

Parent Newsletter

Headstart, Early Headstart, Home Based H.S., Expectant Moms Program,

Special Education, Early Intervention, Ezra Medical Center, WIC

May/June 2006 Volume 4 No. 5

YVY to Open Special School

YVY is pleased to announce the opening of the Yeled V'Yalda School this coming September. The school, YVY's latest endeavor in the area of Special Education, is dedicated to the education of elementary school age children with symptoms consistent with an autistic spectrum diagnosis. The Yeled V'Yalda School will offer a center-based, full-day program.

The Yeled V'Yalda School has been opened under YVY sponsorship as an outgrowth of its very successful ABA program and in response to parent demand. The school will be utilizing a multi-disciplinary behavioral approach, with one-to-one sessions alternating with small group activities.

The foundation of the educational approach is a commitment to good teaching together with good record keeping so that development of the whole child is addressed. Utilizing the ABA (Applied Behavior Analysis) approach, trained teachers, instructors and behavior analysts observe and record behavior changes in a systematic manner. Complex tasks are broken down into simple steps, and teaching is incremental in a highly structured format. This teaching is supplemented with sensory integration therapy which helps students organize and process sensory information and so allows learning to occur. Speech therapists and occupational therapists will also be on site to work with the children. All of those working with a child will collaborate in a team approach to assure that all the needs of each child are addressed. The Yeled V'Yalda School is committed to using innovative approaches utilizing the latest research to maximize each child's potential in every possible area.

YVY has already engaged Suzanne Letso, MA, Board Certified Behavioral Analyst, and her staff as school start-up consultants. Ms. Letso is very well known in the field of ABA



Head Start quilt created by parents at Silver Lake Head Start, Staten Island

therapy and has started up many schools which utilize the ABA approach. Other prominent practitioners in the field are also being called in to assure that the school is set up with a firm foundation.

Yeled V'Yalda has had an excellent track record in educating young children for the past twenty-five years. Its Head Start program was recognized in 2005, receiving the Outstanding Early Childhood Program Award. In 1995, YVY established its Special Services division to service special needs children in the borough. The Yeled V'Yalda School represents yet another step in YVY's commitment to serve the community. For more information or employment opportunities, please call (718)686-3700 ext. 755 or email ABA@yeled.org.

Yiddish Assessment Tool Developed by YVY Research Institute Approved by MBCDI Board

While vocabulary and other language assessment tools have been developed for a number of languages other than English, no study or language test has focused on the development of Yiddish. In order to fill this gap so that Yiddish-speaking children with speech and language problems can be quickly identified and helped, one of the first tasks undertaken by YVY Director of Policy for Research and Education Dr. Isabelle Barriere was to develop an assessment tool in Yiddish, a language spoken by a large percentage of YVY Head Start and Early Head Start children.

Under the auspices of the YVY Multilingual Development and Education Research Institute, co founded by Dr. Barriere and

YVY Director of Health Care Initiatives Dr. Garey Ellis, Dr. Barriere, in collaboration with the Departments of Speech and Education at Touro College, has begun the process of developing a Yiddish adaptation of the MacArthur-Bates (MBCDI) testing instrument. This instrument is currently available in 38 languages and is a widely used tool to identify children who

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**YELED V'YALDA EARLY
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Nechama Stolzenberg**Comptroller**
Rebecca Gutman CPA**Director of Personnel**
Henny Kohn**Director, Human Resources**
Gitty Lichtenstein

need early intervention since it has been shown to be a reliable predictor of subsequent language abilities. A preliminary version of the instrument has been submitted to the MBCDI Board who has granted exclusive authorization to the group headed by Dr. Barriere to develop the Yiddish adaptation.

Dr. Barriere will present a poster on the first phase of the project at the conference Language Acquisition and Bilingualism in Toronto in early May and will give a presentation on the project at the Annual Forum of the Research Institute for the Study of Language in Urban Society (RISLUS) at the CUNY Graduate Center on May 26.

Dr. Barriere wishes to thank the Early Head Start Home Visitors and Family Workers who were so efficient in helping to collect the data used in the first phase of this project and wishes, as well, to thank the YVY EHS parents who so willingly filled out the individual questionnaires. Their cooperation will help many Yiddish-speaking children for years to come.

YVY is very pleased to be at the forefront of this groundbreaking research and congratulates Dr. Barriere and her collaborators on their success.

YVY Head Start **YVY Head Start Prepares for Federal Review**

YVY Head Start, like all other Head Start Delegate Agencies of ACS in New York City, is busy preparing for a review of its systems and sites by a Federal PRISM (Program Review Instrument for Systems Monitoring) Review Team in July of this year. We hope that the review team will have a pleasant and productive session during their time at YVY.

In preparation for the PRISM process, YVY has undertaken a robust self assessment. Using the checklists and observations forms included in the PRISM tool as a reflective supervision tool, YVY staff and parents have turned a critical eye on the agency with the intent of improving areas of weakness. In addition, outside consultants have been hired to provide an objective assessment of the agency and provide recommendations for change where needed.

YVY's Policy Council has been closely involved in this self assessment process, in addition to dealing with routine Policy Council business. In a letter to ACS, the Policy Council expressed its concern at the timing of the upcoming review. Because many YVY families live in crowded condi-

tions, they leave the city for some weeks in the summer and YVY attendance is, therefore, lower than it is throughout the year when full attendance is the norm. The Policy Council itself does not normally meet during the summer months since some members are not available. The Policy Council, comprised primarily of YVY parents, otherwise meets monthly and is instrumental in the decision-making process in all areas of YVY, including budgeting, approving program plans, and planning for the future.

It is fitting, at this time of self assessment, to review some of the accomplishments of YVY Head Start during this year. Several YVY sites have undergone relicensing by the Department of Health, which entails a review of all children's medical and immunization records and a review of safety conditions at the site. All medicals and immunizations were found to be up to date, and all sites have been found to be safe for preschool children.

In addition to mandatory screenings done by the child's doctor, all YVY children have undergone speech screenings by a Speech Language Pathologist. Vision and Hearing Screenings were also done, using state-of-the-art, objective, automatic screening instruments which are suitable for preschoolers. Several children were found to need glasses as a result of the vision screening. Detecting vision problems at a young age often prevents learning disabilities later in the child's life. Hearing screenings uncovered some problems which benefit from being treated when the child is young.

As a result of the speech screenings, some children were found to be lagging in specific areas of development. These children were, with their parents' consent, recommended to the New York City Department of Education Committee on Preschool Special Education for evaluation. Where recommended by the Committee, these children are receiving therapeutic services such as speech therapy, occupational therapy or special education services, assuring them a head start when they enter elementary school.

And, of course, children's classrooms offer a warm, nurturing environment. Teachers tailor the curriculum to the classroom as a whole and to each individual child, using the Creative Curriculum Outcomes Measurement instrument to chart children's progress and to plan curriculum for the future.

We are confident that the PRISM review team will recognize YVY Head Start's achievements. We look forward to working with them to achieve a smooth review.

New YVY Special Needs Home-Based Program Now Enrolling Children

YVY Head Start, in partnership with YVY Special Education Services, is now enrolling children in its new home-based Head Start program. This partnership, which will provide Head Start services to eligible children receiving special education itinerant (SEIT) services, will address the under enrollment caused by discrepancies between licensed and funded capacities which exists at some YVY Head Start sites. In fact, once the projected number of children are registered, YVY Head Start will be over enrolled to assure constant full enrollment. The program will be operated at a low cost to Head Start since education services will be provided by teachers under the SEIT program. For more information on this program, or to register your child, please call (917)405-4826.



EHS staff at Partners for a Healthy Family Training

YVY Early Head Start

Maternal Depression to be Addressed by YVY EHS

In a project initiated by the YVY Health Advisory Committee, YVY EHS is developing a public awareness campaign on maternal depression and the long-term effects maternal depression can have on infants. YVY will be collaborating with other community agencies to identify mothers at risk and refer them for intervention when necessary.

YVY EHS Staff Attend Trainings

EHS Program Coordinator Devora Barnett and Social Service Coordinator Bessie Morris represented YVY EHS at the New York State EHS Leadership Forum in April in Poughkeepsie, New

York. The forum brought together the New York State EHS community and public officials who are active in the realm of child welfare, including officials from Early Intervention, foster care and child welfare. Topics addressed focused on utilizing community relationships to enhance services to children.

Rachel Konigsberg, Hindy Halberstam, and Ita Grinblat attended the Partners for a Healthy Family training session in Orlando, Florida in February. Home Visitors will be attending a week-long training session in June on the *Partners for a Healthy Baby* curriculum that was initially presented at this meeting.

Fathers' Exercise Group Enjoys Success

Fathers have been enthusiastic in their attendance at weekly exercise classes, sponsored by the New York City Department of Health, with instructor Michael Peoples. In addition to gaining health benefits, fathers have been pleased that they can share non-stressful quality time with their sons, many of whom are accompanying their fathers to the activity (see photo). These classes, the result of a grant given to We Care EHS in collaboration with the UJO of Williamsburg, are open to all YVY Head Start fathers.

Transition Activities Planned for EHS

Transition activities for both incoming and outgoing EHS children are planned for May and June. These activities include home visits for new children and visits to new child care setting with children transitioning out of EHS. Incoming children were selected by a committee comprised of YVY parents, staff and professionals.

YVY WIC

YVY WIC Praised for Immunization Gains

Once again, YVY WIC has distinguished itself in terms of service to its participants. In a summary report issued in March by the Bureau of Immunization, the Bureau commended YVY WIC for an "incredible job" in improving immunization coverage among YVY WIC participants. The report praised the screening and accountability systems YVY WIC has set up to assure that all YVY WIC children are properly immunized. The systems include meticulous tracking combined with timely reminders to parents to assure that shots are given on

schedule. Information about immunization is also easily available to parents at the YVY WIC center.

Walking-In-Company

Now that the warmer weather is upon us, YVY WIC will once again be starting its Walking-In-Company program, a service exclusive to YVY WIC, initiated by Nechama Stolzenberg, YVY WIC Director. This voluntary program matches WIC participants with walking partners who live in their neighborhood to encourage this very healthful form of exercise. YVY WIC participants can sign up for this program at their WIC appointments.



Physical Fitness for YVY Fathers and Sons

YVY Special Services

YVY Opens Feeding Therapy Clinic

In response to demand, YVY Special Services has expanded its feeding program under the supervision of Sharon Golden, SLP, who is well known for her expertise in oral motor treatment and feeding therapy. Ms. Golden, who has had many years of experience in dealing with children who display feeding problems, will head a Sunday clinic that will both offer comprehensive training for YVY feeding therapists and act as a consulting arm to YVY therapists who are already involved in feeding therapy. YVY Speech and Language Pathologists who are interested in learning feeding therapy techniques will benefit from Ms. Golden's instruction, which utilizes various techniques she has acquired through years of experience and training. Ms. Golden will also be available to YVY therapists for troubleshooting; therapists will be able to bring children they are working with and their parents to the clinic for ongoing consultation. This innovative program will assure that children undergoing feeding therapy with YVY therapists receive the best of care.



EZRA MEDICAL CENTER

Dr. Moshe Jacknin Joins Ezra Medical Center

Ezra Medical Center is pleased to announce that Dr. Moshe Jacknin, a Board Certified Family Physician, has joined its staff. Dr. Jacknin is available to see both children and adults at Ezra six days a week. He is available both day and evening hours.

Dr. Jacknin's understanding of the community served by Ezra has a firm foundation. His Brooklyn connections are solid. Dr. Jacknin trained at Maimonides Medical Center and Lutheran Medical Center in Brooklyn with some of the top physicians in the borough. He previously worked at Maimonides Medical center as well as in Manhattan. Dr. Jacknin lives in Brooklyn with his wife and family.



Dr. Alan Benimoff, geologist, teaches children all about rocks.

YELED V' YALDA IN STATEN ISLAND

SI Parents Attend Parent Workshops

Staten Island parents attended interesting workshops in March. One workshop, sponsored by Health Plus, discussed Dealing with Depression. Parents were given a self-care action plan, and taught to set goals and initiate small changes before depression becomes overwhelming. On a lighter note, a workshop on Getting Organized at Home featured a free organizing gift for all participants, and one parent won a \$25 gift certificate to the Pathmark Supermarket. In an Arts and Crafts activity, parents decorated individual squares of fabric with their impressions of Head Start. The squares were sewn into an impressive quilt which now decorates the Head Start parent room. (See photo of the quilt on page 1).

Fathers' Group Networks for Employment

At their last meeting, the Silver Lake Fathers in Action group decided to use their organization as a base for networking in order to gain employment. The fathers exchanged information on their talents and abilities and shared information on job availability and employment opportunities. We hope this networking will generate positive results in the near future.

Later in the meeting, fathers played "sticks and egg shakers" to music with their children. Handouts to take home reinforced a discussion on implications of a father's involvement in a child's education. Fathers had previously met on a weekend to take their children to the Staten Island Museum.

Dr. Alan Benimoff, Geologist, Visits Head Start

Dr. Alan Benimoff, Professor of Geology at the College of Staten Island and discoverer of the previously unknown mineral parvo-manganedenite, introduced the Silver Lake children to the science of geology. In his presentation, Professor Benimoff taught the children all about rocks and their place in nature. The children responded enthusiastically to the presentation. There may even be a budding geologist in our Head Start class! (See photo on this page.)

Silver Lake Staff Attend Training Sessions

Staten Island Head Start Education Directors attended a Head Start Region II Education Cluster Meeting in Manhattan in March where they met with their peers from programs throughout the metropolitan area to discuss common Head Start issues. Madeline O'Donohue, Education Director at Park Hill Circle, attended a training seminar on *Addressing Challenging Behaviors in Young Children* in Clearwater, Florida this past March. She will share her training on techniques and strategies for preventing aggressive behaviors before they begin with her staff. Staff were given the opportunity to present workshops to their colleagues during an in-service training day in April. Among the presenters were Jeanette Whitcroft, Kelly McCully, Stacy Lefkowitz and Berkis Garcia.

DIRECTORY))

For more information on any of Yeled V'Yalda's services, please call the following numbers:

Headstart: (718) 686-3750

Early Headstart: (718) 686-3750

Special Education: (718) 686-3700 ext. 1

ABA Program: (718) 686-3788

Early Intervention: (718) 686-3700 ext. 576

Ezra Medical Center: (718) 686-7600

Yeled V'Yalda WIC Program:(718)686-3799

YELED V'YALDA STATEN ISLAND:

*Silver Lake Headstart,
10 Gregg Place (718) 815-4488*

*Silver Lake Headstart II,
20 Park Hill Circle (718) 720-0090*



Parenting Hotline

Mondays 11- 3

(718) 686-3750
Ext. 125

All calls are confidential
You do not need to give your name

Comment Line

(718) 686-3700 Ext.150



Developing Your Child's Social Skills

"I don't want to be your friend" is a statement that no child wants to hear. *"Your child doesn't fit in"* is a statement that no parent wants to hear.

All parents want their children to be socially competent. To some parents, having a socially competent child might mean having the most popular child. But most parents just want their child to fit in and to be accepted by his or her peers. A child who is shy or who is too aggressive or who seems to have no friends gives his or her parents cause for worry – and for good reason. Studies have shown that children who have trouble getting along with their peers in preschool tend to be rejected by their peers in elementary school and are likely to have social difficulties and rejection issues later in life.

What exactly do we mean when we say that a child has "social skills" or is socially competent? Generally speaking, we are talking about a child who manages, who gets along with others in group settings, and who possesses such qualities as generosity, friendliness, nurturance, sympathy and cooperation. A socially competent child has the ability to curb his or her aggressive tendencies, follow rules and delay gratification.

Some social skills are inborn, but social competence usually develops over time. As children progress through the various stages of their development, they gradually begin to develop social awareness and the skills they need to navigate the world. From infancy through the toddler years through preschool, they

- Develop a sense of self and of belonging to a family
- Develop a sense of trust
- Learn to play with other children
- Share and take turns
- State opinions and desires
- Use words to resolve conflicts
- Develop control of their emotions
- Learn that it is all right to make a mistake
- Develop confidence and self-respect
- Develop respect and feelings of empathy for others

All these characteristics form the foundation that a child needs to become a socially competent person.

Peer relationships during the preschool years are the best way for children to develop social skills. Constructive group play in preschool teaches children how to interact with others, how to resolve problems, and how to manage their emotions.

How is a socially competent child different from a less well-liked child? For the most part, it's a matter of behavior. A socially competent child has the ability to have and maintain positive interactions with other children.

The relationships that parents develop with their children in the early years of life are an extremely impor-



tant component of their children's ability to be socially competent. Parental responsiveness and nurturance during a child's infancy are key factors in a child's social development. Loving and responsive parenting filled with positive interaction and acceptance allows children to see the world in a positive way and to expect that their relationships with others will be as rewarding as their relationships with their parents.

How to Bolster Your Preschoolers' Social/Emotional Development (And Your Relationship With Them)

by Alyssa Schnur, LMSW

- **Set a routine at home-** Children have fewer behavior problems when things are predictable. For example, if your children know that they come home from school, have a snack, play, eat dinner, bathe, read a book, and go to sleep, bedtime will be seen as a natural end to the day instead of a battleground.

- **Use two choices whenever possible-** Preschoolers say "no" to feel powerful and have some control over what is happening to them. A limited choice provides an opportunity for self-expression. For example, if your preschooler likes to choose her own clothes, allow her to choose between two outfits when dressing in the morning.

- **Try to avoid saying "NO" when possible-** Instead, rephrase in the positive and try to give the children more information. For example, instead of saying "No climbing on the table," try "I can't let you stand on the table because it's not safe. I'm afraid you'll fall."

- **Criticize the act, not the child-** When your child does something wrong, let him know that he is wrong, but be certain he knows you are criticizing the action and not belittling him as a person. A preschooler's self image depends upon what he considers his parents' and teachers' opinion of him to be. There is a big difference between "You're a bad boy for kicking me" and "kicking me is not okay because it hurts me." Name-calling is also ineffective as the child will internalize the term such as "stupid" and feel like he can't change.

- **Emphasize process over product-** Rather than asking "What did you build?" say "Tell me what you're building. I noticed you used many different sized blocks." Another example is saying "Look how many colors you used in your painting," instead of "Look at your beautiful painting."

- **Talk to children about the new skills they have developed-** For example, "You're working really hard on this puzzle. This puzzle has lots of pieces and it's not easy to do. I remember a time when you didn't know how to do a puzzle with so many pieces." Remember, preschoolers are in conflict between being a "big kid" and being a baby, so avoid comments about being a "big boy."

- **Help children verbalize their feelings-** Label what they are experiencing and reflect it back to them. For example, telling a crying child at drop off, "It's hard to say goodbye. You miss your mommy/daddy when you're not with her/him" helps the child understand why he is feeling so sad. Another example is when you see two siblings fighting. Telling the crying or hitting child "It makes you angry when he takes your toy. Say, 'No. I'm playing with that toy'" gives the child the ability to understand his feelings and teaches him how he can use words to resolve a conflict.

- **Model how you would like your child to behave-** Remember you, the parents, are the most important people in your child's life. Your actions count a lot more to your child than your words.

Alyssa Schnur is a YVY Social Worker at YVY's 901 Quentin Road site. She is available to parents on Thursdays.

Besides maintaining positive relationships with their children, there are other steps parents can take to foster their children's social skills.

First, parents should provide children with opportunities to interact and play with other children. Children who have played with other children since an early age are at an advantage when they enter day care or preschool and are better able to develop social strategies and stable friendships with other children.

Parents should also make time to play with their children. That is, parents should have fun with their children. While children learn about social skills by playing with other children, they learn advanced social skills when they play with their parents. This holds especially true when parents laugh and smile at their children often, avoid criticizing their children's play, and avoid directing them as to how to play while still teaching them about rules of the game.

Parents should also talk with their children. They should talk with them – even at the toddler stage – about everyday events, about the children's feelings and emotions about things that happen to them, and about getting along with other children at preschool. In their conversations with their children, parents can offer suggestions about solving problems and being sensitive to the needs of others.

When their preschoolers are involved in fights or disagreements with other children, parents should make an attempt to intervene only when necessary so that children can learn to work out problems by themselves. While toddlers usually benefit from having an adult around while they play, behavioral scientists have discovered that when preschoolers play on their own – without the intervention of adults - their social skills improve.

As a parent, you can actively participate in developing your child's social skills. You can provide infants with mirrors so they can see themselves and develop a sense of self. For a toddler, create an album of family photographs that your toddler can look at to learn about his extended family so he can develop a sense of security and belonging.

As your child enters the toddler stage, you can begin to expand his social world. You can plan activities that involve more than one child and plan games that encourage social interaction, like taking turns passing a ball around or circle time activities. You can plan art activities that involve sharing supplies like glues, scissors and glitter. It is important at this stage to encourage children to verbalize their needs and to talk about feelings when things don't go their way. Talk about real life situations and ask your child's opinion about what should be done. Story time affords an opportunity to discuss the reactions and emotions of the characters in the story.

You should model the appropriate social behavior that you want your child to learn. A simple example of this would be to say "thank you" when your child brings you something or saying

RESOURCES

for Children

The Grouchy Ladybug by Eric Carle

Hands Are Not for Hitting by Martine Agassi Ph.D. and Marieka Heinlen

No David! by David Shannon

Mrs. Piggle-Wiggle by Betty MacDonald and Hilary Knight

The Berenstain Bears Forget

Their Manners by Stan

Berenstain and Jan

Berenstain

Manners Can Be Fun by

Munro Leaf

No Biting! by Karen Katz



Health Matters

by Garey V. Ellis, M.D.

Janey Friedman, R.N., YVY Health Coordinator, has been training personnel at all YVY Head Start and Early Head Start sites in Emergency Preparedness. Following is a short overview of these procedures for the home.

Disasters can happen quickly and without warning. Many different types of situations are considered disaster emergencies. Hurricane Katrina and Hurricane Rita were examples of weather related disasters, as are thunderstorms, floods and tornadoes. Heat-related disasters include heat waves and ozone advisories. Fire and carbon monoxide can also result in emergency situations. And, lately, people have begun to worry about chemical spills, radiation, and biological hazards that may be related to terrorism disasters.

While disaster situations are different, families – especially families with children – need to have a general emergency plan in place that will let them respond properly to most types of disasters and emergencies.

The American Red Cross, the Federal Emergency Management Agency (FEMA) and the New York City Office of Emergency Management all recommend that, as a first step, families sit down together and develop a family emergency plan. Your family emergency plan should cover the following topics:

- Where in your home you can seek shelter
- What emergency items you need to have in your home
- What emergency items you should put in a "go" bag in case evacuation is necessary
- What emergency phone numbers you should have readily accessible near your telephone

When you have your family meeting, discuss which room in your house will be the

shelter room where your family members can gather together and be safe. In case of an evacuation situation, you need to discuss with your family members where you will meet after a disaster. You need to designate two meeting places - one right outside your home and another outside your neighborhood – and make sure that all family members know the address and phone number of the meeting places. Also designate an out-of state friend or relative as an emergency contact person in case there is trouble with the local phone lines. Make sure that your children know all your emergency numbers and contacts.

If a disaster or emergency occurs while you are in your home, you should have enough supplies on hand to survive on your own for at least three days. Try to have these items accessible in a separate container or cupboard. Your emergency supplies should include:

- One gallon of drinking water per person per day
- Non-perishable, ready-to-eat canned foods
- A manual can opener
- First-aid kit, medications, and prescriptions
- A flashlight, battery-operated AM/FM radio, and extra batteries
- A whistle
- Iodine tablets or one quart of unscented bleach (to purify water if needed)

In case of an emergency or disaster where you are told to evacuate your home, you should have a "go" bag prepared to take

"good morning" to the school crossing guard.

Children are social animals. From the moment of their birth, they look for people to interact with and opportunities to create social situations. As your children grow and mature, their social interactions will grow more complex,

extending outward to include siblings, friends and even strangers. Parents and teachers are instrumental in this socialization process. They can help a child move from an infant state of helplessness and total egocentricity to an adult state of independence and social competence.

Emergency Preparedness

along with you to whatever shelter the authorities direct you to. Your "go" bag should be packed in a sturdy, easily accessible container like a backpack or suitcase on wheels so you can leave your home in a hurry if you have to. Your "go" bag should contain:

- Copies of your important documents (insurance cards, birth certificates, deeds, photo IDs, proof of address, etc.) in a waterproof, portable container
- An extra set of car and house keys
- Credit and ATM cards, and between \$50-\$100 in cash (in small denominations)
- Bottled water and non-perishable food such as granola bars
- A flashlight, battery-operated AM/FM radio, and extra batteries.
- Medication for at least one week and other essential personal items.
- A first-aid kit
- Sturdy, comfortable shoes, lightweight raingear, and a mylar blanket
- Contact and meeting place information for your family
- A small regional map
- Child care supplies or other special care items

Everyone hopes and prays that disasters will never happen. The likelihood that you or your family will have to deal with a disaster is actually quite low. However, it's always better to be safe than sorry. As the Boy Scout motto says, "Be prepared." Have your emergency plan and supplies in place and hope that you never need to use them.



Calendar

May 2006



PARENT ACTIVITIES ONGOING ACTIVITIES

Swimming
Boro Park YM/YWHA
Tuesdays May 9, 23

Aerobics
Boro Park YM/YWHA
Thursdays May 4, 11, 18, and 25

99 Heyward Street
Fridays May 5, 12, 19, 26

Parenting Workshops
99 Heyward Street
Wednesday May 3

6012 Farragut Road
Wednesday, May 31

Expectant Moms' Program
Parenting and Childbirth Education
Parenting Skills for Postpartum Moms
4001 16 Avenue
Sundays May 14, 28

99 Heyward Street
Wednesdays, May 10, 24

EHS Socialization
Wednesday May 17

Men's Exercise
4001 16 Avenue
Tuesdays May 16, 23, 30

99 Heyward Street
Thursdays May 4, 11, 18, 25

SPECIAL ACTIVITIES

YVY WIC Participants
Group Nutrition Class
3820 14th Avenue
Monday May 1

Infant Massage
99 Heyward Street
Tuesdays May 9, 16, 23, 30

Restore Peace and Harmony in the Home
Rabbi Y.Y. Sputz
4001 16 Avenue
Sunday May 7 and Tuesday May 9

YVY parents will receive invitations to all these events

Health Advisory Committee Meeting May 24

STATEN ISLAND ONGOING ACTIVITIES

ESL Classes
Beginners
Thursdays May 4, 11, 18, 25

Advanced
Tuesdays May 2, 9, 16, 23, 30

Latino Women's Workshop
Wednesdays May 17,31

Computers
Fridays May 5, 19, 26

Home-Based Infants
Friday May 26

Home-Based Toddlers
Friday May 12

Parent Committee
Wednesday May 10, 17

Fathers in Action
Thursday May 11

SPECIAL ACTIVITIES

Picture Day
Wednesday May 3

Home-Based Picture Day
Friday May 5

Parent Teacher Conference
Friday May 12

Kindergarten Transition Workshop
Wednesday May 24



571 McDONALD AVENUE
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