



CCCC E-Newsletter August, 2006 Issue

Greetings from Community Connection for Child Care! Often, the fall months bring new children to our child care group. These children usually go through an adjustment period before they adapt as regular members of the group. Children react differently to separation. Some children may be upset for a day, others for several weeks. One child

may cry for only a few minutes; another child may cry all day. What can you do to make this adjustment period smoother for the child, the parents, and you?

HELPING PARENTS. First, tell the parents an adjustment period is normal and expected. Ask them to help by keeping the child's home life as calm as possible during the first few weeks. Encourage them to talk with you daily so you can share news about how the adjustment is going. Talk with parents ahead of time about how to leave. Explain that children will feel better if the parent is understanding but positive about the separation. When it is time to leave, they should do so without hesitating but also without "sneaking" away. Other tips to share with parents are to talk to the child before drop-off, visit child care provider before starting program, create a goodbye ritual, comfort the child and validate his emotions and allow personal items from home and contact with parents.

HELPING CHILDREN. Next, concentrate on getting the child accustomed to the routines of your program. Keep in mind that the daily routine is a wristwatch to a young child. How would you feel if you were taken someplace where there were no clocks, and you had no idea what was going on or when you would go home? The daily routine tells the child what "time" it is and what comes next. Knowing the classroom routine will help the child predict when mom or dad will come back. You can help the child learn your routine by listing what you will do until the child's parents arrive. Go over this list as many times as the child wants. Throughout the day, remind the child what the next activity will be. After a while, start asking the child to tell you what comes next. Try to stay close to your normal routine for at least the first three weeks of a new child's stay. If possible, hold off field trips until the child is more secure. Allow the child to bring a special blanket or pillow for comfort during this transition time. Have a cozy chair in a comfort zone where the child can go and rest with his blanket or pillow when feeling sad. At first, you can go with the child to this place for reassurance, but aim for that to be a place the child can go for comfort.

KCET's A Place of Our Own television program also offers providers ways to ease the tension of transitions, by making a child feel welcome and important. They suggest organizing the entrance of your child care to let children know that they are in a safe environment with, for example, set of tree blocks, Duplos, dinosaurs, zoo or jungle animals and plastic mini trees. This type of free play helps children transition, from the care of their parents, to the care of a provider.

SPECIAL CONSIDERATIONS. There are some times in a child's life that will cause difficult transitions to new settings. For example, between 5 and 11 months many babies go through a period characterized by separation anxiety. At this point in their lives, they are smart enough to recognize someone as a "stranger," and having a stranger near makes them anxious.

Another special case is children who have a new sibling. They are already going through enough changes at home without the worries of changing caregivers. If you realize that a major event is occurring in a child's life, you might suggest that parents postpone a child care change until this period passes. Reprinted with permission from the National Network for Child Care - NNCC. Thiel, C. (1991). Easing Separation Anxiety. In Todd, C.M. (Ed.), *Day care center connections*, 1(1), p. 4. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service.

Until next time, our best to you and yours --
The staff of Community Connection for Child Care

^^^^^^^^^^^^^^^^^^THIS MONTH'S FEATURES^^^^^^^^^^^^^^^^^^

CCCC PROGRAM SPOTLIGHT

Family, Friend and Neighbor Program

Family, friend and neighbor caregivers include grandparents, aunts and uncles, other elders, older siblings, friends and neighbors, who help care for young children. Many families prefer this form of care due to cultural and language considerations making family, friend and neighbor caregivers an essential part of the child care "system." The Family, Friend & Neighbor Program provides early childhood training and support to all family, friend and neighbor caregivers throughout Kern County in ways that will enhance the quality of care to young children and make good beginnings last a lifetime.

Babies are born learning. Children's earliest experiences and relationships make a huge difference in the way their brains develop. Caregivers, like parents, have a significant impact on young children's development. It is important that all caregivers understand that time spent with young children can positively affect each child's growth and development. Family, Friend and Neighbor Program offers workshops each month tailored to needs of local family, friend, and neighbor care providers in both English and Spanish. The 2 hour workshops are designed in a format and with schedules that make it easier for providers to become involved. Topics include family support, guidance and discipline as well as safety, health and nutrition.

The program also offers Make & Take Get Togethers where providers can learn how to use the CCCC Resource Library to make learning games and books to take home and get ideas on low and no-cost activities to do with children. Held the first Friday of each month, providers receive free craft supplies and a coupon for free laminating at the Resource Library. Caregivers are invited to bring the children in their care to all Family, Friend and Neighbor Program workshops and Make & Takes. Child care is provided by Family, Friend and Neighbor Program staff and children will be playing with toys and materials from the CCCC Resource Library.

The Family, Friend & Neighbor Program provides technical assistance to family, friend, and neighbor caregivers in the areas of child development, health, safety and nutrition. The program assists caregivers with CCCC child care paperwork and helps caregivers who wish to obtain their child care license in addition to sharing other available community training and support resources.

There are dozens of "teachable moments" everyday in which family, friend and neighbor caregivers can help children develop skills that lay the foundation for school readiness. For more information or to sign up for a workshop, contact the Family, Friend and Neighbor Program at 661.861.5251.

UPCOMING CCCC EVENT

Back-to-School Car Seat Inspection Event

CCCC along with State Farm and Babies R Us will be offering this FREE event on September 9, 2006 from 10 a.m. to 1 p.m. in the Babies R Us parking lot on Rosedale Highway in Bakersfield. See if your infant or children's car safety seats are installed properly to ensure that they are protected this school year. Certified safety technicians will be there to inspect seats and answer your questions.

CCCC TRAINING OPPORTUNITY

The Whole Child Series Television Training

Nurturing the growth and well-being of a child is an important goal that many people share. This video series provides essential information about children's physical, emotional, and cognitive development; offers techniques to use in difficult situations; and shows how to help children develop to their fullest potential. Beneficial for parents, professional child care providers, and students, the Whole Child helps both caregiver and the child get the most out of time spent together. CCCC along with KCSOS broadcasts training programs and videos for viewing every Friday from 1:00pm to 3:00pm. The broadcast can be viewed on the KETN Network (List of KETN channels [http://kcsos.kern.org/cccc/stories/storyReader\\$382](http://kcsos.kern.org/cccc/stories/storyReader$382)).

September:

1:00 pm-2:00 pm (English)

#11 Creativity & Play

#12 Let's Talk About It

1:00 pm-2:00 pm (Spanish)

#11 Creativity & Play

#12 Let's Talk About It

FEATURED QUESTION

"We have been having a lot of trouble with biting in our program. What can we tell parents about why kids bite and what can we do to prevent it from happening?"--Denise, Child Care Center Teacher

Biting occasionally happens in child care settings in which infants and toddlers are enrolled. Biting is a common developmental behavior for very young children and there are several reasons a child may bite. These reasons include:

- Young children explore by placing objects in their mouths. Sometimes children "accidentally" bite other children in this process. It is common for the "biter" to look shocked at the bitten child's behavior.
- Young children do not have verbal skills to express themselves. Biting is a very powerful release of frustration. Most biting decreases by age three when the child has acquired better verbal skills.
- Biting often results from frustration. Toddlerhood is frustrating as toddlers learn new physical and social skills. *Children may be teething. *Children may be hungry or tired.

Child care providers and parents can and need to address measure to prevent biting behaviors by:

- giving children positive attention every day to build up their self esteem.
- not treating biting as funny or a game;
- trying to find the reason for or the trigger of the biting behavior and respond appropriately;
- removing the child from the object or person they are biting;
- allowing a period for cool down and refocusing;
- giving children safe things to bite on when teething, such as teething rings;
- monitoring play between different ages of children based on their development stages;
- monitoring play between children when there are differences in size and strength;
- intervening in situations where children cannot cope;
- keep group play to short periods and small groups;
- providing separate play areas for older and younger children;
- providing care giver supervision;
- responding consistently when dealing with biting. The best method is to remove the biter and clearly let the child know that it is not OK to hurt others;
- planning ahead, anticipating difficult situations and redirecting activity or response;
- responding promptly, firmly and calmly to biting, use the words "No biting. That hurts;" -showing brief disapproval. The care giver should not focus too much attention on the negative behavior;
- CATCH THEM BEING GOOD. Give the biter and all children attention when his or her behavior is positive.

When Biting Occurs

The biting child is calmly removed and given "quiet time" alone. Statements such as "You do not bite. It hurts." or "Biting is not allowed. It hurts people." are used. The bitten child is consoled and the bite is quickly cleaned. Ice is placed on the bite to decrease the likelihood of swelling or bruising. The child who has bitten is "shadowed" to help understand what may be causing the child to bite so that further incidents can be prevented.

Additional steps should be taken when:

- All prevention efforts have been exhausted and other children are still being bitten (but all prevention efforts must be implemented)
- There is no identifiable reason for the biting behavior
- A child appears tense, frustrated and unhappy most of the time
- A child reaches a chronological age (three or four) and biting persists

Things Providers Should Not Do:

- Bite the child back.
- Encourage the other child to bite the child back.
- Call the child names such as "bad," "naughty."
- Tell other parents who did the biting.

From Teaching Treasures and Minnesota Department of Health For more tips and information, click this link:
[http://kcsos.kern.org/cccc/stories/storyReader\\$1054](http://kcsos.kern.org/cccc/stories/storyReader$1054)

^^^^^^^^^^^^^^^^^^^^CHECK THIS OUT^^^^^^^^^^^^^^^^^^^^

KIDS IN THE KITCHEN

Chinese Vegetable Stir-Fry

- 4 tsp. vegetable oil
- 1 cup broccoli florets
- 1 cup carrots, sliced
- 1 cup cauliflower florets
- 1 cup celery, sliced
- 1 cup red bell pepper, cut in chunks
- 1 cup sugar peas, stems removed

Sauce

- 3/4 cup pineapple juice
- 1 T. sugar
- 1 T. lemon juice
- 1 ½ tsp. cornstarch
- 1 tsp. light soy sauce

Combine all ingredients for the sauce in a mixing bowl. Heat oil in a skillet over medium heat. Add broccoli, carrots, cauliflower, and celery, cook for 2 minutes. Add bell pepper and sugar peas, cook for 2 more minutes. Add sauce, bring to a boil and cook for 1 minute, covered. Serve vegetables hot over rice. Yield: 2 ½ cups. For more recipe ideas, check out our Get Ready, Get Set, Get Fit 4 Life website at [http://www.everydaylearning.net/stories/storyReader\\$95](http://www.everydaylearning.net/stories/storyReader$95)

MOVIN' & GROOVIN'

Animal Walks

Arrange the children in a long line facing you. Ask the children "who can show me how (insert animal name) walks"? If a child volunteers allow them to demonstrate. If what the child does is close to the description, have the other children copy. If the demonstration is not close, ask if anyone can think of another way to show how that animal might walk. You can also demonstrate or cue by using the descriptions below. Repeat with the animals running, with each child selecting their favorite, adding their own animals and so forth.

- Kangaroo (jumping while holding hands near chest with fingers forward)
- Monkey (walking with hands on ground)
- Bear (lumbering so that hand and foot on the same side go forward together)
- Pony (galloping or trotting with all fours)
- Giraffe (lift arms above head pretending this is the neck and head, then slide to move across the area)
- Squirrel (running, darting and dodging, quick head movements during short stops)

For more fun physical activity ideas, visit our Get Ready, Get Set, Get Fit 4 Life website at

[http://kcsos.kern.org/everydaylearning/stories/storyReader\\$40](http://kcsos.kern.org/everydaylearning/stories/storyReader$40)

INCLUDING ALL CHILDREN

Providing Opportunities to Practice

Most children need some degree of consistency and structure, but children with behavioral issues, PDD, autism, developmental delays, motor planning problems and visual impairments need it even more. Routine means that you do the same activities in the same order everyday. This allows the children many opportunities to practice and eventually master the skills necessary for an activity. These skills might include the words to a simple rhyme or song, or simply passing a ball around the circle. Changes can be added slowly while maintaining the original activity. For more activities and resources for working with children with special needs check out the 2006 Literacy Calendar at <http://www.everydaylearning.net/literacycalendar>

SCHOOL READINESS

Parents and Caregivers Working Together for Kindergarten (ages 4 & 5)

Developing Early Handwriting Skills

Purchase a large chalkboard or make a chalkboard by buying special paint and put it right on the wall. Allow preschoolers access to the chalkboard to draw and create. Encourage them to use letters in their drawings. Because handwriting with a fixed number of letters that have to be formed in a certain way in order to be "correct" can be confining to a preschooler, try finger painting as an outlet for free form exploration of shapes, lines and colors. Writing involves hand strength and grasping technique. Hanging and swinging on play equipment are a natural, fun way to develop those capacities. The finger coordination needed to hold a pencil is much easier when the foundational strength and dexterity is well developed. Also, be aware of how a child holds his/her pencil. The pointer finger should apply the pressure towards the end of the pencil. Encourage a three finger hold with the index finger forming a "mountain." Colored pencils are one fun way to practice the correct pencil grip.

WORKING WITH SCHOOL AGE

Most children look forward to getting out of school for the summer, but not every child is as eager to go back to school in the fall. In fact, for some children this can be a stressful time. If your children are reluctant, or even frightened, about returning to the classroom, let them know it is okay to have these feelings about starting school. To put a positive spin on all these exciting, though admittedly unsettling, changes, share with them how children in Central America deal with their fears. In Central America, children make tiny "Worry Dolls," from wood and yarn. The children tell these dolls their worries and, before they go to bed, the children put the dolls under the pillows. The dolls take away all of the children's worries and let them have a restful night of sleep. Try this activity before school starts and see what happens!

Whimsical Worry Doll

Materials Needed: 1 craft stick, Piece of drinking straw, Fine-tip washable markers, Various colors of yarn, Tape and Glue

Cut straws into 3-inch pieces. You will need one piece. Tape the piece of straw to the craft stick. Use markers to draw eyes and a mouth. Wrap the doll's arms with various colors of yarn for clothing. Tuck in the loose ends. Wrap the doll's body with various colors of yarn for clothing. Tuck in the loose ends. Glue a small piece of yarn onto the head for hair.

TAKING CARE OF BUSINESS

How to Market Your Child Care Business

If you are beginning your business, start advertising your home or center at least 3 months before you open for business. Make sure your advertisements are consistent with the image you are trying to project. Whatever advertising media you use, be sure to include the following information:

1. Name, address and telephone number of your business. Be sure to have a memorable and distinctive name. If it is easy for the prospects to remember the name, the marketing program will be more cost effective.
2. License number
3. Ages of children who will be accepted
4. Hours the business will open
5. A paragraph about the program and the qualifications of the staff
6. Who to contact for more information
7. Date you plan to open
8. Choose a memorable style of logo in which to print the name. If well done, the logo will tell the story efficiently. Have original artwork photo reproduced so it can be used consistently.

Community Connection for Child Care is a child development and family services agency dedicated to providing options, education and support to children, families, child development professionals and the community. CCCC is a program operated by the Kern County Superintendent of Schools, Office of Larry E. Reider. <http://www.kern.org>