

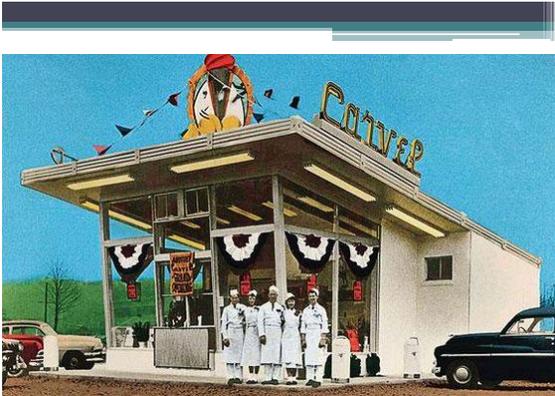


Welcome! As you're getting settled, here's your first activity:

Identify the burning question(s) you want answered by the end of this training.

Please write question(s) on a post-it note and put it on the "Burning Questions" area on the wall.

Thanks!




Ready to Read at New York Libraries:
Early Childhood Public Library Staff Development Program

Trainer:
Mary Fellows, Upper Hudson Library System

Everyone Serves Families with Young Children



This project was made possible in part by the Institute of Museum and Library Services

- Introduce yourself
- Share one thing your library does really well to help families with young children feel welcome at your library

Be Here Now

(please silence your cell phone)

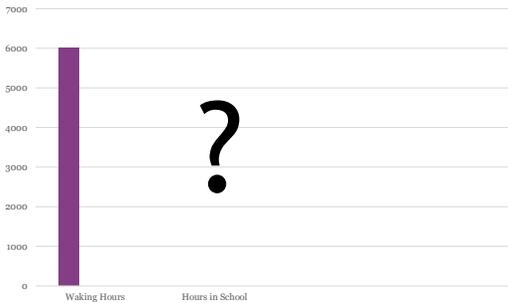
Family Engagement



Family Engagement:

How families support children's learning anywhere children learn.

Time Available to Children/Time Spent in School



Children and youth learn in countless ways, anywhere, anytime. And one of the most powerful levels of children's learning—from the early childhood years through adolescence—is families.

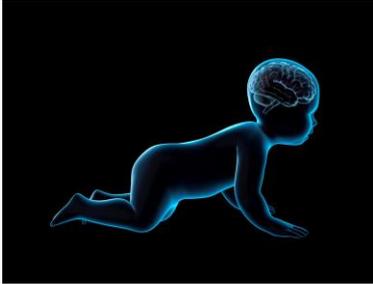
For families, **libraries** provide the books, media, and activities that help them open doors for children's literacy and lifelong learning.

- Harvard Family Research Project, August 2016 FINE Newsletter

Learning about brain research



Learning about brain research



Activity!

Your goal:
Build the tallest brain you can.
Make it strong too!

- 1) Roll the die.
- 2) On your Life Journal, find the number you rolled and see what shape your base should be.
- 3) Build that base.

- 1) Roll the die again. Collect that number of supports (straws) to use later in the game.
- 2) Record both dice rolls on your Life Journal.

- 1) Draw three Life Experience cards from the Year 1 pile.
- 2) For each card, record on your Life Journal whether it's a positive or negative experience.
 - Positives: take a straw and pipe cleaner.
 - Negatives: take only a straw.

?

- If you get a question mark, separately add up your positive and toxic life experiences so far.
 - More positive: straw and pipe cleaner.
 - More toxic: pipe cleaner only

- Equal positives and negatives, or the first card you draw: roll the die.
 - Even number: pipe cleaner and straw
 - Odd number: pipe cleaner only

Use all the materials you gathered in a year before going on to the next year.

At the end of each year, your structure should be closed. No pipe cleaners with unattached ends!

Play Years 1 - 5
STOP after Year 5!



Years 6 - 8

No more straws! Draw three cards, record each on your Life Journal, and take the building material:

Positive: pipe cleaner

Toxic: weight! Attach it to the highest point of your brain so far.

- If you get a question mark,  separately add up your positive and toxic life experiences so far.
 - More positive: pipe cleaner
 - More toxic: weight
 - Equal: roll die.
 - Even number = pipe cleaner
 - Odd number = weight

GAME OVER!

What happened?

Parents are a child's first teacher



Family Engagement



Libraries offer welcoming environments for families



“Good parents were those who provided for their children and taught them to be mannerly, respectful, and responsible.

Parents . . . worried about the basics, such as food and shelter.

Were their children dressed appropriately? Did they sit up straight? Did they get enough to eat and proper medical care?”

-Center for Parenting Education

“ . . . I need—desperately, seriously, dying-man-in-the-desert-level need—one area of my life as a parent that I do not have to agonize about. As a modern mother, I am required to obsess over every. single. aspect. of my children’s lives. I have to make ALL THE CHOICES about ALL THE THINGS and I am EXHAUSTED.”

-Jennifer Wiler, personal blog

Parenting Choices



We are tired, like just-had-a-newborn tired. We often feel alone.



We are deeply concerned about our child’s development. We worry about their acceptance in the world.



Some of our children have medical conditions or syndromes that you have never even heard of.



Most of our children have spent time in hospitals, significant time, countless hours with specialists.



It is hard to see children develop in what's considered a "typical" way, no matter what we say.



Activity!

A Day in the Life of a Young Family

No one wants to be a bad parent.

What can we expect from these little kids?



Babies

- Characteristics
- Challenges for parents and caregivers
- Challenges for library visits



Toddlers

- Characteristics
- Challenges for parents and caregivers
- Challenges for library visits



Two year-olds

- Characteristics
- Challenges for parents and caregivers
- Challenges for library visits



Three year-olds

- Characteristics
- Challenges for parents and caregivers
- Challenges for library visits



Four year-olds

- Characteristics
- Challenges for parents and caregivers
- Challenges for library visits



Children with disabilities



Helping families adapt to the library environment



We represent the library



What's our goal in approaching families having a difficult time?



Address the immediate problem



Preserving the relationship between the family and the library



Establish library use boundaries in a professional manner



Activity!

Discussion: what changes will make your library more welcoming for families with young children?

What changes will make your library more welcoming to families with young children in:

What changes will make your library more welcoming to families with young children in:

Exterior space - grounds, parking, entrance, outside of physical building, exterior signage

What changes will make your library more welcoming to families with young children:

What changes will make your library more welcoming to families with young children in:

Interior space - signage, lighting, furniture, space, restrooms

Values, policies, practices, staffing

What changes will make your library more welcoming to families with young children in:

Marketing, partnerships, advocacy, anything else

<http://bit.ly/2qcT30z>

<http://bit.ly/2rdqhRs>

- Exterior space - grounds, parking, entrance, outside of physical building, exterior signage
- Interior space - signage, lighting, furniture, space, restrooms
- Values, policies, practices, staffing
- Marketing, partnerships, advocacy, anything else



**Report
back!**

Three personally compelling ideas
from today:

- 1.
- 2.
- 3.

The specific next action you can do to
move each idea towards reality:

- 1.
- 2.
- 3.

Everyone serves families
with young children.



Make the choice to be welcoming.
Every family, every time.





Thank you!

Mary Fellows
Upper Hudson Library System
mary@uhls.lib.ny.us

Everyone Serves Families with Young Children



This project was made possible in part by the Institute of Museum and Library Services