



Fall 2009

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From the Playroom

The Importance of Sharing

Sharing is high on the list of life skills that one should possess. We know the importance of sharing to being successful both in the classroom and in the workplace.

In these tight economic times, schools and behavioral health care agencies are tightening their budgets and realizing the necessity of sharing resources and best practices without compromising program quality. We all seem to be sharing the same shrinking amount of funding and the need to look to creative ideas for collaboration and sharing of resources.

One of the core components of a Primary Project school is to conduct program evaluation. Ongoing program evaluation is an important tool in maintaining the quality of your program as well as understanding its impact on children. Evaluation should be regularly conducted so that you can demonstrate the improvements that result from your work and make ongoing program improvements. In these times of shrinking budgets, it is also vital to share your results with those who must make tough long term decisions.

This fall edition of *From the Playroom* looks at sharing resources, sharing our work, and sharing best practices. Let's make the 2009-2010 academic school year the year you share your best work with others. Perhaps you might...

- **Share your child outcome data with others in your school and district**
- **Share staff resources or knowledge with a neighboring school**
- **Share your investment in quality improvement, by applying for certification or re-certification**

What will sharing look like for you this year?

Sharing Resources... A Collaborative Experience

Milford Central School is a rural district in a small upstate New York town. We are a pre-k through 12 building with approximately 470 students. When I moved to the elementary level five years ago, I had many things on my "to-do" list, one of which was to bring Primary Project to Milford. I was familiar with Primary Project because I had completed my internship with Christine McBrearty-Hulse, program supervisor at Cooperstown Elementary.

A few years ago I was contacted by Kara Rutledge, a seasoned child associate who has been at Cooperstown for several years (she is also a parent in our district.) When Kara asked if I was interested in bringing Primary Project to Milford, I was eager to begin the process. Both Kara and Christine were invaluable throughout the endeavor to incorporate the program into our school. As luck would have it, we were equally fortunate to gain Kara as our child associate. For two years, she has balanced her time each week between both buildings. Kara has served as a mentor to me by sharing her knowledge, experience, and dedication to Primary Project.

The opportunity to share an associate with an established school has been immeasurable. In addition, we are able to consult about cases, share resources, and carpool to meetings and trainings. Together, we are now planning two new endeavors: to apply for national certification in our respective districts and to implement COMET for electronic measure completion. It has been and continues to be a wonderful, collaborative experience.

—Nicole Lippitt, Elementary School Counselor, Milford Central School, Milford, NY



The Cardinal Sings



*—Deborah Johnson
Primary Project, National Director*

Sharing is one of those basic skills that we all want our children to learn. Play fair, share your toys, share the bounty of your garden. Sharing is a word we use so easily, yet when one explores the internet there are all sorts of definitions and examples of its utilization. From photo sharing, to shares of stock, to sharing a room, to crop sharing. So what does that have to do with our work with Primary Project? What memories does it bring to mind?

As a young child, I had to share my parent's attention with my brothers. No doubt when they read this they will think I got the "lion's share" of attention! See, that word "share" comes into play. The value of sharing results in the opportunity for us to become part of a broader community, rather than to function in isolation.

So what is the linkage with our work? We need to share the great things that are happening with Primary Project across the country. You need to share the great things that happen in your school surrounding Primary Project. In doing so, you are able to build a strong support system for the continuation of the program. Let others toot your horn! Let others advocate for your work.

Here's your task.. Once you get your evaluation data, share the results with your staff. Let them know about the good work you are doing! Ask them to share with others the impact of Primary Project on children in their class and across your school.

Here's our task... We have launched a Primary Project blog at www.childrensinstitute.net/programs/primary-project/blog. Check it out! We will update it weekly. Sign in, follow the posts. SHARE what is happening at your site. Post a question.

We encourage you to get involved and share your good news about Primary Project!

Sharing best practices and national standards from coast to coast...

Spring 2009 national certification hits record numbers!



Primary Project

Nationally Certified
2009

The following schools have received national certification this past spring. These schools are recognized for meeting Primary Project national standards and best practices. Congratulations! Your Primary Project team and school leadership can be proud of the steps you have taken to ensure young children are identified early and receive services to support healthy school adjustment.

Is your school ready to be certified?

Contact Arlene Bobin at abobin@childrensinstitute.net for more information.

School Name	District	City/State
Adlai Stevenson School #29	Rochester City School District	Rochester, New York
Barton Elementary	Palm Beach County	Lake Worth, Florida
Brooks Hill School	Fairport Central School District	Fairport, New York
Clara Barton School #2	Rochester City School District	Rochester, New York
Country Parkway School	Williamsville Central School District	Williamsville, New York
Dr. Louis Cerulli School #34	Rochester City School District	Rochester, New York
Dudley School	Fairport Central School District	Fairport, New York
Enrico Fermi School #17	Rochester City School District	Rochester, New York
Henry Hudson School #28	Rochester City School District	Rochester, New York
J. C. Mitchell School	Palm Beach County	West Palm Beach, Florida
Jefferson Avenue School	Fairport Central School District	Fairport, New York
Jefferson Elementary	Honolulu	Honolulu, Hawaii
John James Audubon #33	Rochester City School District	Rochester, New York
John Williams School #5	Rochester City School District	Rochester, New York
Kalei'op'u School	Leeward	Waipahu, Hawaii
Kapaa Elementary	Kauai	Kapaa, Hawaii
Kodak Park School #41	Rochester City School District	Rochester, New York
Lake Placid School	Lake Placid Central School District	Lake Placid, New York
Lanai High and Elementary	Maui	Lanai City, Hawaii
Lincoln Park School #44	Rochester City School District	Rochester, New York
Martin Luther King School #9	Rochester City School District	Rochester, New York
Maunawili School	Windward	Kailua, Hawaii
Pearl Harbor Kai School	Honolulu	Honolulu, Hawaii
Pinnacle School #35	Rochester City School District	Rochester, New York
Roberto Clemente School #8	Rochester City School District	Rochester, New York
Theodore Roosevelt #43	Rochester City School District	Rochester, New York
World of Inquiry #58	Rochester City School District	Rochester, New York



Bringing the Lessons Home

Sharing moments of quiet

The lives of our children can certainly be busy ones. A full day of school and after school commitments can be exciting, stimulating, and noisy!

Our fast-paced world is overflowing with technology, electronics, and exposure to a large amount of noise. Many children of this decade have constant access to television, computers, cell phones, music, video, and hand held games. A child who spends a lot of time “plugged in” becomes:

- **accustomed to external stimulation**
- **accustomed to intense experiences**
- **accustomed to being entertained**
- **accustomed to instant gratification**

This sensory over-stimulation can be agitating and cause children to become anxious, cranky, or upset. Pediatricians are worried that far too many young children are over-stressed and overscheduled.

On the flip side, these advances can be educational, fun, and convenient. Part of the joy of childhood is being involved in a number of experiences and activities, and their world is certainly one that embraces the latest technology. Yet, equally important is providing moments in which children can enjoy quiet time to relax and be “under-stimulated.”

Let’s help create some balance...let’s remember “quiet time.” The next time your child says, “I’m bored,” challenge yourself to not rush in with more activities. When children are given the gift of quiet time they have the opportunity to discover how to be alone without being lonely. Instead of “action” always coming to them, quiet time may create the opportunity for our children to take action in their own thoughts and creative imaginations.

Please feel free to copy this page and share it with Primary Project parents.

When children are given the gift of quiet time they have the opportunity to discover how to be alone without being lonely.

Trayendo las Lecciones al Hogar

Compartiendo momentos de quietud

Las vidas de nuestros niños ciertamente pueden ser muy atareadas. ¡Un día escolar largo y los compromisos después de las horas escolares pueden ser excitantes, estimulantes y ruidosos!

Nuestro mundo agitado está rebotando de tecnología, equipos electrónicos y el estar expuesto a una gran cantidad de ruido. Muchos niños de esta década tienen acceso constante a la televisión, computadoras, teléfonos celulares, música, videos y juegos que se tienen en la mano. Un niño que pasa mucho tiempo "conectado" se convierte en uno que está:

- acostumbrado a los estímulos externos
- acostumbrado a experiencias intensas
- acostumbrado a que se le entretenga
- acostumbrado a la gratificación instantánea

Esta excesiva estimulación sensorial puede agitar y causar que los niños se pongan ansiosos, malhumorados o alterados. Los pediatras están preocupados porque demasiados niños están muy estresados y tienen demasiados compromisos.

De otro lado, estos adelantos podrían ser educativos, divertidos y convenientes. Parte del gozo de la niñez es el participar en varias experiencias y actividades, y su mundo es ciertamente uno que abraza la tecnología más avanzada. Sin embargo, de igual importancia es proveer momentos cuando los niños puedan disfrutar de la quietud para relajarse y estar "menos estimulados."

Ayudemos a crear algún balance...recordemos el "tiempo de quietud." La próxima vez que su niño/a diga, "Estoy aburrido/a," rétese a usted mismo/a y no se apresure a proveer más actividades. Cuando a los niños se les da el regalo de tiempo de quietud ellos tienen la oportunidad de descubrir cómo estar a solas sin sentirse muy solos. En vez de que la "acción" venga a ellos continuamente, el tiempo de quietud puede crear la oportunidad para que nuestros niños tomen acción en sus propios pensamientos e imaginaciones creativas.

Siéntase en libertad de copiar esta página y compartirla con los padres del Primary Project.



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The Possibilities of Play: Building Connections DVD is receiving great reviews!

If you haven't ordered your copy, please do so and join the growing number of parents, early childhood educators, and child care providers who are receiving a chance to discuss the joyful and serious sides of play. Take the opportunity to order your copy today to share with parents and school staff in your community.

You will find the DVD by visiting www.childrensinstitute.net/store/videos. And while you are exploring, check out the Primary Project blog site at www.childrensinstitute.net/programs/primary-project/blog.



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