



THE WEEKLY MEMO

2019-2020, Issue #17 - November 24, 2019- Editors: Ashley Clayton, Nancy Helms

Mission Statement

Southern Oregon Head Start prepares all children and their families for success in school and throughout life.

INSIDE

- (2) OR Ed Awards, Career Planning, Inside-Out Day
- (4) Women in Computing, Coats 4 Kids
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What if there were a solution to stress that involves nothing more than feeling thankful for the good things in your life? In fact, there is. That solution is called gratitude.

According to research, people who regularly practice feeling thankful have a leg up when it comes to their health. Robert Emmons, a psychology professor at the University of California at Davis, has been a leading researcher in this growing field, termed "positive psychology." His research has found that those who adopt an "attitude of gratitude" as a permanent state of mind experience many health benefits.

Emmons' findings, along with those from other researchers, such as Lisa Aspinwall, a psychology professor at the University of Utah, suggest that grateful people may be more likely to:

- take better care of themselves physically and mentally
- engage in more protective health behaviors and maintenance
- get more regular exercise
- eat a healthier diet
- have improved mental alertness
- schedule regular physical examinations with their doctors
- cope better with stress and daily challenges
- feel happier and more optimistic
- avoid problematic physical symptoms
- have stronger immune systems
- maintain a brighter view of the future

With that list of benefits, who *wouldn't* want to try it? To get started giving thanks, consider integrating the following four steps into your daily life:

- Focus attention outward.
- Be mindful of what you have.
- Keep a gratitude journal.
- Reframe situations as positive.

From Healthline.com

Meetings and Trainings

November 25 —Monday

- Winter Child Staffings Begin
- 9:30-10:00 Fiscal Team, Fiscal Office
- 1:00-4:00 Self Healing Comm. (TIC), Blue Conf Rm

November 26 —Tuesday

- 9:30-12:30 Management Team, Blue Conf Rm
- 12:30-1:30 MO Holiday Potluck, Blue Building
- 1:30-3:30 Site Managers, Blue Conf Rm

November 27 —Wednesday

- Fall Family Conferences
- Guidance Plans Due
- No EHS Class @ GPHS
- 8:30-12:30 New FA Cohort, Blue Conf Rm
- 1:00-2:30 Health Dept Mtg, Library

November 28 —Thursday

- **THANKSGIVING HOLIDAY**

November 29 —Friday

- **Southern Oregon HS CLOSED**

December 2 —Monday

- 90-Day Deadline, HS DUR & EHS
- 9:00-10:30 RS Cohort, Admin
- 9:30-10:00 Fiscal Team, Fiscal Office

December 3 —Tuesday

- 5:00-6:00 PC Executive Comm, Admin

December 4 —Wednesday

- 9:00-11:00 All FA RS Mtg, Blue Conf Rm

December 5 —Thursday

- 8:30-12:30 New FA Cohort, Rogue River Fire Dept
- 9:00-12:00 PFCE Dept Mtg, PFCE Office
- 10:00-2:00 Directors Quarterly, Admin
- 1:00-2:30 Health Dept Mtg, Blue Conf Rm

December 6 —Friday

- Immunization Exclusion Reports sent to Centers
- Monthly Report Due
- 8:00-10:00 EHS/HS ED Planning @ Cntrs
- 10:15-12:15 HS Center Mtgs @ Cntrs
- 1:00-2:30 Head Teacher Mtg, TBD
- 1:00-3:00 CQI Mtg, TBD
- 1:15-3:00 JACO Safety Cmte, Blue Conf Rm



Weekly Memo Submissions

Please send your PDFs, jpegs, and text to Nancy Helms or Ashley Clayton by Wednesdays @ 12 pm.

Oregon Education Awards Suspended

OCCD will be indefinitely suspending the Oregon Registry Education Award program due to discontinued funding from [Oregon's Child Care Contribution Tax Credit](#). *OCCD will continue to award incentive dollars to individuals who are eligible until the current funds are expended, or June 30, 2020, whichever comes first.*

The Education Award program has proudly acknowledged the professional development achievements of Oregon's early learning workforce since 2009. Over the past ten years, the program has distributed over 18,000 awards, close to 5.5 million dollars, to front line providers working directly with children!

The [Oregon Registry Steps](#), [Betty Gray Scholarship](#), and [Oregon's Family Child Care Scholarship](#) will continue to support Oregon's Early Learning Educators.

What to expect from the Education Award suspension

- Available funds will be paid on a first come, first serve basis; and
- Will be paid to individuals by *date received* of a *complete* Education Award application. Incomplete forms will be returned and can compromise eligibility for an award.

How to know if you qualify for an Education Award

To qualify for an Education Award, you must first qualify for an [Oregon Registry Step 3 or above](#). Oregon Registry Steps are awarded based on your training and education submitted to ORO and a completed Oregon Registry Step application. Log into your [myORO account](#) to review your Professional Development Statement and determine if you are eligible for an Oregon Registry Step 3 or above. If you have questions about whether you qualify for a Step, please contact a local [CCR&R](#).

- If you have already received an Education Award for an Oregon Registry Step Milestone, you are not eligible for another payment for that Milestone.
- If you already have an Oregon Registry Step and *have not* received an Education Award for that Milestone, you may be eligible for an Education Award.

If you are unsure if you have received an Education Award for your current Step, please contact Sarah Myers at 503-725-8541.

Only 7% of professionals take the time to write plans and strategies for career development.

"Organizations don't just state once at the beginning of the year where they want to go and hope employees do what's needed to get there," says Erin Binney, copyeditor for the Society for Human Resource Management, in a [recent article](#).

Instead, successful organizations share action items, progress reports and strategic plan updates with employees on a regular basis – quarterly, monthly or even weekly. That practice helps keep everyone on the same page about what needs to be done and how each person's efforts contribute to the bottom line.

But most individuals don't do themselves the same courtesy, Binney continues. In fact, 93% of people move through their careers without a written plan or set of measurable goals to hold themselves accountable for their own career growth and progress.

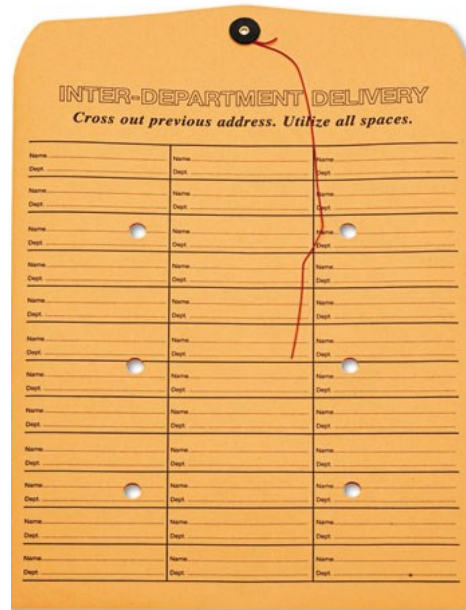


Sent by Laurie Hester, Health and Safety Manager

Below: Cade Wadsworth, SAA Health/EHS, participated in "Inside Out Day" recently.



Some of our centers are reporting that it is taking longer to get their inter-office mail because the center's abbreviation is not correct on the envelope. Here's a list of each center, along with the correct abbreviation. This information is always available in our Staff Zone, in the "Site Information Documents" area.



Alan S. Berlin (HS & EHS)	ABC	Park View	PKV
Ashland	ASH	Patrick	PAT
Cave Junction (EHS)	CJ	Phoenix/Talent	PXT
Central Point	CP	Progress	PRG
Eagle Point	EP	Redwood	RWD
Foothills	FTL	Riverside	RVS
Grants Pass High School (HS, EHS, Preschool Promise)	GPHS	Rogue River	RR
Hillside	HLS	Sams Valley	SVY
Illinois Valley	IV	South Medford	SM
Lorna Byrne (Preschool Promise)	LB	Washington	WASH
Main Office	MO	West Medford (EHS)	WM
Merlin	MER	White City	WCY
Orchard Hill	OHL	Wilson	WIL

Women in Computer History: Grace Hopper

By Jordan Roberts, IT Department

Let's continue our look at a series of women who were far, far smarter than I will ever be!

Mathematician and US Navy Rear Admiral Grace Hopper was another lady whose contribution to computer science were a driving force in starting the information age. This was a woman who got things done!

Joining the US Naval Reserve in 1943, Grace began working with the then cutting-edge Mark series of computers. She also worked on the UNIVAC I, the first commercial all-electronic digital computer. This is the era where we got all those pictures of enormous computers full of glass bulbs; it was when the vacuum tube was used rather than the tiny-to-microscopic transistor common today.

Grace coined a term that has persisted to this day: a glitch being referred to as a "computer bug." This was because in her day, the bugs were literal - a moth was found stuck in a relay and can actually be seen in her group's log book on display in the Smithsonian!

When Grace later worked for the Eckert-Mauchly Computer Corp, she lamented the problem that computers couldn't understand English, thus making them extremely hard to work with. With this in mind, she began to develop the first compiler.

A compiler is a piece of software that takes human-legible code that a programmer creates and translates it into the binary that a computer understands; it's the bridge between human and machine languages. In 1957 Grace developed Flow-Matic, a compiler that directly paved the way for the development of the COBOL programming language. Her work laid the bedrock for generations of new programmers to begin working with computer software, and Grace rightfully received the nickname "Grandma COBOL." Many consider COBOL to be the Latin of programming languages, but it's actually still in wide use today in traditional banking, government agencies, insurance and health care systems.

To learn more about Grace Hopper, click here:
https://en.wikipedia.org/wiki/Grace_Hopper



The Main Office staff went back to KDRV (Channel 12) and helped sort piles of donated coats for their "Coats For Kids" campaign!



Below: Kathy Stassi, Katherine Clayton, Ashley Jasper, Kaycee Cottone, Joyce Borden, Yoana Martinez, and Maria Arroyo working together! Thanks to Caitlin Fernandez, HR, for this update.



Parenting Together

VOLUME 5, ISSUE 1

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Helping Children to Learn Self-Control

Teaching self-control is one of the most important things that parents can do for their children because these skills are some of the most important for success later in life.



"Wait your turn."

"Keep your hands to yourself."

"Ask nicely."

Whether we realize it or not, many of the instructions we give our children are about self-control. Self-control means being able to resist immediate temptations and avoid acting on impulse in order to achieve more important goals, such as learning or being kind. When children have stronger self-control, they do better in school and get along better with others. By learning self-control, children can make appropriate decisions and respond to stressful situations in ways that result in more positive outcomes. Self-control doesn't have to mean effortful, teeth-gritting willpower. In fact, that kind of self-restraint is hard to keep up for long—even for adults.



What often works best is helping children learn and use effective strategies for boosting self-control.

Dr. Angela Duckworth, a professor and developmental psychologist at the University of Pennsylvania, says there are three main strategies that children can use to make self-control easier to manage.

1. Change the Situation

One of the simplest and often most effective strategies for self-control is changing the situation to reduce temptation. This is a very powerful self-control strategy because it involves minimal effort. For example, if you are trying to avoid sweets, not having sweets in the house makes it easier to eat healthy foods.

Teaching children this strategy involves helping them think about and choose circumstances that encourage good behavior.

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For young children, this could mean sitting on the opposite end of the couch so they won't be tempted to poke a sibling, or having fewer toys out so clean-up feels more manageable.

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For school-age children, this could mean putting away electronic distractions during homework time, setting a timer to get a task done quickly, or figuring out whether they do their homework most efficiently in their bedroom or at the kitchen table.

2. Change Their Thinking

This strategy involves addressing what children pay attention to and also how they interpret situations. Planning and perspective can help in guiding children toward making better choices.

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For young children, creating a visual reminder with pictures of their morning routine can help them remember what they need to do next. Also, have them repeat instructions or answer a question such as "what do we need to remember about how to behave at the store?" Doing this before entering the situation can help children stay focused.

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For older children, asking problem-solving questions such as "What would be a fair solution?", "What can you do to help her feel better?", or "How can we prevent this problem?" can encourage thinking that leads to self-control.



For your local parenting resources visit us at:

orparenting.org

3. Change Their Response

Coping when they find themselves in a frustrating, scary, upsetting, or exciting situation tends to be the most difficult type of self-control. In these heated situations, it is easy for children to lash out, burst into tears, or refuse to cooperate. Having a plan that spells out what to do instead can help them hold onto self-control. Using role-play can help your child practice the plan before it is needed.

GAME TIME!

Try this fun game to help children learn self-control and get some of those wiggles out!

FREEZE DANCE

Have a dance party with a group of children and/or family members and tell everyone that when you stop the music, they must hold very still. Try doing the opposite too - Dance to silence and freeze when the music starts!

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Young children who tend to hit when they get upset may find it useful to cross their arms and give themselves a little hug when they feel angry. Knowing how and whom to ask for help when they need it is also essential.

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School-age children need to know how to handle any teasing they may encounter. Having practiced responses such as "I don't mind?" or "That's not who I am" can help them feel better equipped to deal with teasing without becoming upset or emotional.

For more age-specific ideas, check out this article: <https://kidshealth.org/en/parents/self-control.html>

Follow us on Facebook & Twitter @OPECParentingEd

References

Understood.org: Helping your Grade-Schooler Gain Self-Control
<https://www.understood.org/en/friends-feelings/common-challenges/self-control>

[/helping-your-grade-school-child-gain-self-control](https://www.understood.org/en/friends-feelings/common-challenges/self-control/helping-your-grade-school-child-gain-self-control)

Kids Health: Teaching Your Child Self-Control

<https://kidshealth.org/en/parents/self-control.html>

PBS Parents: Three Strategies for Teaching Children Self-Control

<http://www.pbs.org/parents/expert-tips-advice/2016/05/three-strategies-teaching-children-self-control/>

Sent in by Diana Bennington, The Family Connection. Article written by Shauna Tominey, Ph.D. for Oregon Parenting Education (OPEC). For more OPEC newsletters click: <https://orparenting.org/parents/newsletters/>

