The days are getting shorter and the weather is getting colder. There is no need to stay indoors - everyone needs fresh air!

Fall is a great time for family walks. They provide many opportunities for conversation:

“Which tree do you think will be the last to lose all of its leaves?”
“Which colors do you see?”
“What are the squirrels doing?”

Try taking along a bag to collect leaves, pinecones, rocks, sticks, and other treasures your child finds along the way. Listen for crunching leaves or flocks of geese. What did you see, hear or smell? When you get home, have your child tell a story about the things he/she saw and collected. Family conversations expand children’s vocabulary and bring families closer together. You could write down a story about your walk to read over and over.

As you talk to your child about the world around them, try to add new and ‘fancy’ words to your conversation. Talk about ‘autumn’ instead of ‘fall’, ‘golden’ leaves instead of ‘yellow’ leaves or ‘chilly’ instead of ‘cold’. Play around with different words, but most of all, have fun!

~Lucy McClintic, Head Start Director

I hope all of you are doing well with everything going on in our world. I want to thank you for your patience as we get this year’s program going. Constant and on-going changes have made it challenging, particularly given we cover a four-county area. Way to go all Head Start, Early Head Start, and Partnership staff!

I do want to remind you to fill out your 2020 Census. Programs like Head Start, our Food Distribution Program, and other CACS programs are funded based on population numbers that come from Census data. If you need help completing your Census, please contact our staff. I also want to share that our Food Distribution Program has been operating during the COVID pandemic. Distribution at our site at 1301 Rensen begins the second week of the month and goes through the end of the month. Distribution days are on Monday, Wednesday, and Friday from 1:00 PM - 4:00 PM. If you have any questions, please contact your Family Advocate or one of our service center locations.

I wish you all a great day!

~Miguel Rodriguez, Executive Director

Are you pregnant, breastfeeding, have an infant, or a child under five? Contact WIC

Learn more by calling 211 for your local agency.
THE WELL-CHILD VISIT

What to expect during your visit:
A well-child visit is a chance to get regular updates about your child’s health and development. Your health care team will take measurements, conduct a head-to-toe examination, update immunizations, and offer you a chance to talk with your health care professional.
Your well-child visit includes 4 specific activities:
• Offering ways to keep your child from developing health concerns
• Determining whether your child has any health concerns
• Providing support for your child’s overall health and well-being
• Talking through health information and offering advice
By focusing on each activity, your health care professional offers you tools and information that you can use to support your child’s development.

Pause and Breathe
As families stay home, online learning begins, and we adapt to our new normal, conflict and stress is likely. This season of change won’t be easy. But if we can respond to conflict in a healthy way, we can learn ways to cope and strengthen our relationships with loved ones. Here are a couple quick and helpful calming tips/resources for both children and adults!!

S.T.A.R. Breathing: Take 3 deep belly breaths. Doing this reduces the stress response:
  S = Smile
  T = Take a deep breath in through your nose
  A = And pause before
  R = Relaxing as you blow the air out of your mouth

Teddy Bear Breath: This is a great version of the belly-breathing practices for little ones. Have them lie down with a teddy or stuffed animal on their belly, and let them watch as it moves up and down while they breath, as if they are rocking it to sleep.

Sesame Street—Belly Breath music video
https://www.youtube.com/watch?v=_mZbzDOpylA

Remember, self regulation is the #1 skill of academic, social and life success!

Stop the Spread of Germs
Help prevent the spread of respiratory diseases like COVID-19.

6 ft
Stay at least 6 feet (about 2 arms’ length) from other people.

Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.

When in public, wear a mask over your nose and mouth.
Do not touch your eyes, nose, and mouth.
Clean and disinfect frequently touched objects and surfaces.

Stay home when you are sick, except to get medical care.
Wash your hands often with soap and water for at least 20 seconds.

[Image of CDC logo and website: cdc.gov/coronavirus]
Reducing the Risk of Choking at Mealtimes

Prepare Foods So They Are Easy to Chew
- Cook or steam hard food, like carrots, until it is soft enough to pierce with a fork.
- Remove seeds, pits, and tough skins/peels from fruits and vegetables.
- Finely chop foods into thin slices, strips, or small pieces (no larger than ½ inch), or grate, mash, or puree foods. This is especially important when serving raw fruits and vegetables, as those items may be harder to chew.
- Remove all bones from fish, chicken, and meat before cooking or serving.
- Grind up tough meats and poultry.

Avoid Choking Hazards
To help prevent choking, do not serve small (marble-sized), sticky, or hard foods that are difficult to chew and easy to swallow whole, including:
- Cheese cubes or blocks. Grate or thinly slice cheese before serving.
- Chewing gum
- Dried fruit
- Gummy fruit snacks
- Hard candy, including caramels, cough drops, jelly beans, lollipops, etc.
- Hard pretzels and pretzel chips
- Ice cubes
- Marshmallows
- Nuts and seeds, including breads, crackers, and cereals that contain nuts and seeds
- Popcorn
- Spoonfuls of peanut butter or other nut butters. Spread nut butters thinly on other foods (e.g., toast, crackers, etc.). Serve only creamy, not chunky, nut butters.
- Whole round or tube-shaped foods such as grapes, cherry tomatoes, cherries, raw carrots, sausages, and hot dogs

Cut Round Foods Into Smaller Pieces
Small round foods such as grapes, cherries, cherry tomatoes, and melon balls are common causes of choking. Slice these items in half lengthwise. Then slice into smaller pieces (no larger than ½ inch) when serving them to young children.

Cut Tube-shaped Foods Into Smaller Pieces
Cut tube-shaped foods, such as baby carrots, string cheese, hot dogs, etc., into short strips rather than round pieces.

Remember, always supervise children during meals and snacks.
EARLY INTERVENTION SERVICES

The Head Start Early Intervention Services Department supports staff, children, and parents by providing services, early identification, and referrals to school districts and other community agencies. In partnership with other program staff, we help build knowledge and skills through trainings and workshops.

- We observe children in classrooms and on Zoom to identify those who may need additional support.
- We communicate with staff and parents so everyone can work together in the child’s best interest.
- We partner with school districts and community agencies for further evaluations and services.
- We educate on child development, family development, and mental health topics.
- We promote wellness for all through program-wide goals of “Be safe, Be kind, Be healthy”.

If you have any questions about Early Intervention Services, you may call us at 517-482-1504.

Use a **Tooth Brushing Chart**

Sometimes children just need a visual reminder. A *tooth brushing chart* is a great visual cue to keep kids on task (and accountable) even with virtual learning.

Enclosed you will find a tooth brushing chart to help your child remember to brush his/her teeth at least two times per day.

If you have any dental concerns, please contact Brandy Sandifer, Oral Health Specialist:

Direct Line (517) 827-2230
Main office (517) 482-1504 Ext. 128
Fax (517)977-9498

Segmento Informativo en Español

**El hogar: ¡Lugar donde comienza el aprendizaje!**

Las conversaciones en el carro, al vestirse y al prepararse para acostarse exponen a los niños a un lenguaje rico y les pone en el camino para ser lectores exitosos. Estas conversaciones deben ser en el lenguaje que la familia hable con soltura para que los hijos puedan crecer hablando el idioma de su familia, aprendiendo muchas palabras y conceptos. La investigación demuestra que los niños que aprenden bien el lenguaje de su familia para la edad de 5 años pueden leer bien en inglés en el tercer grado a aún cuando su lenguaje materno no sea el inglés. En cada familia se le enseña a los hijos a caminar, a hablar, como comportarse y lo que es importante en su familia. Las familias desempeñan un papel esencial en el aprendizaje de cada niño y es por eso que desde hace mucho tiempo la ley de Head Start requiere que los programas apoyen a las familias para esmerarse aún más en la tarea de enseñar a sus hijos las habilidades que más adelante los ayudaran a tener éxito en la escuela. La investigación demuestra que entre más participan las familias en el desarrollo de los niños cuando ellos están pequeños, más aprenden.

**Recuerde que las familias realmente son los primeros y más importantes maestros para sus hijos.**