

Child Care Chatterbox

The quarterly newsletter of the Child Care Council of Cornell Cooperative Extension

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THANK YOU HERKIMER HEALTHNET!!

In the spring of 2011 Herkimer HealthNet received a “Creating Healthy Places to Live, Work and Play” grant by the New York State Department of Health to combat obesity, diabetes and promote physical activity and improved nutrition in Herkimer County through environmental and systems change.



As part of that grant, HealthNet provided a large quantity of playground surfacing material to help local schools, municipalities and local not-for-profit agencies through mini-grants to improve the quality of their playgrounds for children. As of this summer, Herkimer HealthNet had a quantity of playground surfacing material left over. The Child Care Council informed HealthNet that surfacing material could be used to improve the quality of play space at Herkimer County child care providers because some programs were unable to use their play equipment due to inadequate surfacing.



This led to a true collaboration that resulted in 12 Herkimer Family and Group Family Child Care Providers acquiring 230 cubic yards of playground surfacing .



Lots of Herkimer County children will be swinging, climbing, sliding, running, and playing in safer play areas thanks to Herkimer HealthNet (for purchasing mulch), Heather and Rob Stapf (parents and local farm operator) for storing and helping load mulch and to Geri Kazmerski for coordinating the logistics of this venture.

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ACTIVITY IDEAS FOR KIDS



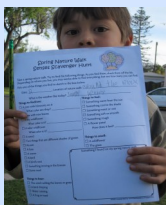
Physical Indoor Activity Ideas:

INFANTS: Kick It – Helps baby find out what their legs can do. Place baby on back and hold a soft pillow or toy at their feet encouraging them to kick it. If baby is not kicking on their own hold it close enough for her to feel it. Allow kicking with both feet.

Belly Time – Develop neck muscles and arm strength. Learn use of right and left sides of body. Lay baby on belly on carpet or clean surface (floor). Place a favorite toy in front of him (just out of reach) and encourage the child to reach for it. Start close and move farther away making a game as long as interested.

TODDLERS: Head, Belly, Toes-Helps with identifying body parts, flexibility and understanding up, down high, low. Stand facing child and name the 3 body parts, asking child to touch the part as he hears them. Once he knows the part increase speed and change the order. Graduate to **Head, Shoulders, Knees and Toes**.

PRE-SCHOOLERS: Jump the River-Jumping uses the body's weight to build strength. Draw a line or use a rope start by saying it is a river or stream and have child jump over it. Encourage to jump back and forth. You can increase the challenge by using two ropes for a wider distance. **Simon Says** – helps children understand body parts and can add to fitness. Simon says "touch your nose". Add to challenge tip toe, jump, bend and so on. No one gets eliminated.



SCHOOL-AGERS: Scavenger Hunt-Matching, reading, walking. Provide a list or pictures of things to find. You can make it more challenging by doing an ABC hunt. **Dancing Contest**-uses thinking skills, physical and social emotional. Can design the steps, mimic a leader, move to fast or slow songs.

Pretend Play Ideas:

Doctor/Nurse: Pretend doctor kit, mat or cot for sick patient, cotton balls, eye chart, band-aids, or anything else around that may be appropriate for the age group.



Grocery Shopping: Have children use pretend food, and a pretend cash register such as a calculator would work. Set up a chair and table and children can use their imagination if they don't have pretend food and depending on the age it can be beneficial to their math skills. Ask questions "How much does this apple cost? What if I want to buy three apples? Have them figure out how much money they will need. If you don't have pretend money, cut up paper to make it look like money. They can use a laundry basket or box if they don't have a shopping cart or even old grocery bags to bag their items.

Post Office: Set up a table and chair and give children old stamps, pens and pencils and some old envelopes and junk mail and make a box with a small slit in it to pre-tend to mail letters. Depending on the age have the children write a real letter or draw a picture to send to a friend and vice versa and see how they react when they get real mail! Divided shoe organizers make excellent mailboxes.



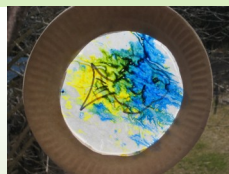
Construction Worker: This can be played outside as well! Give children some hard hats and pretend hammers and other tools and some foam pieces, or depending on the age some scrap wood and let them build a pretend house. Give children shovels and sand or dirt and pretend trucks and tractors and let them have fun right in the dirt!

****All activities should be modified according to the age of the child/ren.****

CREATIVE ART ACTIVITIES -3 Dimensional Art

SUN CATCHERS

Items needed: Clear plastic round lid with a lipped edge ("Pringles" can tops are a good choice), glue, string, beads, buttons and any other shiny or colored objects you choose. Allow children to squeeze glue bottle (fine motor skill development) to fill the clear top with glue and then choose what (s)he would like to put into their sun catcher. Once dry, punch a hole at the top of the catcher and insert the string to hang.



SCULPTURE ART

Items needed: Styrofoam packing peanuts or disks, toothpicks, Popsicle sticks, piper cleaners, straws and clay. Allow children to use materials to make a sculpture. You may suggest using the toothpicks, pipe cleaners and Popsicle sticks by putting them into the clay and adding Styro-foam. Remember, this should be open ended to allow each child their own interpretation of sculpting. You may add paints to color the sculpture once completed if you like.



How to Talk to Parents About Raising Your Rates

taken from Tom Copeland's *Taking Care of Business* 8/23/2012

Talking about raising your rates is one of the most difficult conversations family child care programs can have with their day care parents.

During economic hard times it becomes more difficult to bring this up.

But even in good times most child care programs don't raise their rates on a regular basis. Many never raise their rates.

As a general rule, I believe your rates should reflect the quality of care you offer. If you are among the top 20% of quality caregivers (homes and centers) in your area, your rates should be in the top 20% as well.

I am not recommending that all child care programs raise their rates. Some prefer to keep their rates stable to serve low-income families. This is admirable.

If you do want to raise your rates, here are some suggestions for how to talk to parents about it:

- * Notify parents at least one-two months in advance. It shouldn't be a surprise.

- * Don't raise your rates in April (when tax bills are due) or December (when holiday expenses can be a burden).

- * September is generally a good time to raise rates, because this is often when children begin school and you may need to fill an opening.

- * You can raise your rates for new families only and keep rates steady for current families. This is not illegal discrimination.

- * You may not want to raise everyone's rates at the same time. If you do, you run the risk of losing more than one parent at the same time. Stagger rate increases so only one family at a time is affected. You can pick the parents' anniversary date. Other child care providers regularly increase rates for everyone in January or September. There is no right or wrong about this issue.

- * Don't try to over justify your rate increase. No matter what you say, some parent may not agree with your reasoning. Just announce your new rates in writing. If parents ask for an explanation, consider telling them: "My costs have gone up (such as utilities, property tax, food)."

"It is a cost-of-living raise."

"I have another year of experience in providing care, and I've applied this knowledge to help your child learn more."

"I have introduced a new benefit into my program (such

as a computer, extra field trips, new curriculum)."

"I will be providing better care for your child this coming year because _____ (fill in your explanation)."

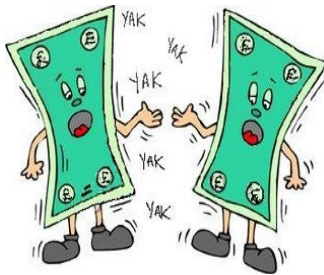
- * Don't argue with parents who say your rates are too high. They may be too high for the particular parent you are talking to.

- * Your best way of communicating about your rates is to talk about the *value of your service* rather than the price. The cost of providing quality child care is expensive. Parents can always find cheaper care somewhere else. Point out how your program benefits their child and mention that your rate takes these benefits into account. Parents will pay more if they can see the value of your benefits and the quality of your service.

- * Instead of raising rates, charge annual fees for business liability insurance, attendance at family child care conferences, NAFCC accreditation fees, or other special expenses.

Although you may be reluctant to talk to parents about raising your rates, remember that parents stay enrolled in your program because they believe you are doing a good job helping their children. Also, parents are not going to say to you, "Isn't it about time you raised your rates?"

(Portions of this article were taken from the new, second edition book *Family Child Care Marketing Guide*, by Tom Copeland.)



Be a Penny Pinching Provider and Save Money

Whether you are center or home provider, it is likely you are on the lookout to save money. Here are some good ways to get started on a budget.



Shop Smart Buy at the best time. You can often find good deals and bargains after a holiday or "post-season." This is the time to stock up. Buy in bulk. Plan ahead and store what you can use later. Visit flea markets, yard sales and rummage sale to save money. Get it for free. Don't be shy to ask for donations. Many providers maintain a wish list, ask parents, or approach local businesses for donations of goods and services. Some newspapers allow free ads. Craigslist also allows free ads. Locally, The Utica Observer Dispatch publishes a "wish list" and readers often donate needed items. Visit <http://www.childcarelounge.com/resources/free.php> for child care related freebies.

THE ULTIMATE CHILD CARE MARKETING GUIDE

Tactics, Tools, and
Strategies for
Success

KRIS
MURRAY



We know from the Child Care Needs Assessment that children need care. Why is it, then, that providers are still struggling to fill their child care spaces? You are running a small business, and you need to market your program. That is how you fill your spaces. *The Ultimate Child Care Marketing Guide* by Kris Murray is an excellent resource when looking for new ideas to market your business. Murray gives tips on finding your market area, how to look at other programs in your area to find what is unique about your program and looking at your current families and staff to determine how to proceed. The book has tips on communicating with parents, using social media such as Facebook and Twitter, and using partners in the community for assistance. In addition, Murray discusses how to write a message that tells people who you are and what your business does. There are tips on creating posters, flyers, brochures and business cards as well as designing full marketing plans. This book is not created with any modality of care in mind, and can be adapted to meet any program's needs. With the economy being what it is, everyone must be competitive. The Child Care Council does child care referrals equitably based on availability of slots and cannot recommend or endorse any programs. Therefore it is the responsibility of each program to make yours stand out and be noticed and keep your child care slots full.

This resource, along with many others, is available in our free resource lending library to borrow for up to two weeks. See a Child Care Council staff member for details or call (315) 223-7850.

Drama Area and Multiculturalism

One of the many areas where different cultural items and customs can be included is in the drama center of a program. The kitchen set up can have empty boxes of food from people's home, or cuisine. There are many play foods made that are diverse, such as play sushi.

Find clothes that are from other cultures and place into the dress up area, and most importantly, purchase dolls that represent different skin coloring and features of people.

Photos of Families: When families become apart of a preschool or daycare, ask the parents to bring in a photo of the family, then place the photo in a presentation format for everyone to view, such as a large tree titled *The Family Tree* or into a quilt like display with the title, *Our Family Blanket*. Make sure the photos are positioned in the room for everyone to see, yet low enough for young children to view.

Read more at Suite101: [Multiculturalism in Early Childhood Settings | Suite101.com](http://suite101.com/article/multiculturalism-in-early-childhood-settings-a305897#ixzz1yLKpG0dj) <http://suite101.com/article/multiculturalism-in-early-childhood-settings-a305897#ixzz1yLKpG0dj> Crayons come in all kinds of skin tone and so does the Play-Doh, and the dolls and toys, some of which are in wheelchairs, using walkers and sporting heads of gray hair.



Surprising Ways to Use Bilingual Materials:

1) **As Classroom Décor** -- Use bilingual materials like books and puzzles as classroom décor. This creates an environment that clearly celebrates diverse languages and cultures.

2) **As Communication Aids** -- Use bilingual materials as communication aids. Game pieces and books with easily recognized pictures can be used to facilitate communication with the child that speaks the other language.

3) **To Teach Only One Language at a Time** -- Even though bilingual materials may appear in two languages, it is better for most learners to try to focus on one language at a time.

Ideally, read a bilingual book in one language, then revisit the same book in English later that day.

4) **To Read in Foreign Language First** -- Use your wonderful teaching language, facial expressions, and props to bring the story to life and read aloud skills (i.e. silly voices, body even for children who don't understand all of the words. This is an easy way for children to learn vocabulary in a new language.

5) **As Parent Engagement Tools** -- Send bilingual learning materials and games home with the children from time to time to support their family's efforts to build their home language literacy skills.

6) **To Teach The Teachers** -- So many of us avoid taking college courses or online seminars to learn a new language, because we know we will spend hours of our time and learn very few words or sentences we could actually use in the classroom. Using familiar children's stories, games or music can change all that. When you know the story or song in your own language, it is much easier to learn it in a new language.



Core Body of Knowledge

*Taken from Capital District Child Care Council Summer 2012
Vol. 2012 Issue 3*

The newly revised and released Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators is a document all early educators should become familiar with. The Core Body of Knowledge (CBK) was written for early childhood professionals working with young children.

The CBK recommends practices for developing relationships with children, families and co-workers, for creating environments, and most importantly, is a tool for identifying areas to further oneself in the profession.

The CBK is organized into seven core competency areas:

1. Child Growth and Development
2. Family and Community Relationships
3. Observation and Assessment
4. Environment and Curriculum
5. Health, Safety, and Nutrition
6. Professionalism and Leadership
7. Administration and Management

Each of these core competency areas contain recommended practices for educators to consider in their work with young children. For example, in competency area 4, Environment and Curriculum, recommended practices/skills include creating a print-rich and conversation-rich environment, using precise and clear language, using rich and developmentally appropriate vocabulary, and engaging in conversations with children on topics that include their experiences and interests.

This tool gives educators a standard by which to reflect on their current level of proficiency and practices in working with young children. Reflection is important to assist in making experiences stronger for children. The CBK can be a reference point for those reflections and provides quality indicators to strive for.

The CBK was developed around several core beliefs that include:

- √ Children are born ready to learn.
- √ Children learn through play.
- √ Children learn best when adults work in partnership with one another.
- √ Children and their families must be equally respected.

As a professional in the field of early childhood education, the CBK should become a tool that assists you in reflecting on your current practices and building your own professional development. To download or view the full document go to : www.earlychildhood.org/pdfs/CoreBody.pdf.

TEACHING DIVERSITY THROUGH MUSIC

World Music Instruments That Can Be Made From Recycled Materials

taken from <http://makingmulticulturalmusic.wordpress.com/2012/04/10/14-world-music-instruments-that-can-be-made-from-recycled-materials/>

How do people around the world make music? In some really amazing, beautiful, and diverse ways! The instruments used to make music around the globe are also quite diverse and often made from unique materials. Some are crafted from dried gourds, bones, bamboo or from wood. World Music Instruments can be made from recycled materials—see below.

Make and Play a Didgeridoo—If you've ever seen a movie or TV program about Australia - you've certainly heard this instrument! Originally made from a hollow tree branch, you can make yours from a number of different materials - simple ones from rolls from wrapping paper, mailing tubes or more complex ones from pvc piping sold in a hardware store—the sound is better on longer didg's. If you are using the pvc piping, make sure you also buy sand paper and sand the rough edges so as not to cut mouths or hands on the instrument. Use stickers, paint, sharpie pens or ribbon to decorate it. You can also make woven bracelets or feathered handles for your instrument.

Play It! -Technically, the didg is played by "blowing raspberries" into it. Let Air pass through your lips while they blow back and forth. You can also simply hum or speak into it and notice how different sounds change as they pass through your instrument. With younger children, try saying their name or a series of vowels (like A-E-I-O-U) and hear how these sounds transform as they pass through the sound tube.



Make and Play a Washboard— If you're lucky, you may be able to find an actual old-fashioned washboard around your house but if not, here are directions to make a simple rub-board from a heavy piece of cardboard (like from the back of a

tablet of paper), a manila file folder, a stapler and a handful of rubber bands. You'll probably want some plastic spoons or unsharpened pencils to use as scrapers as well. First, take your manila file folder and cut off the uneven edges. Then begin to fold it as if you were making a fan, creasing the manila paper back and forth. Then open it up and cut it to fit on your cardboard. Staple the top and bottom edges firmly leaving room for the ridges to stick out. Next, place the rubber bands in each ridge to secure the washboard area in place.

How to Play a Washboard In Cajun country, the washboard is most often played with thimbles placed on your right or right and left hands. If you don't have thimbles or find them hard to hold (they are slippery!), plastic spoons or forks or sporks as they sound good and are much easier to hold. You can also try playing with a chopstick, an unsharpened pencil a plastic hair pick or an egg whisk. Each will make a slightly different sound. Try playing by rubbing down the washboard, rubbing up the washboard, or tapping the top or bottom of the board with your thimbles or spoons.

Make and Play a Guiro - A guiro, also sometimes called a "fish" is an instrument from Latin American that makes noise when a stick or a rasp is pulled over a series of ridges. Originally, guiros were made from natural objects such as bones or dried gourds that had ridges carved into them with knives. Later they were made from wood and metal as well. To make an easy version of a guiro, all you need are recycled water bottles, materials for decoration and filling and simple scrapers.

Materials Needed - Recycled water bottles with ridges (like Poland Springs) make excellent homemade guiros. You can use sharpies or stickers for decorating the outside and any materials such as beads, seeds, glitter, salt, pebbles or un-popped popcorn for filling up the inside. Use unsharpened pencils, chopsticks and egg whisks or hair picks for your guiro scrapers. Take the wrappers off and decorate the outside if your like or leave it clear. It helps to mark each child's name on the bottom with a permanent marker. Then fill them with something that rattles and add a bit of glitter or confetti for fun, if you like. Put the cap back on your bottles and seal with electrical tape to keeps the contents in, add colorful ribbons to the top part. When you are ready to play, **take** an unsharpened pencil or chop stick to rub on the guiro.



Keep your kids safe. Get their seasonal flu vaccines every year

SEASONAL FLU: A Guide for Parents

Is seasonal flu more serious for kids?

Infants and young children are at a greater risk for getting seriously ill from the flu. That's why the New York State Department of Health recommends that all children 6 months and older get the seasonal flu vaccine.

Flu vaccine may save your child's life. Most people with seasonal flu are sick for about a week, and then they feel better. But, some people, especially young children, pregnant women, older people, and people with chronic health problems can get very sick. Some can even die. A flu vaccine is the best way to protect your child from seasonal flu. It is recommended for everyone 6 months and older.

What is seasonal flu? The flu, or influenza, is an infection of the nose, throat, and lungs. The flu can spread from person to person.

Flu shot or nasal spray vaccine? • Flu shots can be given to children 6 months and older. • A nasal-spray vaccine can be given to healthy children 2 years and older. • Children younger than 5 years who have experienced wheezing in the past year – or any child with chronic health problems – should get the flu shot, not the nasal-spray vaccine. • Children younger than 9 years old who get a vaccine for the first time need two doses.

How else can I protect my child? • Get the seasonal flu vaccine for yourself. • Encourage your child's close contacts to get seasonal flu vaccine, too. This is very important if your child is younger than 5 or if he or she has a chronic health problem such as asthma (breathing disease) or diabetes (high blood sugar levels). Because children under 6 months can't be vaccinated, they rely on those around them to get vaccinated. • Wash your hands often and cover your coughs and sneezes. It's best to use a tissue and quickly throw it away. If you don't have a tissue, cough or sneeze into your upper sleeve, not your hands. This will prevent the spread of germs. Tell your children to: • Stay away from people who are sick; • Clean their hands often; • Keep their hands away from their face, and • Cover coughs and sneezes to protect others.

What are signs of the flu? The flu comes on suddenly. Most people with the flu feel very tired and have a high fever, headache, dry cough, sore throat, runny or stuffy nose, and sore muscles. Some people, especially children, may also have stomach problems and diarrhea. The cough can last two or more weeks.

How does the flu spread? People who have the flu usually cough, sneeze, and have a runny nose. The droplets in a cough, sneeze or runny nose contain the flu virus. Other people can get the flu by breathing in these droplets or by getting them in their nose or mouth.

How long can a sick person spread the flu to others? Most healthy adults may be able to spread the flu from one day before getting sick to up to 5 days after getting sick. This can be longer in children and in people who don't fight disease as well (people with weaker immune systems).

What should I use to clean hands? Wash your children's hands with soap and water. Wash them for as long as it takes to sing the "Happy Birthday" song twice. If soap and water are not handy, use wipes or gels with alcohol in them unless they are visibly soiled. The gels should be rubbed into hands until the hands are dry.

What can I do if my child gets sick? Make sure your child gets plenty of rest and drinks lots of fluids. Talk with your child's doctor before giving your child over-the-counter medicine. If your children or teenagers may have the flu, never give aspirin or medicine that has aspirin in it. It could cause serious problems.

Can my child go to school/day care with the flu? No. If your child has the flu, he or she should stay home to rest. This helps avoid giving the flu to other children.

When can my child go back to school/day care after having the flu? Children with the flu should be isolated in the home, away from other people. They should also stay home until they are symptom-free for 24 hours (that is, until they have no fever without the use of fever-control medicines and they feel well for 24 hours.) Remind your child to protect others by covering his or her mouth when coughing or sneezing. You may want to send your child to school with some tissues, wipes or gels with alcohol in them if the school allows gels.

For more information about the flu, visit <http://www.health.ny.gov/diseases/communicable/influenza/seasonal/>

Or, www.cdc.gov/flu Centers for Disease Control and Prevention

Follow us on: Facebook/NYSDOH

Twitter/HealthNYgov2423 7/11

FOR YOUR INFORMATION

HOW YOU CAN MAKE A DIFFERENCE IN WHAT TOXINS CHILDREN ARE EXPOSED TO

There are currently 82,000 chemicals for use or sale in the US. Not all these chemicals are proven safe. However, there are some that we know are harmful and we can do something about. These toxins are in our environment and in products we use every day. The chemicals are especially dangerous to children as they are small, and their bodies absorb more than adults. This is especially worrisome as the exposure happens when their bodies are growing and developing the fastest!

There are easy steps you can take to start reducing environmental hazards and improve the health of the children in your care today. Consider becoming an Eco-Healthy Childcare. You can start implementing the program by committing to the practices on the Eco-Healthy Child Care Checklist. Learn more at www.epa.gov/childcare.

Some simple tips to get started:

- .Reduce exposure to lead paint and dust from old paint.** Keep painted surfaces from chipping and peeling. If your childcare program is in a home or building built before 1978, you must hire a licensed contractor to safely renovate and repair your home. Visit www.epa.gov for more information.
- .Have a "no shoe" policy for your childcare.** Ask everyone to remove shoes before coming inside.
- .Reduce exposure to plastics.** Chemicals in the plastics can leak out into the food, drink or into the air.
 - Look for "PVC-free" and "BPA-free" labels

- PVC (polyvinyl chloride) is harmful and can be found in bibs, shower curtains, vinyl lunch boxes, cling wrap, toys, plastic squeeze bottles, rain coats.
- BPA (Bisphenol A) is harmful and leaches from hard, clear plastics such as plates, bowls, cups, baby bottles, water bottles, sippy cups.
- Avoid plastics with recycling codes #3, #6, and #7.
- Avoid toys made with soft plastic vinyl such as rubber duckies, bath books, rest mats.
- Do not use plastic containers or plastic wrap in the microwave.
- Wash all toys before using them
- Do not re-use disposable plastic containers such as water bottles, snack cups, take out containers. These are meant for one-time use and the chemicals can leak out into the food each time you use them.
- Discard all plastic food containers that have scratches, especially plates and bottles.
- Reduce other indoor air pollutants by avoiding aerosol sprays of any kind; avoid wall to wall carpeting and particle board. Remember to wet clean to keep dust levels down.

Consider making these changes today! For more information, visit www.epa.gov/childcare or www.ecohealthychildcare.org

Sources: Environmental Protection Agency epa.gov/childcare, Eco-Healthy Childcare, Children's Environmental Health Network cehn.org/ehcc.

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Hamilton Theater *
7 Lebanon St *
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www.hamiltontheaternet
* movie times
315-824-2724

Join us for a very special movie experience, as Hamilton Theater presents... **SENSORY FRIENDLY SUNDAYS**
A series of sensory friendly movies for moviegoers affected by sensory processing issues. **ADMISSION IS FREE!**

SPECIAL FEATURES:

- * The audio is turned down.
- * The theater does not go completely dark- house lights are up.
- * Parents may bring gluten-free or other snacks
- * Roaming and talking are not frowned upon!

**Great movies one Sunday of each month at
12:30pm**

December 2 -Brave (100 min., PG) January 13-Ice Age 4:Continental Drift (95 min., PG)

Take Two Hikes And Call Me In The Morning

Can a dose of nature cure what ails you?

Philosophers and poets have long praised the **rejuvenating benefits of nature**, but only in the past two decades has nature's healing potential been examined through the lens of modern science. Scientific research suggests that activities such as gardening, walking by a stream or even gazing out a window at your backyard may have therapeutic benefits.



Among the findings:

* A group of breast cancer patients who spent half an hour watching birds or strolling in a park three times a week had **increased attention span and significant gains in quality of life ratings**, compared patients who stayed inside.

* In a recent nationwide study of more than 400 children with **attention deficit hyperactive disorder (ADHD)**, scientists observed a significant **reduction of symptoms** among kids who were "treated" to some time outside enjoying nature compared with those who were not.

* A study of 100 people in a diversity of work settings found that employees with window views of nature had **lower levels of job stress** and higher reports of general well-being than those without such views.

* Patients who underwent bronchoscopy **experienced less pain after first viewing a nature scene**, then listening to sounds of a bubbling brook during the procedure, compared to a group that did not use these interventions.

* A study of 337 rural children, by Cornell University environmental psychologist Nancy Wells, shows that children with more exposure to nature have **reduced stress levels and longer attention spans**. These studies are leading to changes in the health-care industry: Hospitals, for example, are incorporating "healing gardens" into their designs. Nursing homes are installing aquariums and aviaries. Workplaces are adding rooftop gardens and interior plants. And "wilderness therapy" is being offered to cancer patients, emotionally disturbed children and rape survivors, among many others.

This story was adapted from Beth Baker's story in National Wildlife magazine.

Recipes & Snacks



Vegetable Soup This works well in a crock pot, put meat in early. Use frozen or fresh chopped vegetables, let kids decide how much of each vegetable goes in the pot. Cook on high for 2-3 hours, serve with crackers.

Raw veggies (served with sour cream or ranch dressing):

Cauliflower, celery, broccoli, carrots, radishes (may be a little spicy for younger children), lettuce, green onions, Etc.

Make it fun Serve "Ants on a Log:" if your children do not have peanut allergies, spread natural peanut butter onto celery sticks and top with raisins (or not); your child may also dip carrots sticks or baby carrots in peanut butter.



Make a vegetable pizza and pile on veggies such as artichoke hearts, fresh or sun-dried tomatoes, bell peppers, onions, spinach, olives, and mushrooms.

Prepare a salad with vegetables you've never used before, such as baby corn or whole kidney or black beans. Add fruit, cheese, or fruit to make it tastier; top it off with your child's favorite salad dressing.



Kids often enjoy popping miniature tomatoes in their mouths; try cherry, grape, or plum. Salsa and tomato-based spaghetti and pizza sauces count as vegetables, making it easy and fun!

Evidence-Based Living

Bridging the gap between research and real life

Evidenced-based learning: Play, play, play

According to an article in the *New York Times* "Simon Says Don't Use Flash Cards" by Tara Parker-Pope, the best way to develop young minds is through play.

Megan McClelland, an early childhood researchers at Oregon State University, has conducted many of the studies that demonstrate it's most important for young children to learn how to pay attention and follow instructions, and games like Simon Says and Red Light-Green Light are the best ways to teach these skills.

Her most recent study, published in the *Early Childhood Research Quarterly*, tracked 430 children over 25 years. They found children who received high ratings for persistence and paying attention at age four had nearly 50 percent greater odds of getting a bachelor's degree by age 25. In fact, these abilities were a better predictor of completing a bachelor's degree than math or



reading skills at any age.

An earlier intervention study of 65 preschoolers found games that required children to listen and pay attention, think, and then act taught self-regulation and helped children improve in identifying letters and words.

You can find more information about educational games to play with preschoolers at McClelland's web site <http://health.oregonstate.edu/people/mcclelland-megan>. For abstract and highlights of this study, contact us at 223-7850

The bottom line? Put away those educational DVDs and flashcards in favor of playing some old-school games.

Source: taken from Aug 27, 2012 "Evidence-Based Living" blog from College of Human Ecology at Cornell University

2013 Early Childhood Recognition Awards

Nominations are now being accepted for "2013 Friends of Children"

Nominations must be received on or before
Monday May 6, 2013

- * Does your child love going to child care?
- * Is there a community member you know who advocates tirelessly for children?
- Does your employer promote family-friendly work policies?

Awards Dinner
June 10

Honor your family's friend of children
by nominating her/him for an

Early Childhood Recognition Award

**NOMINATE TODAY—
online at www.myccccc.org**

About Us



The Child Care Council promotes and supports quality child care and services related to the education and well-being of children.



Our services include:

- ☺ Child care referrals that provide a listing of NYS regulated child care programs and tips on how to select child care
- ☺ Parent education including parent coffee hours, parent workshops and access to on-line parent trainings
- ☺ Assistance with the child care start-up process for family & group family child care providers
- ☺ Technical assistance & professional development for child care professionals.

The Child Care Council is a member of the NYS Early Care & Learning Council and NACCRRRA, the National Association of Child Care Resource & Referral Agencies. The Child Care Council is a program of Cornell Cooperative Extension of Oneida County.

4 Tips For Promoting Your Program

1. Put a large colorful sign wherever you can. Don't forget strollers or wagons, as a place to put signs.
2. Have something for a parent who takes a tour to take home with them as a reminder of their visit. This may be a bookmark, pencil with your logo or a copy of the most recent newsletter.
3. Distribute your newsletter to local businesses, visitors, and welcome wagon organizations.
4. Rent a small mall kiosk where you can show an informational video and distribute pamphlets.

6 Considerations for Choosing Training

1. What are the state regulations?
2. What age group does staff member work with?
3. Do they need general information or more advanced content?
4. What are their interests?
5. Can you determine need through observation and evaluation?
6. Do they have a balance of training in the basic areas? Child Development; Working with Families; Professionalism; Health and Safety; Curriculum; Planning; Discipline and Management; Diversity?

7 Ideas for Staff Recruitment

1. Post openings at college placement offices.
2. Offer incentives to employees for finding appropriate candidates.
3. Attend job fairs.
4. Inform local education professors of openings.
5. Promote substitutes and volunteers.
6. Serve as a laboratory school for local college.
7. Invite open applications.

8 Strategies for Successful Staff Meetings

1. Distribute a proposed agenda beforehand. This allows attendees to be prepared and plan for questions or contributions.
2. If there is new staff, be sure to devote time for introductions or icebreaker activities.
3. Set aside some time for the sharing of ideas.
4. Offer an incentive for promptness.
5. Open up the "Suggestion Box" or "Venting Jar".
6. Encourage staff to present/report on trainings or conferences they have attended.
7. Show a video rather than making a speech on a training topic.
8. Vary the location of the meeting (different classroom, or maybe after hours at a coffee shop).

STANDARD 1.4.4.2:

CONTINUING EDUCATION FOR SMALL FAMILY CHILD CARE HOME CAREGIVERS/TEACHERS

Small family child care home caregivers/teachers should have at least thirty clock-hours per year of continuing education in areas determined by self-assessment and, where possible, by a performance review of a skilled mentor or peer reviewer.

RATIONALE: In addition to low child: staff ratio, group size, age mix of children, and continuity of caregiver/teacher, the training/education of caregivers/teachers is a specific indicator of child care quality. Most skilled roles require training related to the functions and responsibilities the role requires. Caregivers/teachers who engage in on-going training are more likely to decrease morbidity and mortality in their setting and are better able to prevent, recognize, and correct health and safety problems.

Children may come to child care with identified special health care needs or may develop them awhile attending child care, so staff must be trained in recognizing health problems as well as implementing care plans for previously identified needs. Because of the nature of their caregiving/teaching tasks, caregivers/teachers must attain multifaceted knowledge and skills. Child health and employee health are integral to any education/training curriculum and program management plan. Planning and evaluation of training should be based on performance of the caregiver/teacher. Provision of workshops and courses on all facets of a small family child care business may be difficult to access and may lead to caregivers/teachers enrolling in training opportunities in curriculum related areas only. Too often, caregivers/teachers make training choices based on what they like to learn about (their "wants") and not the areas in which their performance should be improved (their "needs").

Small family child care home caregivers/teachers often work alone and are solely responsible for the health and safety of small numbers of children in care. Peer review is part of the process for accreditation of family child care and can be valuable in assisting the caregiver/teacher in the identification of areas of need for training. Self-evaluation may not identify training needs or focus on areas in which the caregiver/teacher is particularly interested and may be skilled already.



TRAINING/EVENT CALENDAR

December 2012

CALL 223-7850 to register

***Visit <http://mycccc.org/professionaldevelopment.htm>
for complete training information and/or to download a registration form***

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>Informational Sessions for Prospective Family Child Care Providers. These sessions familiarize those interested in becoming a NYS certified family/group family child care provider with the application process, NYS regulations and services available to assist in start-up and beyond! Presented by Child Care Council staff. Fee: FREE, pre-registration is required by calling 223-7850</p>						<p>1**MAT class 8am to 5pm TBA Oneida</p>
2	<p>3 Out of School environments—Part 2, 9am to 12 noon, \$30. Open to all ;3.0 hrs trng credit. Farm & Home Cntr</p>	4	<p>5 Program Management 5:30pm to 9pm, \$35. Open to all; 3.5 hrs trng credit. OC Farm & Home Center, Oriskany</p>	6	<p>7**MAT Independent Study Course 9am to 1pm OC Farm & Home Center, Oriskany</p>	8
9	<p>10 Physical Development and Creative Movement 9am to 12 noon, \$30. Open to all; 3.0 hrs trng credit. Farm & Home Cntr</p>	11	<p>12 Informational Session 5pm to 7 pm, Chittenango Library and 4pm-6pm Basloe Library Herkimer</p>	13	14	15
16	<p>17 Creative—Part I 9am to 12 noon, \$30. Open to all; 3.0 hrs trng credit. Farm & Home Cntr</p>	<p>18 Informational Session 4pm to 6 pm, OC Farm & Home Center, Oriskany</p>	19	20	21	22
23	24	25	26	27	28	29
30	31					

****This course is a mandatory component of gaining NYS certification to administer medications to the children in your program. [The independent study MAT course tuition is \\$80. MAT Fee: \\$120, non-refundable.](#) For more information or to register for MAT classes, contact Arlene at 223-7850 x 227.(Funding is available through NYS to cover \$100 of the fee. For information on funding, contact SUNY at 800-295-9616 or www.tsg.suny.edu)**

FOR ALL TRAININGS: Refunds or credits will not be given to cancellations or no-shows unless approved by Child Care Council staff (72 hours in advance of workshop). Make money orders/cashier's check payable to **CORNELL COOPERATIVE EXTENSION.**



TRAINING/EVENT CALENDAR

January 2013

CALL 223-7850 to register

***Visit <http://mycccc.org/professionaldevelopment.htm>

for complete training information and/or to download a registration form***

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5 MAT Class 8am-5pm, OC Farm & Home Cntr
6	7 Creative-Part 2/presenting prop boxes 9am to 12 noon, \$30. Open to all; 3.0 hrs trng credit. Farm & Home Cntr	8	9 CDA Orientation Class; 5:30 pm to 9 pm, \$35. Open to all, 3.5 hrs trng credit. Farm & Home Cntr	10 Informational Session 2pm-4pm Canastota Library	11	12
13	14 Bullying 9am to 12 noon, \$30. Open to all; 3.0 hrs trng credit. Farm & Home Cntr	15 MAT Class Independent Study 9am-1pm, OC Farm & Home Cntr	16 Info Sessions: 3pm to 5pm Ilion Library, 4pm to 6pm, Utica Library and 3pm-5pm Ilion Library Professionalism, 5:30pm to 9 pm; \$35. Open to all, 3.5 hrs trng credit. Farm & Home Cntr	17	18	19
20	21	22 *Health & Safety Trng 10:30 am to 4:30 pm, OC Farm & Home Center, Oriskany	23 *Health & Safety Trng 10:30 am to 4:30 pm, OC Farm & Home Center, Oriskany Early Childhood Resources and Research, 5:30-9 pm ; \$35. Open to all; 3.5 hrs trng credit. Farm & Home Cntr	24 *Health & Safety Trng 10:30 am to 4:30 pm, OC Farm & Home Center, Oriskany	25 YOGA Recess Day	26
27	28 Child Abuse & Maltreatment/ Mandated Reporter 9am to 12 noon, \$30. Open to all; 3.0 hrs trng credit. Farm & Home Cntr	29	30 Infant/Toddler Development; 5:30pm to 9:00 pm; \$35. Open to all, 3.5 hrs trng credit. Farm & Home Center	31	<ul style="list-style-type: none"> > Pre-registration is required for all Child Care Council-sponsored professional development workshops. > Refunds/credits will not be given to no-shows. > Scholarship funding to participate in training may be available through the Educational Incentive Program (EIP). For more information, on scholarship funding visit www.tsg.suny.edu. You may also contact EIP at eip@tsg.suny.edu or 800-295-9616. 	

***Health & Safety Competency Training for Family/Group Family Child Care Providers** This training fulfills the mandatory 15 hour Health & Safety training requirement necessary to become a NYS regulated family or group family child care provider. *Presented by a NYS certified Health & Safety trainer.* Fee: \$260 reimbursable through SUNY Health & Safety Rebate upon registration. Payment must be received via money order or bank cashier's check.

FOR ALL TRAININGS: Refunds or credits will not be given to cancellations or no-shows unless approved by Child Care Council staff (72 hours in advance of workshop). Make money orders/cashier's check payable to **CORNELL COOPERATIVE EXTENSION.**



TRAINING/EVENT CALENDAR

February 2013

CALL 223-7850 to register

***Visit <http://mycccc.org/professionaldevelopment.htm>

for complete training information and/or to download a registration form***

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>Informational Sessions for Prospective Family Child Care Providers. These sessions familiarize those interested in becoming a NYS certified family/group family child care provider with the application process, NYS regulations and services available to assist in start-up and beyond! Presented by Child Care Council staff. Fee: FREE, pre-registration is required by calling 223-7850.</p>					1	2
3	4 Self 9am to 12 noon, \$30. Open to all; 3.0 hrs trng credit. Farm & Home Cntr	5 Informational Session 10am-11am Little Falls Library	6 Secure Attachment; 5:30pm to 9 pm; \$35. Open to all, 3.5 hrs trng credit. Farm & Home Center	7	8	9
10	11 STEM 9am to 12 noon, \$30. Open to all; 3.0 hrs trng credit. Farm & Home Cntr	12	13 Preschool Development 5:30pm to 9pm, \$35. 3.5 hrs trng credit; Farm & Home Center	14	15 MAT Class Independent Study, 9am-1 pm, OC Farm & Home Cntr	16 MAT Class , 8am-5pm, OC Farm & Home Cntr
17	18	19	20 Informational Session 4pm to 6pm OC Farm & Home Center, Oriskany	21	22	23
24	25 Diversity in Literacy 9am to 12noon, \$30. Open to all; 3.0 hrs trng credit Farm & Home Cntr	26	27 Developmentally Appropriate Practice, 5:30 pm to 9 pm. 3.5 hrs trng credit, Farm & Home Cntr	28		

***Health & Safety Competency Training for Family/Group Family Child Care Providers** This training fulfills the mandatory 15 hour Health & Safety training requirement necessary to become a NYS regulated family or group family child care provider. *Presented by a NYS certified Health & Safety trainer.* Fee: \$260 reimbursable through SUNY Health & Safety Rebate upon registration. Payment must be received via money order or bank cashier's check.

****This course is a mandatory component of gaining NYS certification to administer medications to the children in your program. [The independent study MAT course tuition is \\$80. MAT Fee: \\$120, non-refundable.](#) For more information or to register for MAT classes, contact Arlene at 223-7850 x 227. (Funding is available through NYS to cover \$100 of the fee. For information on funding, contact SUNY at 800-295-9616 or www.tsg.suny.edu)**

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CHILD CARE BULLETIN BOARD

CDA Course Coming in January!



The Child Care Council is currently accepting registrations from those interested in taking a Child Development Associate (CDA) Preparatory course. Depending on eligibility, tuition may be wholly or partially funded by the Educational Incentive Program (EIP).

The Council will provide:

- * 120 clock hours of education in required topic areas.
- * An advisor, if needed
- * Required on-site observation
- * Technical assistance

Classes will be held Wednesday evenings from 5:30 p.m. to 9:00 p.m. for two semesters (Jan—June 2013) and (September—December 2013) at the Oneida County Farm & Home Center, Oriskany. A minimum of five registrants is needed for the course to be held. For more information, contact Nicole at 223-7850 x 231.



NAEYC's new [For Families](http://families.naeyc.org) website is a powerful resource that you can use in your work with young children and their families. It includes a wealth of research-based information about children's learning and development that families can trust. Use the site to find timely articles and information to share with families and for all your family engagement needs. You can also help to spread the word by letting parents and colleagues know about this important new resource. For more information, visit families.naeyc.org.



STAFF NAME CHANGES

Ellen Olson,
formerly Ellen Perrone
and
Kim Schillaci Taurisano

Earn Up To
\$85 per child
per month

Are You Serving Nutritionally Balanced Meals and Snacks to the Children in Your Care?

Why Not Get Reimbursed!

The **Child and Adult Care Food Program** offers child care providers nutrition education and monthly monetary reimbursement for the cost of nutritionally balanced meals and snacks. Child care programs can claim two meals and one snack, or one meal and two snacks, per child, per day, as long as foods served meet USDA guidelines.

The rate of reimbursement is based on school district data, census data, or household income guidelines.

Monthly reimbursement can vary, and is based upon individual program claims.

You can receive up to \$85 per child per month.

The program is based on guidelines designed by the United States Department of Agriculture. The Child Care Council is a local sponsor of the program.

NOW, an easier way to do CACFP paperwork!

Introducing **MINUTE MENU WEB KIDS.**

You can log into WebKids website and record everything the food program requires in seconds!

For more information on the Child and Adult Care Food Program OR to start claiming online, call (315) 223-7850 ext 226

The Child Care Council promotes and supports quality child care and services related to the education and well-being of children. The Child Care Chatterbox is a quarterly resource and informational newsletter published by the Child Care Council and is made possible with funding from the NYS Office of Children & Family Services.

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**121 Second Street
Oriskany, NY 13424**

315-223-7850 ~ 888-814-KIDS
Fax 315-223-7855

Main Office Hours:
Monday—Friday
8:30 a.m.—4:30 p.m.

Satellite Offices:

Herkimer Co. DSS,
Herkimer ph. 315-867-1555
Fax 315-867-1528

Madison Co. DSS,
Wampsville ph. 315-361-1890
Fax 315-366-3039

Oneida Co. DSS
Utica ph. 315-731-3426
Fax 315-266-6188

Visit us on the web:
mycccc.org

*The Child Care Council is a program of Cornell Cooperative Extension of Oneida County.
Cornell Cooperative Extension provides equal program and employment opportunities.
Please contact the Cornell Cooperative Extension of Oneida County office if you have any special needs.*



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