



# PARENT newsletter

VOLUME 10 // ISSUE 2 // NOVEMBER-DECEMBER 2011



- HEAD START
- EARLY HEAD START
- HOME-BASED HEAD START
- EXPECTANT MOMS' PROGRAM
- SPECIAL EDUCATION
- EARLY INTERVENTION
- WIC PROGRAM
- FACILITATED ENROLLMENT
- HEALTHY FAMILIES
- PROJECT REACH
- FITNESS CENTER

## FOCUS ON: YVY EARLY HEAD START

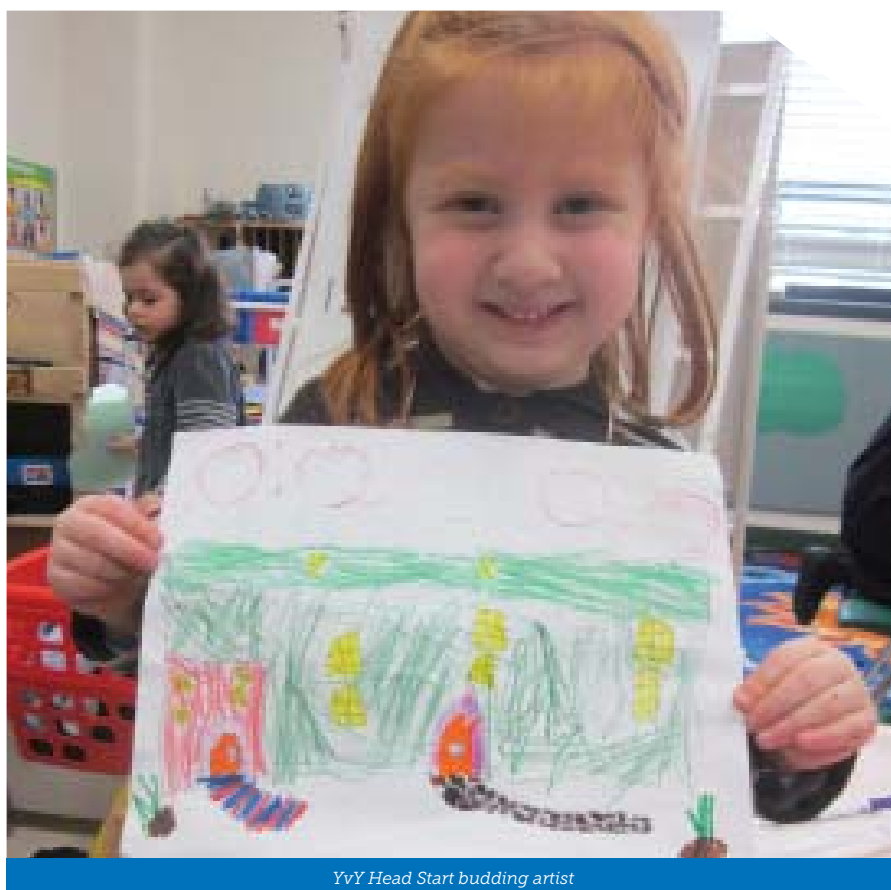
Most people think of Head Start as a program that is for preschool children ages three to five. That is, indeed, the age group that was targeted for special concern when Head Start was first founded in 1965. In 1995, however, recognizing that the years from birth to the age of three are crucial to the development of young children, Head Start was expanded to include an Early Head Start component which focuses on the youngest children. YvY now services children along the full birth to five continuum in both Brooklyn and Staten Island.

*(continued on page 4)*

## Yeled v'Yalda Opens New WIC Office at YvY Head Start Site on Farragut Road

YvY's Canarsie Learning and Community Center has been serving the Canarsie community for more than a decade. The original building housing ACS Head Start classrooms has been expanded over the years with the addition of Federal Head Start classrooms, Early Head Start classrooms, the YvY Multilingual Research Institute, and most recently, the YvY ABA Center.

In response to a community resource survey and input from YvY Head Start  
*(continued on page 8)*



*YvY Head Start budding artist*

# YELED V'YALDA

EARLY CHILDHOOD CENTER, INC.

1312 38TH STREET  
BROOKLYN, NY 11218  
WWW.YELED.ORG

- CHAIRMAN OF THE BOARD  
JACOB UNGAR
- CHIEF EXECUTIVE OFFICER  
SOLOMON IGEL
- POLICY COUNCIL CHAIRPERSON  
YITTY KUPFERSTEIN
- EXECUTIVE DIRECTOR  
NAOMI AUERBACH, MSED
- CHIEF FINANCIAL OFFICER  
REBECCA GUTMAN, CPA
- DIRECTOR, FEDERAL PROGRAMS  
WAYNE GOLDBERG, MA, MPA
- DIRECTOR, SPECIAL SERVICES  
CHAIM SZANZER, EDD, SAS, SDS
- DIRECTOR, HUMAN RESOURCES  
GITTY LICHTENSTEIN, MSED
- DIRECTOR OF PERSONNEL  
HENNY KOHN
- DIRECTOR OF COMPLIANCE AND LEGAL  
AFFAIRS  
RUTH AKERMAN, ESQ.
- DIRECTOR OF OPERATIONS  
ALLEN LICHTENSTEIN, MBA, CIPP
- WIC COORDINATOR  
NECHAMA STOLZENBERG
- DIRECTOR, FACILITATED ENROLLMENT AND  
HEALTHY FAMILIES  
MICHELLE GOLDKRANTZ, LMSW
- DIRECTOR, HEALTH SERVICES, FAMILY/  
COMMUNITY PARTNERSHIPS  
GAREY V. ELLIS, MD
- DIRECTOR, MENTAL HEALTH  
ELIEZER KAMINETSKY, EDD
- DEPUTY DIRECTOR OF SOCIAL SERVICES  
BASSIE MORRIS, RCSW
- DIRECTOR OF NUTRITION SERVICES  
DINA LIPKIND, MS, RD, CDN
- DIRECTOR, POLICY AND RESEARCH FOR  
EDUCATION  
ISABELLE BARRIERE, PHD
- DEPUTY DIRECTOR OF MENTAL HEALTH  
ALYSSA SCHNUR, RCSW
- PROGRAM COORDINATOR, EHS  
DEVORA BARNETT, MAED
- HEALTH COORDINATOR  
JANIE FRIEDMAN, RN
- DISABILITIES PROGRAM COORDINATOR  
MINA SPUTZ, MS, SAS
- COORDINATOR, EARLY INTERVENTION  
BATYA MOSKOWITZ, MA,TR
- COORDINATOR, ABA PROGRAM  
KREINDY MYERS, MSED
- PARENT INVOLVEMENT COORDINATOR  
SHOSHIE SCHAPIRO
- POLICY COUNCIL LIAISON  
ESTHER KNOLL
- SILVER LAKE HEADSTART  
EDUCATION DIRECTORS:  
MELODY LENZA, MSED  
MADELINE O'DONOHUE, MAED
- DIRECTOR, DAY CARE COLLABORATION  
LAURIE LANDA, MSED

## YvY Staff Undergo Training/ Orientation



*YvY's Special Services Division conducted their yearly orientation for all YvY therapists in the YvY Social Hall.*



*Therapy materials were provided for all services at orientation.*



*(Top) The first ACS Head Start Teacher's meeting of the year featured training in the Teaching Strategies Gold child assessment by YvY Education Director Henny Kohn and a presentation on Teacher Responsibilities for Health and Safety by YvY Health Coordinator Janie Friedman, RN.*

*(Inset) YvY Executive Director/ACS Head Start Director Naomi Auerbach chaired the Teachers' Meeting*



*YVY HS Education Directors at their first monthly meeting of the year.*



*Expectant moms' program staff training, Dealing with New Mothers with Post-partum Depression*

## YvY Governance



*(Above) YvY parents and other member of YvY's Policy Council met in September for the first meeting of the new school year. Yearly classroom and site committee elections are taking place at all YvY Head Start and Early Head Start sites. Chairpersons of each Site Committee will become members of the 2011-2012 Policy Council.*

## YvY Parent Participation



Parent-child activity at YVY Home-Based EHS Orientation/Socialization



First meeting of the year for YvY Mother-to-Mother parent self-help group

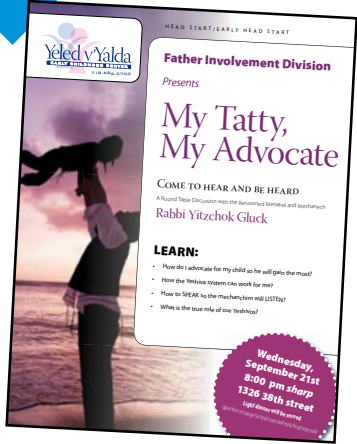


YVY Learning Center Parent Orientation

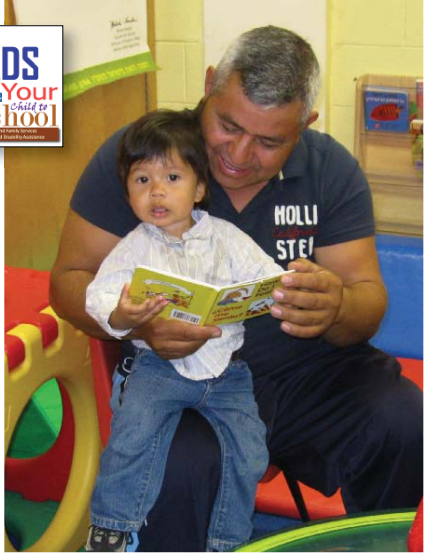


Mother and child yoga – one of YvY EHS's most popular parent activities

## Father Participation



In Brooklyn, an auspicious start for YvY father participation: 15 YvY fathers took advantage of the opportunity to interact with a popular local educator.



Silver Lake father reads with his son

(Above) YvY Silver Lake, Staten Island, participated in a state-wide Dads Take Your Child To School event which also included presentations by the director of the Community Health Center of Richmond (bottom right) who spoke about men's health issues and Gonzalo Mercado, Director of El Centro (bottom left) who familiarized fathers with the variety of services offered by the center.

# Center-based YvY Early Head Start Children Have Already Acclimated to their New Classrooms



*EHS Orientation Mommy and Me activity*

## **Early Head Start** (continued from page 1)

Yeled v'Yalda was the first agency in Brooklyn and Staten Island to provide Early Head Start services. YvY's Early Head Start includes center-based and home-based components and an Expectant Moms' Program which focuses on prenatal care and post-delivery follow-up. Most YvY Early Head Start children are served through a Home-Based component. Trained Home Visitors visit families in their homes weekly, providing information on child development and engaging in interactive play with the EHS child.

A crucial aspect of the Early Head Start program is the recognition that parents are the primary adults in a child's life, and that engaging parents and sharing information and know-how are the best ways to make an impact on the life of a child. YvY Early Head Start parents of center-based children are encouraged to volunteer in the center where they can gain the skill to observe their children, learn about age-appropriate child development, and observe positive care-giving routines. YvY's enhanced Home Based Early Head Start Program invites parents and their children to twice-monthly socializations where parents can play with their children in a well-equipped infant and toddler-friendly space, learn about child development and child care, and network with other parents whose children are the same age.

YvY's pioneering efforts in infant and toddler care have been recognized by the Office of Head Start, which granted YvY ARRA stimulus funds to expand its Early Head Start program and enhance its EHS programming.

*(Please see related article, page 5)*



*We learn to play with our new toys.*



*We can cook, too!*



*We learn about different colors of apples*



*We love reading in Early Head Start*



*We exercise in our chairs*



*And also outdoors!*



*Sometimes we play in our indoor gym*



*We also take trips to exciting places*



# PARENT magazine

VOLUME 10 // ISSUE 1 // NOVEMBER-DECEMBER 2011

## THE EARLY YEARS

*In the years from birth to three, a child exhibits astonishing growth. From an infant who is totally dependent on others, who can neither walk nor communicate, the child becomes a person with an independent will who can get where he wants to go and tell others what is on his mind. In fact, the amount of change that goes on in a baby's life in these three years has no parallel in any other period in the life cycle.*

**W**e are all aware of the outward, visible changes in a child's abilities. What is less visible but no less important is the emotional growth the child experiences from the time he is a baby until he is a toddler. In these crucial years, the stage is being set for the child's future. Early experiences, including early relationships, actually influence the physical architecture of the brain, which grows to two-thirds of its adult size during this period. This has a life-long impact on the child's future: his own emotional regulation, his relationships with others, and even his ability to succeed in school and beyond.

The systematic observation of babies and toddlers is a fairly recent phenomenon. The relatively new discipline of

cognitive science has made many discoveries about how much babies and young children know and learn. And what they have discovered reinforces what parents and caregivers of young children know intuitively: the most important figures in a child's life are his primary caregivers, who influence the child's concept of self and the way he interacts with the world by their everyday behavior towards the child.

One of the more surprising findings of recent years is the degree to which newborns feel connected to their mothers, showing preference for their mother's voice and face as early as two days of age. They can sense their mother's mood and respond to it by the time they are three and one-half months old. Babies are also early imitators, sticking out

*(continued on page 6)*

### Transitions

**Many babies and toddlers** have difficulty transitioning from one activity to another, or from one place to another. Regularity in the child's schedule is one way to help children ease into something different, as the child knows what to expect and, indeed, a predictable schedule is one necessary element in helping a child achieve emotional security.

**It is also helpful for parents** to know why it is so hard for children to accept change. An interesting discovery made by Jean Piaget, one of the first psychologists to study infant behavior, is that children only achieve what he called "object permanence" between the ages of nine and twelve months. Infants do not look for lost objects. When an object is removed from the range of the child's vision, he does not recognize that it exists elsewhere. The child who delights in playing "peek-a-boo" or "jack-in-the box" is enjoying the new discovery that hidden objects can reappear.

**The important next step** in maturation, achieving "object permanence," does not happen until the child is 28 to 36 months old. This means the child who is separated from his mother, for example, cannot bring up an image of his mother or other important people in his life before that time. His distress in being separated from his mother cannot be assuaged by thinking of his mother, and so separation anxiety can become overwhelming.

**One way of helping children** through this difficult period is for them to have a physical object which is connected to their parents' warmth and love. This transitional object can provide physical and psychological evidence of their parent and provide security for young babies and toddlers, especially during times of transition, whether from waking to sleeping or when moving from home to preschool.

**The Early Years** (continued from page 5)

their tongues in response to someone who is doing this playfully, even when they are newborns. Babies are learning to react to the world around them from the very minute they are born.

## ATTACHMENT

Many new mothers are aware of the idea of bonding, the attachment that is felt between a mother and her new baby. But this attachment is more than the result of the fleeting few moments when the mother holds her newborn child. It is a feeling that must be nurtured by a parent's being responsive and loving throughout the child's early years. A child with a secure attachment to a loving, nurturing adult is armed with the ability to venture forth into the greater world with confidence.

Some psychologists call the interaction between a child and the adult to whom he becomes attached a dance. Just as when someone is dancing with another, one partner must be attentive and responsive to the other's moves, so too mother and child (and, it is hoped, father and child) engage in an interaction where there is response and reaction to the other. A baby cries fretfully; her mother picks her up and soothes her. A mother coos to her child; the child vocalizes and smiles in response. Securely attached babies who

experience attention, mutual communication, affection and respect tend to become children who are themselves affectionate, trusting, and respectful of others.

Parents can foster this necessary attachment by what psychologists call attunement. There is meaning behind babies' and toddlers' behavior, and parents who are attuned to a child can learn this meaning. Observing the child, spending time looking and listening before reacting, can yield interesting insights about the child, as can watching the child's responses when taking an action.

For example, babies have different kinds of crying which demand different responses. The fussy, whimpering cry of a child who is bored will usually end when a parent pays attention to the child. The piercing cry of a child in pain obviously needs to be responded to differently, as does the rhythmic crying of a tired child. Attentive parents will generally be able to distinguish between these types of crying by the time the child is eight to ten weeks old.

When parents respond to what a child needs, when they react to the child with warmth and caring during the daily routines of feeding, washing and diapering, when they engage with the child in playful interaction matched to the child's response, this gives the child a feeling of security and confidence that he or she can handle the world. When a baby is not responded to or responded to with harshness, he withdraws, becomes suspicious and fretful, and since all areas of development are linked, even his cognitive abilities can be

impaired. Dr. T. Berry Brazelton, the renowned pediatrician says, "The task... is not to force development. Rather, it is to try to ensure that the practices of daily life give the infant and toddler the emotional security that is the foundation for learning at home, in school and throughout later life." The attached adult is a partner with the infant and toddler in the child's developmental process. Just as the child cannot survive physically without the help of an adult, he will not do well emotionally unless physical care is given by someone who is caring, consistent, and attached.

## TEMPERAMENT

Just as all parents are not the same, all babies are not the same. Mothers of large families can attest to the fact that every baby is born with a unique temperament. Some babies are inherently "easy" children. Their moods are easily regulated, they are generally cheerful, and they adapt easily to new situations. Other babies are the opposite. They are fussy, they cry a lot and seem to be in a bad mood often, and they have a hard time adapting to anything new. Some babies prefer to be handled with a light, soft touch; others like a firmer touch. Most babies fall somewhere between the two extremes. Differences between children come in many forms.

A small percentage of children have temperamental characteristics that impose heavy demands on parents. It is important for parents to realize that a child with a difficult temperament is not being deliberately troublesome. This is where the idea of attunement can really help. Observation and learning the child's signals can guide the parent in figuring out how to respond to the child. Dr. Stella Chess, one of the first child psychologists to do a systematic study of children's temperaments, points out that the manner in which parents and caregivers respond to a child can modify the child's tempera-





ment. A “difficult” child should not be insulated from situations she find to be distressing – protecting a child in this way will prevent her from learning to behave in a socially appropriate manner. Parents, however, must not demand something which is beyond the child’s capability to achieve, but make demands in a manner which allows the child to succeed and thus gain confidence in her ability to manage herself.

Understanding, patience and consistency will help a child with a difficult temperament adjust positively to life’s demands. Negative behaviors can then lead to positive traits, with the demanding, high-intensity baby or toddler, for example, becoming a lively child with a zest for life.

## A SECURE BASE

Toddlers are defined by their ability to walk unaided. This new stage in a child’s life brings him all kinds of delight. He loves to explore, to discover the new world that is now within his grasp. But the toddler still needs the security of his parents’ love and care. Toddlers seem to know how far they can go and still be in their parents’ line of sight. They frequently turn back from their explorations to assure themselves that their caregiver is watching them. They use the parents as a “secure base” from which to explore, frequently returning to them to show them an exciting discovery or simply for a hug or caress.

A shy child will use a parent as a “secure

base” to help him engage socially. He will cling to his mother until he feels comfortable enough to engage with other children or adults and return to her frequently for reassurance and comfort until he can participate without fear in his environment. The parent who responds to the child’s simultaneous need for attachment and exploration with a balance of protectiveness and encouragement allows the child to know that he can venture forth into the

world but return to the parent when he needs comfort or security, when something is scary, or when he is in need.

Eventually, the child will internalize this external “base” and feel secure in his parents’ love and protection even when they are not physically present. In Dr. Alicia Lieberman’s beautiful phrase, the child will “support himself by the arms that do not hold him.”

**References:** *Parents may be interested in further reading on the topic of infant-toddler development. Two fascinating books are The Emotional Life of the Toddler by Alicia F. Lieberman and The Scientist in the Crib: What Early Learning Tells Us about the Mind by Alison Gopnik. Dr. T. Berry Brazelton is one of the pioneers in teaching parents about interaction with infants and toddlers. He has written numerous books and articles.*

## NOVEMBER 2011

### Policy Council Elections

December 6

### Health Advisory Committee Meeting

December 7

### ONGOING ACTIVITIES

#### Aerobics

99 Heyward Street

Sundays November 6,13,20,27

Thursdays November 3,10,17,24

#### Yoga Mommy and Me

99 Heyward Street

Tuesdays November 8,22

#### Parenting Workshops

1257 38 Street

Tuesday November 15,22,29

99 Heyward Street

Wednesday November 16

#### Fitness for Men

99 Heyward Street

Wednesdays November 2,9,16,23,30

#### Expectant Mom’s Program

#### Aerobics and Childbirth

#### Education

#### Parenting Skills for Postpartum Moms

1257 38 Street

Sundays November 6,20

99 Heyward Street

Mondays, November 14,28

#### Focus on Fathers

99 Heyward Street

Tuesday November 2

#### SPECIAL ACTIVITIES

NYC Department of Health

1312 38 Street

Tuesday November 29

#### PROFESSIONAL DEVELOPMENT

#### Socially Speaking

Sunday November 13

#### Teleconferences

Wednesdays November 2, 16

#### STATEN ISLAND

#### Home-Based Socializations

Fridays November 4,18

#### Parent Committee

Wednesday November 16

#### Family Literacy Day

Thursday November 3

#### Parent Teacher Conference

Wednesday, November 10

#### ESL Classes

Tuesdays and Thursdays



NON PROFIT ORG.  
 U.S. POSTAGE PAID  
 BROOKLYN, NY  
 PERMIT No. 45

**1312 38th Street  
 Brooklyn, NY 11218**  
**Phone: 718.686.3700**  
**www.yeled.org**

**PRIMARY FUNDING BY:**

U.S. Department of Health and Human Services  
 New York City Administration for Children's Services  
 U.S. Department of Agriculture/NYS Department of Health  
 NYC Department of Education  
 NYC Department of Health and Mental Hygiene  
 New York City Department of Youth and Community Development

APPROVED BY:  
 New York State Department of Education

LICENSED BY:  
 The New York City Department of Health and Mental Hygiene

**WIC** (continued from page 1)

parents, YvY Canarsie has now added yet another service for the community, YvY Farragut WIC. The survey showed that Canarsie has had a steep increase in immigrant population, that income in the area is low, and that the area is underserved in terms of services to children. Over 50% of YvY Head Start parents who are 100% WIC eligible do not currently have WIC services; there is no nearby WIC center.

YvY Farragut WIC will be opening its doors on November 1. YvY Farragut WIC looks forward to serving the surrounding community with the same stellar service that has distinguished YvY's main WIC location in Borough Park.

If you no longer wish to receive this publication, please call 718.686.3700, ext 311.

**YVY NEWS BRIEFS**

**YVY FACILITATED ENROLLMENT DIVISION RECOGNIZED FOR EXCELLENCE**

YvY's Facilitated Enrollment Division was just informed that it ranks fourth out of 15 lead FE Agencies in the state. The YvY Facilitated Enrollment division expedites the enrollment of

children and families in public health insurance programs and processes recertifications.

**YVY STAFF ATTEND HEAD START CONFERENCES**

YvY Silver Lake's Melody Lenza and Madeline O'Donohue attended the Office of Head Start's first annual Birth to Five Leadership Institute in Washington, D.C.



Mr. John of YvY Silver Lake and his class participated in the nation-wide Read for Record reading of Llama, Llama Red Pajama on October 6.

