



JANUARY - FEBRUARY
& MARCH 2012

Positive Interactions = Positive Results

Challenging behavior is a top concern for preschool teachers. It can also be a predictor of a child's future academic & social difficulty. Recognizing this, programs and funding initiatives are focusing on better preparing children to succeed behaviorally & emotionally in school.

Among the elements that are being closely looked at is how programs acknowledge appropriate behavior & the ratio of positive statements (praise, approval) to negative statements (reprimand, correction, disapproval). Research has shown that positive communication & interactions create environments that encourage positive behavior.

You can promote improved behavior by fostering positive teacher-child interactions. Teacher-child interaction is key to establishing a classroom dynamic that is positive and productive. When teachers achieve a respectful & open dialogue with students and commit to closely monitoring their own verbal & nonverbal communications, they reduce challenging behaviors in their classroom.

Here are some strategies that can help improve teacher-child interactions:

- **Engage in self-reflection.** Honestly reflect on questions such as "Do I monitor messages I send via body language?" and "Do I consider what I say before I say it?" Self-reflection can help you determine whether you're creating a freely communicative classroom.
- **Deliver "I" messages.** "I" messages are a type of sophisticated communication strategy that can be especially helpful. They explain to a child in a non-accusatory way why a particular behavior is negative, while implicitly asking for help from the child in solving the problem. Here's an example of an effective "I" message: "When you dump your food on the floor, I have to stop what I'm doing and clean up the mess. It makes me feel frustrated." This sort of careful phrasing can be far more effective than a negative "You've been bad" message.

- **Start positive conversations.** Initiate organic, non-structured conversations with your students every day. Let the children lead the discussion, and involve a personal interest of theirs that isn't necessarily tied in with classroom learning. Any kind of sustained positive attention will lead to a closer bond between teacher and student, as children realize that you're genuinely interested in their thoughts and feelings.
- **Do more listening than talking.** When a child has a problem, it can be tempting to simply correct her or jump in with advice. But it's much more effective to use reflective listening strategies. Take time to hear what the child is saying, repeat the message back in different words so she knows you understand, and encourage her to think about the problem and identify a possible solution.

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National Administrator's Credential Course is Coming to Mobile!

NOW is the time to sharpen your skills. The National Institute of Child Care Management NAC course will absolutely simplify and help you in your professional life. INVEST in YOURSELF and your FUTURE. People who earn this credential make more money, are less frustrated and more likely to stay in their positions long term.

Topics will include Fiscal Management & Budgeting, Administrative Leadership, Insurance for Centers, Parent Communication & The New Economy. This is an awesome training event for ALL owners, directors and anyone who would like to grow into a management position in the future.

For Registration Information, call (601) 476-1422 or go to www.NICCM.com

As Low as \$299 for 4.5 CEU's (Register EARLY and SAVE!)

Register before 1/3/2012 for the full Mobile event, or for Distance Learning, and save \$100. (Use coupon code: GRCMA) Register between 1/3/2012 and 1/23/2012 and save an additional \$25.



Earn the **Alabama Early Learning Guidelines Credential** from Alabama Department of Human Resources by completing this 18-hour training course. You must complete all 9 sessions to receive the credential.

Register for these SATURDAY SESSIONS on the AELG section of the January-February-March 2012 Training Registration Form.

Session 1: Orientation (Saturday, January 14, 2012; 8:30am - 10:30am)

Session 2: Observations (Saturday, January 14, 2012; 10:30am - 12:30pm)

Session 3: The Role of Parent & Caregiver (Saturday, January 28, 2012; 8:30am - 10:30am)

Session 4: Self-Concept & Emotional Development (Saturday, January 28, 2012; 10:30am - 12:30pm)

Session 5: Social Development (Saturday, February 11, 2012; 8:30am - 10:30am)

Session 6: Language Development (Saturday, February 11, 2012; 10:30am - 12:30pm)

Session 7: Physical Development (Saturday, March 10, 2012; 8:30am - 10:30am)

Session 8: Cognitive Development (Saturday, March 10, 2012; 10:30am - 12:30pm)

Session 9: Putting It All Together (Saturday, March 24, 2012; 9:30am - 11:30am)



Super Saturday with Bradley Smith!

A much sought after trainer & motivational speaker in early education, business and leadership events nation wide. His knowledge and expertise are unsurpassed in the education field. His teaching style is highly entertaining and interactive.

**101 Transition Activities &
Dealing with Difficult People**

Saturday, January 21, 2012

8:30am - 12:30pm



Detailed information & registration will be mailed out separately.
Call Jessica or Allison at 251-473-1060 for more information

Alphabet Soup!

A Quick Reference Guide



CDAs and CEUs; CD, HSN, & PDG... *What do all of these letters & numbers really mean?* Use this reference guide to determine what the acronyms and numbers listed on your Training Attendance Verification and in the quarterly training calendar stand for and how to use them to get the most out of your training experience.

DHR Training Categories - The Alabama Department of Human Resources requires child care professionals to obtain professional development hours annually in 6 categories. Refer to the *Minimum Standards for Day Care Centers and Nighttime Centers* for more information regarding the specific number of hours and other requirements.

CD – Child Development

CCPF – Child Care Professional & the Family

HSU – Health, Safety & Universal Precautions

LD – Language Development

QCCL – Quality Child Care & Licensing

PDG – Positive Discipline & Guidance

CDA Content Areas - Early Childhood Directions' training programs can be used to meet the formal Child Development Associate (CDA) early childhood education training requirements. Refer to the *CDA Assessment System and Competency Standards* books for more details.

1. Planning a safe, healthy environment to invite learning
2. Steps to advance children's physical & intellectual development
3. Positive ways to support children's social and emotional development
4. Strategies to establish productive relationships with families
5. Strategies to manage an effective program operation
6. Maintaining a commitment to professionalism
7. Observation and Assessment
8. Principles of Child Development & Learning

Alabama Pathways to Quality Care & Education Core Knowledge Areas - The *Alabama Pathways to Quality Care & Education Core Knowledge Areas* (APCKA) serve as a foundational checklist of knowledge, skills, and abilities that early childhood and school-age care professionals can also use to guide and track their professional development.

CGD - Child Growth and Development

LEE - Learning Experiences and Enrichment

COA - Child Observation and Assessment (Planning for Individual Needs)

ICFC - Interaction with Children, Families and Communities

PPD - Personal and Professional Development

HSN - Health, Safety and Nutrition

DIV - Diversity

MA - Management and Administration

Training Levels – All courses & training sessions are designed with the participant's skill level in mind. The training level is indicated on the quarterly training calendar and on the Training Attendance Verification that participants receive at each session.

Basic – for entry-level professionals who are new to early childhood and/or school-age care; covers a foundational understanding & demonstration of developing skills

Intermediate – for professional who have at least 2 years of experience & 120 hours of training in child development & are moving toward more formal education

Advanced – for professionals who have at least 3 years of experience & 30 college credit hours in child development

ALL – Applies to all skill levels; Basic, Intermediate, and Advanced

Target Age Groups – Children develop quickly in the early years of life. Early Childhood Directions' training programs often target a certain age groups, offering developmentally appropriate information that is specific to that stage of development. The target age groups are indicated on the Training Attendance Verification that participants receive at each session.

Infants - Birth to 12 months

Toddlers - 1 and 2 year olds (13 to 36 months)

Preschoolers - 3 and 4 year olds

School-agers - 5 to 12 year olds

ALL - Applies to all age groups; Infants, Toddlers, Preschoolers, and School-agers

Get the Most out of Your Training Experience

Be prepared

- Take a break before you come - you will get more out of the training if you're well-rested.
- Eat a snack before you come to class - it's hard to concentrate on an empty stomach.
- Bring a pen and paper to take notes!

Eliminate Distractions

- Make transportation arrangements ahead of time.
- Check on your children.
- Visit the restroom.

Focus

- Silence your cell phone. No texting, please.
- Give all of your attention to the Instructor.
- Limit conversations for group discussion times.

Try a new idea when you get back to your classroom - it will be a rewarding experience for you & the children.

Pat yourself on the back - you are investing in yourself and growing professionally!



GRCMA Early Childhood Directions Training Policies

- GRCMA Early Childhood has been approved as an Authorized Provider (provider #1311) by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. You must pre-register for training classes.
 - CEU's may not be awarded to students who miss 15% of class time, or who do not successfully complete the post test, earning a score of at least 70%.
 - TRAINING CLASSES ARE FOR ADULT PARTICIPANTS ONLY. It is not appropriate to bring children to class with you.
 - CHILD CARE CENTERS: When registering multiple people for training, you must complete a separate form for each participant. A maximum of 5 participants from each center can be registered in the same training session.
 - You will receive a confirmation letter listing the classes in which you have been registered. Bring the confirmation letter to class with you. If you do not receive a confirmation letter, please contact us before coming to class to ensure that you are registered!
 - Due to IACET regulations, as well as for safety reasons, the building will be locked & **NO ONE will be admitted into the class 15 minutes after it has begun.**
 - CANCELLATION POLICY: Please keep in mind that space is limited in all training classes. For this reason, we ask that cancellations be made by 12:00 noon the day before the training session. Others are waiting for your spot, so please call as soon as you know you will not be attending. **Repeated failure to cancel a class may result in restricted enrollment for you in future classes.**
 - A record of your training credit will be maintained for 7 years. Transcript requests must be in writing & addressed to: GRCMA ECD, P.O. Box 16005, Mobile, AL, 36616. A transcript handling fee may apply.
 - Training Consultants are available to assist you in planning your training. Call 251-473-1060 to schedule an appointment.
 - GRCMA ECD training is open to all persons regardless of race, national origin, age, sex, political beliefs, or handicapping disability.
 - If you have questions about training or training registration, please call (251) 473-1060 or 1-800-276-2134 for assistance.
- Training made available through
Alabama DHR Child Care Quality Enhancement Grant.



DHR Minimum Standards Training Categories

Administration (ADM)
Child Development (CD)
Child Care Professional & the Family (CCPF)
Health, Safety, & Universal Precautions (HSU)
Language Development (LD)
Positive Discipline & Guidance (PDG)
Quality Child Care & Licensing (QCCL)

CDA Subject Areas

1. Planning a safe, healthy environment
2. Steps to advance children's physical & intellectual development
3. Positive ways to support children's social & emotional development
4. Strategies to establish productive relationships with families
5. Strategies to manage an effective program operation
6. Maintaining a commitment to professionalism
7. Observing & recording children's behavior
8. Principles of child growth & development