



Discretion and Respect – Keys to Harmony at a PPP

By Kathy Ems, President, Parent-Child Preschools International

A parent participation preschool offers many unique opportunities, among them the chance to form a community and make lifelong friends. But along with those opportunities comes a major challenge – confidentiality.

Confidentiality means that private information remains private. This is key in a PPP because you know so much. You know whose child pushes the limits or can even be aggressive. You know whose child clings to Mom and cries. You can see how parents interact with the children. The teacher, of course, is under constant scrutiny. Even the tiniest slip-up on his or her part will be noticed. Parents in leadership roles in the preschool know who is on a scholarship or if someone is late with tuition. They know who can be counted on and who has been unable to fulfill their responsibilities.

If you went to a preschool where you just dropped your child off each day

and picked him or her up 3 hours later, you would know none of those things. But you have selected a PPP and so you have an added responsibility to keep this type of knowledge confidential.

Now sometimes we just need to vent – that you find certain children in the class a trial or that another parent is testing your patience. I strongly suggest a friend or relative who lives in another town. You'd be amazed how quickly news travels within a town and how it can come back to haunt you or others. So give your sister-in-law in San Diego a call and share your stories if you must. But please don't tell your neighbor or the checker at the grocery store!

What if something really concerns you? If appropriate, you should speak directly to the adult involved. If you feel that action would not be right, each school needs to have clear guide-

lines about whom you should speak to. This may be the personnel chair, president, class rep, or vice president. Each school also should have a conflict resolution procedure to help with challenging situations, which are ideally resolved before they escalate.

That brings us back to trust. Trust and mutual respect are what keep a community strong. Do your part and don't gossip over the back fence (more likely in the parking lot). Ask yourself: Is what I'm about to say kind? Is it necessary? Follow the rules of confidentiality and everyone can relax and enjoy the special time and place that is a parent participation preschool.

Correction: Kathy Ems is the former Executive Secretary of Parent Cooperative Preschools of Oregon as well as the current President of Parent Cooperative Preschools International. You can visit the PCPI Website at: <http://www.preschools.coop/>

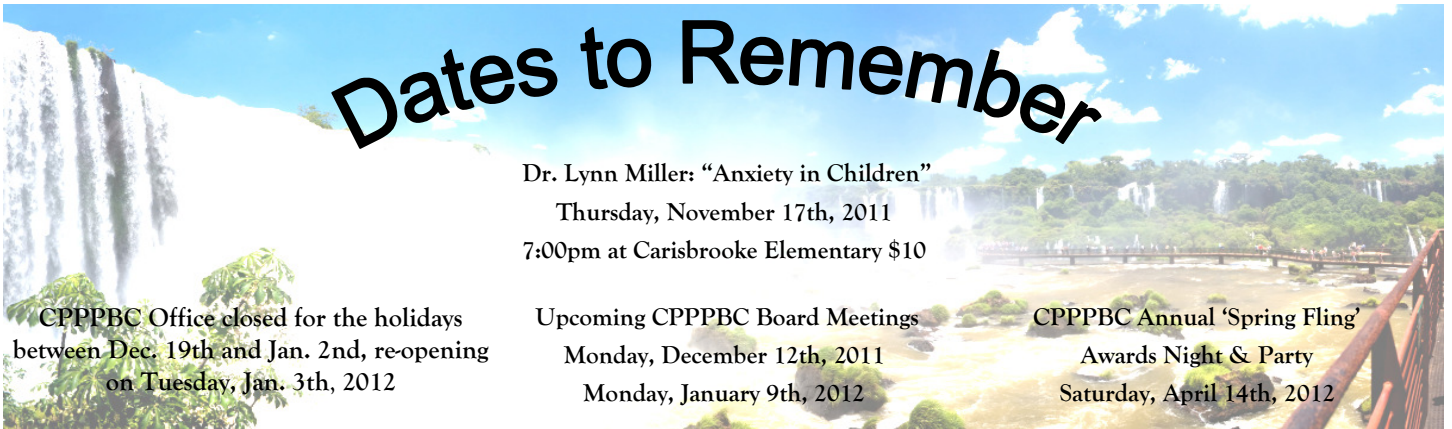
Dates to Remember

Dr. Lynn Miller: "Anxiety in Children"
Thursday, November 17th, 2011
7:00pm at Carisbrooke Elementary \$10

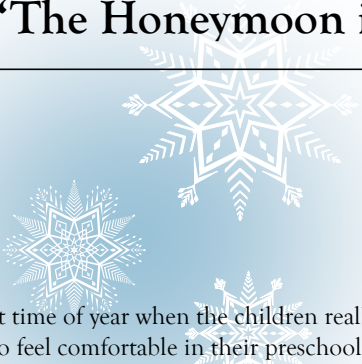
Upcoming CPPPBC Board Meetings
Monday, December 12th, 2011
Monday, January 9th, 2012

CPPPBC Annual 'Spring Fling'
Awards Night & Party
Saturday, April 14th, 2012

CPPPBC Office closed for the holidays
between Dec. 19th and Jan. 2nd, re-opening
on Tuesday, Jan. 3th, 2012



“The Honeymoon is Over” By Nicola Vanheyst, Supervisor, LVPPP



It's that time of year when the children really begin to feel comfortable in their preschool environment. They are starting to get to know their peers better. All the effort from teachers to get to know the children and develop positive relationships have really paid off.

As the children become more comfortable and a sense of trust is established, we may start to see some challenging behaviour arise. I find myself saying “when Stacy is done with the bear, it will be your turn” over and over. As children start to notice their peers and move from parallel play to more cooperative play, they may often need some help and guidance.

Children with the most challenging behaviours especially need a positive relationship with teachers and duty parents and yet their behaviours often prevent them from benefiting from these relationships.

Some things to keep in mind when experiencing difficult behaviour from children*:

Challenging behaviour usually has a message: “I am bored”, “I am sad”, “you hurt my feelings”, “I need some attention”

Children often use challenging behaviour when they don't have the social or communication skills they need to engage in more appropriate interactions

Behaviour that persists over time is usually working for the child

We need to focus on teaching children what to do in place of the challenging behaviour

“If a child doesn't know how to read, *we teach*

If a child doesn't know how to swim, *we teach*

If a child doesn't know how to multiply, *we teach*

If a child doesn't know how to drive, *we teach*

If a child doesn't know how to behave, *we... ..teach? ...punish?*

Why can't we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President)
Counterpoint 1998, p. 2

(* from Pyramid Model handouts)



“Taking Time Out For Yourself, Taking Time In For Your Child”

By Chandra Wu, former PPP parent and BC Certified Teacher



A recent study by Dr. Linda Pagani looked at Canadian children's early infancy and preschool exposure to television. She and her colleagues determined that there were significant health risks appearing later in childhood ranging from attention deficit to obesity. This reminds us as parents to be ever vigilant in limiting television and providing healthy and stimulating alternatives for our children, but if merely reading these words makes you feel tense and defensive, you are not alone. Although we

might know that the effects of excessive “screen time” on our children can be detrimental and that overall childhood exposure to media has been increasing for the last two decades, we as parents are also taking in a lot of time facing mass media on computers, televisions, or smart phones.

Have you ever tried to offer your toddler or preschooler alternatives to entertainment only to find you had to constantly manage them, assist them, or even play with them when what you were really hoping for was a couple of minutes peace and quiet, maybe so you could get in some time on the internet or answer a few emails? Mass media is affecting us as adults too, we are just more resilient and our neural pathways are slower to reform. We are raising a generation of children who have never known life without the internet, with immediate access to media of their choice. If you are feeling stress, you may tell yourself that you need a break involving sedentary activity too.

Passive mental activity in front of a computer or a television seems like a great way to wind down, until you find you have more difficulty focusing, more stress, or even a more negative emotional disposition. Feeling this way is going to make it even harder to handle the interruptions of your preschooler or toddler.

(continued on page 4)



“Wordless” Storybooks Develop Narrative Skills

By Carolyn Hart, BC Certified Teacher

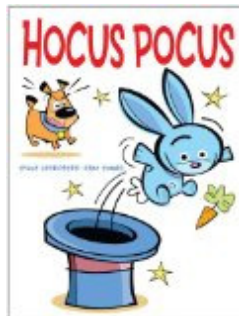


STORYTIME STANDOUTS

Regular readers of **Storytime Standouts** will know that I am a fan of wordless and almost wordless picture books. When an adult shares a wordless picture book with a child, the adult loses the "reading advantage." In a wordless picture book, there are almost no words to read. The story is told through the illustrations so both adult and child can partner to "read" the story and decide what it is all about.

Wordless picture books are great for vocabulary development because they encourage co-readers to discuss the illustrations as they move through the story. Wordless picture books are also terrific for multi-lingual families because they can be enjoyed in any language. Additionally, wordless picture books provide a non-reading child the opportunity to "read" the illustrations and retell a story. Learning to "read" illustrations and retell stories are valuable skills for pre-readers and beginning readers to develop.

Hocus Pocus - story by Sylvie Desrosiers, Illustrations by Rémy Simard

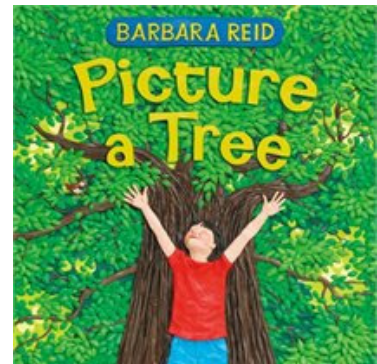


When Mister Magic arrives home with his top hat, Dog and a bag full of groceries, he is ready to relax. He puts on headphones, sits in a comfortable chair and

listens to music. Before long, Mister Magic and Dog are both fast asleep and Hocus Pocus, a mischievous rabbit is scrambling out of Mister Magic's top hat. Hocus Pocus sees Mister Magic's carrots in the grocery bag and wants one. He worries about awakening Dog and is soon plotting ways to avoid the canine and his sharp teeth.

Retro illustrations (created with Adobe Illustrator) and the messy, farcical battle between Dog and Hocus Pocus give the story a cartoon-like feel. **Hocus Pocus** is great fun and will be enjoyed by children aged four and up.

Picture a Tree - written and illustrated by Barbara Reid



Marvelous Plasticine illustrations may initially distract readers from the thought-provoking text in **Picture a Tree**. Using a combination of Plasticine and paint, Ms. Reid has created beautiful, richly detailed images of trees and the people living and playing near them. The illustrations and text encourage readers to notice how trees change through the year and how the life of a tree can be viewed metaphorically. *You may see a drawing on the sky. A game of dress-up. The first drops of colour then all the art supplies at once.* Simply beautiful, **Picture a Tree** is suitable for children aged four and up.

Storytime Standouts is written by Carolyn Hart. Carolyn is a former PPP parent and a B.C. certified teacher. Please visit her website - www.storytimestandouts.com and follow her on Twitter @StoryStandouts. Carolyn presents early literacy programs at Richmond community centres and programs for adults throughout British Columbia.

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CONSIDER WRITING AN ARTICLE ON PARENTING, TEACHING, OR BOTH FOR THE PPP PARTNER

If you can contribute to the PPP Partner, we would love to hear from you. Please email your ideas or submissions, up to 800 words in length (poems or drawings welcome too!) to cppadmin@telus.net

“When we are dreaming alone it is only a dream. When we are dreaming with others, it is the beginning of reality.”

— Dom Helder Camara

A Big Thank You to our Sponsors for our Parenting Education Evening with Lynn Miller



Starbucks Coffee Canada

Carisbrooke Elementary PAC (North Van School District #45)

The CPPPBC Board and Members



It was lovely to see so many people from so many parts of the community, among them many of our Parent Participation Preschool families and several North Shore Parent Advisory Council members. Despite the snow, the attendees filled the gym at the Carisbrooke Elementary. They were entertained by Lynn Miller's relevant and enlightening presentation.

(“Taking Time...” con’t from page 2)

Many parents commiserate about this need for more time alone, and yet there is some substantial evidence pointing to a solution residing in the other direction. We may actually need more social interactions or physical activities to calm down or reduce stress. We are faced with a big challenge as parents. We must self-moderate our own compulsions toward the sedentary activities involving mass media as models for our children who are still developing. Pediatricians recommend limiting television viewing for children over age 2 to two hours per day. In Pagani’s study children who fell within these limits still showed poorer self-regulation, greater emotional distress or aggression and less classroom engagement in elementary school. By grade 4, each additional hour per week of television viewing before age 5 corresponded to approximately 10% less physical activity and 10% more time playing video games. What can parents do?

Dr. Stuart Shankar, a professor of Psychology at York University, recommends that you play with your kids! He did a recent study of parent participation in occupational therapy for children with difficulties self-regulating (often autism or ASD) to see if they found it stressful or had negative feelings when they were tasked with stimulative play or exercises with their children. The study of Canadian child television exposure indicates attention, cognition and self-regulation are negatively affected by increased television viewing before age 5, so it isn’t surprising that the cognitive therapy for children with attention and self-regulation challenges often involves stimulated engagement, eye contact, and even physical activity between parents and kids. Surprisingly, Shankar found that parents engaging in additional behavior therapy with their children experienced a reduction in stress themselves, and not just while they were playing with their children, it was actually sustained over the week.

You are a parent with the benefit of a PPP community to support your decision to engage in play-based learning with your child. You are also under stress and sometimes feel you don’t have time for your child. The next time you feel this way, even if you aren’t the duty parent and you are not at preschool, consider playing with your child anyway. Dr. Shankar says that engaging with your child and taking the time to work with them will actually decrease your own stress and also help your child learn to develop their own resilience toward outside stresses.

Go for a walk together to collect things (things can be thoughts)
Rake the leaves together.

Invite a child to help you reorganize a messy cupboard or drawer.
Sort and count the spare change jar.

These simple activities can give you both a sense of accomplishment, regardless of whether you accomplish a specific goal. You are helping your child develop active learning processes with motor skills, patience and self-regulation, and organizing self-talk and intense cognitive reasoning that benefit them beyond elementary school. You may even be surprised by how much fun you have.



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Tuesday Feb. 7th, 2012

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The PPP Partner Newsletter of The Council of Parent Participation Preschools in BC

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Council Office: Monday to Thursday 9:30 am – 2:30 pm