

LEARNING FROM MONTANA'S CHILD CARE PROVIDERS

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ENCOURAGING WORDS

1. Successful parents and providers look for solutions, not problems. And the way to get problem solvers is to **teach problem-solving skills**, repeatedly and often.
2. Our attitude is often that it's easier to manage children's problems ourselves than to teach the children how to manage it themselves. This hurts—and “dis-ables”—the very children we're trying to help.
3. **The numbers:** habits and mindsets are fixed by **age 8**. The estimated emotional impact of ONE negative statement is NINE times that of a positive comment—a **ratio of 1:9**.

AMPING UP STORYTIME

1. Let's Make it Exciting
2. Choose Theme, Books, Songs, Activities
3. How we read is important: tempo, emotion, dialogic reading
4. Songs or finger plays
5. Crafts – as simple as coloring sheets

UTILIZING MINDSIGHT

1. **Physicality matters.** Postures reflect and shape our attitudes.
2. **Emotional Intelligence** (EQ) is the ability to monitor one's own and others' emotions, discriminate between, label, and use emotional thinking to guide thinking and behavior.
3. **Mindsight** is a combination empathy, insight, and integration (here meaning the “honoring of differences and the promotion of linkages”). It is one of the unifying theories of pediatrics, psychology, and neurological biology.
4. Has a lot to offer in respect to programming since it is a theory designed to be **practiced**.

READY2READ AT DAYCARE

1. Every Child Ready to Read 2nd Edition made changes to the nomenclature so that it was more user friendly for childcare providers, parents and others who are not in the business of educating children.
2. There are many easy things to do to promote early literacy. The framework of five practices—talking, singing, reading, writing, and playing—are used to develop early literacy skills.

3. Caregivers, and parents can feel good about doing easy, fun activities with their children that are helping them get ready to read.

AUTISM 101

1. First, and most importantly, we must not **problematize** individuals with Autism Spectrum Disorder (ASD) just as we must not fetishize savant behaviors. Autism is a disorder, not a disease, and neurodivergent people are to be valued irregardless of “advantageous” or “problematic” characteristics, concepts quiet based in an **ableist** mindset.
2. **Self-representation is key:** Autism Speaks vs the Autism Self-Advocacy Network (ASAN).
3. One of the key things we can do is **reexamine our assumptions**—both individually and institutionally—about our library users, neurodivergent and neurotypical alike. This will inevitably effect how we structure physical spaces, design programming, build our collections, and collect resources.

DIGITAL IS NOT A DIRTY WORD

1. Media Mentorship - “is not about having the latest and greatest technology. It is about library staff helping families find the best tool and creating the most positive experience possible.”
2. The best media for very young supports the development of a relationship with another human being. Support and model Joint Media Engagement.
3. Encourage creativity and creation in the use of digital media.
4. Use content that supports the early learning practices: Talk, Sing, Read, Write, Play.
5. Always use a mix of physical and digital props.

RESOURCES

We can only scratch the surface in an hour. But if you have the time ...

- *The Whole-Brain Child* by Daniel J. Siegel, M.D. (2011)
- *Quiet Power: The Secret Strengths of Introverted Kids* by Susan Cain (2017)
- The works of Diana Loomans (<http://www.dianaloomans.com/books.htm>)
- The Autism Self-Advocacy Network (ASAN) and publications (<http://autisticadvocacy.org/>)
- *Growing Young Minds: How Museums and Libraries Create Lifelong Learners* by the IMLS Office of Strategic Partnerships, under the direction of Martha Semmel
- *Young Children, New Media and Libraries: A Guide for Incorporating New Media into Library Collections, Services and Programs for Families and Children Ages 0-5*, edited by Amy Koester (<http://littleelit.com/book>)
- *Becoming a Media Mentor: A Guide for Working with Children and Families* by Claudia Haines, Cen Campbell (ALA Editions, 2016)