

As we come to a close with our five year grant we will be celebrating by holding a final gathering. Invitations to the final gathering will be sent to all who participated in the COE: SEEDS program. We would like to take this opportunity to thank everyone who allowed us to be a part of their lives through the program.

Diana Fink, COE: SEEDS Secretary
Gina Bowen, M.Ed., COE: SEEDS Supervisor



Peanut Butter and Jelly Sushi Rolls

- 2 TBSP creamy peanut butter
- 2 TBSP jam or jelly
- 2 slices of bread



1. Remove crusts from bread. With a rolling pin or large soup can, completely flatten bread.
2. Spread 1 tablespoon of peanut butter and 1 tablespoon of fruit spread on each slice of bread.
3. Roll each slice into a tight spiral. Cut each spiral into 4 pieces.



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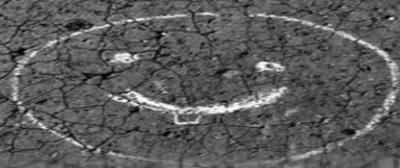


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The S.E.E.D.S Bulletin

The end



Peanut butter and jelly sushi rolls

Brief overview of the 5 years of success

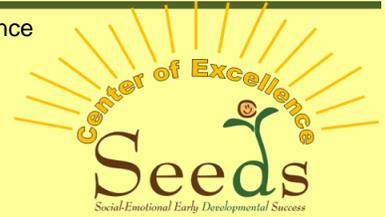
What to do when others undermine your authority

FAQ Corner: How do I make household rules and set limits

Private Industry Council of Westmoreland/Fayette, Inc. - Head Start/Early Head Start/Center of Excellence

The S.E.E.D.S Bulletin

Social-Emotional Early Developmental Success



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The Centers of Excellence program was established by the National Office of Head Start in the 'Improving Head Start for School Readiness Act of 2007. In 2009, PA Governor Ed Rendell selected Head Start/Early Head Start of Fayette County, a division of The Private Industry Council, Inc. to compete at the national level for the National Center of Excellence recognition. HS/EHS of Fayette County was one of only ten Centers of Excellence that were selected and received grant funds for the implementation of a five-year project. The awarded funds were used to design the COE:SEEDS Program. The program was set into motion in 2011 and was committed to building bridges to have a community supportive of all children's healthy social/emotional development. During the 5 year period the program has trained 511 staff, parents and community members and gained 94 community partners. We have shared our program information with the use of bulletins, activity booklets, community reports, brochures, presentations, exhibits, and trainings. We have had the opportunity to educate people in 34 states and 12 countries. We have learned a lot as we taught

parents and professionals to use the Incredible Years curriculum. For those who have been a part of our success story, we appreciate you and the effort you make toward making a difference in the lives of children and families. Continue to use what you learned and share what you know with others.



Way to go HS/EHS staff of Fayette Co. for completing your training!
Gina Bowen, M. Ed., COE:SEEDS Supervisor

What to do when others undermine your authority.

Those taking care of your children want to follow your rules, but may struggle to do so because they just don't see a need for them. Most grandparents want to nurture and spoil their grandchildren and sometimes, that means they may do things that undermine your authority. So what are you to do when Grandma gives the kids ice cream or Aunt Rosie lets the kids stay up way past their bedtime?

Here are some strategies:

1. Be clear about your rules. Make sure that the care givers understand your rules. (Be sure to give clear reasons for those rules.)
2. If your kids go to Grandma's house for an overnight visit only a few times a year, watching some extra TV isn't likely to scar them for life. But, if your parents or in-laws are doing anything potentially dangerous, clearly it needs to be addressed again right away.

3. Communicate openly and honestly whether Grandma's bending the rules or outright going against your authority, address it in a direct manner. It's best to deal with your family directly and allow your spouse to deal with the in-laws directly.

4. Re-visit the issue as needed. It's important that issues stay between the adults. If your authority continues to get undermined, you'll need to make it an ongoing discussion by making your rules clear when the children are not in ear shot.

5. If you don't feel like it's safe or healthy for your kids to have contact, you may need to limit visits. Sometimes limited visits are enough to send the message.

<http://discipline.about.com/od/workingwithcaregivers/ll/What-to-Do-When-Grandparents-Undermine-Your-Authority.htm>

Q. How do I make household rules and set limits?

A. Even though children may act like they want to be in control, they really need and want adults to be in charge. Children need to trust that their adults will give them limits like "gentle touches".

Making Rules/Setting Limits:

- Choose a few rules that matter most; 4-5 household rules is perfect
- State the rules in a positive fashion; "inside voices/walking feet". You are focusing on the behavior you want to see.
- Children are more likely to go along with a rule when you give a reason for it, even if they don't like your reason or understand it completely. Please remember to keep your answers short; "It is my job to keep you safe. That is why we have the walking feet rule."
- Be sure to give praise when your child follows the rules. That's a caring way for your child to hear how important the rule is to you and you are paying attention to the behavior you want to see.
- Provide structure to everyday life; "Bedtime is 8:00". Think about what needs to happen before bedtime: snack, bath, get dressed, brush teeth, story time, tuck your child in, say 'goodnight', leave the room. Develop a routine so your child will know what to expect.



For more Information, go to: <http://www.fci.org/new-site/par-limits.html>

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Disclaimer: (1) Center of Excellence, SEEDS Project Parent Training is a project of the Private Industry Council of Westmoreland/Fayette, Inc. Participation in Center of Excellence, SEEDS Parent Training is strictly voluntary. (2) Funding for this project was provided by the United States Department of Health and Human Services, Administration for Children and Families. (3) Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the United States Department of Health and Human Services, Administration for Children and Families.