence-based practices to young children and their families that are accessible, available, and culturally and linguistically competent.

Outcomes expected:

- Better emotional and behavioral health
- Less strain experienced by families
- Less work missed/duties neglected

Sue Schultz, Early Head Start/Family Services Coordinator

*Happiness
is a
choice.
-Anonymous*



CHILDREN AT CORNELL GET A HEAD START ON SUMMER

Cornell Head Start took a break from winter and enjoyed a day at the beach in their classrooms on March 4. They brought their swim suits, beach towels, and sunglasses. The highlight of the day was taking a "sit" in the pool filled with water and fish to catch. The super-size beach ball was a hit also. The indoor beach was great fun, a vacation from the seemingly never-ending snow and cold outdoors.

Melody Peloquin, Center Assistant



WITH MARCH COMES SPRING, SNOW, SUNSHINE, AND "HAPPY BIRTHDAY DR. SEUSS!!"

The New Richmond Head Start Home Visit children experienced all four! We had fun with activities related to Dr. Seuss books; we:

- had green eggs and ham for lunch!
- painted one fish, two fish, red fish, blue fish!!!
- acted like the Cat in the Hat (painted our faces like him).
- prepared our own snack - blue cream cheese on graham crackers with colored gold fish crackers.

Jill Lindell, Home Visitor



On March 16th, the Dallas Early Learning Center celebrated the retirement of our long-time Senior Employment worker, Dick Rose. "Grandpa Dick" is greatly missed by the children and staff, but we wish him the best in his retirement years.

Marcia B. Link, Center Assistant

WISCONSIN PROFESSIONAL CREDENTIAL FOR INFANTS/TODDLERS OFFERED AT WITC – ONLINE

Coming Fall 2011!

The Professional Credential for Infants/Toddlers (Wisconsin) is designed for, and will benefit, infant/toddler educators, teacher's assistants, program directors, and administrators from full day and half day early care and education programs including: child care centers, family child care homes, Head Start, pre-kindergarten, early intervention programs, and preschool or nursery schools. Students will gain knowledge of the unique skills and experience needed to provide nurturing, stimulating, high quality infant, and toddler care.

To meet the needs of all students, the Professional Credential for Infants/Toddlers will be offered in a fully online environment. The flexibility and accessibility of distance learning allows students to decide where and when you attend class, eliminating barriers that traditional classes often place on working students. As an online student you can study from home, the office, or an Internet café – anywhere you can find a connection.

In addition, WITC also offers the Wisconsin Professional Credential for Administrators, the Wisconsin Credential for Preschool Teachers, the Wisconsin Professional Inclusion Credential, and the Early Childhood Education Associate Degree program.

For more information, check out witc.edu or contact Laura Wassenaar, Divisional Dean of Family & Consumer Services at 715.394.6677, Ext. 6217 or laura.wassenaar@witc.edu.

Laura Wassenaar, Divisional Dean of Family & Consumer Services

"What we live with, we learn

What we learn, we practice

What we practice, we become

And what we become has consequences."

~Earnie Larsen



Visit our Website at:
www.cesa11.k12.wi.us/hs

Production/Layout –
Laurie Franz, Program Secretary

Benefits of Head Start and Early Head Start Programs

Economic
Benefits

Health
Benefits

Educational
Benefits