



I Mandikiki!

For Guam Families with Children Birth To Eight



Volume 8, Issue 2

September 2014



What is the Guam Early Learning Guidelines?



4. Communication, Language Development, and Literacy
5. Creative Development

Each domain has a set of content standards, the knowledge and skills that the majority of preschool-aged children should be reaching at this age level.

Each standard has performance indicators, or examples of some things a child may do to show his knowledge and skills in relation to the content standards.

The revised GELG includes suggested activities for parents and caregivers to do to support the child in achieving and reinforcing knowledge and skills in relation to the content standards.

The Guam Early Learning Guidelines for Young Children Ages Three to Five (GELG) was first developed and published in 2005 and has been used to help families, caregivers, teachers, and administrators know what children should be able to know and do when they enter Kindergarten. The GELG provides an outline to help guide quality early learning experiences and programs.

Since 2005, a lot has happened in research on early childhood development. The GELG is currently being revised and updated to include the newest information available on early learning. Some of the features of the current GELG will stay the same and will also include additional features that make it easier to use.

What is in the GELG?

The GELG is divided into five broad developmental domains, or areas of learning:

1. Physical Development and Health & Safety
2. Self-Concept and Social-Emotional Development
3. Cognitive Development – Math (Numeracy), Science, & Social Studies

How do I use the GELG?

For example, when a preschool child shows unacceptable social behavior, the parent or caregiver would look at “Domain 2: Self-Concept and Social-Emotional Development” in the GELG. In this domain, Content Standard 4 states that the preschool child should be developing the “ability to interact, develop, and maintain appropriate relationships with others,” which means that the child should be able to show acceptable behavior when playing with others.

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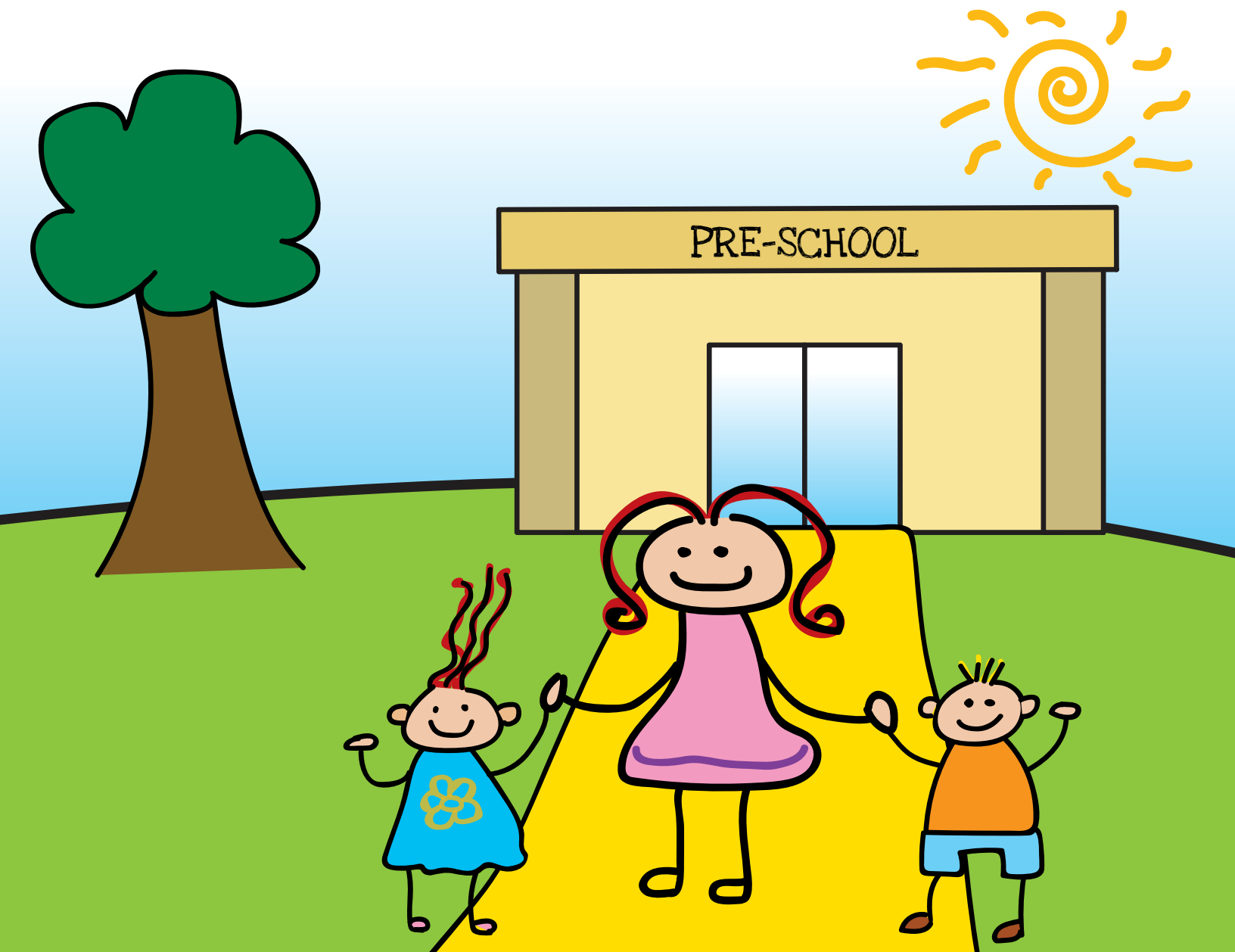
A performance indicator, or something the child can do, for this standard, would be for him to “begin to show self-control in handling frustration and disappointment with others.” This means that the child knows what to do when something doesn’t go his or her way. But what if the child has not acquired this skill, and has a “melt down” when he doesn’t get what he wants?

One way that a parent or caregiver can help the child in learning this skill is suggested in the “What You Can Do” column: “Help child to say or show what is causing his frustration or disappointment. Let him know that it is okay to feel the way he feels but he can do something

else to make himself feel better. Offer, or help him to think of, alternate choices or activities to help him “let go” of his frustration or disappointment.” In other words, we teach the child how to tell others how he or she feels or we ask them what other activities he or she can do.

Where can I find the GELG?

The GELG is available online on the Guam CEDDERS website at www.guamcedders.org. Families may also be interested in the “Guam Early Learning Guidelines for Young Children Ages Three to Five Family Guidebook”, also available on the website.



Encouraging Communication

When we talk with other adults, the conversation usually takes its course and sometimes branches out to other topics. Most of the time we have free-flowing words to add to the discussion. But sometimes, talking with children is like pulling teeth without the proper instruments especially when we're talking to our school age children. For younger children, our frustrations come out when they get upset and we don't know the reason why.

Babies tell us what they need by crying. Hungry? Cry. Wet? Cry. Sleepy? Cry. Hot or cold? Cry. When they don't want to be carried, babies arch away from the person carrying them and... cry. We figure out pretty quickly what babies need and want by their cries and their body

language. When they get older and want to get their way, they throw a tantrum, cry, or say nothing. We ask them to use their words to tell us what is wrong, but the children don't know how to verbalize their needs. Just as we teach them to say, "Please?" and "Thank you," we need to teach them how to communicate in acceptable ways.

So how do we do that without being the "helicopter" parent who hovers over their child and constantly asks questions?

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) developed strategies (below) to help us be more responsive to children.

Ways to be Responsive with Your Child

Follow your child's interest

- Show your child you are interested in what they are interested in
- Join in your child's activities
- Imitate your child's actions

Talk just above your child's level

- Expand what your child says
- If your child points to cup, say "cup"
- If your child says cup and shows you a blue cup, say, "blue cup"

Match turns

Try to "match" your child's attempts to communicate by only talking when your child:

- Talks
- Uses gestures to communicate with you
- Does something different

WAIT! For your child to initiate

- Give your child ample time to communicate
- Wait for your child to non verbally "ask" for routine things so you can teach new words
- Arrange your home to promote requests

Repeat what your child says

- Reinforce what your child says by repeating it
- Show you are interested in/enthusiastic about your child's communication

Do what your child is doing and talk about it

- Imitate your child's play or other behaviors in order to gain his or her attention
- Talk about what you and your child are doing, speaking just above your child's level

Moore, H. B., & Barton, E. E. (2010) Language and Play Everyday Family Coaching Manual. Unpublished manuscript, Department of Special Education and Clinical Sciences, University of Oregon, Eugene, Oregon



Positive Parenting Practices

From the moment a baby is born, he or she begins to learn. How to act around other people is one of the first things they learn. As children grow, they begin to show different behaviors around people. Sometimes they will show challenging behaviors to get what they want. For a parent, these challenging behaviors can be frustrating. At times it is easy for a parent to understand why a child is showing a challenging behavior. At other times, we do not know what caused the behavior.

When a parent understands what the child wants, the parent can help the child change or lessen the behavior. Sometimes the most helpful thing to do is to praise

your child when he or she is doing something good. You can say, "Wow! Thank you for remembering to put your dirty clothes in the hamper." Another helpful tip is to turn something negative into something positive. For example, you just finished cleaning the kitchen table and your child spills his milk. Instead of scolding him for making a mess, ask, "How can we clean this?"

Using praise and positive statements work to help children know and understand how to act in different situations. Below are some ways when to use praise and positive statements.

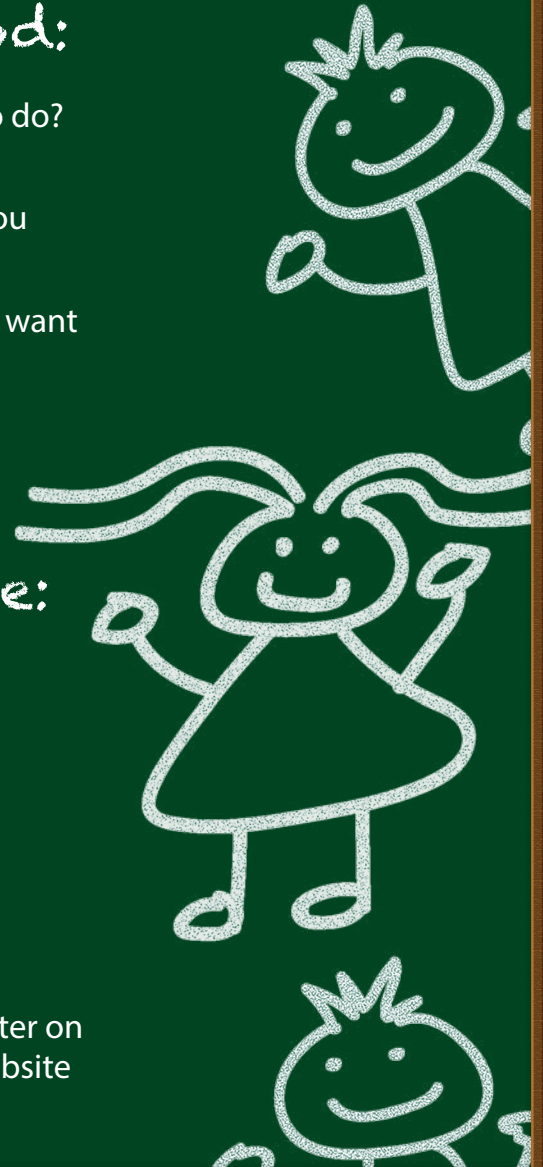
Catch your child being good:

- How much time do you spend telling a child what not to do? How effective is that?
- Giving specific, positive attention to the behavior that you want to see teaches the child what to do.
- Give specific, positive attention to the behavior that you want to occur again.
- Look for & pay attention to positive behavior instead of spending so much time & energy reacting to behavior that bothers you.

Suggestions for using praise:

- Gain the child's attention
- Use behavior specific language
- Keep it clean - avoid combining praise with criticism
- Praise with enthusiasm
- Double the impact with physical warmth
- Praise in the front of others

For more positive parenting strategies you can visit the Center on the Social and Emotional Foundations for Early Learning website at: www.csefel.vanderbilt.edu.



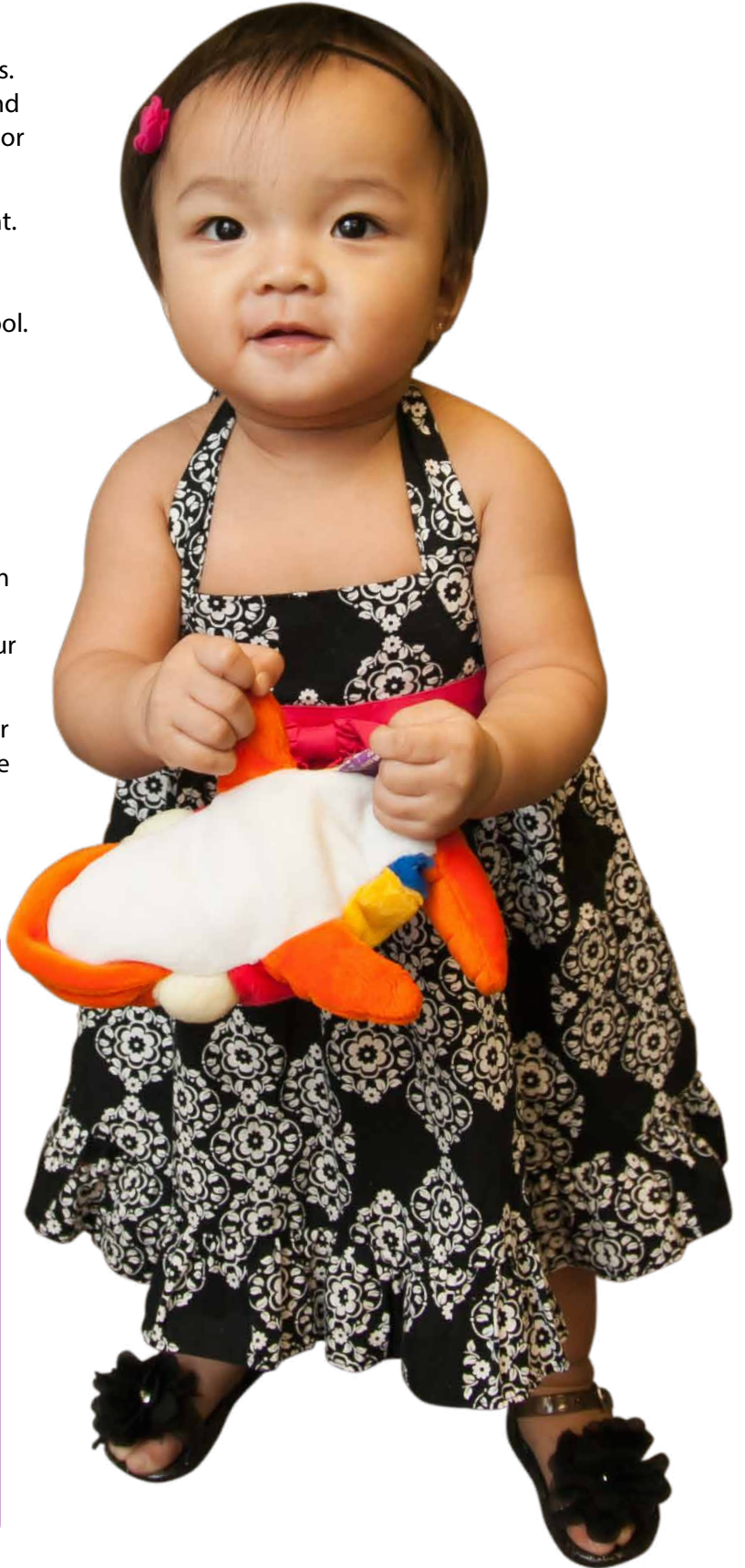
Making a Connection!

Being a parent is not easy. There are many things parents have to think about and do every single day. Caring for our children is one of those important things. At the end of the day, we might feel like we didn't spend any time with them aside from eating a meal together or riding in the car on the way to child care or school.

Making connections with your child is very important. But, what does that mean? Making a connection can be something as simple as giving your child your full attention as he or she tells you what happened at school. It could also be smiles and words that make them feel good at the beginning and end of the day. Another connection could be recognizing when your child is having a bad day and giving him or her a big hug. You could also slip a note that says, "I love you" in to their lunch boxes.

Making connections with your children teaches them how to get along with others and increases their self-esteem. Those moments also help you get to know your child better and let them know that they are loved.

So what do you do to make the connection with your child? You give time and attention, not "things" to make the connection. These little things help make your relationship better and your child will have more confidence.



Some Ideas to Try Together

- Read a book
- Sing a favorite song
- Hugs, high fives, kisses, winks, thumbs up
- Let your child be a special helper (dinner, laundry, setting the table)
- Take a walk
- Play a game



PROJECT BISITA I FAMILIA

Guam's Maternal, Infant, and Early Childhood Home Visiting Program

**Valuing Children. Strengthening Families.
Engaging Communities.**

OUR MISSION:

To improve the well being of Guam's children,
birth to 8 years of age, and their families
through home visiting services

**For more information call: 735-7105 / 634-7408
520 W. Santa Monica Avenue, Dededo, Guam 96929**



This flyer was produced by Project Bisita I Familia with 100% funding support from the U.S. Department of Health & Human Services, Health Resources and Services Administration, Grant #X02MC23100, under a subcontract with the Department of Public Health & Social Services and facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, & Service (Guam CEDDERS).

10 ways to be a Great Parent

1. Be a good role model. Your child learns from the example you set.
2. Show respect for your child's feelings, thoughts and suggestions.
3. Make your child feel loved with your words of praise, and your hugs and kisses.
4. Keep your word. If you must break it, apologize and make it up to your child.
5. Encourage your child's creativity. Ask questions to stimulate imagination.
6. Build your child's self-esteem by showing appreciation for all genuine efforts.
7. Stay involved. Know what's going on in your child's life, both at school and with friends.
8. Discipline your child fairly, firmly, and with love. Focus on the behavior, not the child.
9. Set up family traditions and make time to do fun things together.
10. Think positively. By expecting the best, you empower yourself and your child to solve problems and achieve goals.



Concerned about
your child's
HEARING?

FREE HEARING SCREENING services are available.

To schedule an appointment, call the
Guam Early Intervention System (GEIS) at
Telephone: 300-5776 / 5816



Produced by the Guam Early Hearing Detection and Intervention (Guam EHDI) Project with 100% funding support by the U.S. Department of Health & Human Services, Health Resources and Services Administration, Grant No. H61MC00094, in collaboration with the University of Guam Center for Excellence in Developmental Disabilities Education, Research, & Service (Guam CEDDERS).

**It is important that every parent knows
about typical early childhood development
to help nurture their child's growth.**



36 Months

- Sorts matching objects
- Says 2 to 4 word sentences

24 Months

- Walks, runs, climbs without help
- Says 3 to 6 words

18 Months

- Walks up steps
- Begins to put words together

12 Months

- Says "Mama" or "Dada"
- Imitates gestures

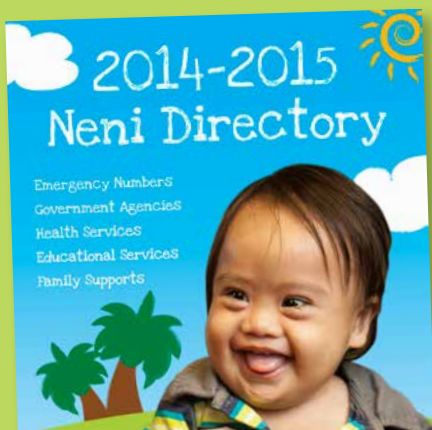
Free Developmental Screening
Available for children, birth - 3 years
Call 735-2466



Produced by Project Tinituhon with 100% funding support by the U.S. Department of Health and Human Services, Grant No. H25MCO697 and facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS). The University of Guam is an Equal Opportunity Provider and Employer.

This advertisement is adapted from the Centers for Disease Control and Prevention Act Early Campaign.

The
2014-2015 Neni Directory
is available online!



Go to www.guamc.org or www.guamcedders.org
to download a PDF copy!

The 2014-2015 Neni Directory was produced in collaboration with the Guam Department of Education, Department of Public Health & Social Services, and facilitated by the Guam Early Learning Council and University of Guam Center for Excellence in Developmental Disabilities Education, Research & Service (Guam CEDDERS).



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Heidi San Nicolas, Ph.D., Guam CEDDERS Director

Elaine Eclavea, Health, Wellness, & Prevention Initiative Area Coordinator

Editor-in-Chief: Terrie Fejarang

Managing Editor: Vera Blaz

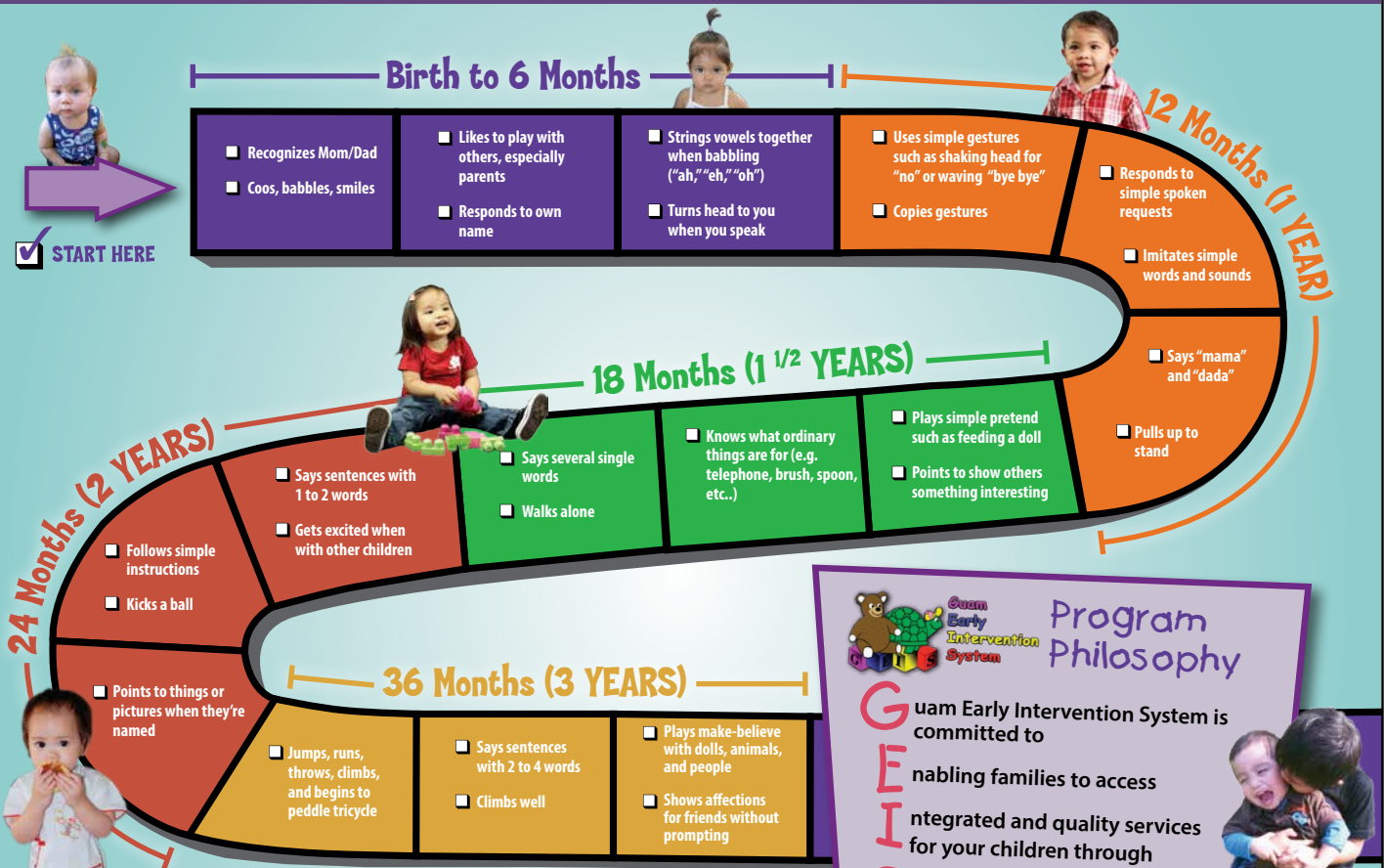
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Alternative formats (e.g., Braille, large print, or audio tapes) of **I Mandikiki'** may be made available by sending a request to newsletters@guamcedders.org or 735-2477.

Your Child's Early Development is a Journey

Check off the milestones your child has reached and share your child's progress with the doctor at every visit.



Guam Early Intervention System Program Philosophy

Guam Early Intervention System is committed to

Enabling families to access

Integrated and quality services for your children through

Supports and shared dreams.

The first three years of a child's life are very important, but keep in mind that children grow and learn at different rates. If you have questions about how your child is developing, or if you think your child might need extra help, contact the Guam Early Intervention System (GEIS) for a FREE DEVELOPMENTAL SCREENING to help you get the services you need to give your child a good start in life.

To schedule a FREE Developmental Screening or for more information on early intervention services, call 300-5776/5816.



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This poster is adapted from "Tracking Your Child's Developmental Milestones" from the Centers for Disease Control and Prevention Act Early Campaign.

For FREE DOWNLOADS AND RESOURCES on early intervention services and early childhood development visit online at: www.gdoe.net/geis.