

# Thoughts from North

ISSUE ONE  
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## Teachers share reactions to fall term courses...

**MELODY BEAVERS** – Miss Daniel is a great teacher. I have learned more than I expected to learn about infants and toddlers. She really makes learning fun. I can't wait to take more of her classes. I also really like the fact that she helps everyone to understand. She takes that extra time just to make sure. She had lots of patience and understanding for everyone.



**REI-CHI WU** – I learned that it is very important to take care of myself before I start to take care of children. Miss Daniel was patient with me when I can't express myself well in English. She helped me a lot with my homework. I felt respected by everyone in this class.



**ALMA RRETEGA** – Mi experiencia en esta clase fue muy buena para mí, personal y profesionalmente, ya que trabajo con niños y mis propios niños. He aprendido a concientizar lo que leo, lo que escribo, para no perjudicar las mentes de los niños; y cómo ayudar en casos de racismo, como la gente les llama. A las personas que hablan otras lenguas cómo podemos ser útiles con ellas, y ayudarnos unos con otros como seres humanos. Para mí el efecto fue bueno porque mis valores como ser humano me dan las bases para ser mejor en las cuestiones relacionadas en esta clase, porque por este medio tan importante podemos ser de gran ayuda. En mi caso, mi maestra es lo máximo y yo pienso que no necesita (el curso) nada porque es una mujer que, se nota a simple vista, que es una profesional y sabe lo que dice.



**TERRI STANFORD** – To tell the truth, I was scared to death enrolling in the Parent Involvement class. I felt I would be too intimidated to even participate. But I got to class and wow. I loved

what I've learned and am continuing to learn. I'm shouting it from the roof-tops: 'You've got to take the Early Childhood Program at NSCC. It's Great!' My whole being has been children and what I can do to keep the energy flowing and pass it on and on... I have learned so much and I know I've been doing it right all along, and that spirit goes a long way. I love what I do!



**DONNA KEADY** – I have a BA degree and my program gives us trainings at least once a month. I've done this job for 15 years, so I didn't see what I could get out of a class at a junior college. However, Head Start said I needed 25 ECE credits if I wanted to keep my job. My attitude was not the best when I enrolled. I thought: B-

O-R-I-N-G. What this

*It has renewed my determination to push for wider understanding of children as our most precious natural resource*



class has done for me is renew my enthusiasm for teaching — REALLY! I loved the books and the projects and meeting other preschool teachers who have so much to share.

## A Peek into a Course...

### CCE 159 Behavior Management Guidance Applications

**Melody Beavers** Head Start Teacher

**SITUATION AS IT HAPPENED:** In the block area four children were playing with the train set and a fifth, Derek, was playing with the plastic blocks. Jawan, who was playing with the train, decided he wanted to play with the plastic blocks, too, so he began to take them. Derek started yelling, "Teacher! Teacher! He took my blocks!" The grandparent, who was volunteering that day, went over and asked, "What's wrong?" Derek said, "He took my blocks." Jawan replied, "No, I didn't!" So she separated the blocks into two piles and said, "Now you both have some."

**ANALYSIS:** I feel this was a negotiable situation and the children should have been able to solve the problem on their own. Helping them negotiate was the best approach because this was an issue the children were capable of fixing. No hitting, destruction or put-downs was involved.

**PROCEDURE:** I would use the *Negotiation Sequence*. First, I would help the children agree on what the problem was. Second, I would help them come up with solutions so they could both play. After they solve their problems I would reinforce it by recognizing them for working it out by themselves.

**FUTURE PLANS:** If I am to apply this approach in the future, which I definitely will, I really have to have patience and not be so quick to jump in to provide solutions to problems the children can manage on their own.

**Melody Malloy** Nanny

**SITUATION AS IT HAPPENED:** Last week Maggie's mother left for work in the morning while Maggie was still sleeping. Maggie soon realized that mom was not home as soon as she awoke. I noticed when I saw her walk over to the couch and put her head down.



**ANALYSIS:** I knew right away I wanted to use the Active Listening Sequence. I felt Maggie most likely was upset and she was not violating any non-negotiable or negotiable rules. Her behavior was emotional, not problematic. (over to 🖐️)

## COMING THIS SPRING:

**CCE 102 Issues and Trends in ECE (3 cr)**  
Early evenings on Tuesday

**CCE 125 Program Planning (5 cr)**  
Late evenings on Monday and Wednesday

**CCE 136 Signing with Young Children (2 cr)**  
Late evenings on Wednesday

**CCE 185 Physical Education in ECE (3 cr)**  
Early evenings on Wednesday

**CCE 175 Mathematics and Design (3 cr)**  
Early evenings on Monday

**CCE 101 Human Development (5 cr)**



Late evenings on Tuesday and Thursday

**CCE 266 Building Thoughtful Expression (3 cr)**  
Early evenings on Thursday

**CCE 210 Elements of Directing (3 cr)**  
Evenings on Tuesday

**CCE 170 Tchng Chldrn w/ Special Needs (2 cr)**  
Early evenings on Thursday (Module C20)

**CCE 160 D — Connecting to Children (2 cr each)**  
Master the basics of facilitation of learning in young children while working with children on-the-job. Each module class meets only one hour per week. Module **D1**— *Expressing Warmth to Children*. Module **D2**— *Playing Responsively*. Module **D3**— *Talking Informatively*. Module **D4**— *Initiative, Cooperation and Perseverance*. Modules can be taken in pairs or independently. Each meets the STARS continuing education requirement. To enroll, you must be

## Teachers... *CONTINUED*

NANCY BURZA – I enrolled in the Parent Involvement class to collect credits to renew my teaching certificate and now I leave the class with overwhelming excitement for next quarter's class! I have been greatly affirmed for what I do by my classmates and by Tom Drummond. I have become acquainted with people of depth and talent beyond measure. I have a renewed sense of joy and anticipation about what can happen in my kindergarten classroom. I have gained a confidence for my own ideas and for the value of early childhood education. It has renewed my determination to push for wider understanding of children as our most precious natural resource.



MARIE TORNOW – I have been working at my AAS Degree in Early Childhood Education for over 5 years now, taking one evening course per quarter and I am almost done. I will regret feeling 'finished.' I know now that I will always



have more to learn, to experience, and to understand. I feel part of a learning, nurturing community here at NSCC. Each encounter with fellow students and teachers

has been rewarding and another step in my growth as a teacher. I have found every class to be immediately applicable to my classroom. All the ideas, techniques, and skills are true for me, worthwhile, and directly beneficial to children.

CAMELA NILKA QUIÑONES – I expected a class that was teacher oriented. I was wrong, of course. Not only was I the student, but also I was, at times, the teacher. It was nice to know that we were a team learning from each other. Everyone's voice was heard. This was my first quarter here at North and the experience has been very positive. For one thing, the instructors are excited about their jobs as instructors. For another, I feel like a valuable member of the class.



## Peek... *CONTINUED*

PROCEDURE: I approached Maggie and sat down next to her, gently putting my hands on her head. I told her I noticed her sitting alone and that she had her head down. I asked her if she wanted to tell me something. She explained in a very quiet voice that she didn't get to kiss Mom goodbye. I paraphrased in a concerned way, "No loovies from Mommy." I then said "I would feel upset and a little over-looked if that happened me." We had a hug and wondered aloud if there was something we could do in this situation. Maggie said she would like to call her mom. We did. The *Active Listening Sequence* worked like a charm.

FUTURE PLANS: To use this in the future I need to tune into Maggie's physical actions to indicate when she is upset about something. Being aware will help me get better at helping the situation flow naturally. In this experience I really was able to enjoy the intrinsic pleasure of helping Maggie's mood change into all smiles again.

### Sylvia Jantz Child Care Teacher



#### SITUATION AS IT HAPPENED:

This is embarrassing, but here goes. First thing in the early morning, four kids were coloring. I heard a commotion and began to observe. Andrew had marked on John's paper. John retaliated with a mark to Andrew's picture, and then when Andrew marked back he yelled, "Miss Sylvia! Andrew marked on my picture!" I raised up my hand in a talk-to-the-hand gesture and said, "Uh-uh, I saw that you marked on his paper, too." Afterwards I felt so bad that I hadn't taken more time especially after all I've learned or attempted to learn. I immediately went to get my notebook to review the child-centered guidance materials.

ANALYSIS: This could have been a perfect opportunity to practice the *Negotiation Sequence*. This was a problem between two children, otherwise I would have used the

### *Communicating Limits Sequence.*

PROCEDURE: Ideally I would have taken the time to go and sit at the table with them and said, "There's a problem here." I would draw out from each their own statement of the problem. Next we could have gotten ideas from the other kids at the table and also from them of what to do to solve the problem. For example, they might have suggested that each can color on his own pictures or one could ask if it is okay to color on the other's paper. Next I would help them try the solution. When I saw them cooperating I could have supported that by saying, "You worked it out!"

FUTURE PLANS: I will need to practice this component a lot, but that is possible since these kind of things happen frequently with preschoolers. I want to take the time to listen and help with negotiations when necessary. It will be good to grow out of my current racking-my-brain-afterwards stage trying to remember what I could have done. Breaking down entrenched habits and ways of being is difficult. The information we have learned is all so very helpful.

## ECE @ NORTH

Each Early Childhood class meets the 10-hour continuing STARS requirement.

You can earn an **Assistant Certificate** by completing all four 2-credit modules of CCE 160 Connecting to Children. Each requires only one hour per week in class and three hours per week on the job.

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You can earn the degree that opens many employment possibilities — the **Associate of Applied Sciences Degree**. You can usually transfer all of your other Early Childhood college credits to North.

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