

Arkansas School-Age "LINKS"

January/February 2009

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School-Age
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ASU Childhood
Services

How Personal Uniqueness Interacts with ADD

(Second in a series of articles focusing on serving children and youth with ADD in after-school programs)

by **Roberta L. Newman**

One of the most critical things to remember when working and living with people with special needs is that they are defined by their humanness, not by their disability or deficit. They are people first. Working with children with ADD is no exception; they are children first. They are not "ADD kids"; they are kids who happen to have ADD. Each child who has been diagnosed with ADD is an individual who has personal traits, talents, abilities, strengths, and weaknesses which are unique to him or her. These characteristics interact and, in many ways, shape the way the child experiences and is affected by ADD and life's events.

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Even though there are characteristic behaviors associated with ADD, it is very important to resist the temptation to lump all children with ADD together and assume they all need the same thing. It is essential to explore the traits and characteristics which contribute to the uniqueness of each person. Looking closely at these qualities *along with* the behavioral characteristics of ADD will increase the likelihood of helping children with ADD have successful experiences in after-school programs.

Individuals of all ages have unique, in-born characteristics that influence how they experience and respond to what's happening in their lives. Problems often occur in after-school programs when staff overlook *inborn traits related to a person's temperament and attention*. Inborn traits last for a lifetime. When acknowledged and accepted, they can be managed and controlled to some degree. But generally, inborn traits cannot be eliminated. Inborn traits have a powerful influence on the way people behave and should always be taken into account when planning programs and working with individual children. Listed below are brief descriptions of in-born individual differences, along with examples of how these differences can interact with ADD and affect children's participation in different areas of after-school programs.

Activity Level

Activity Level refers to the amount of time a child usually spends in periods of activity compared to inactivity.

Examples of Extremes

Highly active children find it hard to sit still or "stay put" for quiet activities. They often have a difficult time during group meetings or other activities that require a child to stay in one place without moving around.

Less active children find it harder to "get going" and may prefer quiet activities. They often avoid physical exercise and group games and choose more passive activities like watching videos. Less active children may also spend their time reading, doing puzzles, playing board games, drawing, painting, and other quiet activities which match their interests.

Examples of Possible Implications for Children with ADD

Children with a *high activity level* may find it even more difficult to control other tendencies such as *impulsivity* and *distractibility*. Children with a *low activity level* may be less motivated to participate in any program activities.

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Regularity of Body Rhythms

Regularity of Body Rhythms refers to the regularity of a child's bodily functions and habits (eating, going to the bathroom, sleeping, waking, etc.).

Examples of Extremes

Children who are *highly regular* may find it hard to cope when routines don't fit their "internal clocks." For example, if there is a narrow window of opportunity to eat snack in after-school programs, a child may have difficulty waiting for snack if her stomach tells her she's hungry. Or, a child may pass on snack if he's not hungry at the designated time, only to complain about how hungry he is 15 minutes later when snack is no longer available.

Children who are *unpredictable* children may not have regular routines and schedules for eating, sleeping, etc. In after-school programs, they may need reminders about when it's time to eat, rest, go to the bathroom, etc.



Examples of Possible Implications for Children with ADD

Because children with ADD are *highly distractible* and *chronically inattentive*, they may not tune in to the signals their bodies send about the need to eat, go to the bathroom, or rest. Even if they do notice these signals, they often don't sustain their attention long enough to take care of their needs until the needs become extreme. Instead of developing routine habits to meet these needs comfortably, bodily needs often reach a crisis level when a child finally tunes in to extreme hunger, a bathroom emergency, or a feeling of total exhaustion.

Adaptability

Adaptability refers to the ease with which the person adapts to changes.

Examples of Extremes

Children who are *easily adapting* can "go with the flow" and are more independent. In after-school programs, these children function well on their own and can move in and out of free choice activities with ease. Changes in staffing, schedule, procedures, routines, or location pose few or no problems for them. They handle transitions from one part of the day to the next smoothly.

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Children who are *slow adapting* have trouble adjusting to new routines and expectations. In after-school programs they may resist changes in the environment, a new staff person, the program rules, or a change in the daily schedule even when given advance notice or warning. They often need extra help and support during major transition times - arrival, beginnings and endings of program activity blocks, dismissal, etc.

Examples of Possible Implications for Children with ADD

Children with ADD tend to exhibit *slow adapting* tendencies rather than *easily adapting* characteristics. When *slow adapting* tendencies are linked with *impulsivity - acting before thinking* - children often exhibit inappropriate or negative behavior in response to changes in rules, activities, staffing, or scheduling in school-age programs.

Sensitivity to Stimuli

Sensitivity to Stimuli refers to the intensity or level of stimulation it takes to get a response from the person.

Examples of Extremes

Children who are *highly sensitive* are easily affected by things in the environment - light, heat, sound, etc., and often become easily frustrated, excited, angered, etc.

Children who are *less sensitive* aren't as affected by stimuli in the world around them and tend to be less emotional about things.

Examples of Possible Implications for Children with ADD

Children with ADD often tend to be *highly sensitive*. Some researchers have identified *high sensitivity* as one of the characteristics of ADD. The combination of being *highly sensitive* and *distractible* makes it even more difficult for children with ADD to focus and sustain attention; a sound that seems imperceptible to others, may become a major distraction for children with ADD, causing them to lose focus and concentration. Children who are both *highly sensitive* and *impulsive* may say and do inappropriate things in response to stimuli (elements of the environment or the actions of others) because they don't pause to think first.

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Intensity

Intensity refers to the energy a person uses in making a response.

Examples of Extremes

Children who are *highly intense* have extreme emotions which can make it hard for them to learn, communicate, or finish a task. When involved in disagreements in after-school programs, these children lose their tempers easily and often strike out or throw things at others, rather than talking things out. When new skills are introduced in after-school programs (e.g. strategies for a sport, techniques for calligraphy, weaving, or model-building), *highly intense* children often feel frustrated if they don't succeed right away. Sometimes their *intensity* leads them to destroy materials or equipment when they become frustrated with learning new skills.

Children who exhibit *low intensity* tend to be "low-keyed" in their response to difficulties, challenges, and differences of opinion. Their emotions don't get in the way. In after-school programs, they are usually able to stay calm when things don't go their way during a competitive game and they maintain composure if another child accidentally knocks over a block tower they have been building. They try to use language and problem solving skills to resolve arguments with friends in a positive way.

Examples of Possible Implications for Children with ADD

Many children with ADD are also *highly intense*. When combined with *impulsivity* and other temperamental characteristics such as *high approach, high sensitivity, high activity level, and low adaptability*, it is easy to see how small problems can escalate quickly into full blown conflicts and fights. Other children with ADD exhibit *low intensity*. Combined with *low arousal, distractibility*, and temperamental characteristics such as *low approach and high adaptability*, their reactions to problem situations may actually be very mild, even sluggish in some instances.



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Persistence

Persistence refers to the amount of time a person gives to an activity.

Examples of Extremes

Children with *long persistence* stick with things for long periods of time, even when there are difficulties. Their behavior is often characterized by the statement, "If at first you don't succeed, try, try again." Depending on their interests and talents, children with *high persistence* in school-age programs may focus their attention for long periods of time on activities such as building complex block structures, playing lengthy board games, creating elaborate art projects, working with friends to plan and rehearse a play, or learning and practicing skills for a new hobby, craft, or sport.

Children with *short persistence* tend to give up easily. In after-school programs, these children frequently flit from one interest area to the next, rarely spending more than a few minutes in one place. They may try or start a wide variety of activities every afternoon, but leave the activities when they encounter difficulties unless help, support, and encouragement is readily available.

Examples of Implications for Children with ADD

Many children with ADD exhibit *low persistence*. Combined with *chronic inattention*, *impulsivity*, and *distractibility*, their *low persistence* makes it even more difficult for them to sustain attention while learning new skills and techniques. As a result, they experience frequent failure and frustration and may feel disappointed and depressed about their lack of accomplishments.

Mood

Mood refers to the amount of friendly, pleasant, joyful behavior as opposed to unpleasant, unfriendly behavior during a day.

Examples of Extremes

Children who are *positive in mood* often attract others and exhibit positive social, communication, and independent learning skills. In after-school programs, these children smile frequently, are friendly, and interact comfortably with other children. They exhibit interest in and enthusiasm for a wide variety of positive and productive ways to use their time and talents.

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Children who are *negative in mood* are often less independent with poor social skills that can lead to isolation. In school-age programs, these children often have a hard time finding something to do that interests them. They are often unpleasant and unfriendly to others. They frequently exhibit “I don’t like it” behavior and complain of being bored with program activities, regardless of how much variety is provided.

Examples of Implications for Children with ADD

Some children with ADD are *positive in mood*. Even if they are unsuccessful learning new skills or fail to complete projects, they maintain a happy outlook. Combined with *poor self-monitoring skills*, having a strong *positive mood* can sometimes keep children with ADD from seeing things as they are. Without awareness and acceptance of their problems, it is difficult for these children to work on developing strategies which will help them learn strategies and skills to manage the problems.

Many children with ADD are *strongly negative in mood*. Combined with *impulsivity*, *high sensitivity* and temperamental characteristics such as *high approach*, *high activity level*, and *intensity*, these children have an increased tendency to become easily involved in arguments and fights with others. This further increases the likelihood that other children will dislike, avoid, and exclude them from their activities.

Thinking Tempo

Thinking Tempo refers to whether a person is more *impulsive* or *reflective* in doing things. Although *impulsivity* is one of the hallmark characteristics of ADD, *thinking tempo* (the continuum from *impulsivity* to *reflectivity*) also refers to a dimension of temperament. When *impulsivity* is viewed as an indicator of ADD, it is viewed as part of a constellation of symptoms that describe ADD when taken together. Without the presence of other symptoms, *impulsivity* may primarily represent an extreme of temperament.

Examples of Extremes

Children who are *impulsive* tend to act first and think later. In after-school programs, they may scream, kick, call people names, or throw things in response to problems and conflicts rather than calming down and using problem solving skills to talk things over and come up with a solution. *Impulsive* children also have a tendency to take risks and engage in dangerous behavior without reflecting on the possible consequences. *Impulsivity* can also be valuable during activities like brainstorming that require quick, non-censored creative thinking.

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Children who are *reflective* tend to spend lots of time “thinking things over” before taking action. In after-school programs these children tend to talk things out, use communication and problem solving skills effectively. They size up a new situation before getting involved and think through the possible consequences in advance. On the other hand, children who are very *reflective*, sometimes have difficulty making choices and decisions because they “over-think” situations and become overwhelmed with the different options.

Examples of Implications for Children with ADD

Impulsivity is one of the primary characteristics of ADD. When children also exhibit temperamental characteristics such as *high activity level, high approach, low adaptability, high sensitivity, negative mood, and high intensity*, they can exhibit a potentially volatile mix of behaviors which erupt in a variety of challenging ways in school-age programs.



Other Individual Traits That Impact How Children and Youth with ADD Experience the World

There are a number of additional factors within the individual child that interact with temperamental traits and characteristics of ADD and further influence the way the child experiences the world. It is important to keep these factors in mind in order to create programs that can bring out the best in children. Following is a brief overview of these additional factors, along with planning questions that can help you make your program more responsive to individual differences in children and youth with ADD.

Readiness

Is the child developmentally ready for what the program offers and expects? (e.g. Is the child developmentally ready to meet program expectations? Is the child developmentally ready for the activities and learning opportunities the program offers? How does the child’s readiness match up with program opportunities for social interactions, problem solving, independent functioning, choice and decision making, etc.?)

What program adjustments, if any, could be made to create a closer match between the child’s readiness and what the program offers and expects?

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Skills

What is the child's skill level in relation to what the program offers and expects? (e.g. What does the child already know how to do? Does the child have the skills to participate in the activities offered? If not, what skills are lacking? Does the child have the skills needed to interact and communicate with others successfully? If not, what skills are lacking?)

What program adjustments, if any, could be made to create a closer match between the child's skill levels and what the program offers and expects?

Talents and Abilities

What special talents and abilities does the child possess? What opportunities does the program offer which allow the child to use and develop these talents and abilities?

What program adjustments, if any, could be made to create a closer match between the child's talents and abilities and program activity offerings?



Intelligence and Learning Styles

Research has found that there are many different types of intelligence and that children (and adults) learn in many different ways. Gardner identified eight forms of intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. In an article for *School-Age Review*, Professor Karen VanderVen lists the examples of activities which can support these types of intelligence in school-age programs (art, music, sports and physical activity, games, crafts, computers, storytelling and journalism, outdoors exploration, and working with plants and animals).

As you observe individual children, ask:

- What kind(s) of intelligence does this child have?
- What are the child's preferred learning styles?
- How do program opportunities for learning match up with the child's type(s) of intelligence and preferred learning styles?
- What adjustments, if any, could be made to create a closer match between the child's type of intelligence and preferred learning style and program opportunities for learning?

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Learning Disabilities

Does the child have any learning disabilities which could make it difficult or challenging to participate in program activities? How do program opportunities for learning match up with the child's learning disabilities? If the child has ADD, how do these learning disabilities interact with the characteristics of ADD?

What accommodations, if any, could be made to create a closer match between the child(s) learning disabilities and the program opportunities for learning?

Note: *Learning disabilities* in children with ADD can have a significant impact on the child. However, in children with ADD, they are often reduced and sometimes eliminated *once the child's symptoms of ADD are being managed effectively*. When a child has been diagnosed with ADD and *learning disabilities*, it is very useful to stay in close communication with other professionals who are working with the child (psychologists, teachers, learning specialists, physicians) to learn more about how you can support the child in your after-school program.

Physical Health/Neuromaturation

What is the general state of the child's health? If the child has health problems or physical disabilities, how do these concerns affect their ability to participate in program activities or function in the environment - indoors and outdoors?

What accommodations, if any, could be made to create a closer match between the child(s) general state of health and the activities and experiences offered in the program environment?

Key Points to Remember

- Children with ADD are not all alike. The way they experience ADD is influenced by inborn temperamental traits and tendencies and a variety of other factors within the child *and* outside of the child.
- Because temperamental traits are inborn, they stay with us throughout our lives. Rather than trying to eliminate them, it's important to help children become aware of these traits so they can learn to manage them effectively.
- Temperamental traits and tendencies don't operate in isolation. They become intertwined with each other (and with other characteristics such as those associated with ADD). For example, a child with a high activity level may also be highly sensitive, impulsive, and intense.
- Extreme temperamental traits can often lead to difficult, or challenging behavior patterns that can hamper a child's ability to function successfully in an after-school program.

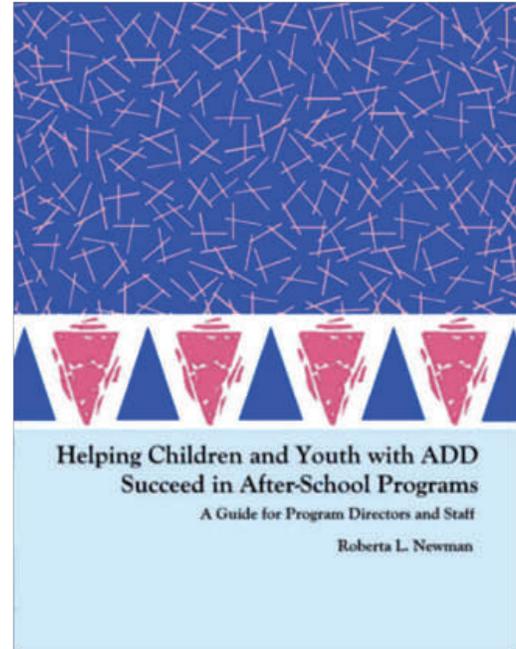
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- Some extreme temperamental traits go unnoticed because they do not result in aggressive or challenging behavior. For example, children with ADD who exhibit extreme *low activity* and *high withdrawal* tendencies may not receive the help or attention they need because they don't cause any trouble. It's important to move beyond "squeaky wheel gets the grease" behavior management and provide as much support to quiet daydreamers as is given to those who may exhibit their problems more actively and intensely.
- In addition to inborn temperamental differences in children, there are a number of additional factors within the child that can influence the child's experience in after-school programs. By observing children carefully and asking key questions about their needs, programs can make adjustments which will create a closer match between the child's capabilities and the program environment.

Subsequent articles in this series will provide practical strategies, tools, and tips for helping children and youth with ADD overcome challenges and have successful experiences in after-school programs.



To read more about ADD in the after school setting and how to better understand, manage and respond to individual differences in a group setting check out *Helping Children and Youth with ADD Succeed in After School Programs* by Roberta Newman. Hundreds of current resources help staff work with individual children and youth with ADD - at home or at school and with ADD in informal group settings.

To purchase this guide visit
[http://www.newroads-consulting.com/
Publications.htm](http://www.newroads-consulting.com/Publications.htm)

Teaching Social Skills Afterschool

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Teaching Social Skills Afterschool

By Mike Ashcraft

Social skills are the skill humans use to interact and communicate to themselves and with others. They are the skills we need to live peacefully, assertively, and calmly with each other. They are all of the verbal and nonverbal tasks and expressions that we use to live with ourselves and each other. Some social skills are used in direct contact with others – communicating, listening, making friends. Some skills are tasks such as helping others, caring for animals, or dealing with emergencies. Some skills are expressed largely to ourselves such as how we deal with stress or how confident we are in ourselves.

Our sense of self, of personal power, of the future; our confidence, our curiosity, and our self-talk – the things we say to ourselves in our own minds, are all social skills we use to communicate to ourselves. These are intrapersonal social skills. – Christine Grimaldi said, “First of all, you have to be your own best friend.” What we communicate to ourselves establishes our own sense of competency, our purpose, our self-esteem, and our complete internalized identity.

Interpersonal Social Skills are those we use to communicate or interact with anything outside of ourselves. Talking and listening are two

obvious interpersonal social skills. When we make friends, help others, care for animals, ask for directions, and get in arguments, we are using social skills. Our success or failure depends on how well we use them.

Some social skills can be either internal or external, or both at the same time. Problem-solving and decision-making are two examples. One might solve a problem or make a decision by thinking it through or talking it over with someone else or both at the same time.

Much of the research on social skills focuses on making friends. I think that we are on the wrong track when we think of friendship as something to get, rather than something to give. If we can teach children how to BE a friend – we give them a social skill that will help them to form positive, meaningful, and lasting friendships.

Caregivers in school-age care programs can carefully observe the child’s interactions and get a sense of the skills they have and what skills need the most work.



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How to Observe a Child

Tips for good observation include knowing the names and family backgrounds of the children, knowing the child's favorite things, seeing how the child interacts – does the child share, participate? What does the child's breathing and body language tell you? Look for patterns at particular times or events. These questions are meant to spark your insight and help you to become a more effective observer of children. Through careful observation, we can gain insight into the behavior and social skill needs of the children.

What do you know about the child?

- What is the child's family make-up?
- Who are their friends?
- What are their likes and dislikes?

Observe the child in the program setting

- How does the child act in a large, open space?
- How does the child act in a small space, quiet area, or drama area?
- Does the child become easily engaged or roams about?
- Does the child take cues from the environment (quiet in quiet area)?
- Does the child respond to environmental changes in a positive way?

Observe the child's relationships and interactions with others

- How does the child interact with peer groups of two or more?
- Does the size of the group change the behavior of the child?
- How does the child do in mixed-age groups?
- Does the child know how to approach others?
- Does the child know how to engage in and maintain friendships?
- Is play with others limited in any way?
- Is the child assertive or is the child a follower?
- Does the child listen and respond to others?
- Is there a time when the child's involvement with the group becomes stressful for the child?
- Does the child need intervention and support from adults? When? How does child respond?



Teaching Social Skills After-School

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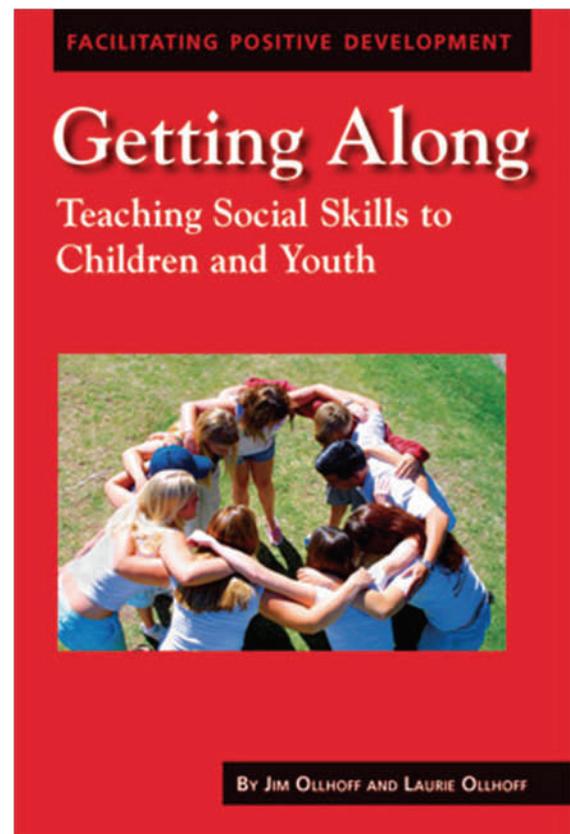
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Observe the child's experiences – the structured activities

- How does the child interact and become involved in group experiences?
- Does the child prefer to play alone?
- Is the child willing to share or participate fully?
- Does the child participate in activities that are novel or new?
- What is the child's attitude toward the experience (boring, aggressive, engaged)?
- What does the child's behavior in an experience tell you about the child's perceptions of its own skills?

Afterschool professionals have an ideal setting in which to teach social skills. We have kids in a mixed age group, in a playful setting in which much social interaction takes place. We may have training in teaching social skills. We have a low enough ratio of caregivers-to-kids to be able to observe and interact with kids on individual goals. As we engage children through our program design, we have the chance to be intentional about what we teach. When we teach – through our environment, through our relationships, through our nurturing, through our discipline, through our experiences, through our program design – we can set children up for success by facilitating the development of social competencies.

If you are interested in more resources regarding teaching social skills, check out the following book!



by Jim Ollhoff and Laurie Ollhoff

This book explains the seven social skills that kids need, and how to teach those skills to children in out-of-school time.

Got Conflict?

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**Submitted by: Sabrina Zarco,
UAMS Partners for Inclusive Communities
Welcome the Children Project Consultant and
Trainer**

Whether it's a dispute about who got the basketball first on the playground or inappropriate disrespectful language; conflict happens in school age programs. It's a natural part of life and we can't escape it. It's how children learn to deal with conflict that can add to the peace in your program. When children learn more about how to deal with conflict then you as the staff set the stage for using these valuable life skills. Conflict Resolution skills, like reading skills, are something that children will use everyday of their lives.

We all know that quality school-age child care doesn't just happen; it is the result of careful planning and creative efforts on the part of staff and leadership. It takes deliberate staff development to give school-age personnel the knowledge to provide quality programs that meet the needs of the children in care. We at **Welcome the Children Project** want you to know we are here to support your efforts to structure for success. Beginning **Spring of 2009** we will be offering a new workshop that will help you on your path to build a more peaceful program. Adventures in Peace Making workshops will help you not only learn methods to facilitate children solving their own conflict but also ways to prevent it from happening in the first place.

Adventures in Peace Making (AIP) is an approach to teaching conflict resolution skills, called the Peaceable Program model, designed for elementary age children in various settings. This model has been implemented nationally for years in both urban and rural settings. AIP is based on four adventure themes: communication, expressing feelings, appreciating diversity, and conflict resolution. If we want children in our programs to handle conflict constructively and nonviolently, we need to look at how we handle conflict with both children and other staff members. AIP methods offer ideas to facilitate conflict resolution and provide a user friendly guide book that divides activities into program themes.

Adventure activities are uniquely suited to helping children understand in concrete ways the conflict concepts. Conflict resolution is taught not in isolation but in the context of a caring and respect filled community in your program. This approach addresses some of the root causes of conflict. It also seeks to motivate children to resolve conflict nonviolently and the underlying approach is that we learn best by doing. Research on behavioral change is clear that *children learn more from being told what to do that from being told what not to do.*

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Here is just a glimpse of what this fun interactive workshop and guide book provide:

- Interactive games, activities that work with various ages and stages of development;
- Five Styles of Handling Children's Conflicts and which ones might work best for your program;
- AIP philosophy, approaches, and techniques to implement the PII method of Prevention, Intervention, and Invention;
- How to set up a Peace Place and facilitate children as they navigate this process;
- Ideas for how to better use teachable moments; and a Trouble Shooting guide with some universal tips and ideas.

One of the keys to AIP is to have fun with the activities and your group will too. Many activities use humor and action to engage the group. The games are playful, active and sometimes just plain silly. You will need to lead them this way. Have fun with the activity. Be silly. The children will see that you are willing to play and this will certainly capture their attention. We all know that children mirror what the adults around them do. This is one of the primary ways children learn what is appropriate or what seems appropriate behavior.

By equipping your program with the basics of AIP you will be:

- Teaching key conflict resolution skills and concepts to school age children in your program;
- Further developing children's skills using experiential education strategies; and developing approaches for resolving conflict in you program.

Please take a look at our website, www.uams.edu/welcomethechildren, and the TAPP Registry website for upcoming dates to attend Adventures in Peace Making or contact Brenda Reynolds, Project Director, at reynolds-brendak@uams.edu or 501-922-1880 for ways we can come to your program and provide the training. Either way we look forward to working with you to help build your program. Remember by starting now, when children are young, we can get a head start on helping children acquire skills that will not only make a difference in children's lives now, but will also lead to a more peaceful world.



Professional Development

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SAVE THE DATE!!! MARK YOUR CALENDAR!

Featured author Roberta Newman will be in Arkansas the week of September 14, 2009 conducting regional workshops throughout the state that will address how to help children and youth with ADD succeed in afterschool programs. She will also be the feature guest presenter at the Arkansas Out of School Network Statewide School-Age Conference on Saturday, September 19, 2009. For more information about these upcoming professional development opportunities contact Woodie Sue Herlein at wherlein@astate.edu or at 888-429-1585.



Course schedule for Spring 2009 semester:

January 15 - March 1, 2009

March 15 - May 15, 2009

For more information about this class contact Woodie Sue Herlein at wherlein@astate.edu or 888-429-1585

Everything needed to complete the training will be provided through ASU's online learning tool, "Blackboard Online," through www.astate.edu at no additional cost.

This training may be taken as an introduction for the provider new to the school-age field, or as a refresher course for those who have been working in the field for some time.

The five modules address the following topics:

- Growth & Development
- Planning a Safe and Healthy Environment
- Activities & Program Planning
- Guiding Children's Behavior
- Building Relationships

Finance Resources/Opportunities

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The Finance Project is a specialized non-profit research, consulting, technical assistance, and training firm for public and private sector leaders nationwide. Here is one of many great funding tips that have for leaders working in the afterschool community. For more information visit www.thefinanceproject.org

Tip: Access Private Funding

Accessing private funding can be accomplished by writing grant proposals, building partnerships with local businesses, and engaging in community fundraising. Done correctly, accessing private funding can be an effective step toward diversifying your organization's funding portfolio and ensuring financial stability and sustainability. The can be substantial by: increased funding, in-kind support, greater visibility and more support within the community, and improved leveraging capacity for future funding opportunities. Despite these potential benefits, the process can be onerous and often requires significant investment (human capital, time, and often money). To account for these obstacles, you should consider the following strategies before attempting to access private funding:

Outline Goals and Understand Your Financial Situation

Before approaching funders and potential partners, you should work with key stakeholders to refine and clarify your program's vision and expected outcomes. By knowing what resources are already available to your program (cash and in-kind), you will have a better understanding of specific types of funding that will help satisfy your

organization's needs.

Identify Appropriate Sources of Funding

Three primary sources of private funding are foundations, private businesses and individual donors. You should carefully consider which funding sources have the most potential to help your organization and which are the least burdensome in accessing. To do this, establish connections with the people who have information about, and in some cases control of, private resources.

With these strategies in mind, you should ask yourself the following questions to help determine which private funding sources are most suitable to your organization's goals and needs:

- How much revenue can be generated?
- Are there any matching requirements?
- Who is eligible to apply for funding?
- How can the funds be used?
- What is the administrative burden?
- What are the application and decision-making processes?
- When will the funds be available?
- How does this source complement my existing funding mix?
- What are the political considerations?

For more information on this financing strategy and the role of intermediaries and policymakers in helping youth programs access private funding, see The Finance Project's publication, *A Guide to Private Funding to Support Child Traumatic Stress and Other Trauma-Focused Initiatives*.

Higher Education Opportunity Act

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How the Higher Education Opportunity Act Affects School-Age Programs

by Charles Pekow

Not much new federal support came through last year with the school-age label stamped directly on it. Any new aid for education that made it through Congress went to the postsecondary crowd in an era of a shrinking economy, federal bailouts of collapsed mega corporations and two overseas military excursions.

But just because the increases in education support were designated for the higher education crowd doesn't mean that they won't support school-age programs. In fact, the Higher Education Opportunity Act, enacted last fall, offers several opportunities for lower education – if you know how to use them.

Since the legislation is intended to help college and graduate students and the institutions that serve them, any school-age professionals interested in benefiting from the new legislation will have to either aim to further their own education or help other people with theirs.

This complicated new law (the latest update of a law originally passed in 1965) includes 1,125 sections. And with that many, there's bound to be something affecting school-age systems. Congress has not passed a regular funding bill for the current fiscal year, nor has the U.S. Department of

Education (DoE) yet had a chance to clarify how the changes in the law will work. But watch for possible action some time in 2009.

First, the bill includes some provisions allowing colleges and universities to train elementary school teachers. Nothing in the bill precludes them from training teachers for before- and after-school programs, as long as they help students achieve academic goals. The bill replaces previous teacher recruitment programs with Teacher Quality Enhancement Grants for States and Partnerships.

Under this program, DoE will “award competitive five-year grants to partnerships of high-need local education agencies,” and individual schools, colleges and universities for teacher training, including on-the-job training. Grantees will have to follow-up on the student preparation with mentoring support for at least their first two years of work after graduation. Grantees can also prepare master's level programs designed to train faculty in “high-need” areas.

Any partnership getting a grant will have to put up at least half of the costs with non-federal funds.



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also serve in high need fields. The legislation names a few subject areas, such as special education and reading specialists. But its list isn't exclusive and it does not preclude teaching in before- and after-school programs at schools.

The bill also continues the TEACH Grant program started in 2007, which provides grants of up to \$4,000 to college students for their education on the condition that they teach in schools serving low-income students for at least four years after they graduate. Teachers must (and some faculty members may) get up to \$2,000 a year for five years of their student loans forgiven. The law allows school-age teachers (but only those employed directly by public schools) forgiveness from student loans. Beneficiaries, however, cannot double-dip by also taking loan forgiveness under any other program, such that offered for national and community service volunteers.

The bill also expands the Work-Study program, which traditionally has limited most jobs to on-campus. Under the new law, students can get paid for working in off-campus community service programs. Colleges get the grants to pay students, who could work in child care programs. 'Students can even get paid for time spent in training and travel to the jobs.

The legislation also continues the Child Care Access Means Parents in School (CCAMPUS) program through 2014. The program allows colleges to set up or expand programs to

provide child care for low-income students. Like the teacher quality grants, it's not clear how much money will be available. But two colleges in Arkansas got grants in 2007, the last year of complete data. (Separately, DoE announced it plans to simplify the reporting requirements for CCAMPUS grantees. Grantees will have to report back to DoE annually instead of every 18 months as before on the types of students they serve and whether their programs are accredited. Despite the greater frequency of reports, DoE promised that the new form will be "streamlined" and take less time.)

Finally, the legislation provides \$45 million over two years (and possibly more later) to Teach for America, Inc., a national organization that recruits recent college graduates to teach in high-poverty communities. The law requires an examination to see how well the program helps students improve academic achievement.

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Family Calendar

What better way to kick off the new year than having the youth in your program design their own 2009 Family Calendar. This activity would be a great project to do as part of a family event so that families can work together and discuss the special events they celebrate together each year.

Supplies Needed:

- 1 set of blank calendar template sheets. A template can be downloaded for free from the internet at Microsoft Office by clicking on <http://office.microsoft.com/en-us/clipart/default.aspx>. Under the “Templates” tab conduct a search for “calendar” and then download your favorite design.
- Crayons/markers
- Hole punch
- (2) one-inch binder rings per calendar
- Stickers (optional)
- Favorite family seasonal pictures (optional)

Have children enter important birthdates, holidays, etc. onto the calendar. Use stickers to note special days or have family photos or artwork on the top portion of each month to reflect special events of each given month. If this activity is being conducted as part of a

family night encourage families to talk about past holiday memories or reflect on the importance of particular calendar days that they noted. Once all months are completed, use a three-hole punch to connect all months together and secure with metal binder rings. For added longevity, consider laminating each individual month prior to assembling.

Make a Time Capsule

Ring in a new year is a time to reflect on what the future year will have in store for all. It also provides an opportunity to reflect on significant events that happened in the previous year. Have the youth collect items and create a program-wide time capsule. Encourage youth to bring things from home, collect information about newsworthy events from the newspaper, take photographs, etc. and design a box that will commemorate the previous year. Encourage youth also to document events by writing a poem, song, or story about what they think the future will be like. Discuss as a group a time frame for the opening of the time capsule and where a safe place to secure it might be.



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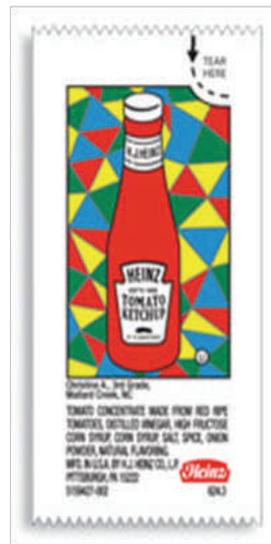
Guess Which One

Try this quick and fun strategy game from Marlene Kliman and Martha Merson of Mixing in Math to help children and youth sharpen their logical thinking skills and pay attention to detail. The goal is for children and youth to ask questions that will help them identify a secret object. For any easy game, spread out about 12 objects of any kind (pens, leaves, buttons or whatever is in your pockets). For a greater challenge, spread out about 20 objects. First decide who will be the "leader." The leader secretly selects an object from the playing area without removing it. Next, players take turns asking yes-or-no questions to rule out objects. They cannot ask if a certain object is the secret one. The leader answers each question and removes any objects that were ruled out. The winner is the player whose question reveals the secret object.

The Gift of Service

During the 1950s and '60s, civil rights leader Martin Luther King, Jr. recognized the power of service to strengthen communities and achieve common goals. In 1994 Congress passed the King Holiday and Service Act, designating the King Holiday as a national day of volunteer service. Instead of a day off from work or school, Congress asked Americans of all

backgrounds and ages to celebrate Dr. King's legacy by turning community concerns into citizen action. What a great opportunity for an afterschool program to launch a season for giving back to their community or to host a special day of service on January 19, 2009. If you are not sure how to get started with planning a project check out www.mlkday.org for project resources and ideas.



Heinz' Ketchup Creativity Contest

Help the children in your program put their love for ketchup and their sense of creativity to the test by encouraging them to have their artwork featured on the nearly 19.5 million ketchup packets produced each year.

To learn more about this opportunity visit <http://www.ketchupcreativity.com/about.aspx>. This contest runs from January 5th—February 28th.