



The Growing Years

El Camino College
Child Development
Center

The Growing Years
Fall Semester, 2011

From the Desk of the Director:

Dear Parents, Colleagues, and Friends of the CDC:

It was announced this week that the state of California will receive \$52.6 million in federal funding due to winning one of the Race-to-the-top Early Learning Challenge Grants. California was one of only nine states (out of the 35 that applied), to win this grant award.

The Early Learning Challenge grant is a competitive grant awarded to states with the objective to improve a state's early learning and development outcomes. It is expected that with this grant, quality rating and improvement systems (QRIS), will be put into place, establishing the availability of high-quality, appropriate services which will help parents find and use the

best programs possible. With the availability of this grant, the state will establish quality ratings for child care and development delivery systems, much like what is now seen with restaurant ratings throughout the state.

With regards to quality, the CDC has completed the self study for the National Accreditation Commission, and is now awaiting word of our validation visit. The visit is scheduled to take place between mid-February and mid-April. The validators will be looking at six major indicators including administration, family engagement, teacher/child interactions, curriculum, classroom safety, and overall safety and health. The emphasis however, is with the curriculum and

teacher/child interactions. We are confident that we are well prepared and should do well with this national, voluntary accreditation.

We would like to take this opportunity to thank all of you who support the CDC as we strive to follow the latest in best practices. The many parents who return to us in later years and tell us how well their children do in elementary school is a testimony that our staff does an excellent job with their children's first school experience. A good foundation is key to children wanting and eager to go to school. When we see children crying because they don't want to go home, we know that we have done our job well.

Sandy Parvis, Director

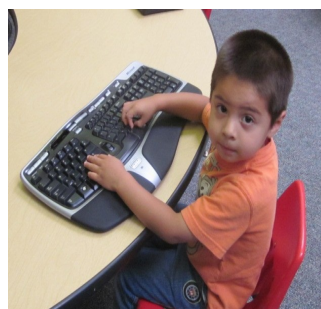
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Coming Events:

- Game Night will be held on January 12, 2012, from 4:30—5:30 p.m. This is always well attended. Please bring a game to share that you and your family like to play.
- A Police Reverse Field Trip will be scheduled in January (time still TBD). Watch for information to follow.

The CDC Prepares Children Well for Kindergarten



How to Developmentally Prepare Your Child for Writing

Teaching children to write is like warming up before you begin a rigorous exercise. Parents are concerned about their preschoolers being able to write their names before they start kindergarten. Preschoolers' fine motor skills are developing. In the classroom, we give them the opportunity to manipulate various art media while indirectly learning how to write. Here are some art activities that you can do with your children that can lead to better writing habits.

Exercising Hand Muscles:

Preschool children need to exercise their hand muscles in preparation for later writing work. Teach these children how to write by having them

use play dough as an art activity. As they squeeze, roll, twist, and pinch off pieces in their play dough creations, they are working those finger muscles to develop better pencil control.

Sensory Stimulation:

When preparing a child for writing, he or she also needs some sensory stimulation in his or her fingers. Fingerpainting is a great way for a child to stimulate fingers, as they glide them through the paint on the glossy paper. Further stimulation could be given by mixing salt or sand with the fingerpaint to reinforce work

with sandpaper letters and numerals.

Painting with Paintbrushes:

A child can use his whole arm to paint lines, shapes, and eventually forms and letters. Usually thicker stub brushes are more comfortable for little hands. Finer brushes can be introduced as the children are ready.

For a finer painting experience, the child is also introduced to painting a rock with water. This leads to painting with watercolors. The thin paintbrush used in watercolor painting is similar to

a pencil.

Tearing and Cutting:

Before we give children (particularly 2's and 3's), scissors for cutting, they use their fingers to tear strips of paper, then eventually they move to following lines. They start with straight lines across the paper, then move into curved lines and zigzag lines. Later they will cut out actual shapes and spirals. Tracking the line while cutting develops the hand-eye coordination needed for writing. The squeezing motion of cutting also exercises those hand muscles.

Drawing and Coloring:

At a very young age, children like to draw and color. They start out with the thicker crayons and markers, and eventually work their way to the thinner variety. The thinner the crayons and markers become, the more dexterity is required. The grip used on the crayons and the markers becomes the same as that used for a pencil.

Remember parents, make these activities enjoyable for you and your children. It is not the product, but the process that enhances their skills.

Charmaine Mutuc, Teacher

Meeting the Needs of All Children

When children have the opportunity to attend preschool, they have a chance to receive a jump start in their journey of learning. The preschool setting allows for the child's strengths and weaknesses to be discovered.

By addressing any challenges children may display early on, this will assist the teacher in taking steps to improve the child's learning experiences. Early intervention involves children school aged and younger who are discovered to have challenges or special needs which may affect their development.

Early intervention's purpose is to lessen the effect of the challenges affecting a child's learning ability. Early intervention is a process used to provide services, education and support to the children and their families who are suspected to have challenges which may affect their ability to learn in their school setting.

The intervention programs are designed to identify and meet the needs of children in five developmental categories: cognitive, physical, social/emotional, communicative and adaptive development. The intervention can occur in different settings such as center-based, home-based, hospital-

based, or a combination of these settings. However, the goal is to try to provide the service in the child's natural environment — a setting that is natural and familiar to the child.

When early intervention services are needed to assist a child with his or her ability to learn, and the information is shared with the teacher, collaboration between the different components increases the resources available to enhance the learning experiences for the child. Collaboration with the parents, teacher and supportive services personnel strengthens the chances of the child making progress in his or her learning.

Take a moment to consider if you have any concerns regarding your child's learning experience. If the answer is yes, visit your local home school and ask for help by requesting an evaluation of your child. Act now to take advantage of the opportunity to give your child a jump start in their learning adventure. It is never too late.

Here are some behaviors to look for:

- Short attention span
- Lack of focus
- Struggles following directions

Meeting Needs (cont.):

- Lack of communication skills
- Aggressive behavior
- Speech & language problems
- Lack of interaction with others
- Problems with comprehension

Angela Wilson, Lead Teacher
Room 3

Child Care vs. Child Development

The term “child care” refers to watching children and meeting the minimal needs for basic care and nurturing. Child care supports the health, education and entertainment of young children. Child care provides toys, keeping them accessible for children to use. Child care also provides cots and cribs for rest time. Child care workers can have minimal education, if any.

The term “child development” refers to the care of young chil-

dren and training of quality early childhood professionals. Child development provides environments that foster growth in all areas of development including social, emotional, physical, cognitive, and creative. Child development supports children in becoming competent, autonomous beings, while recognizing each child has unique developmental levels, needs, and interests.

Here at El Camino College Child Development Center, our model

is based upon the concept that children learn through play and “hands on” experiences. Our center supports children as they interact with each other, within the environment. They are free to explore, experiment, and problem solve. Our developmental program is child centered, which includes free play, individualized and small group teacher-directed activities. Our goal is to promote and support positive, whole development.

I would like to take this time to

thank each and everyone who is part of this center — together we have made a difference in the lives of children.

Toni Newman, Teacher
Room 1

Story Time at the CDC



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Children Engage in Cooperative Play as they Work Together on Projects Within the CDC



.These boys are working with play dough — an excellent pre-writing activity.



These children are learning what different objects can do in water, how sand changes the composition of water, and the concepts of volume, weight and measurement.

Thank you to those of you in the ECC community who took the time to complete our survey distributed during the fall semester. Your responses will help us as we plan for the coming years. Your feedback is greatly appreciated.

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