Too Much Sun Hurts

Did you know that just a few serious sunburns can increase your child’s risk of skin cancer later in life? Kids don’t have to be at the pool, beach or on vacation to get too much sun. Their skin needs protection from the sun’s harmful ultraviolet (UV) rays whenever they’re outdoors.

**Turning pink?** Unprotected skin can be damaged by the sun’s UV rays in as little as 15 minutes. Yet it can take up to 12 hours for skin to show the full effect of sun exposure. So, if your child’s skin looks “a little pink” today, it may be burned tomorrow morning. To prevent further burning, get your child out of the sun.

**Tan?** There’s no other way to say it: tanned skin is damaged skin. Any change in the color of your child’s skin after time outside - whether sunburn or suntan - indicates damage from UV rays.

**Cool and cloudy?** Children need protection. UV rays, not the temperature, do the damage. Clouds do not block UV rays, they filter them - and sometimes only slightly.

**Oops!** Kids often get sunburned when they are outdoors unprotected for longer than expected. Remember to plan ahead, and keep sun protection handy - in your car, bag or child’s backpack.

Help your children to play it safe, and protect your own skin as well. You are an important role model when it comes to sun protection.

For more information about protecting your family from skin cancer contact:

- The National Cancer Institute’s Cancer Information Service at 1-800-4-CANCER for information about all cancers, including skin cancer.
- CDC’s Division of Cancer Prevention and Control at 1-888-842-6355 for recorded information.
- Or Visit the CDC website at <www.cdc.gov/chooseyourcover>

Reprinted from the Center for Disease Control and Prevention (CDC) publication #099-6044, June 2000

Social Security Administration Issues Final Rules

The Social Security Administration has published final rules for hearing impairments in the Federal Register. These final rules will be used to evaluate hearing impairments in both adults and children who apply for, or receive, Social Security disability benefits or Supplemental Security Income payments based on disability.

These rules become effective August 2, 2010 and will remain in effect for 5 years, unless they are revised or the effective date is extended. You can find these rules at:


2010 State Leaders’ Summit Materials Posted Online

It was recently announced that the materials from the 2010 State Leaders’ Summit, Dynamic Strategies for Student Outcomes: Preparing 21st Century Learners held in Council Bluffs, Iowa has been posted online. You can find the materials at http://www.ndepnow.org/summit/10/outcome.htm

When visiting this website you will find information on Summit’s dating back to 2005.

Early Education Longitudinal Study (EELS)

The EELS project with the Science of Learning Center on Visual Language and Visual Learning at Gallaudet University is looking for study participants. The EELS team aims to answer many questions about how young deaf children develop language and cognitive skills during a very critical period of their lives. The team will explore factors from families and schools across the country that influences young deaf children’s early learning experiences over time. They will track the growth of 3, 4, and 5 year-olds over a three-year period. Surveys on language development and beliefs from early childhood directors, elementary school principals, teachers and parents or guardians of students participating in the study will be collected. Direct assessments on children will also be collected. VL2 staff under the supervision of a licensed clinical psychologist will administer direct assessments. For more information about the study visit their website at http://vl2wiki.editme.com/VL2-Longitudinal-Study
**Adventures in Parenting (Part 2)**

### Have you heard the latest advice about parenting?
Of course you have. From experts to other parents, people are always ready to give you parent advice. Parenting tips, parents’ survival guides, do, don’ts, should, and should not’s, new ones come out every day. Part 1 of Adventures in Parenting was published in the June, 2010 Newsletter, this is Part 2.

### Monitoring Your Child’s Contact With His Or Her Surrounding World

Do you need to be a superhero with x-ray vision and eyes in the back of your head to be a careful monitor? Of course not. You don’t need to be with your child every minute of every day, either. Being a careful monitor combines asking questions and paying attention, with making decisions, setting limits, and encouraging your child’s positive choices when you aren’t there.

When your child is young, monitoring seems easy because you are the one making most of the decisions. You decide who cares for your child; you decide what your child watches or listens to; you decide who your child plays with. If something or someone comes in contact with your child, you’re usually one of the first to know. Things may change as your child gets older, especially after school begins and into the pre-teen and teen years. As kids begin to learn about their own personalities, they sometimes clash with their parents’ personalities. A parent’s ability to actively monitor is often one of the first things to suffer from this clash.

Parents need to monitor their child’s comings and goings through every age and stage of growth. Being an active monitor can be as simple as answering some basic questions:

- **Who is your child with?**
- **What do you know about the person(s) your child is with?**
- **Where is your child?**
- **What is your child doing?**
- **When will your child be home/leaving?**
- **How is your child getting there/home?**

You won’t always have detailed answers to these questions, but it’s important to know most of the answers, most of the time.

You may also want to keep these things in mind when being an active monitor:

**Open the lines of communication when your child is young and keep those lines open.** It seems obvious, but honest communication is crucial. When your child is young, talk openly about things you do when you aren’t with your child; then ask your child what he or she does during those times. As your child gets older, keep up this type of communication. Both you and your child have to take part in open, two-way communication.

**Tell your child what thoughts and ideas you value and why.** For instance, if being respectful to adults is an ideal you want your child to have, tell him or her; even more importantly, tell him or her why you think it’s important. Don’t assume that your child knows your reasons for valuing one practice or way of behaving over another.

**Know what your child is watching, reading, playing, or listening to.** Because TV, movies, video games, the Internet, and music are such a large part of many of our lives, they can have a huge influence on kids. Be sure you know what your child’s influences are. You can’t help your child make positive choices if you don’t know what web sites he or she visits or what he or she reads, listens to, watches, or plays.

### Know the people your child spends time with.

Because you can’t be with your child all the time, you should know who is with your child when you’re not. Friends have a big influence on your child, from pre-school well into adulthood. Much of the time, this influence is positive, but not always. With a little effort from you, your child might surround him or herself with friends whose values, interests, and behaviors will be “pluses” in your child’s life. Your child also spends a lot of time with his or her teachers. Teachers play a vital role in your child’s development and overall well-being, so get to know your child’s teachers, too.

**Give direction without being rigid.** In some cases, not being allowed to do something only makes your child want to do it more. Is the answer just plain “no” or does it depend on the circumstances? “Yes, but only if...” is a useful option when making decisions.

### Mentoring Your Child To Support and Encourage Desired Behaviors

When you were growing up, did you have a special person in your life who did things with you, gave advice, or was a good listener? This person may have been a relative or friend of the family who was older than you. If so, then you had a mentor.

**What does it mean to be a mentor?** A mentor is someone who provides support, guidance, friendship, and respect to a child. Sounds great, but what does that mean?

Being a mentor is like being a coach of a sports team. A caring coach sees the strengths and weaknesses of each player and tries to build those strengths and lessen those weaknesses. In practices, coaches stand back and watch the action, giving advice on what the players should do next, but knowing that the players make their own game-time decisions. Coaches honestly point out things that can be done better and praise things that are done well. Coaches listen to their players and earn player’s trust. They give their players a place to turn when things get tough.

Mentors do the same things: develop a child’s strengths; share a child’s interests; offer advice and support; give praise; listen; be a friend. Mentors help kids to reach their full potential, which includes mistakes and tears, as well as successes and smiles. Mentors know that small failures often precede major successes; knowing this fact, they encourage kids to keep trying because those successes are right around the corner.

**What can I do to become a mentor?** There is no magic wand that turns people into caring mentors. Just spending time with your child helps you become a mentor. You can do ordinary things with your child, like going grocery shopping together; you can do special things with your child, like going to a museum together. The important part is that you do things together, which includes communicating with one another.

You may want to keep these things in mind as you think about being a mentor.

- **Be honest about your own strengths and weaknesses.** If you know the answer to a question, say so; if you don’t, say so. To build a trusting, but real relationship with your child, you only have to be human. All humans make mistakes; you have, and your child will too. Your child can benefit from hearing about your mistakes, including what you thought before you made them, how your thoughts changed after you made them, and how you changed your thoughts or behaviors to avoid them in the future. A child who thinks his or her parent is perfect builds expectations that parents can’t possibly live up to.
Respect your child's thoughts and opinions without judging them. Even if you don't agree with your child, make it clear that you want to know what he or her thoughts are, without the threat of punishment. If your child is afraid of being punished, he or she may stop sharing things entirely. Let different points of view co-exist for awhile; they will allow your child to think more about an issue. Remember that there is an important difference between, “I disagree with you,” and “You’re wrong.”

Support your child’s interests and strengths, but don’t force things. Kids spend their childhood trying to figure out who they are, how the world works, and how they fit into that world. Make sure your child has enough room to explore. If your child has no interest in an activity or topic, don’t push. Your child will soon begin to read the “forced activity” and will find ways to get out of doing it.

Introduce your child to things that you like to do. This is a useful way for your child to learn more about you. It’s sometimes hard for kids to picture their parents doing things that other people do, like playing an instrument, volunteering at a nursing home, watching movies, playing a sport, or knowing about art. If your child sees you doing these things, you become more of a “regular person,” rather than “just a parent.”

Modeling Your Own Behavior To Provide a Consistent, Positive Example For Your Child

“When I grow up, I want to be just like you” has your child ever said this to you? It’s a bittersweet statement for a parent to hear. On the one hand, it’s touching to have your child look up to you in this way; on the other, being a role model comes with great responsibility. Role models come in all shapes and sizes; they do all kinds of jobs; they come from any country or city. Some children view athletes as their role models; other children look up to authors or scientists. And, believe it or not, many children see their parents as role models.

All too often, parenting behavior is guided by adults reacting to their own childhoods; that is, many parents think: I don’t ever want to be like my parents; or it was good enough for me, so it’s good enough for my kids. Remember that reacting instead of responding prevents you from making decisions that can change the outcome of a situation. To be a more effective, consistent, active, and attentive parent, it’s best to focus on your children and their lives.

“Does this mean that you have to be perfect so your child will grow up to be perfect, too? Of course not. No one is perfect. But, you do need to figure out what kind of example you are setting for your child.

You may want to be the kind of role model who does the following:

• Do as you say and say as you do. Children want to act like their role models, not just talk like them. Children learn as much, if not more from your actions as they do from your words. Don’t just tell your child to call home if he or she is going to be late; make sure that you call home when you know you’re going to be late. Don’t just tell your child not to shout at you; don’t shout at your child or at others. This kind of consistency helps your child form reliable patterns of the relationship between attitudes and actions.

• Show respect for other people, including your child. For many children, the word respect is hard to understand. It’s not something that they can touch or feel, but it’s still a very important concept. To help your child learn about respect, you may want to point out when you are being respectful. For instance, when your child starts to pick out his or her own clothes, you can show respect for those choices. Tell your child, “That wouldn’t have been my choice, but I respect your decision to wear that plaid shirt with those striped pants.”

• Be honest with your child about how you are feeling. Adults get confused about emotions all the time, so it’s no surprise that children might get confused, too. For instance, you might have a short temper after a really stressful day at work, but your child might think you are angry with him or her. If you find yourself acting differently than you usually do, explain to your child that he or she isn’t to blame for your change in “typical” behavior; your child can even help you by lightening your mood or altering your attitude. You can prevent a lot of hurt feelings and confusion by being honest with your child about your own emotions.

• Make sure your child knows that being angry does not mean, “not loving.” Disagreements and arguments are a normal part of most relationships. But many children can’t separate love from anger; they assume that if you yell at them, then you don’t love them anymore. Even if you think your child has a solid grasp of emotions, you may want to be specific about this point. Otherwise, you run the risk of having your child think he or she is not loved every time you have a disagreement. Most of all, be alert to changes in your child’s emotions so you can “coach” your child through moments of anger or sadness without brushing off the emotion or ignoring it.

• Pinpoint things that you wouldn’t want your child’s role model to do, and make sure you aren’t doing them. For instance, suppose your child views a sports player as his or her role model. If you found out that player used illegal drugs or was verbally or physically abusive to others, would you still want your child to look up to that person? Probably not. Now apply that same standard to your own actions. If you don’t want your child to smoke, then you should not smoke. If you want your child to be on time for school, make sure you are on time for work and other meetings. If you don’t want your child to use curse words, then don’t use those words in front of your child.

Reviewing your own conduct means being honest with yourself, about yourself. You may need to make some changes in how you act, but both you and your child will benefit in the end.

REMEMBER...

By including the RPM3 guidelines in your day-to-day parenting activities, you can become a more successful parent. RPM3 means:

• Responding to your child in an appropriate manner

• Preventing risky behavior or problems before they arise

• Monitoring your child’s contact with his or her surroundings

• Mentoring your child to support and encourage desired behaviors

• Modeling your own behavior to provide a consistent, positive examples for your child.

Being a more effective, consistent, active, and attentive parent is a choice that only you can make. Enjoy your adventure!

7 Super Things Parents Can Do

1. Talk often with your children from the day they are born.
2. Hug them, hold them, and respond to their needs and interests.
3. Listen carefully as your children communicate with you.
4. Read aloud to your children every day, even when they are babies. Play and sign with them often.
5. Say “yes” and “I love you” as much as you say “no” and “don’t”
6. Ensure a safe, orderly, and predictable environment, wherever they are.
7. Set limits on their behavior and discipline them calmly, not harshly.

Reprinted from: Early childhood-Head Start Task Force
U.S. Departments of Education and Health & Human Services

Frozen Hot Chocolate
Ingredients:
1/2 cup chocolate syrup
1 cup fat-free evaporated milk
1/2 teaspoon vanilla extract
3 cups ice cubes
Whipped topping (if desired)

Combine chocolate syrup, evaporated milk, vanilla and ice in a blender and blend until smooth.
Pour into glasses. Garnish with a dollop of whipped topping if desired.

This is a wonderful treat for summer time and only 150 calories and virtually no fat. Enjoy.

Count Your Duckies!
With a few toys and a splash of imagination, you can make bath time a fun learning opportunity.

- **Math.** Use rubber ducks or other floatables to start a conversation about addition and subtraction as you toss them into the tub or take them out. You can also talk about volume as you pour water from one container into another.

- **Colors.** With bathtub finger paints, your child can learn about opposites, primary colors, blends, and shades. Best of all, cleanup is a cinch.

- **Science.** Gather bath toys and shampoo bottles and play “Sink or Float?” to reinforce concepts like weight and density. Carefully run the faucet so your child can feel the difference between hot and cold (be sure to supervise), let your child make little waves, or throw a couple of ice cubes to demonstrate how solids become liquids.

- **Letters and Numbers.** Explore the alphabet and beyond with foam shapes. Challenge your child to spell out simple words or solve a math problem on the wall.