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For more information

Contact Jan Luken at 219.364.1452 or  
j\_luken@hotmail.com

## PURDUE UNIVERSITY CALUMET

announces a new graduate opportunity starting in the Spring 2009 semester.

The master's degree in Human Development and Family Studies is designed primarily for individuals who have obtained a bachelor's degree and are working in the field of human services and early childhood education.

For more information, please contact the Dept. of Behavioral Sciences, 989-2384 or Dr. Sandra Singer:  
[smsinger@calumet.purdue.edu](mailto:smsinger@calumet.purdue.edu)



# WORK ONEders

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## What Behaviors Lead To Friendship?

Several discrete behaviors that young children engage in during play with each other are directly related to having friends (Tremblay, Strain, Hendrickson & Shores, 1981). That is, children who do more of these behaviors are more likely to have friends. These specific behaviors including:

- **Organizing Play** – with preschoolers these are usually, "Let's" statements, such as, "Let's play trucks." Often these "Let's" statements are followed by suggestions about roles (e.g., "You be the driver") or specific activities (e.g., "Roll it to me").
- **Sharing** – takes many forms among preschoolers. Children with friends request in the form of, "Can I have some paint" and they also oblige share requests from peers.
- **Assisting Others** – assisting also takes many forms at the preschool level. Children can help each other onto or off of an apparatus, they can tell or show a friend how to do something, or they can assist someone in distress.
- **Giving Compliments** – While these behaviors do not often occur among preschoolers they tend to have a powerful effect on the formation of friendships. Preschoolers compliment one another's successes, buildings, and appearances.

In addition to engaging in these discrete behaviors, the formation of friendship is equally dependent upon two patterns of interaction.

First, it is necessary for children to be reciprocal in their interactions. Reciprocity has two dimensions. Initially, children need to be responsive to the social bids of others. Also, over a period of time (say several months), it is important that there be a relatively equal number of occasions that each member of a friendship dyad starts an interaction.

In addition to reciprocity, friendship patterns of interaction are also characterized by the length of interaction occurrences. That is, friendship pairs engage in more lengthy episodes.

*Center on the Social and Emotional Foundations for Early Learning*  
[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

"Friendship is the only cement that will ever hold the world together" ~ Woodrow Wilson

*A project of the Indiana Association for Child Care Resource and Referral Program and the Indiana Family Social Services Administration, Division of Family Resources, Bureau of Children*

## MONTHLY HIGHLIGHTS

### JULY

4th Independence Day

27th Parents Day



### AUGUST

3rd Friendship Day

19th National Aviation Day



### SEPTEMBER

1st Labor Day

7th Grandparents Day

11th Patriot Day

16th Stepfamily Day

22nd First Day of Fall

26th Johnny Appleseed Day



## Lakeshore Kids Immunization Fair

Saturday August 16, 2008

Railcats Stadium ~ Gary, IN

free immunizations, school supplies, etc.  
plus there will be booths and  
services there too!!

For more information contact:

Christina Neumann

Educational Services & Grants Manager

Lakeshore Public Television  
8625 Indiana Place  
Merrillville, IN 46410  
(219) 756-5656



## SEASONAL ACTIVITIES

### GRAHAM CRACKER FLAGS

graham crackers, white frosting, ice cream sticks, small paper cups, and red & blue food coloring. Give each child 3 paper cups with a tablespoon of frosting inside each cup. Drop food coloring in 2 of the cups 1 red & 1 blue. Give each child a ice cream stick and instruct them to mix the food coloring into each cup. Then allow them to design a flag using the frosting on the cracker.

### A CIRCLE OF FRIENDS

Take a close-up photo of every child in your classroom. Use a paper cup to trace the photos into circle shapes. Mount the photos onto circle shaped construction paper. Arrange the photos in a circle shape on your bulletin board or wall. Inside of the circle, put the caption- "A Circle of Friends, Each Special and Unique." Very Cute!

### GREAT GIFT FOR GRANDPARENTS

Have each child paint a picture. Let Dry.  
Purchase 8 x 10 frames from the dollar store.  
Cut painted picture to fit frame. Frame the child's art.  
Makes a wonderful keepsake.

## OTHER CONFERENCES & WORKSHOPS

15th ANNUAL NORTHWEST INDIANA EARLY  
CHILDHOOD CONFERENCE

**"CAPTURE THE MOMENTS"**

October 3rd & 4th 2008

Purdue University Calumet

For more information, go to [www.nwifs.org](http://www.nwifs.org)  
click on conference

## CHILD CARE PROFESSIONAL NETWORK (CCPN)

All trainings are held from 6:30 –8:30 pm at  
The Living Hope Church 9000 Taft St. Merrillville, IN

Child Abuse  
Tuesday September 9, 2008

Please call 219-756-7527 to register. There is a \$5.00 fee.



Want to Learn More about  
Paths to QUALITY?

Join us for  
informational meetings with  
Melanie Brizzi  
Childcare Quality Advisor  
from FSSA

July 16

Ivy Tech

1440 E. 35th Ave.

Gary, IN

6:30-8:30 pm

July 17

Purdue Valpo Campus

600 Vale Park Rd.

Valparaiso, IN

6:30-8:30 pm

Seats are limited so call  
Kimberly at  
219-937-0381 x 317 and  
register for your seat today

## Setting Up The Stage For Friendship

Prior to beginning instruction in friendly behavior, teachers need to attend to five elements of the classroom.

**First**, an inclusive classroom where children with disabilities are meaningfully included in natural proportions is critical to setting the stage (Guralnick, 1990).

**Second**, the presence and pre-selection of cooperative use toys and materials increase the opportunities for social interaction. Cooperative use toys are those that naturally lend themselves to two or more children playing together.

**Third**, it is necessary to examine all classroom routines and embed social interaction instruction and practice opportunities throughout the day.

**Fourth**, in order to ensure that social interaction instruction has the necessary importance; teachers need to include social interaction goals and objectives on a child's IEP/IFSP. While these goals are likely to be the most critical for the child's later development, they often do not appear on IEPs or IFSPs (McConnell, McEvoy, Odom, 1992). This could be due to the fact that many assessments do not include these skills as test items.

**Finally**, and most importantly, teachers need to devote energy toward creating a classroom climate with an ethos of friendship.

When one walks into a classroom where a teacher has done this successfully you see adults give time and attention to children when they engage in friendly behaviors, you hear adults talk nicely to one another, you hear children supporting one another's friendly behavior and overall you get a sense that friendship is the ultimate goal.

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