



Early Childhood News



Happy November!

The Kids First staff were privileged to attend the Changing Brain conference a couple weeks ago, I know some of you were there too. It was an amazing day of learning about brain development, attachment, and strategies to put the learning to use! The presenters included Tina Payne Bryson, author of several books – including *The Whole Brain Child*, <http://www.tinabryson.com/#home-page>, and leaders from the

Momentous Institute - <http://momentousinstitute.org/>.

One thing (for now) that I have thinking about is kindness; some of you are working with Mia on a kindness goal in your classrooms. Thanks to teachers at the Momentous Institute for helping articulate kindness in action! Young children pick up quickly on what it means to be kind if they are given examples and this behavior is named. One fun book to get you started is "How Full is Your Bucket?". The next step was to talk about kindness as out of the ordinary, going above and beyond to do something for another person. Here's some of what they did and what they learned:

Several times a week we add to our kindness chain during morning meeting. The kids are asked to think of an example of kindness that they did for someone else, or that they saw someone do, and then we write it on to a paper strip. We decided to make our kindness chain red and green to tie it into kindness around the holiday season, but we love the activity so we'll definitely keep it going after winter break! A lot of the kindness chain is made up of comments about helping friends clean up, picking up dropped belongings, and throwing away garbage on the floor instead of walking past it.

We make an intentional effort to talk about kindness as often as we can. I might say to a child, "Wow. That is so kind of you! Thank you for offering to pick up her shoes." The more the children hear about kindness, the more they're paying attention to it, and the more they're able to act on it.

Kindness can be words, attitudes, and actions – are there books or songs that you know that illustrate kindness? Your activities could be shared with other classrooms – maybe even without telling them what you're doing; certainly shared with families and extended into the home. There are quite a few books that deal with kindness, songs and videos - <https://www.youtube.com/watch?v=mJhZ64BvvFU>.

Kindness could also lead into gratitude, manners, helping and giving to others, noticing when people are kind to you, and more. I know in classrooms that intentionally practice kindness the whole atmosphere is changed! That's the school, office, childcare program or home that I want to be a part of.

shirley

Colorado Mountain College Winter 2017



Sec Location	Short Title	Sec Name	Synonym	Sec Start Date	Sec Meeting Days	Sec Start Time	Sec End Time
Edwards	Admin. of ECE Programs	ECE-240-VE14	2323	1/16/2017	M	6:00 PM	8:50 PM
Edwards	Infant/Toddler Theory & Prac	ECE-111-VE11	2292	1/16/2017	M	6:30 PM	9:20 PM
Edwards	Intro Infant/Toddler Lab Tchng	ECE-112-VE12	2311	1/16/2017	M	6:30 PM	9:20 PM
Edwards	Guidance Strategies-Children	ECE-103-VE13	2315	1/19/2017	TH	6:30 PM	9:20 PM
Distance	The Exceptional Child	ECE-260-DS21	3763	1/16/2017			
Distance	Practicum: Early Childhood Ed	ECE-188-DS21	3762	1/16/2017			
Distance	Practicum: ECE	ECE-288-DS21	3764	1/16/2017			
Distance	Curr. Dev: Methods & Tech.	ECE-220-DS21	2321	1/16/2017			
Distance	Admin. of ECE Programs	ECE-240-DS21	3521	1/16/2017	T,	6:00 PM,	8:50 PM,
Distance	Intro to Early Childhood	ECE-101-DS21	2294	1/16/2017			
Distance	Introduction to ECE Lab Tech	ECE-102-DS21	2295	1/16/2017			
Aspen	Admin. of ECE Programs	ECE-240-AS23	3735	1/18/2017	W	5:30 PM	8:30 PM
Aspen	Infant/Toddler Theory & Prac	ECE-111-AS22	3417	1/16/2017	M	5:30 PM	8:20 PM
Aspen	Guidance Strategies-Children	ECE-103-AS21	3730	1/17/2017	T	6:00 PM	8:50 PM
Steamboat	Guidance Strategies-Children	ECE-103-SB01	2650	1/18/2017	W	6:00 PM	8:50 PM
Steamboat	Child Growth & Development	ECE-238-SB01	2653	1/19/2017	TH	6:00 PM	8:50 PM
Steamboat	Nutrition, Health, and Safety	ECE-205-SB01	2652	1/16/2017	M	6:00 PM	8:50 PM

Upcoming Trainings in Glenwood Springs

- ◆ **Director's Breakfast: Rules Clarification**
Friday, Nov. 4
- ◆ **Medication Administration & Standard Precautions**
Sat, Nov 5
- ◆ **Pre-licensing Training**
Thurs & Fri Nov 3-4
- ◆ **CPR & 1st Aid**
Sat, Dec 3

Please contact Rebecca 945-9191 x3066
for more information

Family Providers
GCAFCC has events planned for 2016-17
please see the attached flyer.



Ask the Nurse...

By Robin Strecker, RN

Healthy Tips

Now that kids are back in school we see an increased number of illnesses, so here are some tips on how to stay healthy.

#1 Wash your hands frequently with warm water and soap. Lather up for 20 seconds to help remove germs before prepping food or eating, after using the bathroom, changing a diaper, blowing noses or tending to cuts and sores. This is one of the best ways to prevent the spread of illness.

#2 Avoid sharing food, utensils, cups and toothbrushes. Germs can spread prior to knowing someone is sick, so make a habit of using your own items all the time.

#3 Make sure you and your child's immunizations are up to date. Vaccines including the flu shot prevent infectious illnesses from chickenpox to polio to measles.

And finally, if you or your child do get sick, cover your cough or sneeze with a tissue or sleeve. Coughing or sneezing into the air or your hand increases the chance that someone else will breathe or come in contact with your infected germs.

So wash up, be mindful of not sharing, get immunized and cover up so you and your family stay healthy!



For more resources visit the resources below:

<https://healthychildren.org>

[Symptom Checker](#)

[Illness in Child Care](#)

[Ask the Pediatrician](#)

Licensing Corner

The Division of Early Care and Learning has published the revised licensing rule packages, effective September 30, 2016. Providers can easily access current rules and regulations and other resources by visiting the updated Office of Early Childhood's website: <http://www.coloradoofficeofearlychildhood.com>. By saving the rules and regulations specific to your program on your phone or computer, you can easily search for key words by pressing Ctrl F while in the document. Other resources available (or soon to be available!) include where to find free on-line trainings and administrative guides that offer the rationale for and clarification of rules and regulations.

The newest addition to the Emergency and Disaster Preparedness rules (7.701.100 A – E) requires child care providers to have a written plan for continuity of operations in the aftermath of an emergency or disaster. Components of this plan must include:

- Responsibility for essential staffing needs and predetermined roles during and after the emergency
- A procedure for backing up or retrieving staff and children's files and a procedure for protecting confidential and financial records

All licensed providers will need to be in compliance with this rule prior to April 1, 2017. Please keep in mind the importance of implementing these Emergency and Disaster Preparedness rules to ensure staff and children can be better prepared.

If you have any questions related to licensing rules and regulations, your licensing specialist is available for support.

Cheers, Sandy, Mark and Rebecca

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Mark Lapka

MLapka@garfield-county.com

Rebecca Romeyn

Rromeyn@garfield-county.com





**COLORADO
SHINES**
START EARLY
START STRONG
QUALITY EARLY LEARNING

Updates for ECE Professionals

Hello,

The Buell Early Childhood Leadership Program is seeking applicants for the 2017-2018 Cohort. **(An information flyer is at the end of the newsletter)**

Also, based on recommendations from the EC Professional Credential Appeals & Evaluation Committee and approval by the EC Professional Development Advisory, a change is being made to the Formal Education scoring component of the EC Professional Credential. **As of October 2016, points for Area of Study can now be earned regardless of the date the degree was completed.** If your transcripts with a qualifying Area of Study were previously submitted and reviewed based on the time limited scoring, they must be resubmitted in order for the system to award these additional points. Please resubmit your official transcripts documenting a degree with a qualifying Area of Study or contact the PDIS Help Desk for our help with this process. This change in credential scoring will not impact any Colorado Shines ratings that have occurred to date. For questions related to credential scoring, please call the PDIS Help Desk (1-844-447-4441, select option 2) and for questions related to QRIS scoring, please call the QRIS Help Desk (1-844-447-4441, select option 1).

Thank you,

The Early Childhood Professional Development Team at CDE



River Bridge Regional Center, where silence ends + healing begins.

River Bridge Regional Center is a nationally-accredited nonprofit child advocacy center, utilizing a child-centered, multidisciplinary approach to the prevention, assessment, treatment, and investigation of child abuse.

Within our warm, child-friendly environment, we provide hope and healing to neglected and abused children and their families through treatment, advocacy, and investigation services. River Bridge is designed to reduce the stress on child abuse victims and to improve the effectiveness of the response to child abuse allegations.

We at River Bridge believe that the child abuse response should focus on the needs of the child, and is most effective when the skills of multiple agencies are coordinated.

Experts in the community

River Bridge provides community outreach and education to improve treatment and enhance the prevention of child abuse. We offer presentations and classes to parents, teachers, professionals, and youth.

- Mental health treatment strategies specific to trauma
- Myths & facts of child abuse
- River Bridge 101
- The dynamics of child abuse for school personnel and community groups
- Child sexual abuse prevention for parents

We are happy to come to childcare centers with our presentation for teachers or parents, or to host your staff at River Bridge.

Please contact Bridget Derkash to set up your presentation or class today

Bridget@riverbridgerc.org

970-945-5195

PARENTING COUNTS

Kids First offers free parenting workshops that blend the teachings of Dr. John Gottman, and Dr. Tina Payne Bryson. One of the key workshop components is Emotion Coaching. This parenting style sees emotional moments as a chance to teach important skills and strengthen the attachment between parent and child. The securely attached child is more likely to come to parents for support and is more resilient during stressful times. How can we become emotion coaches?

1. Be aware of your child's and your own emotions, watch for cues and triggers.
2. Connect with your child. Hug your child. This is when your child really needs your support.
3. Listen to your child, validate his or her feelings.
4. Name the emotions, avoid telling them *how* to feel, figure out what he is *actually* feeling.
5. Find solutions *with* your child. Teach your child that all feelings are ok but not all behaviors are ok. Help them figure out an appropriate way to respond to the feeling.

Keep in mind that inappropriate behavior in young children typically indicates he/she is trying to meet a need but doesn't know how to do so yet. Instead of punishing your child, teach him or her appropriate ways to express their feelings and build a lifelong skill of self-regulation and healthy emotional expression.

Life-long benefits of Emotion Coaching include: appropriate expression & regulation of feelings, academic success, and healthy relationships. Emotion coaching teaches children how to solve problems and self-soothe, and helps us develop an awareness of and concern for other people's feelings (empathy).

We hope these steps help you form a stronger bond with your child. For more parenting strategies and information on Emotion Coaching, look for Kids First workshops next spring and summer:

Contact us at kidsfirst@cityofaspen.com, or visit emotioncoaching.gottman.com.



Help with **Health Insurance** registration is available.

Mountain Family Health Centers
Assistance Site
4th Open Enrollment Calendar and Outreach Workplan

Individual Assistance:

MFHC will have a total of 5 Health Coverage Guides. Two HCG will work solely off the Connector Tool and others will work off current clinic scheduling template: Below is a draft of locations:

1. **Edwards @ MFHC Clinic:** 320 Beard Creek Rd
 - a. Monday-Friday (8am-5pm)
2. **Eagle @ TBD**
3. **Glenwood Springs @ MFHC Clinic:** 1905 Blake Ave Suite 101
 - a. Monday-Wednesday (8am-5pm)
 - b. Friday (8am-5pm)
4. **Basalt @ MFHC Clinic:** 234 Cody Lane
 - a. Mondays (8am-3pm)
 - b. Thursdays (8am-2pm)
5. **Rifle @ MFHC Clinic:** 195 W 14th St
 - a. Monday-Friday (8am-5pm)
6. **Parachute @ Garfield County Library:** 244 Grand Valley Way
 - a. Tuesdays (10am-5pm)

Open Enrollment Events:

November-

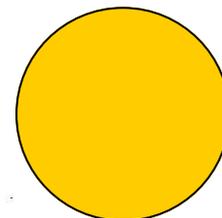
- 11th: Glenwood Springs Library (Confirmed)
 - 1pm-6pm
- 19th : El Jebel @Eagle County Community Center (Pending)
 - 9am-2pm
- 25th: TBD

December-

- 3rd: TBD
- 9th: Glenwood Springs Library (Confirmed)
 - 1pm-6pm
- 17th : Basalt @Eagle County Community Center (Pending)
 - 9am-2pm

January-

- 7th: TBD
- 13th: Glenwood Springs Library (Confirmed)
 - 1pm-6pm
- 21st : El Jebel @Eagle County Community Center (Pending)
 - 9am-2pm
- 27th: TBD



Building Those Friendship Skills

By Mia Wilson, MA, LPC

Early Childhood Consultant & Child and Family Therapist



Ahhhh...Kindergarten readiness. We're all familiar with these words. But what do they conjure up for you? Concerned parents wondering if their child should go to Kindergarten this fall? A visit from the elementary school principal? Pre-math skills? Emergent reading skills? Self-sufficiency?

These days most of us know that age-appropriate social skills are just as important for a successful start to Kindergarten. Here are a few key social skills that *Pyramid Plus* recommends you keep in mind when creating your lesson plans and spending the day with your class.

- ✓ **Initiate & Organize Play:** These children know how to invite another to play and make suggestions of what to do with this friend (make suggestions of what roles to play, what toys to use, etc.).
- ✓ **Share:** These children might offer to share what they are eating or playing with, ask others to share with them or offer to let others take a turn. They also know how to decline a share request nicely.
- ✓ **Be Helpful & Kind:** Children with this skill might give support to a peer who is upset, show a classmate how to do something, or assist a friend who is struggling with a task.
- ✓ **Take Turns:** This includes taking turns during play, or requesting a turn but also includes sharing the responsibility of initiating play with each other.
- ✓ **Able to Give a Compliment:** Young children may tell friends they did a good job at something, compliment a peer's appearance or acknowledge a classmate's success.
- ✓ **Able to Take Responsibility:** These children recognize if they hurt a friend emotionally or physically and will check to see if the friend is ok, will offer a genuine apology and know a variety of things to help the friend feel better (ice, hug, blankie, sit with them to show support, etc.).

Remember, first and foremost we must **teach** these skills to the children so they know how to do them and what we expect. This can come in the form of introducing the skills at circle time, using visual cues like posters and cue cards, playfully showing what **to do** and what **not to do**, reading books that illustrate social skills, teachers deliberately role modeling skills, and other ways. Next, keep in mind; our young learners will acquire these skills best when they have lots of opportunities to **practice** them. Practice can take the form of role-playing, discussion during story time, puppet shows, and embedding opportunities into the everyday routine. Make it fun! We can also creatively **promote** or remind children to use the skills. Here are just a few examples of how to teach, practice and promote these social skills:

- "Henry, I think you may have bumped Carlos with the watering can. Let's go check on him. Carlos, did you get bumped? Where does it hurt? Henry, why don't you ask Carlos what he needs to feel better?"

- Teach children that the expectation is to help each other when getting ready to go outside or setting up mats for naptime. Encourage this helpful behavior regularly and acknowledge it when you notice it.
- As you are dismissing for free play ask, "Sara who are you going to invite to play with you during free play today? What would you like to do with that friend?"
- Teach children that the expectation is to look the snack helper/door holder in the eye and thank him by name as he comes around to pass out snack/holds the door for them. "Thank you Ryder!"
- "If you had come onto the scene after Goldilocks had just eaten Baby Bear's porridge, broken his chair and slept in his bed, what could you have done to help Baby Bear?"

When we teach these skills and give children adequate opportunity to practice them, they become second nature and allow the children to feel successful in their friendships. For more information about ways to promote social skills in your classroom, contact Mia Wilson at mia@miawilsoncounseling.com



**"Tell me and I forget.
Show me and I remember.
Involve me and I understand."**

- Chinese proverb

*Teachers teach because they care. Teaching young people is what they do best. It requires long hours, patience, and care.
-Horace Mann*

ExchangeEveryDay

Be Happy, Perform Better

February 13, 2012

We move ahead by going deeper.

-Jennifer James

In a very inspiring [TedTalk, Shawn Achor](#) talks about "the happy way to better work." We urge you to check out the entire presentation, but here is the key point he makes...

"We need to reverse the formula for happiness and success. In the last three years, I've traveled to 45 different countries, working with schools and companies in the midst of an economic downturn. And what I found is that most companies and schools follow a formula for success, which is this: If I work harder, I'll be more successful. And if I'm more successful, then I'll be happier. That undergirds most of our parenting styles, our managing styles, and the way that we motivate our behavior.

"The problem is it's scientifically broken and backwards for two reasons. First, every time your brain has a success, you just changed the goalpost of what success looked like. You got good grades, now you have to get better grades, you got into a good school and after you get into a better school, you got a good job, now you have to get a better job, you hit your sales target, we're going to change your sales target. And if happiness is on the opposite side of success, your brain never gets there. What we've done is we've pushed happiness over the cognitive horizon as a society. And that's because we think we have to be successful, then we'll be happier.

"But the real problem is our brains work in the opposite order. If you can raise somebody's level of positivity in the present, then their brain experiences what we now call a happiness advantage, which is your brain at positive performs significantly better than it does at negative, neutral or stressed. Your intelligence rises, your creativity rises, your energy levels rise. In fact, what we've found is that every single business outcome improves. Your brain at positive is 31 percent more productive than your brain at negative, neutral or stressed. You're 37 percent better at sales. Doctors are 19 percent faster, more accurate at coming up with the correct diagnosis when positive instead of negative, neutral or stressed. Which means we can reverse the formula. If we can find a way of becoming positive in the present, then our brains work even more successfully as we're able to work harder, faster and more intelligently."

<http://www.childcareexchange.com>

TEMPLE HOYNE BUELL FOUNDATION DISTRICT-BASED TRANSITIONS INITIATIVE

Implementation Process Results for Eagle County School District RJ 50

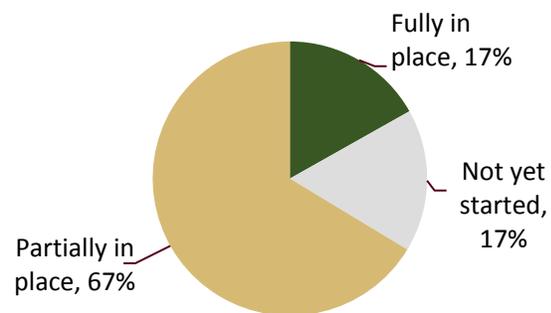
The Temple Hoyne Buell Foundation launched a district-based, school transitions initiative in the spring of 2014. This initiative supports school districts in the planning and implementation of comprehensive preschool-to-kindergarten strategies. After an eight-month planning period, selected districts received funds to implement their plans over the next two years. The Butler Institute for Families at the University of Denver is the evaluator of this initiative.

This brief summarizes evaluation results for the Eagle County School District RJ 50's first year of transition plan implementation (2015-2016). For more information about the transitions initiative and evaluation, see the full report: *Year 2 Annual Report: Transition Implementation Process Evaluation*.

Participants in Eagle's 2015-16 evaluation...

- 17 transition team members
- 2 key stakeholders
- 8 teachers/administrators
- 6 parents

Status of Transition Plan Action Steps



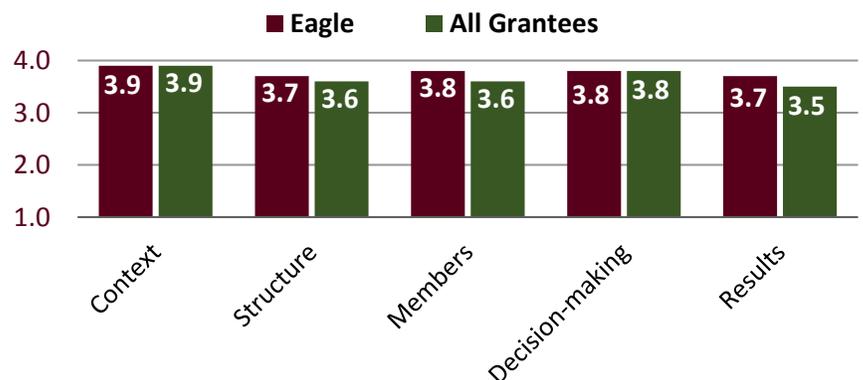
Transition Plan Implementation

At the end of the 2015-2016 grant year, the majority of the action steps from Eagle's transition plan were **"partially in place"** (see chart, right). Action steps **"not yet initiated"** had to do with gathering feedback from families and providers, and these are expected to be implemented in Year 2.

Members' Views of the Collaborative Process

As shown in the chart (right), Eagle's transition team members rated their collaborative process favorably, with average scores greater than 3.5 on the 4-point scale. Eagle's scores were similar to the scores across all Buell transitions grantees. Overall, these results indicate that members felt that the team worked well together and made decisions effectively.

Views of the collaborative process: Average Scores for Eagle and All grantees



Implementation Successes & Challenges

Themes from key stakeholder interviews and progress reports included:

Successes

- ❖ Increased collaboration between pre-k and kindergarten teachers
- ❖ Improved community outreach

Challenges

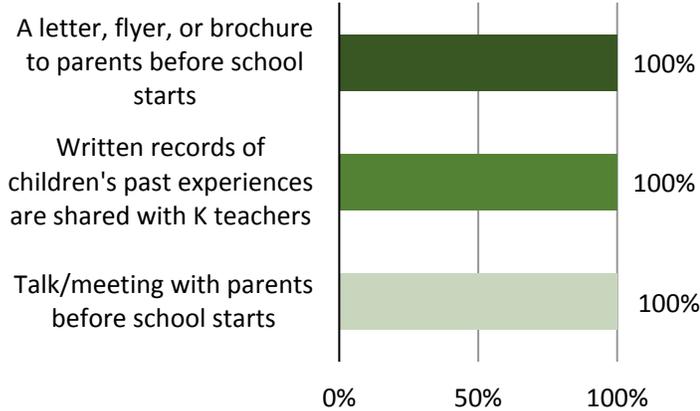
- ❖ Turnover in the parent liaison position
- ❖ Geography – coordinating school visits is difficult in a district that covers a large geographic area

Transitions Practices

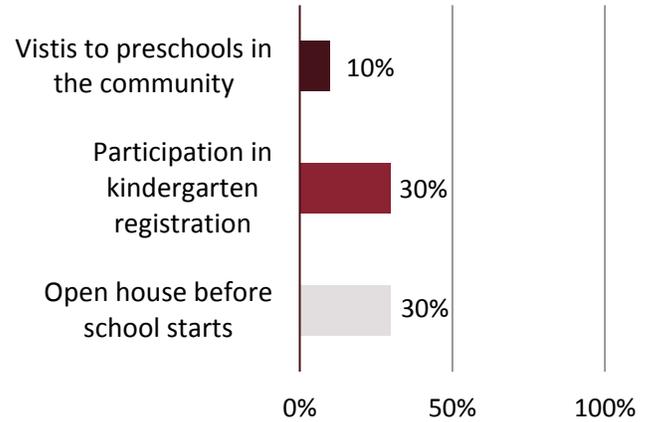
According to the results of the teacher and administrator survey, teachers in the Eagle school district frequently send materials to parents before school starts, talk with parents, and share written records (see charts below). Open houses, participation in kindergarten registration, and visits to community preschools are less common.



Eagle's most frequently used transition practices



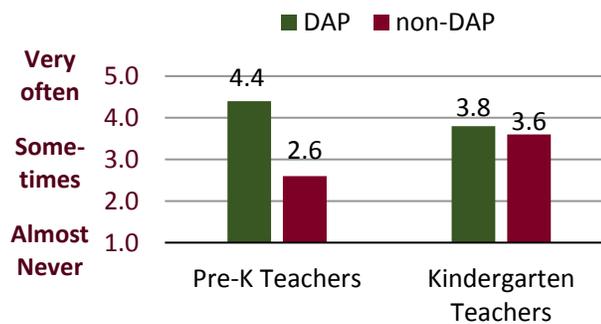
Eagle's least frequently used transition practices



Instructional Practices

Pre-k teachers in the Eagle school district reported using developmentally appropriate practices (DAP) more frequently than they used non-DAP practices (see graph, right). Pre-k teachers also used DAP more often than did kindergarten teachers.

Teachers' use of Developmentally Appropriate Practices (DAP)



DAP examples:

- ❖ Sing, listen, and/or move to music
- ❖ Experiment with writing
- ❖ Build with blocks

Non-DAP examples:

- ❖ Work in assigned ability-level groups
- ❖ Sit and listen for more than 20 minutes at a time

Parents' Views of Transition

In May 2016, parents of incoming kindergarteners from Eagle shared their experiences with kindergarten transition. Themes included:



Parents' suggestions:

- ❖ Have two separate kindergarten roundup meetings – one covering the lottery process and another on transition
- ❖ Offer summer activities to bridge the gap between preschool and kindergarten
- ❖ Help families secure scholarships for full-day kindergarten

Children are ready

"I think he's super excited about starting school. He wants to be a big boy like his brother."

Parents are ready –but nervous

"I'm a little worried because he's a small kid, but he's smart and emotionally he's ready."

Preschools generally prepare families well for kindergarten

"The preschool that he goes to, it's very high academically. They teach them how to read, they teach so many things."

"They gave me all of the information about when they are doing the meetings or what I had to do to register."

Elementary schools help families know what to expect

"We already went to the kindergarten roundup, which is a great way for [children] to know who their teachers are going to be starting in August."

"I've gone to two meetings. They explained everything to me there."

Communication between private preschools and the district could be improved

"I feel like because it's a private school that they go to in preschool, they have no relation at all to whichever school all those kids are going to go to later."



Preparing Experienced & Emerging Leaders as Agents for Change



The Buell Early Childhood Leadership Program is an 18-credit graduate certificate program designed to build leadership skills for professionals who work on behalf of children birth to eight and their families across early childhood service sectors.

To strengthen the growing integration of all systems that work with and on behalf of young children and their families, in addition to seeking qualified candidates in early childhood education, we are issuing a special invitation to those in the health, mental health, and family education and support fields to apply for the 2017-18 academic year.

Our program offers a cohort-based, hybrid instructional delivery model. Students come to Denver once a month on a Friday evening and all day Saturday for face-to-face classes, with online work in between. Completion of the program affords graduates opportunities to move forward for masters and doctoral programs in several different disciplines. The six integrated courses focus on the following leadership dimensions and principles:

Symbolic Leadership

- Every decision made supports achieving the vision.

Child Development Leadership

- Children's development and learning are facilitated based on current knowledge of diverse patterns of child development, family systems and cultures, and effective pedagogies and interventions.

Leading Learning Organizations

- Learner-centered principles are used with children, staff, and families to create effective and strategic organizations.

Reflective Leadership

- A culture of inquiry is used to promote change in the service of better outcomes for children, families, professionals, and organizations.

Collaborative Leadership

- The leader builds relationships that foster true collaboration, leading by making others powerful.

Strategic Leadership

- Opportunities for program/organization growth and service are systematically evaluated and pursued through strategic planning.

Political Leadership

- The leader is an effective voice for the field and “enrolls every voice” at every program and policy level to meet the needs of children and families.

Overarching core principles:

- Inclusiveness is expressed in all facets of the organization’s work.
- The leader lives in the realm of possibility; demonstrating the courage to challenge the status quo and invent new ways of thinking and acting.

One hundred and fifty-four Buell Fellows have completed the program to date and are leading change to improve the lives of young children and their families across Colorado. Alumni of the program can participate in The Buell Early Childhood Leaders Network, which offers:

- Opportunities to deepen or diversify their professional network.
- Exposure to new people or ideas related to leading in early childhood.
- Access to tools, resources, and groups of people to more effectively lead in specific areas of the early childhood system.

Applications will be available November 15th at www.ucdenver.edu/education/buell. **Applications must be submitted by January 17, 2017.** Additional information about the program can be found in this video: https://www.youtube.com/watch?v=vYkAk2x_IHs

Questions can be directed to Sara Van Dyke at 720-639-9229 or becpl@ucdenver.edu.

The Buell Early Childhood Leadership Program is a partnership between the University of Colorado Denver’s School of Education and Human Development, Clayton Early Learning, and the Buell Foundation.



THE BUELL EARLY CHILDHOOD LEADERSHIP PROGRAM IS SEEKING APPLICANTS FOR THE 2017-18 COHORT

Application deadline is January 17, 2017

Applications for the 2017-2018 cohort will be available at www.ucdenver.edu/education/buell by November 15, 2016.

2016 Information Sessions

The Buell Early Childhood Leadership Program is an 18-credit graduate certificate program designed to build leadership skills for professionals who work on behalf of children birth to eight and their families across early childhood service sectors. Please join representatives from CU Denver's School of Education & Human Development and Clayton Early Learning to learn more about the Buell Early Childhood Leadership Program. Attend a session in person or via videoconference using the Zoom links provided below.

Denver

Where: University of Colorado Denver
CPE/EDU
999 18th St. (Denver Place)
Suite 144
Denver, CO 80202
Classroom A

When: Tuesday, October 25, 2016
6:00PM – 7:00PM

Zoom: <https://ucdsehd.zoom.us/j/308508893>

Steamboat Springs & Glenwood Springs

Where: Family Development Center/
Discovery Learning Center/
Newborn and Child Care Networks
PO Box 773982
2875 Village Drive
Steamboat Springs, CO 80477

When: Thursday, November 17
2:00PM – 3:00PM

Zoom: <https://ucdsehd.zoom.us/j/867859683>

Dillon

Where: Early Childhood Options
330 Fielder Ave.
Suite 100
Dillon, CO 80435

When: Thursday, November 17, 2016
2:00PM – 3:00PM

Zoom: <https://ucdsehd.zoom.us/j/867859683>

Grand Junction

Where: Central Library
443 N. 6th St.
Grand Junction, CO 81501
Conference Room

When: Wednesday, November 30, 2016
1:15PM – 2:00PM

Zoom: <https://ucdsehd.zoom.us/j/429130510>



BUELL

Early Childhood
Leadership Program

Denver

Where: University of Colorado Denver
CPE/EDU
999 18th St. (Denver Place)
Suite 144
Denver, CO 80202
Classroom A

When: Monday, December 5, 2016
7:00PM – 8:00PM

Zoom: <https://ucdsehd.zoom.us/j/493152954>

Please RSVP to becpl@ucdenver.edu to attend any information session either in person or via Zoom.

If you are unable to attend any of the scheduled information sessions, please contact Sara Van Dyke at 720-639-9229 or becpl@ucdenver.edu with questions or to set up a phone appointment to learn more about the program.

Stories, Songs and Supper

An Evening of Fun for Babies, Toddlers, Preschoolers
and Parents

Thursday, November 10th

5:30pm - 6:45pm

PITKIN COUNTY LIBRARY - ASPEN

MY FAVORITE BOOK

Hear about ours, tell us yours.

Bring your family and join us in reading,
singing, learning, eating and family fun!

There is limited space and food.

For more information call or email Kids First 970-920-5363, KidsFirst@cityofaspen.com

Sponsored by:





River Bridge Regional Center

where silence ends + healing begins

A child-centered, multidisciplinary approach to the prevention, assessment, treatment and investigation of child abuse

Set up a presentation or class today!

River Bridge 101

River Bridge professionals provide information about child abuse statistics, myths and facts, victim and offender dynamics, the purpose and process of Child Advocacy Centers, and work done at River Bridge. Basic information about reporting child abuse is included. This presentation can be tailored to the specific audience.

10 Tips Every Parent Should Know to Protect your Child from Sexual Abuse

2 hours

In a two hour class parents learn age-appropriate skills and ways to speak to children about sexual abuse and body safety. This class empowers parents with effective strategies for communicating with children on this difficult topic.

Interested in creating a community safe from sexual offenders?

Please contact Bridget Derkash to set up your presentation or class today

Bridget@riverbridgerc.org

970-945-5195

The needs of the child always come first

River Bridge Regional Center is a nationally-accredited nonprofit child advocacy center, utilizing a child-centered, multidisciplinary approach to the prevention, assessment, treatment, and investigation of child abuse.

Within our warm, child-friendly environment, we provide hope and healing to neglected and abused children and their families through treatment, advocacy, and investigation services.



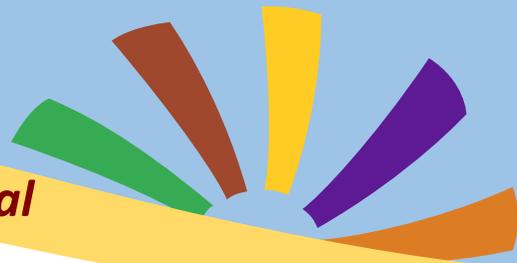
Partner with us:

- Make a secure donation on our website to support our services
<http://www.riverbridgerc.org/>
- Select River Bridge Regional Center to benefit on AmazonSmile
- Visit our Amazon Wish Lists (click "[Find a Wishlist](#)")
- Volunteer at an event or fundraiser
- Like us on Facebook

Padres Previniendo el Abuso Sexual

10 cosas cada padre debe saber

para proteger a su niño del abuso sexual



¿Esta semana usted...

- Ha hecho que su niño/a se ponga un casco?
- Se ha asegurado que su niño/a lleve el cinturón de seguridad en el coche?
- Ha fortalecido la enseñanza para que su niño/a tenga menos oportunidad de ser víctima de abuso sexual?

Aprenda estrategias sencillas para usar en la vida cotidiana



November 7th, 11am-1pm

Lake Creek Village Apartments
Community Room
4923 Lake Creek Village Dr.
Edwards, CO 81632

Por favor **inscríbese** para ésta clase **gratis**:

<https://diezcosas.eventbrite.com> o llame a 970-945-5195

Presentado por Dina Prieto

Patrocinado por El Centro Regional River Bridge y

El Departamento de Servicios Humanos del Condado Garfield

Para más información llame a Meghan a 970-945-5195

o visite al sitio web: www.riverbridgerc.org



GCAFCC UpComing Events!

September: Break

October: Fall Networking Dinner (Plus pod updated licensing rules)

November: Celebrating Diversity Through Crafts

December: Winter Round Table

January: Make and Take

February: Pod Meeting

March: Ball Class

April: Children's Parade

May: Pod Meeting

June: Tour of Homes

July: Break

August: Caring for the Whole Child Conference



**Mark Your
Calendar!**