

Arkansas School-Age "LINKS"

July/August 2008

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ASU Childhood
Services

Jo Ann Nalley
Director

PO Box 808
State University,
AR 72467
870-972-3055
1-888-429-1585

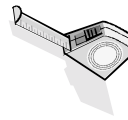
School-Age
"LINKS"
was compiled
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ASU Childhood
Services

Eight Tools for Behavior Management

By Michael Ashcraft,

Co-Founder and CEO of Children's Choice

www.childrens-choice.org



Non-Verbal Cues

Whenever possible, use non-verbal cues. Using informal signs and body language indicate when children are behaving undesirably or even when they are doing something positive that you want to acknowledge. This prevents you from embarrassing and humiliating children.

Positive Mental Images

Our brains form mental images of words that it hears. If I say, "Do NOT visualize a big, pink gorilla" your brain makes an image of a big pink gorilla even though I told you not to imagine it because BIG, PINK, and GORILLA are visual words. If I say, "Do not spill that milk" what image do I create? Right – spilled milk. It is better to say, "Hold the milk carefully with both hands" to create a positive mental image.

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ARKANSAS
DEPARTMENT OF
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SERVICES

Eight Tools for Misbehavior

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When we say, "Don't run!" – the brain sees an image of running. Choose language and post rules that elicit the mental image of the behavior that you want to see such as, "Walk Slowly and Speak Softly In the Library."

Role Play

Role playing can provide a non-threatening way to practice an interaction or developing social skill. Imagine that a child tattles to you about another child who takes his toy. You can give the child strategies and vocabulary to use to get their toy back. Teach them to use strong body language and strong verbal skills to communicate to the other child. Role play the situation with the child pretending you are the person who took his toy. When the child becomes confident role playing the scenario with you, support the child in solving his own problem by being close by (having his back) when he confronts the child who took his toy.

Loss of Privileges not "Time Out"

I define "time out" as when a child breaks a rule, the adult forces him to sit and "think about what you did wrong" for a predetermined time. This is a classic cop out and does not teach the child anything. If a child breaks a rule, it is appropriate that he/she lose a privilege. For example, if a rule of the swimming pool is "No dunking" and the child dunks another child it is OK for the child to lose their privilege of swimming. The difference is that children do not get their privilege back when the "big hand gets on the 5" but when they show a change in attitude or change in behavior – they agree that they will not dunk anyone else.

Peace Out instead of "Time Out"

When kids are angry and upset and their emotions are high and it is difficult to reason and think. This is not time for a lecture. They need time to get control of their emotions before thinking about more effective behaviors. They need to take some time out, but don't say, "Go take a "time out" because children have learned that this is a punishment, so they get more stressed out! Say something like, "I can see you are upset, I don't know what happened, I don't want to know right now. Go be by yourself, breathe slowly and deeply, relax. When YOU are ready, we can talk about it."

Logical Consequences

Logical consequences are consequences that an adult imposes on a child who breaks a rule. The child must complete his consequence in order to earn back his privileges. Kids can help predetermine the logical consequences for specified misbehaviors in advance, so the adult merely points out the necessity of performing a logical consequence that the community of kids predetermined. One important point is that logical consequences must be related to the offense (doing something constructive to pay for doing something destructive); they must be reasonable (completed in a sensible amount of time – developmentally appropriate); and they must be respectful (considerate to the child as a human being).

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The basics of restitution are as follows:

- It is all right to make a mistake.
- You are not a bad person.
- You may not even have intended for this to happen.
- Nevertheless, someone was harmed or wronged.
- Now, how are you going to right the wrong?
- Restitution takes into consideration amends to the victim and self-reparation of the offender.
- Self-restitution allows offender to heal self; this is positive development.
- Forgiveness by the victim is not restitution. It may offer relief, but does not set the stage for positive growth by an act of compensation. "It's OK to say you are sorry, NOW what are you going to do to fix it?"

In this process, a great deal of social responsibility can be learned. But the process has to be optional. Let us say a child is asked the question, "How do you plan to repair the wrong?" If the child wants to make it right, but does not know how, provide some direction. If the child simply refuses, that is acceptable. Some children are not yet ready for this level of accountability. Move them towards self-responsibility so that over time, they will be more prepared.

Request Help

When in doubt request help and advice from supervisors and peers. Sometimes when you can't come up with a helpful strategy, someone with a fresh perspective can give you valuable advice.

**For more information visit:
www.childrens-choice.org/training.html**

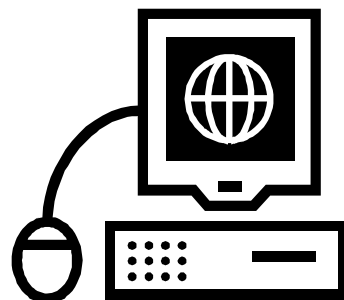
www.disciplinehelp.com

Before you can begin to try to change a child's behavior, you have to properly identify the behavior.

This valuable website serves as a reference to handling over 117 misbehaviors both at home and at school.

Information for each behavior is divided into 4 sections:

1. A description of the behavior
2. Effects
3. Action
4. Mistakes



Creating Safe Schools Through Community Involvement

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Creating Safe Schools Through Community Involvement

by Ryan Schwartz and Debra Chasnoff

Brian, a middle school student, confesses that because of being constantly teased and called a “faggot:” “I couldn’t pay attention to anything. And you know I’d just be sitting there doing math, and I’d keep on writing down I hate this person, I hate this person, I hate the world, I hate my life, or I felt that I needed to, you know, like ditch school everyday or just like kill myself or something... Just, just, just anything to get out of it.... You know, I just couldn’t take it anymore.” Brian’s candid honesty, featured in *Let’s Get Real*, The Respect For All Project’s documentary about bullying and prejudice, highlights why it is so urgent that parents and educators listen and respond to what students are saying about name-calling, bullying, and harassment.

Bullying in schools is a long-standing, widespread problem, yet parents and school leaders often overlook the harassment occurring in their own communities. Many adults imagine bullying to be the noticeable intimidation of a child by a physically more powerful peer. While such harassment certainly occurs, the overwhelming majority of bullying involves a variety of behaviors that are not physical in nature, such as gossiping, spreading rumors, and name-calling. These anti-social behaviors are often dismissed as a normal part of growing up by many adults, but they have highly detrimental effects on students’ well-being and academic performance.

According to findings of the Safe School Initiative conducted by the U.S. Secret Service in 2002, three-quarters of all school shootings have resulted from repeated bullying and harassment. Recent acts of school violence have focused the nation’s attention on the need to create more respectful learning environments. Several state legislatures and boards of education have passed laws requiring all school districts to implement anti-bullying policies and programs, and many more are currently considering similar measures. Yet, creating safe and welcoming classrooms must be the responsibility of more than just lawmakers and school personnel; the entire community must be involved. The Respect For All Project and PTA are actively working with families and community organizations across the country to address the problem of bullying, name-calling, and prejudice among youth in a comprehensive way.

What bullying *really* is

To learn how to create a more respectful and healthy school culture, the adults in childrens’ lives must understand what contemporary student harassment looks like. The popular image of the physically more powerful child beating up a weaker peer makes identifying a “bully” and a “victim” seem easy. While some youth may be seen as more aggressive and hostile than others, both research and conversations with students show that nearly all students have had experiences bullying and being bullied. A child who is visibly teased, for example, also may be spreading rumors and hurting other students.

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Realizing this, schools are moving away from “zero-tolerance” policies of identifying “bullies” and removing them from the classroom. Instead, many school leaders have begun focusing on the way their school environment can encourage respectful behaviors among all students.

Even when an actual act of bullying is addressed, the underlying factors that lead to negative behavior are rarely acknowledged. Children in all grade levels use difference as a reason to discriminate, exclude, and make fun of their peers. Perceived distinctions based on race, class, religion, gender, sexual orientation, body type, and physical or mental abilities are the main foundation for harassment, especially in middle school. A 2005 study conducted by Harris Interactive for Gay, Lesbian and Straight Education Network found that nearly two-thirds (65%) of teens in middle and high school report that they are verbally or physically harassed every year because of their perceived race, ethnicity, religion, appearance, gender, disability, sexual orientation, or gender expression.

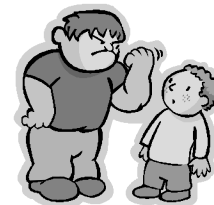
The students featured in *Let's Get Real* tell stories that indicate that prejudice and bias are more entrenched in school cultures than most adults realize. Tina, for example, is an Asian-American sixth grader who opened up on camera about the racially motivated name-calling she experiences. “I just like get this fire inside of me that I can't put out,” she says, “and I just get really angry, but at school, nothing really happens. I can't get anything to happen.” When some acts of bullying (for example, physical confrontations) are punished, but others (for example, racist or homophobic slurs) are not,

students are taught that it is acceptable to disrespect their peers as long as the harassment is not overt. Realizing this, The Respect For All Project and PTA encourage teachers, school administrators, and families to be more proactive about addressing bias and prejudice in their homes and communities.

Building a welcoming environment

In the past several years, innovative programs have been implemented across the country to build safer and more welcoming schools. Many districts have created anti-bullying policies that are clearly written, visibly advertised, and consistently enforced. In addition, schools have developed bullying reporting mechanisms to identify who is involved in harassment, what type of harassment is taking place, and where it occurs. They have also worked with nonprofit organizations such as The Committee for Children to train teachers to identify and respond to bullying.

The best results have been seen in schools that have proactively addressed prejudice and bullying with their students. For example, curricula that teaches tested skills have creatively been tied to developing empathy, respect, and understanding of difference. Many schools have successfully used engaging films and interactive activities to encourage students to think about ways they can create a healthier and more welcoming school community.



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Furthermore, by engaging youth in a dialogue about bullying, adults can better understand how students are experiencing their environment, as well as persuade those whose who usually watch or participate in teasing to become allies for those who are hurt by it. When students openly address and discuss harassment, they can reflect on their own actions. Educational psychologists Dorothy Espelage and Susan Swearer wrote in a Fall 2003 article in *School Psychology Review* that:

Students need to be asked whether they feel like they belong and are respected at the school, how teachers and administrators view bullying, how reports of such behavior are handled, and how much the administration models and promotes respect for diversity in their school. These factors play an instrumental role in the manner in which students treat each other.

Engaging Entire Communities

While school staff play an instrumental role in the social development of youth, the lessons children learn outside of the classroom—especially from their families—about how to treat others are perhaps the greatest influence on their behavior. Stephen, an eighth-grader featured in *Let's Get Real*, says he picks on others because, "My brother does it to me, and I just feel free to do it to kids that are littler than me. It's like an ongoing cycle." If that cycle is to be broken, families and community groups must work together with school leaders.

Several PTA local units have been at the

forefront of bringing together school personnel, neighborhood leaders, and families for a discussion about bullying and harassment. For example, PTA leaders at the Redwood Heights Elementary School in Oakland, CA, initiated a family and community forum to unite their community in a discussion about bullying. The 2-hour workshop was facilitated by The Respect For All Project and helped parents and guardians explore their role in ensuring their children have safe and welcoming learning environments. Claudia Miller, the PTA's lead organizer for the event, said that many of the 60 participants "felt like this was just the beginning of our discussions" and that the forum "was a fantastic way to get the entire school community involved around diversity issues, showing respect and care for all our kids and families."

In addition to hosting a forum for members of their school community, PTA leaders also can help their school plan bullying awareness days, initiate assemblies about prejudice and respecting difference, spearhead an anti-bullying committee at their school, or provide resources for educators to purchase materials and take advantage of professional development opportunities aimed at helping them effectively address name-calling and harassment. Most importantly, all parents and guardians can monitor and guide their own children's behavior, encouraging them to be more respectful and empathetic to their peers.

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While it often takes shocking acts of school violence to remind adults how important safe and welcoming schools and communities are, many students recognize the need for change and adult intervention every time they are around their peers. An environment of insults and prejudice constrains the healthy development not only of those being picked on, but also of all the youth and adults who are exposed to it. It benefits us all to make anti-bullying efforts a top priority.

Ryan Schwartz is national organizer, The Respect For All Project, San Francisco, California.

Debra Chasnoff is Executive Director, The Respect For All Project, San Francisco, California.

Suggested Resources

The Respect For All Project (www.respectforall.org)

The Respect for All Project seeks to create safe, hate-free schools and communities by giving youth and the adults who guide their development the tools they need to talk openly about bias-motivated bullying. In addition to facilitating Family and Community Forums, The Project offers a comprehensive set of resources for educators and youth-service providers, including award-winning documentary films, high-quality curriculum guides and comprehensive professional development workshops. Mention this article and receive a special discount for a Family and Community Forum.

Committee for Children (www.cfchildren.org)

Committee for Children, a nonprofit organization, develops award-winning classroom programs that focus on the topics of youth violence, bullying, child abuse, personal safety, and emergent literacy. Their programs focus on the essential skills of empathy, impulse control, anger management, problem solving, personal safety, and emergent literacy. Committee for Children also conducts evaluation research, provides training and ongoing support to educators and parents, and develops assessment tools for schools and agencies.

US Department of Health & Human Services (www.stopbullyingnow.hrsa.gov)

The campaign -- "Take A Stand. Lend A Hand. Stop Bullying Now!" -- is designed to stop bullying, including verbal or physical harassment. The campaign was developed by the Health Resources and Services Administration (HRSA) in partnership with more than 70 health, safety, education and faith-based organizations. In addition, a Youth Expert Panel comprised of eighteen 9- through 13-year-olds provided creative direction during the development of the campaign. The campaign Web site offers a Resource Kit about bullying prevention programs and activities that can be implemented at the school or community level. The Web site and Resource Kit also provide tools and tips to help in handling individual bullying problems and for creating bullying prevention programs.

School-Age Specialist Online

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**NEW ENROLLMENT
PERIOD!
School-Age
Specialist ONLINE**

**Course schedule for next session
September 15, through November 15,
2008.**

Contact Woodie Sue Herlein, at

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

Congratulations!

A BIG congratulations to the following individuals who completed all on-line school-age specialists modules during the last enrollment session! Thank you for your commitment to enhancing your own professional development so that school-age youth can have a higher quality out-of-school time experience!

Tanya Bailey	Sandy Li-Ting	Diane Coffman	Melinda Conover
LouCelia Courtney	Mari Davis	Arleen Doyle	Ramona Foth
Maxinne Herrington	Shannon Hodgin	Marty Keeling	Ruth Kinnamon
Victoria Landon	Tessy McMillan	Diana Newman	Nikki Price
Savannah Reams	Shirley Renken	Debbie Shallen-	April Wall
Yvette Warren	Jane Webb	Kara Morehouse	

Professional Development Resource

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Staff Development: 15 Minutes at a Time

When it comes to professional development, one of the most common complaints from afterschool leaders is that they don't have the time or money for training. While it may be tempting to abandon professional development, a well-trained staff can have greater success in offering activities that will improve student achievement. Consider using free or inexpensive resources and devoting just 15 minutes a week during a staff meeting to professional development. What follows are examples of how you can use the Afterschool Training Toolkit for professional development on academic enrichment in afterschool. Each activity below can be done in 15 minutes. All you need is a computer with Internet access.

Explore the Afterschool Training Toolkit-

Show your staff the toolkit at www.sedl.org/afterschool/toolkits. The toolkit has six content areas: literacy, math, science, the arts, technology, and homework help. Each content area includes the following components: information about the role the subject plays in afterschool, promising practices, sample lessons, and resources and references. After your staff has spent some time exploring the toolkit, ask them to explain the components.

Learn about promising practices -

Promising practices are teaching practices used in afterschool programs with evidence suggesting they help students learn important academic content. Watch a video demonstrating a promising practice with your staff and ask them to

discuss what they saw. They can also spend some time reading about the practice on the Web site. Ask your staff how they can incorporate the practice into existing lessons.

Teach a lesson-

Ask your staff to select a sample lesson they would like to teach and discuss the parts of the lesson. Talk about what they need to implement it. Staff should teach the lesson to their students and be prepared to report back on their experiences.

Talk about what you learned-

Ask staff to give feedback on how their lessons went, what worked and didn't work, and what they would do differently. Revisit the promising practice and parts of the lesson. Do their existing lessons have these components? What changes could they make to these lessons to make them more effective?

SEDL is a private, nonprofit education research, development, and dissemination (RD&D) corporation based in Austin, Texas. Improving teaching and learning has been at the heart of SEDL's work for more than 40 years.

During recent years, we have helped states, districts, and schools meet the challenges presented by the No Child Left Behind Act using a mix of research-based professional development, strategies, and resources.



Activity Ideas

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Memento Placemat

Don't let the memories of summer fun at your summer program become distant thoughts of the past! Help the children to remember their summer highlights by creating a memento placemat. Through out the summer take pictures of the summer time adventures, collect mementos from field trips, etc. and save for this special project. Once each child has a good collection of items, provide a 13-by-18 piece of poster board to each child. Have the children arrange their mementos on the board. Suggest they write the name of where they visited somewhere on the board. Once they know how they want to arrange their mementos, they should glue each item to the board. Cut a piece of the shelf paper a little bigger than the poster board; remove backing and place it on a counter, sticky-side up. Then place the poster board on the shelf paper and smooth out. Repeat with another piece of shelf paper on the top of the poster board. Then, trim the edges of the shelf paper to give the place mat an even edge.



On the

Go Granola Bars

Don't let hungry bellies put a damper on your summer time outings and field trips. Take a snack along with you! These treats are so yummy, and easy to make that they are guaranteed to become a year round snack favorite. This recipe makes 18 granola bars and can be changed to add additional items that the children in your program enjoy, such as dried cranberries or other fruit pieces and sunflower seeds or other nuts (be sensitive to food allergies).

Gather the following ingredients:

- 4-1/2 cups rolled oats
- 1 cup all-purpose flour
- 1 teaspoon baking soda
- 1 teaspoon vanilla extract
- 2/3 cup butter or margarine, softened
- 1/2 cup honey
- 1/3 cup packed brown sugar
- 2 cups miniature semisweet chocolate chips, raisins, or nuts (as desired)

Preheat oven to 325 degrees. Lightly grease a 9x13- inch pan. In a large mixing bowl combine the oats, flour, baking soda, vanilla, butter or margarine, honey and brown sugar. Stir in the 2 cups assorted chocolate chips, raisins, or nuts. Lightly press mixture into prepared pan. Bake at 325 degrees F for 18 to 22 minutes or until golden brown. Let cool for 10 minutes then cut into bars. Let bars cool completely in pan before removing or serving.

Activity Ideas

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Superhero Seeds

The children in your program may enjoy this experiment which demonstrates how a plant grows in adverse conditions. You will need the following supplies:

- a clear plastic cup
- 5 tablespoons of Plaster of Paris
- 2 or more tablespoons of water
- a plastic spoon for mixing
- a dropper
- 3 soybeans

Put the plaster of Paris in the plastic cup. Add 2 tablespoons of water and mix. Keep adding drops of water until the mixture has the consistency of a thick milkshake. Push the soybeans into the plaster until they are covered and then smooth the surface.

Ask children to guess what they think will happen to the beans. Observe. Add a tablespoon of water to the cup the next day. What happens?

Seeds require warmth and moisture to germinate. The soybeans will absorb moisture from the surrounding plaster mix, increase in size and then apply pressure to the surrounding plaster. Eventually, the plaster will crack so that the plant can grow up through the plaster. The ability to grow in adverse conditions allows plants to survive in many different kinds of environments.

Nest Supply Boxes for Birds

Spring and summer are "nest building" times for many different birds. The children in your program can work together to create Nest Supply Boxes filled with materials that birds may find useful when they are creating their nests.

This activity requires the following materials:

- a milk carton
- String
- Scissors
- dryer lint
- bits of yarn and string (have children and staff gather dryer lint and yarn/string scraps from home to bring in)

First, have an adult staff member cut a flap halfway down on both sides of the milk carton. Wash the inside of the milk carton and allow it dry. Fold the flaps of the milk carton down to create a perch for birds to land on. To make the hanger, thread a long piece of string through the opening and tie the two pieces of string together (be sure to make strong knots). Fill the box with nest building supplies such as dryer lint and bits of yarn and string.

Hang the supply box on a tree visible from your program window so that children can watch to see if birds visit. Refill the box with more supplies if needed.



Activity Ideas

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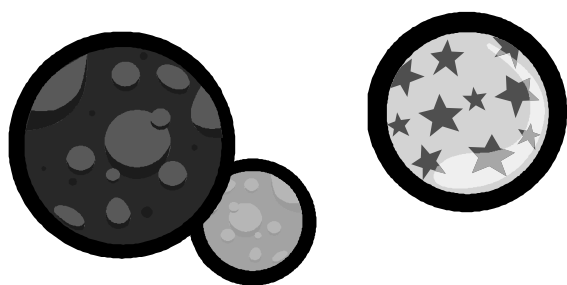
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Stop that Ball!

Looking for a new game to play outdoors? This game is a variation on the aboriginal game gorri. You will need:

- two small tennis balls per player
- a large beach ball
- a long rope

Divide the children into two teams and supply each child with two tennis balls. Line up the teams so that they face each other and are **at least** 20 feet apart. Use the rope to mark the center line between the teams. Call out "gool gool" ("going going"), then roll the large ball along the line. Players stand in their spot and throw their smaller balls at the larger ball, trying to make it stop on the other team's side of the line to win a point. The first team to accumulate five points wins the game.



Yarn Art

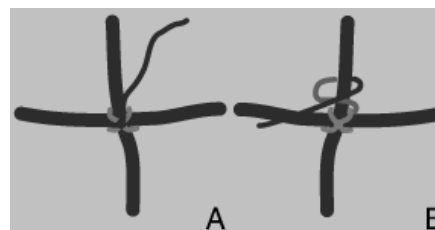
Try this traditional arts and crafts activity with the children in your summer program. This "oldie but goody" activity is guaranteed to be enjoyed by all.

You Need:

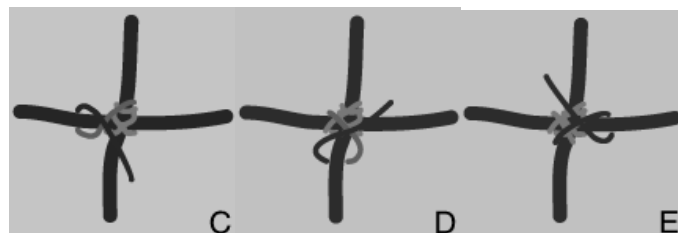
- Scraps of yarn
- 2 Straight sticks (both the same length)
- Scissors
- Sandpaper

PREPARATION :

Select two sticks that are fairly straight and about the same length (or trim to length). Sand ends of sticks to reduce sharpness. Lay one stick crosswise over the other. Begin to wrap first color of yarn around one way then the other and make a knot. Let yarn hang down from knot; do not trim. See illustration A.



Turn sticks over so that knot is in the back. Begin to wrap yarn. Bring yarn from behind stick and wrap it around the first stick and over to the next stick (B).



Then continuing wrap it around next stick front to back and back around to next stick (C). Same on the next stick (D) and the next (E). Just keep wrapping the yarn and soon a pattern will appear.

To change color of yarn, give an extra wrap of yarn to the stick where you want to change colors and tie the new color to the old securely, making sure knot is in back of design, not front. Change colors as often as you wish or not at all. Multicolor yarns make interesting designs too. To finish off design, double knot yarn to stick you want to end at and trim.

For more arts and crafts activities visit

Cancer Prevention for Kids Resource

Road of Life: Cancer Prevention for Kids is an organization dedicated to eradicating preventable cancers and diseases of excess by educating children about the fitness, nutrition, and tobacco use decisions they can make to lead healthier lives. This organization offers a free downloadable afterschool curriculum for use with children in grades 3-5.

Included in this curriculum are over 27 activities focused on general health, tobacco use prevention, physical activity, nutrition, self-esteem, time management, and personal hygiene. This curriculum integrates the core academic subject areas of math, English language arts, science, and social studies.

A wide variety of activities are included such as creating a stairway to health, mapping a model community, writing a personal contract, making a schedule, converting a recipe into serving sizes and much more.

To access this free resource,
please visit
<http://www.roadoflife.org/>
and look under "Free Resources".

Afterschool Science Curriculum

The 21st Century Afterschool Science Project (21st CASP) is offering several resources on incorporating science into afterschool programs available for download at no cost. The 21st CASP is a federally-funded project supported by the New Jersey Department of Education for out-of-school

time (OST) (before-school, afterschool, summer, winter, recess, and weekends) programs in New Jersey.

Resources available online include a Facilitator's Guide to Incorporating Science in Afterschool and the Exploring Water Science in Afterschool Curriculum which includes 21 lessons and a student journal.

To access this free resource,
please visit
<http://www.state.nj.us/education/21cclc/casp/>

Imagine: Afterschool Space that Works

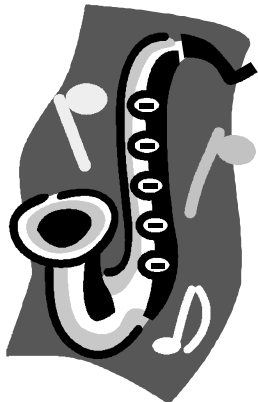
Children arrive at afterschool from different classrooms, sometimes from different schools – and they've had a long day. The afterschool space offers children a sense of place and an understanding of the values and customs in the program. The environment can exert a powerful influence on their experiences and attitudes. This booklet encourages afterschool professionals to think differently about the spaces in which they work. It offers practical, concrete advice on how to invest time and resources in creating attractive, exciting and more effective afterschool environments.

To access this free resource,
please visit
<http://www.njsacc.org/pdfs/imagine.pdf>

The Future of NAA's Role in Program Accreditation

NAA (The National AfterSchool Association) recently announced that the NAA Board of Directors has decided to transfer the process of accreditation of afterschool programs to COA (the Council on Accreditation), a leader in the field of accreditation for organizations serving children, youth and families. NAA would serve as an advisor to ensure that the expertise of the field remains connected to the accreditation process.

NAA will transfer its process of accreditation to COA effective September 1, 2008 for all new accreditation clients. For those afterschool programs who have submitted a Letter of Intent prior to September 1, 2008, NAA shall continue the current NAA accreditation process at the current NAA standard rate. The last day Letters of Intent will be accepted is August 31, 2008. Programs currently accredited by NAA will remain NAA accredited for the original term of accreditation and will continue to submit annual Interim Reports, Statement of Continual Compliance, and the yearly fee to NAA until their accreditation expires.



Jazzing It Up Afterschool Style: Leadership, Learning and Creativity in New Orleans

NAA's 21st Annual Convention

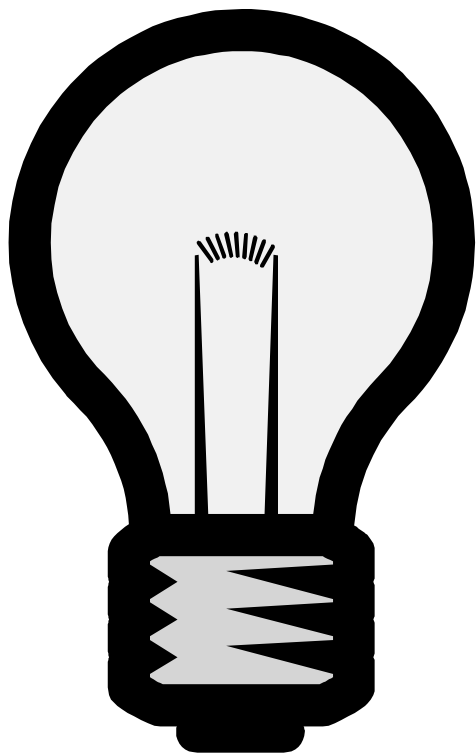
On April 2 - 4, 2009, the National AfterSchool Association (NAA) will convene afterschool professional and stakeholders at the Morial Convention Center in New Orleans, Louisiana.

Unique Opportunities:

- Partnership with the [National Association of Elementary School Principals \(NAESP\)](#) in a joint conference with overlapping sessions, exhibit halls and networking events
- Site visits to vibrant New Orleans afterschool programs
- High profile keynote speakers
- Interactive and fun networking events
- Hundreds of the best workshop sessions, with themes including Leading a Learning Day for All Children: Working with School Principals; Afterschool Workforce Development; Arts and Creativity in Afterschool; Leading Afterschool; and Learning in Afterschool
- Engaging pre-conference workshops
- Great food, music and culture - the unforgettable spirit of New Orleans!

Mark Your Calendar!

9th Annual Lights On Afterschool is coming October 16, 2008!



Lights On Afterschool is celebrated nationwide to call attention to the importance of afterschool programs for America's children, families and communities.

In America today, 1 in 4 youth -- 14.3 million children -- are alone and unsupervised after school. Afterschool programs keep kids safe, help working families and inspire learning. They provide opportunities to help young people develop into successful adults.

Lights On Afterschool was launched in October 2000 with celebrations in more than 1,200 communities nationwide. The event grew in 2001 to more than 3,600 events, and more than 7,500 in 2006. This October, 1 million Americans will celebrate *Lights On Afterschool!*

Lights On Afterschool is a project of the Afterschool Alliance, a nonprofit organization dedicated to ensuring that all children have access to quality, affordable afterschool programs. Governor Arnold Schwarzenegger has served as Chair of *Lights On Afterschool* since 2001.

To get the tools you need to start planning your Lights on Afterschool 2008 event, visit the AOSN website at www.aosn.org to download your Arkansas specific Lights on Afterschool Planning Guide.

Websites to Check Out!

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<http://www.icdlbooks.org/>

This website features the International Children's Digital Library (ICDL), a research project funded primarily by the National Science Foundation (NSF), the Institute for Museum and Library Services (IMLS), and Microsoft Research to create a digital library of outstanding children's books from all over the world. The collection's focus is on identifying materials that help children to understand the world around them and the global society in which they live. The materials in the collection, all presented in the original languages in which they were published, reflect similarities and differences in cultures, societies, interests, and lifestyles of peoples around the world. Geared for children ages 3-13, this site has over 2,000 books on-line in over 39 different languages and is a "must read"!

<http://www.redcross.org/disaster/masters/>

The American Red Cross has an award-winning *Masters of Disaster*® disaster preparedness curriculum available on-line that teaches children how to prevent, prepare for and respond to disasters and other emergencies. Available in customized kits for both educators and families, the curriculums teach youth the importance of preparedness while reducing fear of the unexpected. The goal is to empower youth with the confidence and knowledge to prepare for disasters and help create a culture of preparedness. The lessons are non-threatening, age appropriate and adhere to national education standards. Grouped for ages K-2, 3-5 and 6-8, this on-line curriculum also has follow-up family fun activities to share with the families in your program.

<http://fitsource.nccic.acf.hhs.gov/fitsource/>

The National Child Care Information Center, a service of the Child Care Bureau, Office of Family Assistance, US Dept of Health and Human Services, offers this site that links child care and afterschool providers to a wide variety of physical activity and nutrition resources. Links to activities, lesson plans, healthy recipes, information for parents, and many other downloadable tools are available so that physical activity and nutrition based activities can be more prominent into child care and afterschool programs.

On the Lookout for More Websites to Feature!

Do you have a favorite website that you consult for your out-of-school time program that you think others should know about? Send the website address along with your name, city/program name to jenharris@astate.edu and it might be featured in a future edition of LINKS.
