

INDIVIDUAL Professional Development MODULE # F01 SACC in Family Care Homes I by Mary Jane Hostetter

This IPDM is the first of two modules to help you work with school-age children more effectively and comfortably in the family day care home. The learning goals are to:

1. Understand the advantages and disadvantages of SACC in a Family Home as opposed to a larger care situation
2. Be familiar with developmental information about SA children
3. Be familiar with and try at least one conflict resolution technique that school-agers can use
4. Have a list of activities you could try with children.

You will receive 2.5 Professional Development hours for successful completion of the module. Successful completion will include submitting the required activities and any suggested corrections. You may have four weeks to submit corrections without paying an additional fee. You are expected to read all the assigned readings and put what you learn into practice. You will demonstrate this by selecting activities from the list below.

The fee for this PD is \$5, to be made out to "Child Care Consultants, Inc", and mailed to Mary Jane Hostetter, Child Care Consultants, Inc, 13 W. Market Street, York, Pa 17401. On the check, please write SACC PD, ITM #100 in the note space. On a sticky note on the check, or paper clipped to the check, please put your name and whether you submitted the Individual Training Module (ITM) by email, or by mail.

READINGS:

SACC in Family Care Homes 1 by Mary Jane Hostetter

Activities for 1 or 2 SACC Kids by Mary Jane Hostetter

If you do not have internet access, you will need to go to your public library or a friend or relative's computer and be prepared to take good notes. Librarians are willing and able to help you find what you need.

**COMPLETE 7 ACTIVITIES INCLUDING # 2, 4, 6, 7, and 8 and submit them by email (preferred) or by mail to Mary Jane Hostetter:
Child Care Consultants, Inc, 13 W. Market Street, York, Pa 17401**

Email questions or comments to: maryjanehostetter@yahoo.com.

ACTIVITIES:

1. What additional advantages do you see for school-age children in family care homes? List 4 advantages that are different from those listed in the reading.
2. Give detailed (sentence or two) answers to each of the four Considerations for Caregivers in the reading.
3. Write about activities you would plan for your school-agers to meet Key Developmental Points. Pick 1 points, and tell about the activities you would plan to meet each area.
4. Write about activities you would plan for your school-agers to meet Key Developmental Points. Pick a second point, and tell about the activities you would plan to meet each area.
5. Write about activities you would plan for your school-agers to meet Key Developmental Points. Pick a third points, and tell about the activities you would plan to meet each area.
6. Try a conflict prevention or resolution method from the reading. Try it with children. Tell what the situation was, the method you picked, why you picked it, how it went with the children, and what you would try next time and why.
7. Try a positive guidance technique from the reading. Try it with children. Tell what the situation was, the method you picked, why you picked it, how it went with the children, and what you would try next time and why.
8. Try an activity with the children . Write down the activity you picked, whether you or the child picked it, why you or the child picked it , how it went, , and whether on not the child would like to do that activity again.
9. Try another activity with the children . Write down the activity you picked, whether you or the child picked it, why you or the child picked it , how it went, , and whether on not the child would like to do that activity again

School-Age Care in Family Child Care Homes

Written by Mary Jane Hostetter



Family Home Care has advantages for school-agers.

- After being in a classroom all day, some children feel more comfortable in a more relaxed and smaller situation.
- Individual needs can be addressed instead of group needs.
- A better ratio can give individuals more adult attention.
- Children can feel responsible and capable through helping younger children.

Family Home Care has disadvantages for school-agers.

- There may not be enough children to play favorite active games such as soccer, and kickball.
- Younger children tend to get more attention because they appear needier.
- Some activities and equipment may not be allowed for the safety of younger children.
- Specialized equipment, such as science equipment, may not be financially practical for one or two children.

Considerations for caregivers

- Do you have room in your space to have a desk or table for homework, writing, drawing, and Lego building where the little kids can't interfere?
- Do you have the energy and patience to make sure each age group gets their needs met? The school-agers aren't just there to help out, they also have needs.
- Are you willing to spend the time and/or money to gather appropriate resources, toys and equipment for the older children?
- Can you be flexible and respectful to this age group when they don't necessarily have those characteristics fully developed themselves?

What you need to know

1. You need to understand the developmental needs and characteristics of this age group.
2. You need to understand how to guide them respectfully.
3. You need to be able to help them learn self-control, decision making, and conflict resolution.
4. You need to know where to find appropriate materials and activities and how to figure out what the kids, themselves, want to do.

Developmental Key Points below are Adapted and excerpted from R. Newman. Training New After-School Staff: Welcome to the World of School-Age Care! Revised edition. Cape Charles Development Company: Newroads Media, a division of Cape Charles Development Company, 2009.

Developmental Key Point 1

As they grow between the ages of 5 and 12 school-age children are working on a number of major tasks related to their physical, social, cognitive, and emotional development.

Developmental Key Point 2

School-age children are growing physically and need regular opportunities for exercise, nourishment, and rest and relaxation; they often engage in risk-taking activities as they explore what their growing bodies can do.

Developmental Key Point 3

School-age children are developing increased small muscle control and need regular opportunities to learn and practice new physical skills that use small muscles and foster eye-hand coordination.

Developmental Key Point 4

School-age children are developing new thinking abilities; they are growing in their abilities to analyze, reason, solve problems and conflicts, think abstractly, and focus and sustain their attention for longer periods of time. As their thinking skills continue to develop, school-age children need many opportunities to test them out.

Developmental Key Point 5

School-age children are developing new social skills -talking, listening, cooperating and collaborating, sharing, showing care and concern, using social graces, and monitoring their own actions and behavior. They need many opportunities to learn and practice new social skills.

Developmental Key Point 6

School-age children are expanding their worlds beyond the home and family. They need opportunities to be involved in community activities and projects that give them a sense they can have an impact on the world

Developmental Key Point 7

School-age children are becoming competent at doing things that interest them. They need opportunities to learn and practice skills that help them develop their talents and interests.

Developmental Key Point 8

School-age children are working on developing a positive sense of self. They are experiencing many thoughts and feelings as their minds and bodies grow and change. They need many opportunities to explore and express these new thoughts and feelings appropriately.

Developmental Key Point 9

School-age children are moving towards independence. They need many opportunities to take on responsibilities, to be resourceful, to be reliable, and to make choices and decisions.

It is important for caregivers:

1. To set clear boundaries which maintain control and safety while still encouraging exploration and creativity.
2. To learn and use a variety of techniques for avoiding, minimizing, and managing conflicts.
3. To encourage and facilitate school-age children in:
 - a. Being involved in setting rules and limits that will help them stay healthy and safe.
 - b. Respecting the rights of others
 - c. Refraining from harming themselves or others,
 - d. Caring for program materials and equipment.

Positive guidance techniques

a. Understand the child's probably reasons for misbehavior

- a. Need for attention
- b. Need to be in control
- c. Need for revenge
- d. Need for power
- e. Lack of communication/understanding
- f. Benefits of misbehavior outweigh consequences

Most people list the first four reasons. The reference I used for the first four is The Parent's Handbook: Systematic Training for Effective Parenting, 3rd Edition, Don Dinkmeyer and Gary McKay, 1989. I added the last two after decades of experience and education in child development.

- b. Using the **following techniques** will provide a **75-90% cure** for behavior problems. The only problem is.... You have to use them consistently and over time to build a respectful environment where children are more likely to make good choices!!! I messages and Reflective Listening are adapted from the Parent's Handbook, also.

Reflective listening

I messages

Exploring alternatives

Gentle questions

Body positioning

c. Reflective Listening

- a. Listen without interrupting
- b. Listen for the emotion behind the words
- c. Reflect back to the speaker what you think they are feeling
- d. Listen to see if you have it correct
- e. Continue as needed

d. I messages

- a. When..... (behavior you don't like)
- b. I feel(your emotion about it)
- c. Because.....(how it effects you, not the program)

e. Body Language (It may speak louder than your words)

- a. Your expression – are you showing patience, acceptance, disbelief, irritation?
- b. Your tone – are your words ok, but your tone sarcastic, belittling, or wimpy?
- c. Your body posture – are you closing yourself off to the child by crossing your arms or leaning back?
- d. How close – are you close enough to create a feeling of friendship, or so close you are perceived as threatening?
- e. Eye contact – make direct contact with the person you are talking with, but understand in some cultures it is not polite for a child to look you right in the eye.

f. Gentle reminders for good choice making - Reminder questions

- a. What's the rule about....
- b. How do you think that would feel
- c. Is that the right thing to do
- d. Will that get you what you want?
- e. What exactly do you want from him?

g. Position yourself to improve your influence

- a. Like a gunslinger in an old movie in saloon position
 - 1. Alert
 - 2. Facing the action (back to the wall), never where you can not see most of the group
- b. Near trouble areas (high activity, limited resources, competitive)
- c. Give directions standing next to kids with ADD, poor hearing, poor attitudes
- d. Go (not call across room) to areas that are getting too loud, or voices are becoming negative – your presence will put a damper on hi-jinks
- e. For most kids, a simple hand lightly on the shoulder will remind them and not a word will need to be spoken

When poor behavior does happen

Natural consequence: are outcomes that happen as a result of behavior that are not planned or controlled by an adult. For example, if a child cuts in front of another child at the drinking fountain, the natural consequence may be that the other child won't play with the "cutter" at recess.

Logical consequence: do not naturally occur as a result of behavior, but are intentionally planned by care takers. Logical consequences are similar to what would happen to an adult in a similar situation, therefore teaching students life-long skills. Logical consequences need to be related, respectful, and reasonable (Nelson, 1985). Logical and Natural Consequences can also be explored more thoroughly in The Parent's Handbook.

Related means that the consequence is clearly connected to the child's behavior and its result. The teacher analyses the behavior and result and determines a consequence . A related consequence would either make amends for the action, and/or increase the chance the action will not happen again. If a child will not pick up

Lego's after playing with them, a related consequence would be that he is not allowed to play with Lego's for 2 days. Not being allowed to go swimming the next day would not be related.

Respectful means that a child is not shamed, hurt, or disrespected. Consequences need to be given with empathy in a respectful voice tone. If not, the child will focus more being angry at the adult. The child who is not treated respectfully might become aggressive, resentful, and/or uncooperative, and actually increase misbehavior.

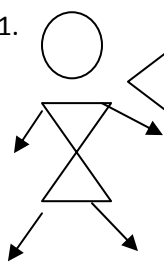
Reasonable refers to providing consequences for a student's inappropriate behavior that are too severe, but still make a child stop and evaluate whether he wants to repeat the behavior. It is not reasonable to require that a child loses the next month's field trip for getting in a fight on the playground, but they could lose a field trip for repeated poor behavior or escaping from the group on a field trip.

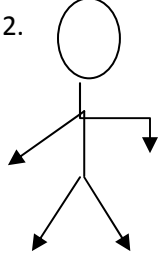
Behavior contracts : Children be involved with developing rules and acceptable consequences. Adults need to make sure consequences are not too severe. Children can take an active part on agreeing to follow the rules, or face the consequences. When they are part of developing the rules, they feel an ownership and thus are more likely to follow them. Contracts should be written out and signed by the children.

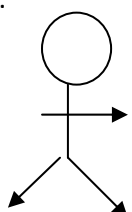
School-age children can learn to solve their own problems through the use of step-by-step problem solving and conflict resolution. Many of the activities below come directly from or are adapted from the fantastic book, Creative Conflict Resolution by William J. Kriedler, 1989.

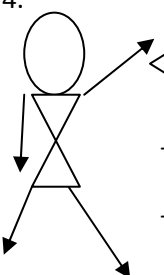
School-age children can be taught a variety of techniques for preventing and solving problems. Some can be taught by example, use them with the children, some can have the technique directly taught. Have a child make posters or cards that illustrate the technique and then keep them handy for when they are needed.

Anger Bubbles - Review this with the child when he is not angry, and then make copies of this and the child can fill it in when he is angry. It will help him decide what to do, and recognize he has some control. The child also could make this into a poster for the wall, and fold several pieces of paper into quarters and number each section 1-4. These papers could be there when they were needed.

1.  Why am I angry?

2.  Who am I angry at?

3.  On a scale of 1-10, how angry am I?
1 2 3 4 5 6 7 8 9 10
tiny bit extremely

4.  What am I going to do about it?

Preparing to Taking Turns

Here is an old fashioned way of taking turns that works. You need one coin. One person will flip the coin and the other will call heads or tails while it is in the air. (demonstrate to child) If it lands heads up, the one who called heads is the winner and gets to go first and vice versa. A child could make a large cardboard "coin" with an actual head and tail to use as needed.

No-Lose Conflict Resolution

After several times with an adult help, children can do this themselves. They can make a poster or card with the directions on it.

Ask "What is the problem?"

Ask "What are some solutions we can try?"

Ask "Which solution is best?"

Ask "How will we try this solution?"

Try the solution.

Ask "How did it work?" (you may need to go back and try again)

3 Minute Solution

When children bring you a conflict, send them to a quiet place together and tell them they have three minutes to come up with a solution on their own.

If one does not agree, let them know they have to work together on this and to try again.

If they are both satisfied with the solution, praise them and ask what it is.

Continue as needed until the three minute mark.

If no solution is arrived at within three minutes, mediate their conflict with your choice of solutions.

If they finish before the 3 minutes time period is up, are both satisfied, and tell you the solution, they are finished and can return to play.

Making a Plan of Action for your SACC program- ask the child the following question. Either let them write down the answers or you can write the answers for them. They will construct their plan based on these answers.

- What do you need to accomplish?
- What resources to you need?
- What cooperation do you need from your support system?
- What do the kids need/want?
- Check for needs in Goals for Afterschool Learning from www.seld.org/afterschool/toolkits

How can you ensure that you are making the most of the afterschool hours and increasing students' desire to learn? Research indicates that students get the most out of afterschool programs that:

- Develop thoughtful, fun, accessible, activities
- Survey and build on students' interests
- Motivate and engage all students to participate
- Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement
- Provide real-world activities that connect to the broader community
- Provide effective tutoring and differentiated instruction for all skill levels
- Integrate technology
- Provide homework help
- Plan activities that engage students and enhance skills across the curriculum
- Provide staff training and professional development

The best afterschool programs do two things: they engage students in fun activities that create a desire to learn, and they build on what students are learning during the school day to extend the knowledge they already have.

Activities for 1 or 2 SAC Kids

With the little guys (that your caregiver also takes care of) :

- Read to them
- Write and produce plays for them
- Build towers for them to knock down
- Teach them skills such as ball throwing and catching
- Write about them
- Sketch them
- Make them feel important by listening to them
- Tell them about your day at school
- Encourage their make-believe play by giving them ideas

Below find many different websites where you can find activities. Remember to pick the ones you think your kids will like. Then return to the websites to find more.

Cut out a marble game from cereal boxes and use marbles (can buy inexpensively from the local dollar store)

http://www.creativekidsathome.com/activities/activity_152.shtml#Marble Game You Can Make

Make a cauldron filled with magic potion <http://crafts.kaboose.com/magic-potion.html>

Recycle with a plastic bag holder <http://crafts.kaboose.com/plastic-bag-holder.html>

Make a bug catcher <http://www.activitiesforkids.com/crafts/bug.htm>

Presidential Scavenger Hunt <http://www.activitiesforkids.com/internet/pressearch.htm>

Learn about a frog from Puerto Rico and do a craft http://www.dltk-kids.com/world/puerto_rico/coqui.htm

Statue of Liberty poster for older school-age children

http://www.education.com/activity/article/statue_of_liberty_art_poster/

Make a musical instrument <http://www.pitara.com/activities/craft/online.asp?story=97>

Make an abacus <http://www.education.com/activity/article/abacus/>

Roadrunner VS coyote game http://familyfun.go.com/games/indoor-outdoor-games/game/famfgam_coyote/

Driveway baseball <http://familyfun.go.com/games/indoor-outdoor-games/game/ff0306-driveway-baseball/>

Nutrition Activities! http://www.educationworld.com/a_lesson/lesson/lesson054.shtml

List of nutrition websites with children's activities <http://www.ext.nodak.edu/food/kidsnutrition/kids-2.htm>

Ressources that help you learn about lesson plans, and how to help children explore and learn

Reading out loud video, lesson plans, resources ,etc

http://www.seidl.org/afterschool/toolkits/literacy/pr_read_aloud.html

Symbols that stand for you http://www.seidl.org/afterschool/toolkits/arts/pr_expressing.html

Integrating Art and Science http://www.seidl.org/afterschool/toolkits/science/pr_integrating.html

Challenges to help children grow

Bridge Building http://www.pbs.org/wgbh/buildingbig/educator/act_cha_ei.html

Math challenges: <http://mathforum.org/pows/>

Math challenge <http://www.dupagechildrensmuseum.org/aunty/challenge.html>

Dance challenge <http://www.kidnetic.com/Kore/Move.aspx>

Fitness challenge <http://www.kidnetic.com/Kore/Fitness.aspx>

Card games (use a pack of regular cards)

Animals Card Game

This card game is a loud version of war--simple enough for little kids, yet rowdy enough to entertain the oldest.

HOW TO PLAY:

1. Each player chooses an animal name to play under. The longer the name, the better (think hippopotamus, rhinoceros and so on). The cards are all dealt and placed facedown in piles in front of each player.

2. Players go around the table turning over their top card and placing it faceup in their own discard pile. When a player turns up a card that matches one on another pile, the two pile owners race to say each other's animal name three times. The first to do so gets the other's discard pile. Play continues until someone has won all the cards.

VARIATIONS:

Players make the animal's sound instead of calling its name.

The Basilisk's Stare Card Game

This card game challenges players to conquer the dreaded Basilisk, a giant serpent that turns people to stone with its evil stare.

HOW TO PLAY:

1. Children sit in a circle and pick from a deck of cards. Whoever chooses the Ace of Spades is the Basilisk (but keeps this information secret).
2. During play, the children quietly stare into each others eyes. The Basilisk blinks both eyes at its victims, who must silently count to 10 and then turn to stone (a favorite part of the game, usually accompanied by an agonizing scream and collapse on the floor!).
3. The Basilisk continues to turn children into stone until a surviving child figures out who it is (that wizard earns points for their team).

Crazy Eights Card Game

Kids love wild cards, and Crazy Eights has them in droves.

HOW TO PLAY:

1. Deal seven cards to each player. The rest of the deck goes facedown in a pile, with the top card turned up beside it forming the discard pile. (If the card is an eight, put it back and turn up the next card.)
2. The player to the left of the dealer discards a card from his hand that matches either the suit or the rank of the top card in the discard pile. If he has no such card, he picks up cards from the deck until he gets one that's playable.
3. Play continues in this fashion, with players matching the card at the top of the discard pile. Eights are wild and can be put down on any card. The player who discards an eight chooses the suit his opponents must play next. A player may pick up from the deck if he has a playable card in order to change the suit to one he suspects the next player does not have, forcing her to pick up cards.
4. The first player to use up all his cards wins.

Ninety-Nine Card Game

Older kids find this card game's quick pace appealing, while younger kids get a kick out of yelling "Neener, neener!"

HOW TO PLAY:

1. Give each player four pennies (or peanuts or whatever) as her bank. Deal three cards to each player. Players can look at their own cards. The rest of the deck goes facedown in the middle of the table as a draw pile.
2. The card values are as follows:
Ace=1 or 11
King = 99
10 = + or -
9 = pass
4 = reverse
All others = face value
Jack, Queen = ten
The object is to stay in the game by adding to the discard pile without letting the total go above ninety-nine and not to lose your ante.
3. The player to the left of the dealer discards one card faceup and places it next to the draw pile, forming the discard pile, then picks up a card from the draw pile. Each player should always have three cards in her hand.

4. The next person discards on top of the first person's card and calls out the total of the two cards, i.e. if the first discard was a five and the second a three, the total called out is eight.
5. Play continues with the total never going beyond ninety-nine. Players use their fours, which reverse the direction of play, their tens, which can add or subtract ten from the total and their nines, which let them pass on their turn, to keep the game going after a king is played or the total otherwise reaches ninety-nine.
6. If the player forgets to pick a card from the draw pile before the next player has discarded, the group yells "Neener, neener," and that player has to play the rest of the game with just two cards.
7. When a player cannot discard without going over ninety-nine, she must ante one peanut or penny into the winner's pot, and a new game begins.
Play continues until all but one person has lost all her peanuts. The remaining player wins the pot.

References:

Dinkmeyer, D. & McKay, G. D. (1989) Parent's Handbook, Systematic Training for Effective Parenting, Circle, Pines, M.N, American Guidance Service

Hostetter, M. J. (2003) *Individual Training Module as a Training Technique*, Unpublished Master's Project, Concordia University, St. Paul

Hostetter, M. J. (2001) *Survey Results of NSACA Conference Attendees in Pittsburg, PA, 2000* unpublished

Kreidler, W.J, (1989) *Creative Conflict Resolution*, Tucson, AZ Good Year Books

Newman, R. (2009) *Training New After-School Staff: Welcome to the World of School-Age Care! Revised edition*
Cape Charles, VA Newroads Media, A division of Cape Charles Development Company

SEDL National Center for Quality After-School About Academic Enrichment In After-school, Overview Retrieved from http://www.sedl.org/afterschool/toolkits/about_toolkits.html, 10.26.09

Sign-off page

I, _____, have completed IPDM #F01,.

I have done the following 7 activities __, __, __, __, __, __, __. and they are attached to this page.

Name: (as you want it on the certificate) _____

Name of my Family Care Home _____

Address: _____, _____, _____, _____

Phone : _____ Email: _____

My Birth date: __/__/____ Last 5 numbers of my Social Security # _-____

Signature: _____ Date: _____