Arkansas School-Age "LINKS"

November/December 2006

ASU Childhood Services

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School-Age "LINKS" was compiled and formatted by ASU Childhood Services

Helping Kids Live by the Rules in School-Age Programs

(adapted and excerpted from *Training New After-School Staff: Welcome to the World of School-Age Care!* New Albany, OH: School-Age NOTES, 2002)

By Roberta L. Newman

The Importance of Involving Children in Rule-Making

As school-age children grow and change and interact with each other in school-age programs, they need to know what is acceptable and what is not acceptable behavior. To set a tone for expected behavior, many organizations establish a "code of conduct" that is communicated to children as soon as they enroll in the program. However, when rules are made solely by adults without children's input, it's not uncommon to hear staff say things like:

"I've told my kids the rules over and over again; why don't they follow them?"
OR
"These kids know the rules; they just ignore them!"

Most quality school-age programs recognize that pre-established behavior standards and guidelines are only a starting point. They know that children and youth are much more likely to "buy-in" and live by rules and limits if they have a chance to shape them. With this in mind, quality programs get children involved in the rule-making process through rule-making sessions.

Funded by Arkansas Department of Health and Human Services Division of Childcare & Early Childhood Education Through the Child Care Development Funds

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Helping Kids Live by the Rules In SA Programs

Conducting Successful Rule-Making Sessions

- Gather your group for a rule-making session.
- Have a chart pad and marker handy to record children's ideas.
- Begin by asking children why they think rules are needed and how they think rules could help everyone have great experiences in the program.
- Invite children to make a list of the different things they think it would be important to have rules about.
- As children share their ideas, record them on chart paper.

It's likely that children will identify many of the same topics you and your program think are important. They will probably suggest the kinds of things listed below. If children need help getting started, suggest one or more items from the list.

Examples of Things to Have Rules About

- Staying safe
- Staying healthy
- Treating each other with fairness, kindness, and respect
- Getting along with each other
- Respecting people's privacy
- Sharing games and equipment
- Respecting and protecting personal property
- Respecting and protecting program materials, equipment, and facilities

When children have listed all their ideas, add any other topics you think should be included based on what you know about school-age children and about your organization. Talk about each topic to be sure everyone agrees it's important. If your list is long, combine related topics. This will help you avoid creating too many rules which can be confusing and hard to remember. Then, involve children in a rule-making session, using the following guidelines.

Look at each topic you identified and come up with a rule or guidelines which could support the topic.

For example, a rule related to *respecting people's privacy* might be: "Keep your hands to yourself."

A rule about *getting along with each other* might be "If you have a problem, talk it out."

A rule about *staying safe* might be: "Always wear goggles at the woodworking bench."

State rules clearly and simply

For example: "Wash your hands before eating and after using the bathroom."

State rules positively

For example: "Walking is the speed limit indoors," instead of "No running." "Use polite words," instead of "No swearing." Stating rules positively helps children focus their attention on what it means to DO THE RIGHT THING. Positive rule statements are helpful to children because they prescribe a course of action. While negatively stated rules do let children know what's prohibited, they don't help children to learn what behavior IS acceptable, desirable, or expected.

Helping Kids Live by the Rules in SA Programs

Create only as many rules as you need to have the program run smoothly; try to generalize and establish a few basic guidelines which apply throughout the program.

For example: "Put things away when you're finished using them." "Use equipment properly; ask for help if you don't know how."

Establish specialized rules for specific program areas if needed.

For example, the following rules may be very helpful in helping children DO THE RIGHT THING while using the *Board and Table Game Area*: "Return game pieces to the right box." "Return games to the shelf when you're finished." "Play by the rules." "Ask permission before you join a game in progress."

Helping Children Take Responsibility for Their Actions

Involving children and youth in establishing rules and limits is the first step in getting them to "buy-in" and live by the rules. But it's important not to stop there. In order for program rules and limits to have *credibility,* children need to know what will happen if the rules are broken; they need to know the rules will be applied consistently and fairly, and *what the consequences will be if rules are broken*. Again, children are more likely to live by the rules and take responsibility for their actions if they participate in deciding what happens when rules aren't followed. Get children involved in this process by having them brainstorm some ideas about what should happen if the rules they helped shape aren't followed.

As you talk with children, keep in mind these two types of consequences: **natural consequences** and **logical consequences.**

Natural consequences happen as a direct result of an action. Here are some examples of natural consequences:

If a child breaks the rule that says: *"Keep your arms inside the bus windows,"* the child may suffer an injury as a natural consequence of putting his/her arm outside the bus window.

If a child regularly breaks the rule that says: *"Use kind words,"* the child may lose friends as a natural consequence of mean-spirited teasing or taunting.

If a child breaks the rule that says: "*Stay on the sidewalk,"* the child may be hit by a car as a natural consequence of running out into the street.

If a child doesn't observe the rule that says: *"Wash hands before eating,"* the child may get sick as a **natural consequence.**

As you can see, natural consequences can be disastrous for children if they are allowed to play out to their conclusion. As a staff member, it's important to anticipate any *dangerous natural consequences* which could occur if children break the rules, set up systems which make it easy for children to follow the rules, and take steps to intervene and guide children before rules are broken. This is especially important when children's safety and well-being are at stake. No child should have to lose an arm in order to learn the importance of keeping his or her arms inside the bus windows!

Logical consequences can be used very effectively to help children learn to accept responsibility for their actions. Staff can work with children in advance to decide on fair, effective logical consequences related to breaking rules. Here are some important things to keep in mind when deciding on appropriate ***logical consequences.***

Helping Kids Live by the Rules in SA Programs

Logical consequences are always directly related to what the rule is about. It would not be a ***logical consequence*** to tell a child who has been throwing sand at other children that he/she may not be in the *Magic Club* tomorrow. Sand throwing and participation in the *Magic Club* are not logically connected.

It's important to use appropriate ***rule reminders*** when applying ***logical consequences.*** For example: You and the children might decide that if someone breaks the rule: *"Put things away when you're finished using them,"* the ***logical consequence*** will be: *"You will lose the privilege of using the materials you don't put away".* However, if a child who usually picks up after himself forgets to put away the Checkers game once, it would probably not be logical to ban the child from playing Checkers for the rest of the week. It would be best to give the child a ***rule reminder*** before imposing a consequence. On the other hand, if a child continually ignores the rules about putting games away ***after being reminded of the rule,*** it would be logical to tell the child he/she may not use the board games for the remainder of the afternoon, or perhaps for the next day if it's late in the afternoon.

Immediate short-term, logical consequences are usually the most effective way to encourage children to take responsibility for their actions.

It takes good judgment and a balanced view to make rules come to life in your program. Here are some examples of how staff can help children take responsibility for their actions through ***effective use of rule reminders, positive guidance, logical consequences, and follow-through*** in different circumstances:

If children break the rule: *"Treat program materials with respect"* by throwing clay at the wall in the art area, *remind them of the rule and what they are allowed to do with clay.* Before continuing their play, have them work together to clean up the mess. Tell them they may continue to use the clay ONLY if they use it properly. If they begin to throw clay again, an *effective, immediate, short-term logical consequence* would be to tell the children they may not use the clay for the rest of the day.

If a child breaks the rule: *"Be a good sport and always play safe"* by throwing a baseball bat in the air when he/she strikes out, *take action immediately.* Stay calm; move the child away from the group. Encourage him/her to "cool off" for a few minutes. Then, *remind the child of the rule to "be a good sport and always play safe."* Give the child the following "I message:" *"I cannot allow you to throw your bat because someone could get hurt."* If this is the first time the child has exhibited this behavior, a *short-term logical consequence* would be to have the child sit out for one or two "at bats" until he/she regains self-control. When he/she re-enters the game, give another *rule reminder to "be a good sport and always play safe."* If the child continues to have trouble living by the rule to "*Be a good sport and always play safe,"* you may need to talk with the child's parent, your co-workers, and/or your supervisor about what else you need to do to help the child comply with the rule and keep everyone safe and happy.

If a child breaks the rule: *"Use polite words to talk through problems"* by swearing or calling names at another child who wants to wear the same dress-up clothes, *remind the child of the rule.* Stress that everyone agreed to use polite language in the program. Give the child the following "I message:" *"I cannot allow you to swear at others (or call them names)."* If the child continues to use inappropriate language, an *effective short-term logical consequence* would be to tell the child he/she must leave the dramatic play area for the

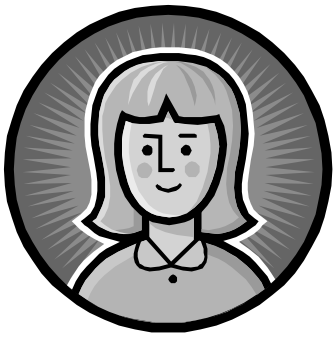
afternoon and redirect the child to another area. Continue to monitor the child's behavior and language in the new area, using *rule reminders* and *short-term logical consequences* as needed. If the child continues a pattern of breaking the rule *"Use polite words to talk through problems,"* talk with the child's parents, your co-workers, and/or your supervisor to develop a plan for helping the child take responsibility for his/her words and observe the rule for using polite language. If other children also have trouble observing the rule, it may be time to gather everyone together to talk about the problem and how children can help each other remember to use polite language.

Final Tips for Helping Children Buy-In to Program Rules and Accept Responsibility for their Actions

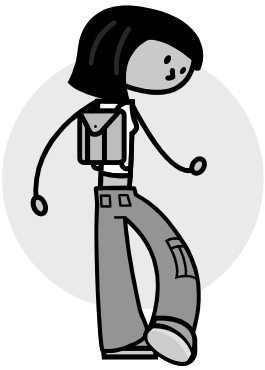
Creating rules and guidelines provides the foundation for a safe, happy environment where everyone can have a positive program experience. Listed below are some important things staff can do to create a positive program environment that helps children live by program rules and accept responsibility for their actions when rules and limits are broken or ignored.

Involve children in setting program rules and limits. Have a "get started" rule-making session, using the techniques presented in this article.

Involve children in making posters which list program rules and limits. Display posters in visible places in your program.



Give children positive reminders about rules and limits. Talk with your co-workers about how many reminders or warnings you want to give before imposing a consequence. Remember that consequences for breaking safety rules may need to be imposed more quickly than consequences for failing to use quiet voices or forgetting to put things away.



Use positive guidance techniques to help children follow rules and limits. For example:

- **Redirect** children to another activity or another area if they are having trouble following the rules.
- **Make** it easy for children to follow the rules. For example, if you want children to take good care of equipment and supplies, be sure items are in good condition to begin with, provide adequate storage, display items neatly and attractively, and use effective techniques for helping children make smooth transitions from one area or activity to the next.
- **Remove** objects or equipment which children are not allowed to use.
- **Teach** children how to use equipment properly.
-
- **Be** sure children understand your program schedule and routines.
- **Stay** close to children who may have a hard time remembering the rules or controlling their tempers.
- **Help** children pace themselves. For example, if children are becoming overly tired, anxious, or

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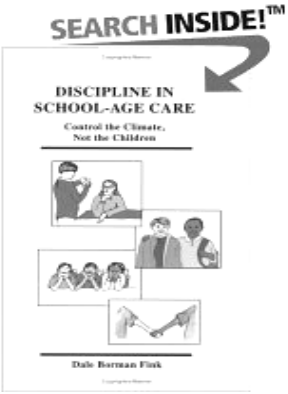
frustrated during an activity encourage them to take a break or try something else for awhile.

- **Anticipate** problems before they occur. Give rule reminders and remind children of consequences if rules are broken.
- When giving rule reminders, be sure to **get children's attention** and maintain eye contact. Use a tone that is firm, but polite.
- Refrain from using harsh punishments as consequences when children break the rules. For example:
- NEVER withhold food as a consequence for breaking a rule.
- NEVER deny a child the right to tend to personal needs (going to the bathroom, getting a drink of water) as a consequence for breaking a rule.
- NEVER belittle, ridicule, humiliate, or scream at children as a consequence for breaking a rule. Use a firm voice when needed, but CONTROL YOUR OWN ANGER. Comment on what the child has done – not on who the child is. For example: DON'T say: *"You're really a jerk for shoving Matthew."* DO use a firm, respectful tone or voice and say: *"I can't allow you to shove others in the program."*
- Apply effective logical consequences when rules are broken or ignored.
- Remember to keep in mind individual differences among children. For example: children who are impulsive, intense, or highly distractible may need more help, monitoring, rule reminders, and consistent support to abide by the rules.
- Be consistent and fair in your application of logical consequences. Don't play "favorites."
- Remember that rules may need to be changed, added, or dropped as children grow and change. Meet frequently with children to "rule review" sessions. Get rid of any rules you no longer need. Add others as needed.

Check out these resources for additional information regarding setting rules with children in your after-school program:

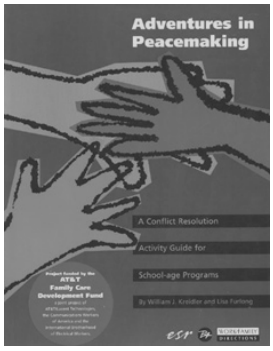


Discipline in School Age Care: Control the Climate Not the Children

by Dale Borman Fink

Training New After-School Staff: Welcome to the World of School-Age Care

by Roberta Newman



Adventures in Peacemaking: A Conflict Resolution Guide for School-Age Programs

by William J. Kreidler/Lisa Furlong

Social Bullying: Not Just "Kids being Kids"

by Kimberly Friedman, Special Projects Coordinator

Unfortunately, we see it all too often in our programs. One little girl sitting alone and looking wistfully at another group of girls playing. She has just been ostracized cruelly with sly comments about her clothes and her friendship with another unpopular child. She is a victim of the bullying behavior of the "in" group.

The after-school program should offer all children a "home away from home" where they can try new things, explore, and just be themselves, including this young girl. This safe haven is destroyed if social or physical bullying is tolerated or ignored by staff.

While physical bullying can be easier to identify and discipline, social bullying is sometimes written off as "kids being kids." However, social bullying can have consequences that are just as devastating. Therefore, national after-school experts and authors Sue Edwards and Dr. Kathleen Martinez contend that it is critical that after-school programs take intentional steps to educate staff about both physical and social bullying and to engage in an ongoing process to make their program a "bully-free zone."

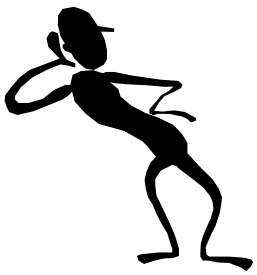
More Difficult to Identify

All bullying is ongoing and involves an abuse of power, but it is important for staff to know the difference between social bullying and physical bullying, according to Edwards and Martinez. Physical bullying can involve hitting, kicking, or pushing someone or even just threatening to do it. Physical bullying can also involve stealing, hiding or ruining someone's personal property or forcing someone do things he or she doesn't want to do.

Social bullying is usually done covertly and can be difficult to identify. Dr. Ken Druck, one of the authors of *How to Talk to Your Kids About School Violence* (2003 Onomatopoeia Inc.) notes the following characteristics of social bullying:

Spreading rumors and gossip

Malicious gossip can spread very quickly. Even if untrue, it can destroy a reputation and make it very hard for a child to gain social acceptance.



Deliberate exclusion or shunning

Excluding others from social activities or forming cliques to intentionally reject or isolate former friends is a powerful and common method of social bullying.

Verbal taunting or harassment

Taunting, as opposed to teasing, is meant to hurt or belittle the victim and establish an imbalance of power. Name calling, rude jokes or nicknames and calling attention to physical or social shortcomings can all chip away at a child's self-esteem, cause embarrassment and escalate to other forms of social bullying.

Hostile expressions or body language

Staring aggressively, making faces or derogatory physical gestures, and taking hostile stances are subtle but effective ways to intimidate alienate or reject others without attracting attention or making the intimidation obvious to adults.

Social Bullying: Not Just "Kids being Kids"

Abusive emails or phone calls

Access to computers and phones allows social bullying to continue even when the child is home, making it difficult for the victim to escape bullying.

It is also important for staff to be able to discern between social bullying and self-selection of friends. Bullying is ongoing and continues day after day with an intention to cause harm. If children elect to play in a self-selected group on a given day because of a mutual interest, this is probably not social bullying. If the exclusion of one child from the group continues day after day, with the added insinuation that the child is not good enough or is not wanted, the situation may be a case of social bullying and requires intervention by staff.

In order to effectively address social bullying, Edwards and Martinez suggest that after-school programs consider the following actions:

Knowing how to effectively interact socially is not something that we know intuitively.

1. The after-school program must decide that social skill development is a critical component of their program. Knowing how to effectively interact socially is not something that we know intuitively. We must learn it. If there are children in our program who are not socially adept (either acting aggressively or unable to assert themselves), it is the responsibility of the staff to be proactive in teaching the needed social skills directly to the children.

2. The after-school staff must determine that their program will have a zero tolerance policy for social and physical bullying. The zero tolerance policy needs to be actively enforced.

3. Staff must become conscious of the specifics of social and physical bullying. Staff must work to develop open communication with children so that they know it is okay to approach staff with a problem. Read body language, look and listen.

4. Staff must actively supervise to detect and address all bullying activity.

5. Work hard to keep kids busy! Determine what their interests are and what they can share. Develop strategies and activities that help children to "buy in" to the program. Work on team-building so that children support the program as a cohesive group with a philosophy that "We're all in this together."

6. Staff should offer parent education about physical and social bullying so that parents will support the after-school program's zero tolerance policy. Staff may want to share statistics on bullying and the devastating emotional and social consequences for both the bully and the victim.

7. Staff members, especially younger staff members, often tease each other and laugh in sarcastic and belittling terms among themselves. This behavior needs to stop immediately. When children imitate the behavior modeled by these staff members, the consequences are hurtful and it can start a wildfire of harmful behavior among children in the program.

8. If a child in the program is a victim of bullying, the staff must support the victim and help him or her to move out of victimhood. The victim and bully should be counseled separately due to the power imbalance between the victim and bully. Teach the victim empowering language and tools. There are many excellent resources for this, such as the bullying section on the pbs kids website:

http://pbskids.org/itsmylife/friends/bullies/article4.html.

9. Staff should make efforts to intentionally provide empathetic friends for a victim of bullying. Rather than pairing one victim up with another victim which can sometimes create a larger target for bullies, staff may want to seek out a well-liked child to befriend a victim.

Program Spotlight: 21 CCLC– Dodd Elementary

21st Century Community Learning Center: Dodd Elementary

Through a contract with the City of Little Rock for Prevention, Intervention, and Treatment (PIT) programs, the non-profit organization Greater Friendship, Inc. partnered with the Little Rock School District's David O'Dodd elementary school to provide a quality after school program. The program is contracted to serve 100 youth from the Southwest Little Rock area and specifically students that attend the school. Primarily a 21st Century Community Learning Center grant funds the program. The City of Little Rock funds supplement the program by paying for part-time personnel, supplies, contract services, refreshments, special activities, etc. The program operates on Mondays – Thursdays on days when school is in session for 32 weeks during the school year. Morning library time is 7:15-7:45. Afternoon hours are 2:30 – 5:00 pm. The summer program operates for 6 weeks, Monday – Thursday from 8:30 – 11:30 am. Every Thursday is field trip day.

The program is primarily tutorial and focuses on Reading and Math with specific objectives to be achieved in these areas that pertain to proficiency levels as measured by District, State and National standardized test. All tutoring is administered by Certified Teachers. Academic tutoring classes are offered on Monday & Wednesday. Incentive classes such as Crafty Kids, Computer, Fit & Fun, Cooking, Super Kids, Children's Theater, Basketball and Kickball are offered each Tuesday and Thursday. In order for students to participate in the incentive classes they must also attend the academic tutoring classes. Recreational activities are often used as learning experiences. There are Special Events scheduled throughout the year, some of which include the participants' parents and family. Summer programming includes several educational and cultural field trips.

Greater Friendship, Inc.
Little Rock School District (LRSD)
David O'Dodd Elementary School
6423 Stagecoach Rd (04)
455-7430/374-4423/Fax: 374-8892
Contact: Teresa Knapp-Gordon

PROGRAM SPOTLIGHT

Would you like your program featured in a future edition of the Arkansas School-Age "LINKS"? If so, please send a brief description of your program to Woodie Sue Herlein at **wherlein@astate.edu**. In your description consider highlighting what types of activities you do at your program, program successes that you would like to share with others, any community involvement opportunities that your program takes part in (ex. community service projects, etc.), etc.

We look forward to learning more about the great school-age programs that are across the state of Arkansas!

Activity Ideas: Exploring Artist Techniques

Do we ultimately define the success of any activity by the fact that a child actually made something or by the learning that takes place along the way during the facilitation of the activity? When focusing on various arts and crafts activities in your school-age program, it is important to look beyond simply the piece of artistic work (product) that you hope will be the outcome of your arts and craft activity and instead focus more heavily on the learning (process) that takes place along the way while creating the completed project. By focusing exclusively on the ultimate product or completed project, we might overlook the importance of facilitating activities that expose children to different artistic styles and techniques. The following painting activities can be used in your program to help expose children to and develop an appreciation for various techniques and artisans that made these painting styles so famous.

Conducting prior research on the artist and sharing this with the children will help set the stage as to what types of techniques will be taught and will provide children an opportunity to appreciate the hard work that goes into being an artist.

A Day in the Life of Michelangelo

Supplies Needed:
Paper, Tape, Crayons, Markers, Paint, Brushes, desks or table, colored pencils etc

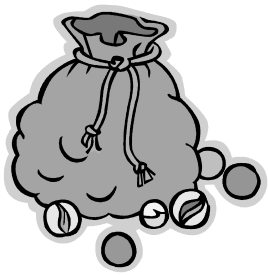
Talk to the children about who Michelangelo was and how he painted the Sistine Chapel. He did so by laying on his back for 4 years! Discuss how it would feel to lay on your back for years and years with your arms stretched out above your head.

Now give the children an opportunity to pretend to be Michelangelos and create a piece of art on a piece of paper taped under a desk or table. Give them art supplies to draw, color or paint with (If using paints make sure they are thick enough to minimize dripping!) When the activity is completed discuss their experience with this manner of painting.

"Action Paintings" of Jackson Pollock

Supplies Needed:
poster paint, large sheets of construction paper, marbles, rubber band balls, golf balls, masking tape, etc. (Anything that can easily be washed and has a unique texture), beverage flat boxes or gift boxes

Tape a piece of paper inside a flat box. Add about a teaspoon each of two colors. Review how colors can be mixed to make new colors as this portion is facilitated. Add a marble and set it down in the paint. Roll the box back and forth and guide the marble around the paper. Then add another color of paint, and use a rubber band ball. This is a marble that is wrapped in several rubber bands. Or, try a porcupine ball, or a golf ball, or other balls that have a different texture. This activity can be duplicated on a larger scale by using bulletin board sized paper and have children explore painting/printing with more objects that have different textures or make different imprints.

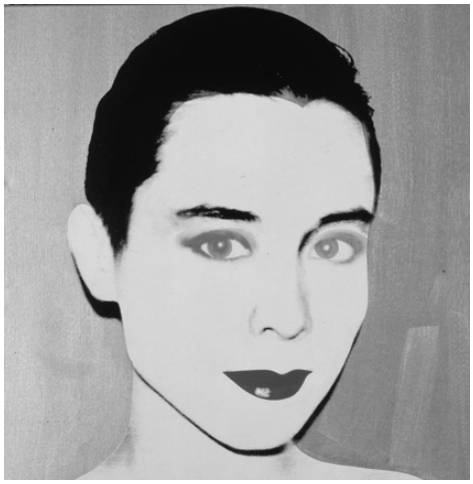


Activity Ideas: Exploring Artist Techniques

Andy Warhol's Images of Pop Culture

Supplies Needed
- **Polaroid camera**
- **Scanner**
- **Heavy paper (9" * 11")**
- **Watercolor paints**
- **Paint brushes**
- **Creativity!**

Take a picture of each child using the Polaroid camera. Make sure the background is white and it is close up enough to see mainly the child's face. At home, using a scanner, scan the first child's picture. Crop the picture as you please. Then copy the image onto a Word document four times (two images on top, two images on bottom). Enlarge to fit the paper. ** Print in black and white** Children can then go back and accent their creation in various bright colors.



Early American Art and the Limner Portraits

After a short history lesson on the early American Limner artists, have children make their own Limner portraits. Remember to explain that during this time period photography was not mass marketed and paintings were the main way people had their likenesses made. Working class people could not afford to pay a great deal to the painters, so to make the job go faster the artists would paint the bodies in their studios and then fill in the heads. Often this made the portrait look disjointed. Show Limner portraits. . . and brush up on the history if you can

Supplies Needed
- **Butcher paper,**
- **Pencils/ Markers/Crayons**
- **Paint**
- **Paint brushes, etc.**

Buy long roll paper, and have children think of something or someone that they wish they could be for a day. Tell them they can get as crazy as they want. Pair off children and have them trace their partner with crayon. Then bring out the paint trays and let them get to work. After snack or a story the paint will be dry. Cut out the heads or have older youth help cut out a circle where the head would be. Photograph the students with their head poking through the hole of their drawing.
Have the children exchange bodies and photograph them in other bodies

Georges Seurat and Pointillism

Pointillism is a technique of painting in which a lot of tiny dots are combined to form a picture. The reason for doing pointillism instead of a picture with physical mixing is that, supposedly, physically mixing colors dulls them. Most of the painters of Seurat's time blended the colors to make a picture with a smoother feeling than Seurat's bright, dotty works.

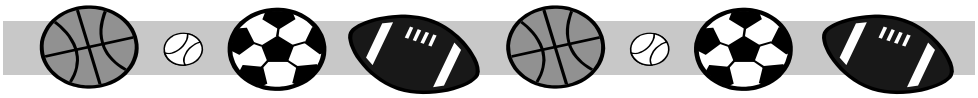
When two colors are right next to each other your eye mixes them in a process called, "optical mixing." Using optical mixing rather than physical mixing can create a brighter picture. The dots in a pointillist painting can be as small as 1/16 of an inch in diameter! Based on these measurements, "Sunday in the Park" has approximately 3,456,000 dots! Let the children explore this technique and see if they are able to create the illusion of blended colors by the placement of tiny dots in their art work.

Websites to CHECK OUT!

Eating 5 or more servings of colorful fruits and vegetables a day is part of an important plan for healthier living. In partnership with Dole Food Company Inc. and Crayola® brand, Produce for Better Health Foundation is offering **"There's a Rainbow on My Plate,"** a free nutrition education curriculum that encourages kindergarten through sixth grade students to develop healthy eating habits.

Check out the following site for free downloadable information regarding different activities you can do to help children eat healthier.

http://www.5aday.com/html/educators/educators_home.php



If you are looking for some new group games to play with your school-agers, check out

http://www.mrgym.com/CooperativeGames.htm

The ZOOM Web site brings to a massive Web audience a "by kids, for kids"® world parallel to that of the TV series on PBS. The 1,000+page Web site, offers an online opportunity to discover the TV show, its content and cast, and to join in and "Send it to ZOOM!" Nearly 75 separate areas on the site are updated with the latest stuff from kids. It contains great activity ideas to extend the learning opportunities long after the t.v. show is over.

http://pbskids.org/zoom/grownups/index.html

Creative drama is dramatic activities which have the experience of the participants as the goal. Creative drama is usually reserved for younger children because during this time participants can benefit from dramatic experience if there is no pressure to perform. Creative drama can include dramatic play, story enactment, imagination journeys, theatre games, music, and dance. Check out the following web site for some fun and easy activities that can help develop inspiring actors and actresses!

http://www.creativedrama.com/theatre.htm

Come join the fastest growing group of early childhood and school-age professionals in the STATE!

WHAT ARE YOU STILL WAITING FOR?

Become a part of the Arkansas Early Childhood Professional Development Registry and gain:

- Easy online access to your training transcript, consisting of the verified trainings you have attended over the years
- One-stop shopping for training opportunities. On-line registration can even be done quickly and at your convenience!
- The ability to move forward to reach professional career goals by use of the SPECTRUM as your guide
- Satisfaction of knowing that you are taking control of your professional development!

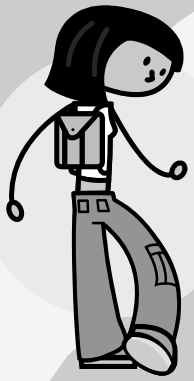
It's Free!

Call (888) 429-1585 for an application or visit us on the web at http://professionalregistry.astate.edu/

Statewide School-Age Conference Coming SOON!

The logistical planning is underway for the next statewide school-age conference to be held in Central Arkansas. This Saturday event is guaranteed to be full of quality sessions geared specifically to providers that work with school age children. Information regarding the date, time and location will be available real soon, so watch your mail or visit the Registry website for important information regarding this great professional development opportunity!

Attention School-Age Professionals!



School-Age Specialist Training

A great beginning step towards continued professional development with a focus on SCHOOL-AGED YOUTH!
This five session (20 hour) portion of the Child Care Specialist Certificate will explore:

Understanding School-Age Youth
Health and Safety
Planning the Environment
Appropriate Activities
Program Planning
Guiding Behavior
School-Age Youth in Groups
Building Relationships

Spring class dates available in North Little Rock!

Location : Levy United Methodist Church at 701 West 47th Street
Dates: February 12, 19, 26 and March 5, 12
Class Time: 6:30 - 9:30 p.m.

To register call Woodie Sue Herlein with ASU Childhood Services at 888-429-1585 or register online at professionalregistry.astate.edu

arkansas out of school network

creating safe, healthy and enriching experiences for arkansas youth

The Arkansas Out of School Network (AOSN) is collaborating to develop a plan for quality out-of - school programs and we want you! Do you want to work together with others to seed the development of a statewide network that will work to expand and improve afterschool programs that provide a safe, health, and enriching environment for Arkansas youth during out-of-school times? If so, join others that are eager to see this happen as well at the next AOSN meeting on:

DATE: Wednesday, November 15th

TIME: 1:30—3:30 p.m.

LOCATION: Arkansas Department of Health and Human Services
Division of Child Care and Early Childhood Education
700 Main Street, Little Rock

For information regarding AOSN visit **www.aosn.org**

Lights On Afterschool!

Congratulations to all those in Arkansas that joined more than 7,500 other programs and over 1 million people across the nation on October 12th to salute afterschool programs and the significant role they play to help working families, keep children safe and inspire learning. The Arkansas Out of School Network (AOSN) would love to hear about your events and commemorate the experience with a certificate of recognition. To obtain a **2006 Lights On Afterschool: Event Report Form** visit **www.aosn.org** or obtain a hardcopy from last month's LINKS Lights On Afterschool Special Edition. Once received, a certificate will be mailed to your program.

School-Age Regional Workshops

"Dyslexia"

Some form of Dyslexia affects one in five people. When caught early, the dyslexic brain can be trained to cope with the problems this learning difference causes. Come learn more about this disability and discover some ways to help dyslexic children learn.

Presenter:
Cherry Frierson, Orton Trained Education Therapist

Cherry Frierson is co-director of the APPLE Group, a support group of parents and teachers of children with dyslexia. Being dyslexic and also raising a child with dyslexia, Cherry has over nine years experience as a private, Orton based, multi- sensory remedial therapist. She also has over twenty years of classroom experience in addition to reading and elementary enrichment instruction.

Check out the Registry website at **professionalregistry.astate.edu** for specific workshop dates, times, and locations or call Woodie Sue Herlein, ASU Childhood Services at 888-429-1585