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**DIFFERENT KINDS of “SMARTS”:
Supporting Children’s Intelligence Styles**

Multiple intelligences is a concept and approach developed Dr. Howard Gardner of Harvard University. Dr. Gardner says there are at least seven different ways to show intellectual ability. His findings expand the idea of intelligence: that there are different ways that people think, problem-solve, and understand the world. Schools have typically relied heavily on verbal and mathematical ability, but Gardner’s work has helped parents and educators understand that there are many ways to show intellectual ability, other than being “book smart.”

As a child grows up, from being a baby to toddler to preschooler, parents notice what interests the child most, what types of toys the child likes, and what activities are most enjoyable. Most likely, these activities and abilities will be good indicators of your child’s “intelligence type” (although children do not begin to show a strong intelligence type until after age 2).

If you, as a parent, know and understand this, you can provide the types of activities and experiences at home that help your child to learn and express herself in a way that is most natural.

However, knowing your child’s intelligence type does not mean that you should ignore other skills and abilities. For example, even though your child may not be very coordinated or able to play soccer well, it doesn’t mean you should not allow your child to participate. Also, if your child’s strength does not happen to be in the language or math areas, it does not mean your child cannot learn to read or to add. All children need to learn to read, use language, and do math computations. But here’s what it DOES mean: you can help your child to use his/her strengths to learn to read and do math more easily.

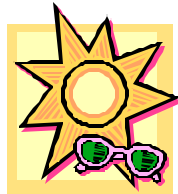
As a parent, the best way to support your child is to be prepared and have as much information to share about your child as possible. On page 4, you will find a chart that lists the different types of intelligence, paired with support that parents can give, and information that parents can share with caregivers and teachers.

(con’t on page 4)

LAST CHANCE !

It’s not too late to find

**SUMMER CAMP
PROGRAMS**



Although some camps are fully enrolled, there are still some camps with openings. If your summer plans have changed or you still need coverage for some summer weeks, call CCRC @ **617-547-2982 or 1-800-582-8215**

It’s time to start thinking about



**AFTER
SCHOOL
CARE**

**for the 2007-2008
school year**

**The Child Care Resource Center can
conduct a search to locate programs
in your area.**

**Call CCRC or visit our website @
cercinc.org**

User name & password: child123

HELPING KIDS COPE WHEN PLANNING A MOVE

Every year, one out of five U.S. families move. We move because we want to, or because we must. Either way, it is stressful. But moving can be a positive force that draws families closer together, and can teach children coping skills. It can also show that, even while an upheaval is taking place, life can still be “normal.”

For children, age makes a big difference: generally speaking, the younger a child, the easier the move. Here’s what you might expect from kids at different ages.

PRESCHOOLERS respond mainly to how their parents feel. Although they are unable to think about change abstractly, they can sense friction, or tension. Young children need to be reassured that their parents will keep them safe, and that everything will turn out well.

SCHOOL-AGE children have already learned about transitions to new classes, teachers, and schools. They know how to find comfort in books, games, TV and friends. Include them in discussions about the move. Encourage them to say what’s really on their mind: “Can I take all my stuff?” “Who will sit next to me at lunch?”

TEENAGERS fear the loss of their friends. They may also feel angry with their parents about moving. Talk to them about how to stay connected with old friends, and how to make new ones at school and outside school.

BEFORE YOU MOVE ...



STAY CALM Children take their cues from adults, so try not to communicate a sense of chaos, although you may be feeling it. Stress the positive aspects of the move for everyone involved: “There’s a big back yard with a tree for climbing.” “Everyone gets her own room.”

EXPLAIN THE MOVE. Even a young child can understand basic facts: “Mommy got a new job and we want to live closer to where she works.” or “We will need a bigger house after the baby is born.” Let children know what’s really going on.

LISTEN FOR QUESTIONS Even if your family is happy about the move, children may feel anxious about losing important people or landmarks in their lives. Often younger kids’ questions reveal these fears: “Will my bedroom be the same?” “Will Pete (the dog) move, too?”

RESPECT CHILDREN’S CONCERNS about fashions, speech, and other customs they may (or may not) find in their new community.

SPACE ISSUES ARE IMPORTANT TO KIDS, TOO ...

Let your kids know that their ideas about their new living space count. Phrase questions so that there’s no “right” answer. “What’s a good place for your books?” “Where would you like to hang your mirror?” For younger children, repeat the arrangements of certain pieces of furniture, or the cluster of toys, books or videos.

BLOGGING RULES FOR FAMILIES

Many parents first learned about “blogs” and “blogging” from their own kids. Now there are millions of young people creating interactive blogs on web sites such as My Space, Facebook, & Xanga.

Parents understand that publishing a blog can be an esteem booster, and a way for children to strengthen their communication skills. It can also be a wonderful way to be creative.

BUT.... BEWARE OF THE RISKS

Blogging can have risks, and they can be serious. To begin with, anyone can read a blog, download its contents and archive it. Just because a child removes something from a blog does *not* mean it’s gone.

Because blogs often serve as online diaries, kids can inadvertently give out personal information, which makes it easy for them to be contacted by strangers. Also, unsupervised blog contents can contain comments about other children that are less than kind. Many kids have learned — the hard way — that what goes around comes around. The lesson can be a painful one.

COMMON SENSE RULES

If your child wants to create a blog, or already has, be sure he or she agrees to the following rules:

Never give personal information. No real names, birth dates, phone numbers, addresses, or anything identifiable in profiles, or blogs. Screen names should be gender neutral. Make sure your child understands the dangers. One out of every five children is sexually solicited online.

Never meet a stranger— ever. No talking, no meeting, no way. Make sure your children know that, if someone contacts them, attempts to meet them, or tries to turn them against you, these are “alerts,” and they should tell you right away.

Establish codes of conduct. If your child would not say something to someone’s face, she or he should not put it in a blog, text message or email. No cyber bullying should be allowed! That includes emailing or posting an embarrassing photo of someone.

Be careful with passwords. No sharing! Sharing passwords with a friend is like sharing germs — it doesn’t spread anything good. Ask your children for their passwords. The older ones may not want to give them to you (citing privacy); that’s up to you. But middle-schoolers and younger kids should be supervised, so that you can check for any inappropriate or dangerous communication.

Set limits on time and use. For younger kids, have a computer in a central place. Establish clear boundaries and make rules — preferably before the computer is turned on. Examples of rules include: no instant messaging while doing homework, and no email behind closed doors.

This material was excerpted from a newsletter article from *Common Sense Media*. For more information about parental decision-making and supervision, go to the website:

<<www.common sense media.org>>.

This website also provides family-friendly reviews on all types of media, including movie content, television shows, CDs and videogames.

Type of Intelligence	Skills	Support Parents Can Give
Visual-Spatial	Doing puzzles, reading, writing, drawing, visual arts, having a good sense of direction, designing objects, fixing things	<ul style="list-style-type: none"> • Give your child plenty of materials with which to draw, write, paint • Start with puzzles with few pieces, & expand # of pieces over time • For school-age child: introduce graphic arts; try mazes
Verbal-Linguistic	Speaking, storytelling, writing, listening, using humor, remembering information, using language cleverly	<ul style="list-style-type: none"> • Provide lots of books & reading materials; read stories together • Provide writing materials; make books, scrapbooks, etc. together • For school-age child: play word, board or card games; introduce another language
Logical-Mathematical	Problem solving, categorizing, classifying, working with geometric shapes	<ul style="list-style-type: none"> • Give your child building toys • Play matching games • Play sorting games: find all red objects; classify all round shapes • For school-age child: provide games that involve logic & numbers
Bodily-Kinesthetic	Dancing, sports, acting, anything requiring physical coordination, creating with hands	<ul style="list-style-type: none"> • Make music a daily part of activities • Have free time to dance &/or move • Act out stories • Allow your child to try different kinds of sports • For school-age child: enroll child in team sport of his choice
Musical-Rhythmic	Singing, playing musical instruments, composing music	<ul style="list-style-type: none"> • Play music around the house • Introduce child to basic musical sounds & instruments: bells, drumming, etc. • For school-age child: allow child to play musical instrument &/or take formal music lessons
Interpersonal	Able to see other's point of view, listening, able to pick up on cues from others, good at forming good relationships with others, conflict resolution; good leaders	<ul style="list-style-type: none"> • Make sure that child has opportunities for interactions with other children • School age child: encourage group participation & leadership roles
Intrapersonal	Figuring out their own strengths & weaknesses, analyzing & understanding selves and how they relate to others	<ul style="list-style-type: none"> • Allow child to take time to think before making choices • Allow child to be quiet & reflective • If child is hesitant or shy, don't force the issue

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