



## CCCC E-Newsletter March, 2007 Issue

Greetings from Community Connection for Child Care. Providers and parents often ask for guidelines to help them make "class" and "home" rules effective. Here are

some tips that you can use today!

1. 3 Times Rule: This rule helps children learn to listen and follow directions.
  - Ask the child to do the task.
  - Move closer to the child, touch them to get their attention and ask again.
  - Help the child to complete the activity that was requested.
2. Make a poster as a visual cue to follow the rules.
3. Keep rules to a minimum and keep them simple. Example: we don't hurt our friends, and we stay with the group.
4. Be consistent and follow through with the rules you have established.
5. Make up a simple song that reminds them of the rules.  
"Clap, clap, hands in your lap, Sitting on bottom, Feet on floor, Eyes on teacher, Mouths are quiet, Ears are open."
6. Tell the child what you want them to do rather than what you don't want them to do. Example: Instead of saying "Don't run," say "walk please." "No hitting," say "use your words." "No yelling," say "ask nicely."
7. If a child refuses to listen or follow your request, provide them with a choice. Ask them, "can you do it yourself, or do I need to help you?"
8. Take a break from a frustrating activity by allowing the child to leave and calm down, then ask them to return a few minutes later. Source: Childhood Matters ([www.childhoodmatters.org](http://www.childhoodmatters.org))

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

### ~~~~~THIS MONTH'S FEATURES~~~~~

#### \*CCCC PROGRAM SPOTLIGHT\*

##### CCCC Parent and Provider Survey

Tell us how we are doing! Community Connection for Child Care is inviting Kern County child care providers and parents to participate in the agency's annual Provider and Parent Surveys. The surveys ask providers and parents to rate the quality of CCCC's staff and services. Many of the survey questions also offer providers and parents the opportunity to add comments and suggestions to improve CCCC services. CCCC is committed to a policy of consulting providers and parents about how the services they receive can be improved and appreciates their time completing the survey! All surveys received will be entered to win a Reading Fun Basket for a lucky provider and a lucky parent...it may be you! Visit <http://kcsos.kern.org/cccc/>

#### \*UPCOMING TRAINING\*

April 12, 2007

Family Child Care Management Training Series: Bookkeeping and Taxes (Community Connection for Child Care)

Workshops for new and experienced child care providers.

Time: 6:30 p.m. - 8:30 p.m.

Location: Community Connection for Child Care 2000 24th St. in Bakersfield

Cost: Free

Contact: 861.5330 to register.

Certificates of Completion will be provided.

## TV Training

CCCC along with KCSOS broadcasts training programs and videos for viewing every Thursday at 1:00 p.m. (English) and 2:00 p.m. (Spanish). The broadcast can be viewed on the KETN Network.

April 2007: The Whole Child Series : #1 Growing Minds: Two approaches to developing mental ability; the conventional approach and what is currently known as emergent curriculum.

### \*FEATURED QUESTION\*

"There is a little girl in my daycare who is often non-compliant when I give her directions. For example, I ask her to pick up the play-dough she has been playing with and instead, she has said, 'No, you do it.' What can I do?" Denise, Family Child Care Provider

This behavior is fairly typical of many young children and it is a problem only when it becomes the child's usual way of responding to adults. The first step would be to observe the child. When is she noncompliant? What things seem to trigger her noncompliance? Consult with her parents. Here are other tips to help you deal with noncompliant behavior:

1. Identify trouble spots and plan ways to handle the situation before a problem develops.
2. Give children ample warning before bringing an activity to an end and provide a clue about what comes next.
3. Make directions clear, brief, and simple. For example, don't combine three or four instructions in the same breath. Give directions one or two at a time.
4. Offer opportunities to make simple choices, such as: "Would you rather pick up the blocks on the floor or those on the table?" Choices need to be realistic. For example, saying: "Would you like to pick up the blocks and have a snack?" is not a real choice. Better to say (once earlier warnings have been given), "Time to pick up blocks, it's snack time."
5. Focus the child's attention by saying the child's name first. Kneel down and speak directly face-to-face.
6. Check comprehension by asking a question, such as: "Where does the play-dough go?"
7. Give enough time to comply. Don't rush to give the instruction a second time until you see clearly that the child is not going to comply.
8. Don't coax or nag, but don't let the child go on to another activity until there has been compliance.
9. Be matter-of-fact, firm, and consistent. Be quietly confident of your authority. Make sure other adults are aware that she has to pick up her play-dough before she starts a painting activity.
10. Offer to help, if appropriate, saying: "As soon as you get started, I'll help you put that play-dough away." Source: Reprinted with permission from the NCSU Dept. of Family Consumer Sciences (1998). Caring for children with special needs: Challenging behaviors. North Carolina Cooperative Extension Service. Raleigh, NC.

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

### \*KIDS IN THE KITCHEN\*

Salmon Cakes (Contra Costa Child Council)

1 (16 oz) can of salmon OR 2 cups of cooked salmon

½ cup Green onion, chopped

2 Tbsp Lemon juice

1 Egg, beaten

1 tsp Dill

½ cup Bread crumbs or crushed cornflakes

1 tsp Paprika

Canola oil or non-stick spray

Tartar sauce optional

Lemon wedges optional

Mash salmon well with fork. Add onion, lemon juice, egg, dill and crumbs. Mix well. Form into 6 patties, sprinkle with paprika and sauté in hot oil. Serve with tartar sauce and lemon wedges if desired. Makes 6 servings. 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'\*

#### Activity 1

##### Catching the Dragon's Tail

Gather 10 or more children in a line. Each person places hands on the shoulders of the person in front of them. The first in line is the "head" of the dragon; the last is the "tail." The head tries to catch the tail by maneuvering the line around so he can tag the tail player. When the tail is tagged, the tail player moves to the front of the dragon to become the new head. The old head is now in second.

#### Activity 2 (Share with families)

##### Mirror Movements

The child and you decide who will be the mover and another one is the follower. Play music and mover will make different movements that the follower will copy. When the music stops, freeze. Then trade places and move to the new music. Play a variety of music, inviting children to adjust their movements to different tempos and sounds. 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\*

As a child care provider, one of the most frequent "special needs" that you are likely to encounter is a child with a speech or language impairment. Research shows that children in enriched language environments can make significant language gains through intentional language-rich activities. Because child care providers are with a child on a regular basis, you can have a positive impact be an important part of a child's speech and language treatment. Here are some ways you can enrich language through:

1. Play activities-Some play activities lend themselves to enhanced language interactions. Games, dramatic play, block play, songs, and stories can all be focal points- with the adult being the catalyst for productive communication.
2. Self-care activities-Waiting in line to use the sink or bathroom is a perfect opportunity to enrich language. Tell stories, make up rhyming words, sing the alphabet song while you wait, count fingers, toes, or the number of children, and talk about colors.
3. Eating activities-So much conversation can happen around an eating activity. Sitting around a table with other children as an adult peels an orange, cuts an apple, or divides portions can be powerful language stimuli. Conversation about sizes, shapes, colors, favorite foods-any number of topics are natural topics of conversation.
4. Classroom activities-Reading books, acting out familiar stories, making rhymes, singing songs, having children make up stories and "write" books are not new activities, but they certainly promote language and speech.
5. Remember, you can be positive rather than negative in the ways you encourage language. Telling a child "No, that's wrong" does not encourage a child to try again. Don't criticize, reprimand, drill or lecture. Instead, make a child want to communicate because the interaction is rewarding.

Source: Reprinted with permission from the NCSU Dept. of Family Consumer Sciences (1998). Caring for children with special needs: Speech and language problems. North Carolina Cooperative Extension Service. Raleigh, NC. For more activities and resources for working with children with special needs check out the 2007 Literacy Calendar at

<http://www.everydaylearning.net/literacycalendar>

### \*GETTING READY FOR SCHOOL\*

Shake, Rattle, and Read! (RIF.Com)

You will need rhythm instruments or any of the following-noisemakers, baby rattles, pots and pans, cereal boxes (with cereal still inside), chopsticks and silverware. Many good read-aloud books have repeating lines that children enjoy reciting with you. What makes these lines easy to remember is their rhyme and rhythm. Next time you plan to read a book with a refrain, pass out some rhythm instruments -- real instruments, like maracas and rhythm sticks, or household substitutes, like baby rattles and chopsticks. Then while you all recite "Tikki-tikki-tembo, no-sa-rembo, chari-bari-ruchi, pip-peri-pembo," one child shakes a cereal box, another rattles the vitamin jar, and you beat a pot with a spoon. Have your rhythm band rehearse syllables, too. Say a word, then have everybody beat and shout out the syllables with you. Children can accompany the syllables of their own names and the names of other family members (Grandma San-dy) and friends.

### \*WORKING WITH SCHOOL AGE\*

Earth T-Shirt (www.naccrra.org)

Earth Day is April 22, 2007 and it is a great opportunity to teach children about their environment and how to preserve it.

Materials: scrap paper, colored pencils, pencil, clean white T-shirt (Cotton is usually the best material.), cardboard large enough to fit inside shirt, fabric markers, fabric crayons, or fabric paints (available at craft stores) and 45 minutes

Directions: If possible, print out these directions. Read them through together before you begin. Together, gather everything you'll need and always remember art safety. Wash the shirts if they are brand new. Each child can use paper and pencils to plan out an ecology T-shirt design, including an earth-friendly slogan such as "Let's recycle our way to a better earth!" or "The earth is fragile--handle with care!" Insert cardboard into the shirt, so the design will not soak through to the back. Let each child use a regular pencil to lightly sketch the design onto the shirt. Give each child fabric supplies to draw or paint the design on the shirt. Let dry and have kids wear shirts on Earth Day. Find activities to celebrate Earth Day at [http://www.eduplace.com/monthlytheme/April/earth\\_activities.html](http://www.eduplace.com/monthlytheme/April/earth_activities.html)

### \*TAKING CARE OF BUSINESS\*

Tips For Successful Parent Interviews

1. Avoid no shows by contacting the parent the night before the interview to confirm. When they call to make the appointment, tell them you will call to confirm the night before. Some providers may think it is not their responsibility to make that phone call, however, it is good customer service to do so. Consider yourself in the service industry, you provide a service to your clients. By making a reminder phone call, you not only set yourself apart from other child care providers as a professional, but you will also find out for sure if the interview will take place.
2. Make sure that your home is clean and tidy and smells fresh, and not like soiled diapers.
3. Prepare a list of references to provide the prospective client.
4. Make sure that the home is free of safety hazards...which should be done anyway!
5. Make sure that you have forms, contracts, and miscellaneous other paperwork assembled ahead of time?
6. Have activities scheduled for the children already in your care. This is to avoid children running in and out of the area you are conducting the interview.
7. Invite the prospective client to bring their child(ren) with them so that you may meet the child(ren) and see how he/she may interact in your child care.
8. Make sure you are "dressed for success" when the prospective clients arrive. Are you clean and tidy? Fully dressed? It is not necessary to dress up, but you should make an attempt to look

tidy. Not only is your home and program being observed, but you as well. First impressions to count!

9. Make sure that you are in compliance with health, and safety regulations as mandated by your state licensing agency.

10. Make sure that your credentials are in order (First Aid & CPR, Child care License, certificates of trainings, degrees, participation in CCCC Food Program, etc.)

Next month: Creating a parent interview portfolio

Source: *From Babysitter To Business Owner: Getting The Most Out Of Your Home Child Care Business*. This is just one of many books on the business of child care available for check out at the CCCC Resource Library!