

The Quality Enhancement Initiative



July 2012

Keeping your cool- no matter what the temperature is outside...

We all have those moments when we are faced with an irritating situation (the dog ate your favorite shoe, the person that cuts you off in traffic and then ends up next to you at the light, etc...) and we all know when we have lost our cool or handled the moment with patience and grace. The ability to manage our response is a skill we learn. It is the reason why a toddler will bite instead of ask for a toy and you will (I hope) not hit the lady in the grocery store that grabs the last carton of your favorite ice cream. Psychologists Mayer and Salovey call this **Emotional Intelligence**.



As directors, teachers and parents it is our responsibility to help develop the whole child. This includes the language, cognitive, physical and emotional skills a child will need to be successful. And just as it is impossible to teach a child how to do calculus if you don't understand it yourself, it is equally difficult to teach a child how to self regulate if you are unable to do it as an adult. (And we all know that it is never fun to see *our* negative behaviors or responses mirrored back to us through the actions and words of children!) In the article, [Using Our Brain to Stay Cool Under Pressure](#) by Holly Elissa Bruno, she tackles the sometimes uncomfortable issue of "loosing it" as a director, teacher or parent. She also offers tips to help develop Emotional Intelligence as well as understand the importance of modeling these skills for those around us. According to Ellen Galinsky, author of *Mind in the Making*; regulating one's thinking, emotions, and behavior is critical for success in school, work, and life (2010).

Read more and take the quiz! Are you a Highly Qualified, Emotionally Intelligent

What Best Practice has to say...

- Policies are in place to promote wellness for the staff and children- including stress management (NAEYC 10.D.01.j; NAFCC 5.9)
- The program leaders support a climate of trust, inclusion and collaboration (NAEYC 10.A.07, NAFCC 5.29)
- A variety of techniques are used to negotiate difficulties that arise in tier interactions with family members (NAEYC 7.C.04, NAFCC 1.18, 5.10)
- Teaching staff strengthen children's socially appropriate behavior (NAEYC 3.B.05;1.F) NAFCC 3.29, 3.33, 3.47, 3.49)
- Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met and they feel psychologically secure. (NAEYC's [Code of Ethical Conduct](#)/ position statement on [DAP](#))

Program Directors Institute- *Brought to you by the Quality Enhancement Initiative*

Holly Elissa Bruno returns to Tulsa...for two full days of motivational and inspiring training!

Day 1 - Tuesday, July 17, 2012

Morning keynote: Partnering with Change: We have to do WHAT!?

Supervision for the Gentle in Spirit ~ Preventing legal hot spots ~ Play's the thing ~ Self-care for leaders

Day 2-Wednesday, July 18, 2012

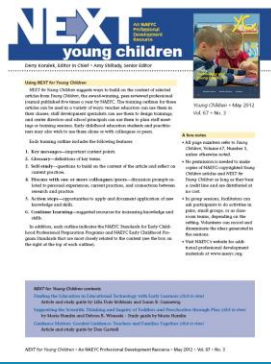
Using your Emotional Intelligence with Principles and Practices from What You Need To Lead: Emotional Intelligence in Practice (NAEYC 2012)

Holly's newest best selling early childhood book!

If you are interested please contact:

Retta Seger-Accreditation Specialist
918-831-7243 or rseger@ccrctulsa.org



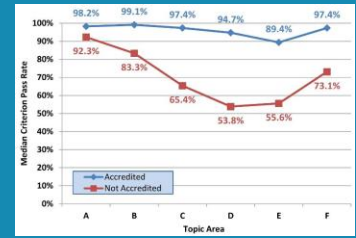


Did you know?

NAEYC is now offering study guides for many of the articles found in *Young Children* and *Teaching Young Children*. Look for **NEXt-YC** and **NEXt-TYC** at NAEYC.org, a NAEYC professional development resource. The study guide for the article on **Emotional Intelligence** can be found in the **January 2011** issue of NEXt.

Find out more!

NAEYC has issued its latest **Trend Briefs** evaluating Accreditation Standards across programs. The research shows what criteria were most predictive of success in achieving and maintaining accreditation. Log in to **Torch** for more information.



Tulsa's Quality Enhancement Initiative (QEI) provides programs intensive, on-going support that includes training, technical assistance, and funds/materials to improve and maintain the quality of care and education that young children and families receive. Programs that access this support include traditional child care programs, family child care homes, faith based, non-profit and for profit, as well as Early Head Start/Head Start and public pre-k classrooms. The QEI accomplishes this using NAEYC's Standards and Criteria of best practice for early childhood programs and NAFCC's Standards of best practice for family child care homes. **Program quality improvement** is an essential element for elevating young children's well being and early learning opportunities. *Tulsa's QEI is the only NAEYC recognized Accreditation Facilitation Project in the state of Oklahoma.* We recognize that quality is a process that is achieved over time and with regular maintenance.

For more information about the Quality Enhancement Initiative or to speak to an Accreditation Specialist please [Contact Us](#) or join us at our [Program Directors meetings](#).

Sincerely,
The Quality Enhancement Initiative Team
Child Care Resource Center



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