Humans are creatures of habit. Even when we welcome it, change takes more energy. So perhaps it’s not surprising that children often find it difficult to make transitions between activities, places and objects of attention. Being asked to stop one thing and start another is a very common trigger for problem behavior, especially for kids who have emotional or developmental challenges.

“Transitions are hard for everybody,” says Dr. David Anderson, senior director of the ADHD and Behavior Disorders Center at the Child Mind Institute. “One of the reasons why transitions may be hard is that we’re often transitioning from a preferred activity – something we like doing – to something that we need to do.”

How Can We Help Kids With Transitions?
With the right support, children can learn to change gears without whining and tantrums

Create routines: If a child “doesn’t want to transition because he likes consistency and routine and structure,” says Michael Rosenthal, a clinical neuropsychologist, “then start by building in consistency and routine and structure into the transition process itself.”

Preview and count down: Along with routines, previewing and countdowns are key. In the morning you might lay out what the day is going to look like. Dr. Rosenthal suggests doing a role-play in which you practice moving from activity to activity to “engage them in the process.”

Give it a sound track: For younger kids in particular, songs can be especially effective tools to help implement routines and ease transitions. The “clean up” song can be heard in preschools throughout the country for good reason, but there are countless other songs to be found (and made up!) to suit a variety of situations from tying shoes to brushing teeth.
Empathy can have a powerfully calming effect with children. Babies, toddlers and young children are limited in their ability to communicate thoughts and emotions, so they’re not accustomed to feeling understood. When that happens; what a wonderful surprise for the child. They now only feel heard and understood, but also have the reassurance from their care giver that it’s perfectly okay for them to feel what they’re feeling. Empathy can make children feel instantly better.

Empathy is the ability to imagine how someone else is feeling in a particular situation and to be able to respond with care. This is a very complex skill to develop and is skill we can teach. Being able to empathize with another person means that a child:

- Understands that he is separate individual;
- Understand that others can have different thought and feelings that he has;
- Recognizes the common feelings that most people experience-happy, sad, mad, etc.
- Is able to look at a situation and imagine how he might feel and therefore how his friend feels;
- Can imagine what response might be appropriate or comforting such as offering a hug or a favorite toy.

Understanding and showing empathy is the result of many social-emotional skills that are developing the first years of life. Some of these milestones are:

- Establishing a secure, strong, loving relations with their care giver. Feeling accepted and understood by their care giver help the child learn how to accept and understand others as he grow.
- At 6 months old a baby will look to a parent or care giver to gauge his or her reaction to a person or situation. The care giver’s response to the situation will influence the baby’s response. Social referencing, or being sensitive to care giver’s reaction in new situations, helps the babies understand the world and the people around them.
- When a toddler (18 to 24 months old) first realize that just as he has his own thoughts, feelings and goals, other have their own thought and ideas, when may be different from his. The child also realizes that others do not know what he is thinking. This is called developing theory of mind.
- When a toddler recognizes one’s self in a mirror the child has a firm understand of himself as a separate person.

What can we do to nurture empathy in our children? Children need to learn to identify their own feelings before they can understand others feelings. As care givers we can help them to learn how they are feeling and how others are feeling by doing the following:

1. **Talk about yours and other’s feelings.** Kayla is feeling sad because you took her toy car. I am sad I spilled my milk on my paper.
2. **Empathize with your child.** Are you feeling scared of that dog? He is a nice dog but he is barking really loud. That can be scary. I will hold you until he walks by.
3. **Suggest** how children can show empathy. Jason is sad he has a boo-boo; let’s get him some ice.
4. **Read stories** about feelings and discuss the character’s feelings in the story. For ideas on this go to [http://csefel.vanderbilt.edu/](http://csefel.vanderbilt.edu/) web site and look under practical strategies for book nook section.
5. **Acknowledge and validate** your child’s difficult emotions. We need to empathize authentically by understanding the child’s point of view. Sometimes when a child is sad, angry or disappointed, we rush to try and fix it right away, to make the feelings go away because we want to protect him from any pain. However, these feelings are part of life and ones that children need to learn to cope with. In fact, labeling and validating difficult feelings actually helps children learn to handle them: You are really mad that we have to clean up. I understand you don’t want to stop building. It’s okay to feel mad. When you are done being mad you can help me clean up the blocks or put some books away. This type of approach also helps children learn to empathize with others who are experiencing difficult feelings.
6. **Talk** with toddlers and young children about feelings and empathy as they play. You might have a stuffed hippo say that he does not want to take turns with his friend the stuffed pony. Then ask the child: How do you think pony feels? What should we tell his sill hippo?

Empathy is not a tactic to get a child to stop crying or calm down. It is a way of connecting that must be pure and genuine. It is about accepting, allowing, even welcoming feelings to be expressed however strong they are and long they last. It can open the floodgates and the child will cry harder. This is empathy working. When we acknowledge and are willing to wait, listen accept, not talk too much and not put a time limit on emotional expression, we then encourage children to express the emotion and stress they may have been holding onto. When empathy is patient, calm, accepting, present and real. It will always work to bring you closer.

“Rarely can a response make something better. What makes something better is connection.” Brene Brown, PhD

Adapted from an article by Claire Lerner and Rebecca Parlakian from [zerotothree.org](http://zerotothree.org)
Why Do Kids Have Trouble With Transitions?

Continued from page 1

Visual cues: Other kids may benefit from visual cues. Being able to point to a chart with drawings about what to expect from a particular transition or the steps involved can help some people immensely.

Get their attention: For kids with ADHD in particular, says Matthew Rouse, a clinical psychologist in the ADHD and Disruptive Behavior Disorders Center at the Child Mind Institute, it’s important to make a connection with the child to ensure that you have their attention and that the information is sinking in. This could mean eye contact, sitting next to them, a hand on their shoulder, or asking them to repeat back what you have said. Simply yelling at them from the other side of the room and assuming it’s gotten through won’t work and will only lead to frustration on both sides.

Implement appropriate consequences: If a transition is not going well, Dr. David Anderson, senior director of the ADHD and Behavior Disorders Center at the Child Mind Institute, recommends paying less attention to it rather than escalating the situation.

Praise good transitioning: Finally, Dr. Rouse urges parents to recognize when things go well. “For all the times it’s gone wrong,” he says, “there have probably been a lot more times when it’s gone right. Don’t lose those opportunities to be really enthusiastic and say this was so great, it went so smoothly, I really liked how you handed over the iPad right away and started brushing your teeth, and now we have more time to read.”

For more information go to: https://childmind.org/article/how-can-we-help-kids-with-transitions/

UNM CE NewMexicoKids Resource and Referral Services

Do you have a young child or know someone that does? Today’s diverse New Mexican families face many challenges. But you don’t have to do it all on your own. Get the support you need now! NewMexicoKids Resource and Referral is a free statewide service dedicated to:

- Providing a calm and respectful ear when you need someone to talk to about raising a child.
- Helping you locate child care in your area and connecting you to child care assistance.
- Connecting you with a free “parenting coach”, or home visitor, that can help you navigate the first years of being a parent or guardian.
- Finding free or low-cost family activities and programs in your area.
- Informing you of services to help you feel safe and supported.
- Locating food and nutrition programs for you and your child.
- Connecting you with other community resources and services

If you are interested in receiving referrals or in adding your service to the Resource & Referral Database call toll free 1-800-691-9067 or visit www.NewMexicoKids.org today!
Nature studies are an often overlooked part of healthy child development (Wilson 2003). Living in urban or suburban areas can present a big obstacle to studying the natural world with any authenticity or depth. Quite often, the only sense of nature children have is from picture books, stuffed animals, and nature programs on television and in mimicking animal sounds. Children spend much of their time with their feet on pavement; it’s easy for them to forget we are surrounded by nature.

In addition to observations and in-depth discussions, stories and art activities allow children to role-play and become birds themselves and then reflect on their experiences. In fact, the whole classroom can be transformed into a bird sanctuary.

Guiding children’s explorations incorporates benchmarks of quality early childhood environmental education, such as:

- begin with simple experiences
- provide frequent positive experiences outdoors
- place the focus on children’s experience rather than teaching skills or knowledge
- demonstrate a personal interest in the natural world
- model caring and respect for the natural world (Wilson 2003)

**Tips for Dramatic Play and Storytelling**

- Find and share nursery rhymes and songs about birds.
- Tell simple stories that children can retell and act out.
- Place in the library area a cloth story bag filled with prompts for stories—bird figurines, feathers, puppets, and other items that children can use to tell their own stories.
- Make bird puppets with the children.
- Bring in a large, sturdy box for the dramatic play area. The box can represent a hole in a tree or a nest or anything else the children dream up. Children can “fly” in and out of the box.
- Role-play the life cycle of a bird: egg, baby bird, fledgling, adult mama or daddy bird. Dramatize birds making nests and feeding and caring for their young.
- Make authentic birdcalls. Ask children what birds might be saying to one another with their calls.
- Offer a rich collection of both fiction and nonfiction books about birds in the library area.

**Bring Birds Close to You**

- Make a pinecone bird feeder stuffed with peanut butter or suet and rolled in birdseed. Hang it on a tree within sight of a classroom window to then observe bird behavior.
- Make a dust bath by digging a shallow area and crumbling up dry dirt so birds can bathe in there.
- Make a birdbath out of a simple garbage can lid. Make sure it is always full of water.

**Talking about Birds**

- Discuss the parts of a bird: crown, beak, feathers, wing bars, tail, and toes.
- Compare the body parts of a bird with the body parts of a child.
- Talk about how the needs of people and birds are the same; we all need food, water, shelter, and care when we are young.
- Observe a pigeon; have the children walk, bob their heads, spread their arms, and “flap their wings” like a pigeon. Call attention to the three forward-facing toes of the pigeon and compare them to the children’s five toes. Ask children why they think pigeons have a fourth toe that faces backwards.
- Use appropriate words with children, such as migration, plumage, and perch. Refer to the children as ornithologists when they study birds.

**Questions That Invite Exploration**

- Learn about different birds: —What does this particular bird eat? —What do the baby birds eat? —How does the bird stay dry? —Where does it perch? —What color are its eggs? —What does it use for nesting materials?
- Discuss migration: —Why do some birds migrate while others never leave one area? —Which birds migrate? —How do birds know where to go when they migrate?
- Compare female and male birds: —Why are female birds often dull in color while their male counterparts are so colorful? —Why is it that female birds often do not sing while the males have such beautiful songs?

References


Russo, M. 2008. For the Birds! Seeing, Being, and Creating the Bird World. NAEYC Young Children Magazine

https://m.facebook.com/UNMCarino/

LIKE US ON FACEBOOK!!!
Apoyando la salud mental de nuestros niños by Claudia Alderete

Hoy en día nos enfrentamos con una realidad de cambios rápidos y hasta a veces inesperados que limita las oportunidades para apreciar momentos de descanso y goce del aire libre.

Los niños no solo no están exentos a este estrés sino que lo dispersan en el entorno escolar creando un clima que alimenta aún más estrés.

La buena noticia es que se puede hacer algo al respecto. Los cuidadores de niños pueden empezar por crear un ambiente de calma y relajación. ¿Cómo lo consigo?

- **Reflexione sobre su propio nivel de estrés**
  Identifique las causas principales de estrés en su vida y como responder a ellas. Cree un plan de acción donde formule estrategias para sobreponerse al estrés y así poder trabajar con los niños en su relajación.

- **Establezca técnicas positivas con los niños**
  Incluya en su rutina de clase, sesiones de relajación. Estas sesiones pueden incluir ejercicios suaves de respiración, uso de imágenes para representar posiciones de yoga infantil, aprendiendo el proceso de visualización en ronda donde el adulto visualiza un paisaje relajante e invita a los niños a ayudar con la creación imaginativa de dicho paisaje.

- **Ejercicios suaves de Tai Chi**
  Tai Chi es una forma antigua de movimientos suaves, gentiles y repetitivos desarrollados en China. Con la ayuda de esta práctica se logra el uso de la respiración para devolver la armonía al cuerpo, que representa el primer paso en el proceso de relajación. Mientras los niños se concentran en sus cuerpos, prestan más atención a sí mismos e inician el proceso de sosiego físico, mental y emocional.

- **Provea un espacio que invite a la relajación**
  Los colores suaves en esta área ayudan a la ambientación. Permita a los niños dar ideas sobre objetos que los ayudan a sentirse bien para incluirlos en esa área si es apropiado. Los niños podrían sorprenderlo con su entendimiento sobre la relajación. Imágenes de lugares tranquilos, almohadones, telas o cobijas, peluches y dibujos de los mismos niños sobre lugares de relajación son también una buena idea para complementar este espacio.

**El invertir tiempo en relajación cada día brindara beneficios en la comunicación, relaciones de confianza, respeto y el disfrute del momento que se comparte en compañía de otros.**

Algunos de los beneficios de usar técnicas de relajación con niños son:
UNM Cariño Early Childhood TTAP - Training Descriptions

- Below you will find descriptions for many of the Cariño trainings offered this quarter
- All parts of a series must be completed in order to receive a certificate
- Some trainings series must be taken in order or it is HIGHLY recommended given the course content
- Cariño also offers Early Childhood Trainings for Parents/Families as well as for Family Child Care Home Providers

POWERFUL INTERACTIONS (4 Hr Series)
The book Powerful Interactions, written by A. Dombro, J. Jablon, & C. Stetson, provides the foundation for this 4-hour training about practical and influential ways to interact with young children. Join us as we explore a number of practical insights and strategies that can help to increase our effectiveness as educators of young children.

FULL PARTICIPATION OF EVERY CHILD (6 Hr Series)
This training provides you with insights, tools, and strategies to promote engagement in play, learning, and development for each young child. The training emphasizes evidence-based practices for supporting children who are culturally and linguistically diverse, and strategies for overcoming biases to build trusting and collaborative partnerships with families.

EXPLORING THE FOUNDATIONS (2 Hrs)
This training provides a first look at the NM Early Learning Guidelines (ELGs) and the Authentic Observations Documentation Curriculum Planning (AODCP) process. The module is designed for individuals new to working with the ELGs and/or new to the AODCP process. Content will include an introduction to the terms and definitions used in the NM ELGs, the history of the ELG, and an overview of the Foundational Principles. Participants will practice using observation as a tool for documentation, curriculum planning, and communicating with families.

PUTTING IT INTO PRACTICE (4 Hr Series)
This is the second part of the ELG/AODCP series and is designed for individuals who are familiar with the history of the ELG’s and have a basic understanding of what Authentic Observation means. Learning will be centered on formulating a process cycle for observation, documentation, and process planning as well as starting the reflective process.

WEAVING IT ALL TOGETHER (4 Hr Series)
The last part of the ELG/AODCP series is designed for individuals who have experience working with the ELGs and the AODCP process. Participants will explore the Developmental Interaction Approach and how it relates to the NM ELG; family and community engagement; and inclusive practice and understanding diversity and individualization.

HOW ARE CHILDREN LEARNING THROUGH PLAY? (2 Hrs)
This module is designed for individuals who are new to working with young children or who are unfamiliar with the concepts and research on play based learning. This module is designed to break down certain concepts into smaller components to help make better sense of a bigger idea. The conversation will begin by introducing basic concepts of how children learn through play and exploring the role of the adult in that play.

CONTINUOUS QUALITY IMPROVEMENT TRAINING SERIES
This session is designed for early childhood educators to realize their strengths and challenges in their work, explore the systems and programs across sectors along with the standards and competencies which guide staff proficiency working within them, and differentiate between personal and professional goals to guide the resources sought to support growth on their individual goals.

Sign up for our next series starting April 4th, 2017.
UNM Cariño Early Childhood TTAP Training Calendar

- Please call 277-1371 to sign up. Each individual participant must pre-register him/herself.
- Please see legend below for corresponding competency areas.
- **Please arrive early/on time.** Only a short 5 minute grace period is allowed, after which latecomers are not admitted.
- Training with (5) Pre-Registered Participants or less may be cancelled.
- Arrangements for needed accommodations may be made 1 week prior to class.
- Inclement Weather/Training Cancellation Line 277-1371

**BERNALILLO COUNTY:**

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<tr>
<th>Date</th>
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<tr>
<td>4/1</td>
<td>11:30-1:30pm</td>
<td>Powerful Interactions FOCUS Series - Part 2</td>
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<tr>
<td>4/3</td>
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<td>Exploring the Foundations: A First Look at the NM ELGs &amp; AODCP - FOCUS Series (2 Hour Certificate - Competencies: 1-.5hr, 3-.5hr, 4-.5hr, 5-.5hr)</td>
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<td>The Full Participation of Each Child FOCUS Series - 3 Parts (6 Hr Cert - Comps: 3-2.5hrs, 4-1.5hrs, 7-2hrs)</td>
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<td>Starting the Path to Continuous Quality Improvement (CQI) FOCUS Series (2 Hour Certificate - Competencies: 6-1hr, 7-1hr)</td>
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<td>Manejando Comportamiento Dificil Utilizando Disciplina Consciente- Part 3 (6 Hour Certificate - Competencies: 1-2hrs, 4-2hrs, 5-2hrs)</td>
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<td>How are Children Learning Through Play: - FOCUS (2 Hr Cert - Comps: 1-1hr, 4-1hr)</td>
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<td>Interacciones Poderosas - FOCUS Series - 2 Parts (4 Hr Cert - Comps: 1-1hr, 5-3hrs)</td>
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<td>Creatividad a través de la música y el movimiento Series - 2 Parts (4 Hour Certificate - Competencies: 1-2hrs, 4-2hrs)</td>
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<td>Director Series: Reflective Supervision - 2 Parts (4 Hr Cert - Comps: 7-4hrs)</td>
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<td>Putting it into Practice - FOCUS Intermediate Series - 2 Parts (4 Hr Certificate - Competencies: 1-.5hr, 3-1hr, 4-1hr, 5-.5hr, 6-.5hr, 7-.5hr)</td>
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<td>Smarter Than You Think: Child Development 3-5 Part 1 (4 Hr Cert - Comps: 1-2hrs, 4-2hrs)</td>
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<td>Smarter Than You Think: Child Development 3-5 Part 2</td>
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<td>4/29</td>
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<td>The ABCs of Behavior - Part 1 (4 Hr Cert - Comps: 1-2hrs, 3-1hr, 5-1hr)</td>
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<td>Math: Numbers, Shapes, Sizes &amp; More! - Part 1 (6 Hr Cert - Comps: 3-2.5hrs, 4-1.5hrs, 7-2hrs)</td>
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<td>Math: Numbers, Shapes, Sizes &amp; More! - Part 3</td>
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**SANDOVAL COUNTY:** No Trainings Scheduled this Month

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**EARLY CHILDHOOD EDUCATION COMPETENCY AREAS**

1. Child Growth Development & Learning
2. Health Safety & Nutrition
3. Family Community Collaboration
4. Developmentally Appropriate Content
5. Learning Environment & Curriculum Implementation
6. Assessment of Children & Programs
7. Professionalism
**UNM Cariño Early Childhood TTAP Training Calendar**

- Please call **277-1371** to sign up. Each individual participant must pre-register him/herself.
- Please see legend below for corresponding competency areas.
- **Please arrive early on time.** Only a short 5 minute grace period is allowed, after which latecomers are not admitted.
- Trainings with (5) Pre-Registered Participants or less may be cancelled.
- Arrangements for needed accommodations may be made 1 week prior to class.
- **Inclement Weather/Training Cancellation Line 277-1371 Evenings & Saturdays**

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**MAY 2017 - SIGN-UPS BEGIN APRIL 10th**

(You MUST attend all parts in a training series to receive a certificate)

### BERNALILLO COUNTY:

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<tr>
<td>5/1,8</td>
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<td>Powerful Interactions - FOCUS Series - 2 Parts (4 Hour Certificate - Competencies: 1-1hr, 5-3hrs)</td>
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<td>Director Series: Stress in Early Childhood - 2 Parts (4 Hour Certificate - Competencies: 2-2hrs, 7-2hrs)</td>
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<td>5/15,22</td>
<td>10am– noon</td>
<td>Teacher Series: Conscious Discipline: Brain Smart Classroom Management - 2 Parts (4 Hour Certificate - Competencies: 1-2hrs, 4-1hr, 5-1hr)</td>
</tr>
<tr>
<td>5/15,22</td>
<td>6:30-8:30pm</td>
<td>Interacciones Poderosas - FOCUS Series - 2 Parts (4 Hour Certificate - Competencies: 1-1hr, 5-3hrs)</td>
</tr>
<tr>
<td>5/17,24</td>
<td>6:30-8:30pm</td>
<td>Exploring a System for Continuous Quality Improvement (CQI) FOCUS Series - 3 Parts (4 Hour Certificate - Competencies: 6-2hrs, 7-2hrs)</td>
</tr>
<tr>
<td>5/20</td>
<td>9-11am</td>
<td>Observación, Evaluación y Postevaluación - Part 1 (4 Hr Cert - Competencies: 1-2hrs, 6-2hrs)</td>
</tr>
<tr>
<td>5/20</td>
<td>11:30-1:30pm</td>
<td>Observación, Evaluación y Postevaluación - Part 2 (4 Hr Cert - Competencies: 1-2hrs, 6-2hrs)</td>
</tr>
<tr>
<td>5/23,30</td>
<td>6:30-8:30pm</td>
<td>Putting it into Practice FOCUS Series - 2 Parts (4 Hour Certificate - Competencies: 1-.5hr, 3-1hr, 4-1hr, 5-.5hr, 6-.5hr, 7-.5hr)</td>
</tr>
<tr>
<td>5/24,31</td>
<td>6:30-8:30pm</td>
<td>Music &amp; Movement Series - 2 Parts (4 Hour Certificate - Competencies: 1-2hrs, 5-2hrs)</td>
</tr>
</tbody>
</table>

### SANDOVAL, SOCORRO & VALENCIA COUNTIES: No Trainings Scheduled this Month

**REGISTERED and LICENSED FAMILY CHILD CARE HOME PROVIDERS**

Cariño is now offering trainings specifically for Family Child Care Home Providers on a variety of Early Childhood Topics. Please call 277-2510 for more information and/or to register. Please note this phone number is **ONLY** for family child care home providers.

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**EARLY CHILDHOOD EDUCATION COMPETENCY AREAS**

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Family Community Collaboration</td>
<td>6. Assessment of Children &amp; Programs</td>
</tr>
<tr>
<td>7. Professionalism</td>
<td>7. Professionalism</td>
</tr>
</tbody>
</table>
**UNM Cariño Early Childhood TTAP Training Calendar**

- Please call 277-1371 to sign up. Each individual participant must pre-register him/herself.
- Please see legend below for corresponding competency areas.
- **Please arrive early/on time.** Only a short 5 minute grace period is allowed, after which latecomers are not admitted.
- Trainings with (5) Pre-Registered Participants or less may be cancelled.
- Arrangements for needed accommodations may be made 1 week prior to class.
- Inclement Weather/Training Cancellation Line 277-1371 Evenings & Saturdays

### JUNE 2017 - SIGN-UPS BEGIN MAY 8th
(You MUST attend all parts in a training series to receive a certificate)

#### BERNALILLO COUNTY:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/1, 15</td>
<td>10am-noon</td>
<td>Teacher Series: Trauma &amp; Toxic Stress in Early Childhood - 3 Parts (6 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 1-2hrs, 4-2hrs, 7-2hrs)</td>
</tr>
<tr>
<td>6/1, 15</td>
<td>6:30-8:30pm</td>
<td>The Full Participation of Each Child FOCUS Series - 3 Parts (6 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 3-2.5hrs, 4-1.5hrs, 7-2hrs)</td>
</tr>
<tr>
<td>6/3</td>
<td>9-11am</td>
<td>Programas de Calidad en La Educación Temprana Para Todos - Part 1</td>
</tr>
<tr>
<td>6/3</td>
<td>11:30-1:30pm</td>
<td>Programas de Calidad en La Educación Temprana Para Todos - Part 2</td>
</tr>
<tr>
<td>6/3</td>
<td>2-4pm</td>
<td>Programas de Calidad en La Educación Temprana Para Todos - Part 3 (6 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 3-2hrs, 4-1hr, 5-1hr, 7-2hrs)</td>
</tr>
<tr>
<td>6/5, 12</td>
<td>6:30-8:30pm</td>
<td>Powerful Interactions FOCUS Series - 2 Parts (4 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 1-1hr, 5-3hrs)</td>
</tr>
<tr>
<td>6/6, 13</td>
<td>6:30-8:30pm</td>
<td>Weaving it All Together FOCUS Series - 2 Parts (4 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 1-1hr, 5-3hrs)</td>
</tr>
<tr>
<td>6/6, 13</td>
<td>6:30-8:30pm</td>
<td>Working the Cycle of Continuous Quality Improvement - 2 Parts (4 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 6-2hrs, 7-2hrs)</td>
</tr>
<tr>
<td>6/7, 14</td>
<td>6:30-8:30pm</td>
<td>Powerful Interactions FOCUS Series - 2 Parts (4 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 1-1hr, 5-3hrs)</td>
</tr>
<tr>
<td>6/7, 14</td>
<td>6:30-8:30pm</td>
<td>Interacciones Poderosas FOCUS Series - 2 Parts (4 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 1-1hr, 5-3hrs)</td>
</tr>
<tr>
<td>6/10</td>
<td>9-11am</td>
<td>Quality Early Childhood Programs for All - Part 1</td>
</tr>
<tr>
<td>6/10</td>
<td>11:30-1:30pm</td>
<td>Quality Early Childhood Programs for All - Part 2</td>
</tr>
<tr>
<td>6/10</td>
<td>2-4pm</td>
<td>Quality Early Childhood Programs for All - Part 3 (6 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 3-2hrs, 4-1hr, 5-1hr, 7-2hrs)</td>
</tr>
</tbody>
</table>

#### SANDOVAL COUNTY:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/3</td>
<td>9-11am</td>
<td>Math: Numbers, Shapes, Sizes &amp; More! - Part 1</td>
</tr>
<tr>
<td>6/3</td>
<td>11:30-1:30pm</td>
<td>Math: Numbers, Shapes, Sizes &amp; More! - Part 2</td>
</tr>
<tr>
<td>6/3</td>
<td>2-4pm</td>
<td>Math: Numbers, Shapes, Sizes &amp; More! - Part 3 (6 Hour Certificate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Competencies: 3-2.5hrs, 4-1.5hrs, 7-2hrs)</td>
</tr>
</tbody>
</table>

#### SOCORRO & VALENCIA COUNTIES:
No Trainings Scheduled this Month

### REGISTERED and LICENSED FAMILY CHILD CARE HOME PROVIDERS

Cariño is now offering trainings specifically for Family Child Care Home Providers on a variety of Early Childhood Topics. Please call 277-2510 for more information and/or to register. **Please note this phone number is ONLY for family child care home providers.**

### PARENT/FAMILY TRAININGS

Cariño is now offering Early Childhood trainings specifically for Parents/Families. Please call 277-0593 for more information and/or to register. **If you are a community agency, school, or other organization who works with parents we can also come to your site to provide training!**

### EARLY CHILDHOOD EDUCATION COMPETENCY AREAS

1. Child Growth Development & Learning  
2. Health Safety & Nutrition  
3. Family Community Collaboration  
4. Developmentally Appropriate Content  
5. Learning Environment & Curriculum Implementation  
6. Assessment of Children & Programs  
7. Professionalism

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Cariño TTAP Early Childhood
Other Cariño EC TTAP Learning Opportunities

45 HOUR EARLY CHILDHOOD ENTRY LEVEL COURSE
Call for April - June 2017 45 HOUR Schedule. $40 money order or company check required to register (No Cash). Must register with Cariño 277-1371.

REGISTRED and LICENSED FAMILY CHILD CARE HOME PROVIDERS
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CARIÑO EC TTAP ELECTRONIC NEWSLETTER REQUESTS
Would you prefer to receive the Cariño newsletter via email? If yes, please send your request to mkaspari@unm.edu. Indicate in the subject line “Electronic Newsletter Request” and you will be added to our email distribution list.

Other Community Learning Opportunities

CNM 45 Hour Courses & Early Childhood Credit Courses
Please call Alicia West at 224-5200 for 45-Hour course info or CNM Registration at 224-3214 for courses offered.

UNM Continuing Education Early Childhood Services Center Online Courses
The UNM ECSC is now offering online trainings for the Intentional Teaching training series. For more information please contact Heather Christopher at 250-6923 or hchristo@unm.edu.

UNM Cariño Early Childhood TTAP Training Guidelines!

UNM Cariño EC trainings fill up fast! Be sure to read, understand & follow these guidelines:

1. Please sign up (277-1371) before the training so we will be expecting you and have a chair reserved.
2. Please leave a DETAILED voicemail message with your name, Child Care program name and day time phone number and your call will be returned in the order it was received. Cariño’s registration system ensures that spaces are filled on a first come first served basis.
3. You will receive registration confirmation via phone with training details, location, etc.
4. Please note that you may no longer call to pre-register for other participants. Each individual must pre-register herself/himself.
5. You may sign up for more than 1 training at a time (maximum 3 per month), but PLEASE show up if you sign up. If you “no show” without cancellation ahead of time, you may automatically lose any future reservations you may have had.
6. Each Child Care center is respectfully asked to not sign up more than three participants per training, so as to allow more centers and family child care home providers to participate.
7. Certificates are issued at the end of each training and will not be issued early under any circumstances.
8. Plan to arrive on time. Only a short “grace period” of 5 minutes is allowed, after which latecomers will not be admitted.
9. No children are allowed; as Early Childhood professionals we believe that this is not an appropriate setting for children and we are not able to accommodate them with toys or room to play. In addition, children can be a distraction to the presenter as well as to training participants.
10. Any disruptive or inappropriate behavior will NOT be tolerated and at the discretion of the trainer you may be asked to leave
11. Cell phone calls are not permitted during the training. Please turn your cell phone to silent or off.
12. Trainings with (5) pre-registered participants or less may be cancelled.
14. No food or drink is allowed in the Cariño EC TTAP classroom so please plan accordingly.
Community Events for All!

New Mexico Museum of Natural History
“Clay Science at the Museum for Children” - Animal Stories. April 3rd and 10th 3:30pm
For children 6 to 14 years of age. Fee includes six 2-hour classes, glazing, firing, and other materials—$70.00.

Clay Science at the Museum combines the science of clay (its role in soil and geology) with artistic exploration and making art. You will search for clay in different soils, process clay dug from nearby strata, search for connections with clay minerals in the museum exhibits, and create clay form and color. Call 948-1615 for more information.

Prehistoric Preschool 2017 - “Science Sleuths” April 22nd and May 6th 9am
For children 3 to 5 years of age. Call 224-8300 for additional information, registration, and fees.

Discover different fields of science, explore reptiles, bugs, rocks, and more in a supportive and fun atmosphere! All activities are child-centered, hands-on, and age appropriate. Classes include 2 hours of crafts, songs, games, puppet shows, investigating specimens from the Museum’s collections, tours around the museum exhibits, and a fun and healthy snack. For more details go to http://nmnaturalhistory.org/youth-and-family-programas/prehistoric-preschool.

Explora Toddler Time
Toddler Time: Every Monday, Explora opens an hour earlier for you and your toddler ages 4 and under to explore early childhood exhibit areas, story time, and join in a music jam. Included with regular admission/free for Explora members.

Music Jam: Every Wednesday and Thursday choose your favorite instrument and join the jam! Instruments are provided and all ages are welcome! Included with regular admission/free for Explora members.

Camp BioPark for Preschoolers
Camp BioPark offers adventures for children from pre-school through grade 9.

Tuesdays - January 10th - April4th 1-2:30pm
Wednesdays - January 11th - April 5th 9:30-11am

Albuquerque Public Libraries - South Valley (All locations have similar events so call your local library for info!)

• **A.B.L.E. (Albuquerque Bern Co Libraries for Everyone) Sensory Storytime** Join us the 2nd and 4th Fridays of the month from 11a.m. – noon. This is a story time, for adults with special needs, that incorporates adaptive storytelling, interactive reading, crafts, social stories and more. The story times provide special need adults access to multi-modal learning and opportunities to develop sensory processing skills needed in everyday life.

• **Children’s Mystery Activity Time.** The 4th Friday of the month. Come in and see what we are doing this month – activity changes every month. Drop in anytime between 3 – 5 p.m. Children ages 4+.

• **Family Craft.** The 3rd Wednesday of the month. Come and enjoy fun crafts. Drop in anytime between 3 – 5 p.m.

• **Family Movie Night.** The second Friday and Saturday of each month. 3 p.m.

• **LEGO/Duplo Club.** Ages 4 – 14. Come build with our Lego Club every 1st and 3rd Friday of the month! 3 – 5 p.m. LEGO provided, drop in any time. For children ages 4+.

• **Music and Movement Storytime.** Thursdays, 2:30 p.m. Enjoy a fun way to develop early literacy skills in young children with music, dancing, singing, stories, and exploration of simple musical concepts. Ages 0 – 6.

• **Preschool Storytime, 3 to 5 years (pre-readers).** Wednesdays at 10:15 a.m. Join in the fun with stories, songs, puppets, and more that encourage development of early literacy skills in young children, using the guidelines from the Every Child Ready to Read program.

• **Read to the Dogs.** Every Thursday from 4-5pm. Children have an opportunity to read to registered therapy dogs in a relaxed atmosphere, giving them practice reading out loud without fear or judgment. It’s a great way for children to gain confidence in their reading skills. First come first serve.
Children who learn two languages from infancy are simultaneous dual language learners. They are learning different language systems at the same time. As they hear the sounds of their languages and interact and listen to adults and older children, infants begin to learn and sort out the sounds and sound patterns associated with each of their languages.

When adults provide children with a safe, warm, predictable environment and engaged, attentive, and responsive language interactions, children have the security and motivation to explore, learn, and grow.

Adults support babies’ language development by:

- **Noticing** what draws a baby’s attention—what the baby looks at; what soothes or excites him or her
- **Extending** a child’s actions and interests by entering into the child’s play and talking about what the adult is doing (self-talk) or what the baby is doing (parallel-talk) in the adult’s own language
- **Using and playing** with sounds and words from a baby’s earliest days by rhyming, singing, and talking to help the child learn the sounds associated with the languages
- **Learning** from the baby’s family members what their child likes and does not like and incorporating that knowledge into their interactions with the child to help increase the child’s comfort and engagement.

Joint attention, which Alvin and his caregiver share as they both watch the swinging red ball, is a very important aspect of learning any language. Note that:

- Nan notices that Alvin is interested in the red ball.
- Nan responds to Alvin’s interest by batting the ball and sharing his joy at watching it swing.
- When Alvin stares at the red ball’s movement, Nan keeps the interaction going, continuing to swing the ball.
- Nan uses language to engage Alvin—she talks to him, naming the ball and its color.
- Nan plays with language and sounds, saying “Here’s the ball” in a sing-song voice and linking her language to the movement of the ball.
- Alvin is learning that his caregiver cares about what interests him and that language can describe what he sees, while he is also learning more about the sounds of words as well as the words themselves.

The caregiver in the next example also makes connections to the infant’s family life and language:

*Four-month-old Janjak is lying in his crib. He hears his caregiver Lina singing a familiar Haitian Creole lullaby that his mother taught to her. Having a bottle, then lying in the crib while hearing the song, signals to Janjak that it is naptime. He begins to sleep. When he wakes, Lina cheerily greets him with her favorite wake-up song in English.*

Lina has learned Janjak’s napping routine from his family and has incorporated some of it into his routine in her room. While Lina does not speak Haitian Creole, she has learned a Haitian Creole lullaby, which soothes Janjak. Lina speaks English with Janjak, including her wake-up song. The rhyming song exposes Janjak to the sounds and delights of English, especially since Lina clearly enjoys singing it and joyfully picks him up before changing him and starting new activities.
Los niños que aprenden dos idiomas desde la infancia son llamados aprendices simultáneos de dos lenguas o idiomas. Ellos están aprendiendo dos sistemas de lenguaje al mismo tiempo. Al oír los sonidos de los idiomas e interactúan y escucha a adultos y otros niños, los bebes empiezan a aprender y clasificar los sonidos y patrones de sonido asociados con cada idioma.

Cuando los adultos proveen a los niños con un ambiente sano, alegre, previsible e interacciones con lenguaje atento, respetuoso, y sensible, los niños muestran seguridad y motivación para explorar, aprender y crecer.

Adultos soportan al desarrollo del lenguaje de los bebes de las siguientes maneras:

- **Observando** que le llama la atención al bebe – que es lo que el bebe está mirando; que lo calma o lo hace feliz
- **Ampliando** las acciones e intereses del niño por medio del juego del niño o hablando acerca de lo que el adulto está haciendo o describiendo lo que el bebe está haciendo (habla-paralela) en la lengua primaria del adulto.
- **Usando y Jugando** con sonidos y palabras con los bebes más pequeños, por ejemplo, canciones, rimas, y hablándole puede ayudarle al bebe a aprender los sonidos asociados con los lenguajes.
- **Aprendiendo** de las familias del bebe lo que al niño le gusta o no, e incorporar ese conocimiento en las interacciones con el bebe lo cual ayudara a incrementar la comodidad y concentración del niño.

La persona encargada del cuidado del niño en este ejemplo aplica todos los principios que hemos hablado: observando, ampliando, usando y jugando, y aprendiendo de la vida familiar del pequeño:

**Alvin mira la pelota roja que ha traído de su casa, y que cuelga encima de su silla. Su maestra Nan la golpea y la pelota se mueve de un lado al otro. Nan le dice, “Alvin Te gusta tu pelota roja. Aquí esta de nuevo!” El la continua viendo, disfrutando su movimiento. Nan sonríe y golpea la pelota, diciendo en una voz cantarina, “Mira la pelota!” mientras la pelota se mueve encima de el. Ella continua hasta que la atención de Alvin se enfoca en otra actividad.**

**Atencion conjunta,** es lo que Alvin y su maestro comparten cuando los dos ven la pelota moverse de un lado al otro, es un aspecto muy importante en el aprendizaje de una lengua. Ten en cuenta que:

- Nan se da cuenta que Alvin esta interesado en la pelota roja.
- Nan responde al interés de Alvin cuando golpea la pelota y compartiendo su interés al verla moverse de un lado al otro.
- Cuando Alvin observa el movimiento de la pelota roja, Nan mantiene la interacción golpeando la pelota una y otra vez.
- Nan utiliza lenguaje para llamar la atención de Alvin – ella le habla nombrando la pelota y su color.
- Nan juega con el lenguaje y sus sonidos, diciendo “Mira la pelota!” en una voz cantarina relacionándolo con el movimiento de la pelota.
- Alvin está aprendiendo que a su maestra le importa sus intereses y que el lenguaje puede describir lo que el ve, y al mismo tiempo el está aprendiendo más acerca de los sonidos de las palabras y las palabras en sí.

La maestra en el siguiente ejemplo, también hace las conexiones con la familia del bebe a su cuidado:

**Janjak, de cuatro meses, esta acostado en su cuna después de haberse tomado su leche. El escucha a su maestra Lina cantando una canción de cuna tradicional en Haití que la madre de Janjak le enseño. Este suceso de eventos, tomar leche, acostarse en la cuna y escuchar la canción de cuna, es una señal para Janjak que es hora de la siesta. Cuando él se despierta, Lina alegremente lo Saluda con su canción favorita para levantarse.**

Lina ha aprendido la rutina de Janjak por medio de su familia y la ha incorporado algunos detalles en su rutina en su salón de clase. Mientras Lina no es de Haití y no habla haitiano como su primera lengua, ella ha aprendido la canción de cuna que ayuda a Janjak a dormir su siesta. Lina le habla inglés a Janjak incluyendo su canción favorita para levantarse. Esta canción expone a Janjak a los sonidos y deleites del inglés, especialmente cuando Lina claramente disfruta cantar y alegremente lo toma entre sus brazos y comienza nuevas actividades.

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**Modelando Lenguaje con Bebes Aprendiendo un Segundo Idioma**

This article was adapted from the National Center on Cultural and Linguistic Responsiveness

A great way to start counting!
Research has shown that early math skills are one of the best predictors of later success in both math and literacy.

Here are some of the great benefits:
Children are using early math skills throughout their daily routines and activities. This is good news as these skills are important for being ready for school. Even before they start school, most children develop an understanding of addition and subtraction through everyday interactions.

Need some ideas?
The tips below highlight ways that you can help your child learn early math skills by building on their natural curiosity and having fun together, it can be using these jars or objects found around your classroom or at home:

- **Shape up.** Talk with children about each shape—count the sides, describe the colors. Make large shapes by cutting colored construction paper. Ask them to “hop on the circle” or “jump on the red shape.”

- **Count and sort.** Gather together all the elements in the jars. Count them with your child. Sort them based on size, color, or what they do (i.e., all the cars in one pile, all the animals in another).

- **What size is it?** Notice the sizes of objects in the world around you: That pink pocketbook is the biggest. The blue pocketbook is the smallest. Ask your child to think about his own size relative to other objects.

- **Read and sing your numbers.** Sing songs that rhyme, repeat, or have numbers in them. Songs reinforce patterns and they also help practice language and foster social skills like cooperation.

- **Learn through touch.** Use the shapes in the jars or cut shapes—circle, square, triangle—out of sturdy cardboard. Let your child touch the shape with her eyes open and then closed.

- **Pattern play.** Have fun with patterns by letting children arrange the elements in the jars or even dry macaroni, chunky beads, or pieces of paper in different patterns or designs. Supervise your child carefully during this activity to prevent choking, and put away all items when you are done.
Parent Play Groups!

The UNM Cariño Toy Lending & Resource Library is now offering a wide variety of playgroups in our beautiful library. Our play space is filled with educational toys, games, materials, and supportive supplies, and book allowing children to make choices and providing many learning opportunities.

Parents and caregivers of young children (birth to 5 years of age) are invited to bring their youngsters and join together to play, read, create, and sing. Participation in all playgroups is free and requires no prior registration, you can simply drop in. A library staff member or volunteer will facilitate the playgroups. Our play space is also available for use by children accompanied by an adult when there is no playgroup/organized activity in session.

If You Have Questions Please Call
Paloma Gonzalez-Delgado at 505-224-5018

Grupos de Juego Para Padres!

La Biblioteca de Juguetes y Recursos de UNM Cariño está ofreciendo una amplia variedad de grupos de juego en nuestra hermosa biblioteca. Nuestro espacio de juego cuenta con juguetes educativos, materiales, recursos de apoyo, y libros que ofrecen a los niños varias opciones y muchas oportunidades de aprendizaje.

Se invita a los padres y educadores de niños pequeños (desde el nacimiento hasta los 5 años de edad) que traigan a sus niños y se unan para jugar, leer, crear, y cantar. La participación en todos los grupos de juego es gratis y no requiere inscripción previa, sólo tiene que presentarse, y un miembro del personal de la biblioteca o voluntario le facilitará los grupos de juego. Nuestro espacio de juego también está disponible para el uso de niños acompañados por un adulto cuando no hay grupo de juego u actividad organizada en sesión.

Si Tiene Alguna Pregunta Por Favor Llame a
Paloma González-Delgado 505-224-5018
UNM Cariño Early Childhood TTAP Toy & Resource Lending Library

The library toys encompass all areas, ages and stages of development. Additionally, the library features a well-rounded resource section, which offers early care providers supportive literature and activity ideas to further child development, teaching strategies and making learning fun!

**Location:**
CNM South Valley Campus
5816 Isleta Blvd SW
Albuquerque, NM 87105
224-5018

**Hours of Operation:**
Tuesday and Thursday 12 pm - 7 pm
Friday 9 am - 4:30 pm
First Saturday of each month from 9 am - 1 pm