



Child Care Council, Inc.
has graduated it's first class in

NEW!

Spanish Health & Safety!

See page 8 for details

Congratulations CDA Graduates!

CDA Class #62 graduated on February 10, 2011



Their names in order from left to right are:

Row 1 (sitting): Amatul-R-Tanweer, Nancy Mastin, Kristie Bickle, Kayla Cordaro, Cheryl Delany and Heather Buscaglia

Row 2: Tracy Patrick, Dawnita Daniels, Patricia McNair, Mioschia Brumfield, Jackie Gerraci, Jacqueline Moe-Hieberg, Vanessa Green, Susan Ann Montoya, Nicole Sinski

Congratulations and best wishes to you all as you continue your journey towards excellence!



CHILD CARE COUNCIL

Your premier resource. Inc.

WE DO THAT!

CARING MATTERS

May 2011 - Vol. 29 Issue 5



CELEBRATE!

May 6, 2011

PROVIDER APPRECIATION DAY

Among the staff of Child Care Council there is a vast amount of experience in the field of child care. Not only college and parental experience, but also many years working in all modalities of child care.

We tell you this because:

We have walked many a mile in your shoes.
We know how important your work is.
We know the struggles, and the joys!
We care about you.
We appreciate you.
We support you.



We Thank You!

"We Do That" and more every day because you are important to us.

More information about Provider Appreciation Day can be found at www.nafcc.org or www.providerappreciationday.org

President Amy Fici * CEO Barbara-Ann Mattle * Editor Jennifer Weykman

***** LOCATIONS *****

Main Office
595 Blossom Rd. Suite 120
Rochester, NY 14610-1825
Phone: (585) 654-4720
Fax: (585) 654-4721

Wayne County Branch Office
510 West Union St., Suite 1
Newark, NY 14513-9201
Phone: (315) 331-5443
Fax: (315) 331-5271

Livingston County Branch Office
3513 Thomas Dr. Suite 4
Lakeville, NY 14480-0670
Phone: (585) 346-6050
Fax: (585) 346-6058

CCC Membership Benefits and Application

Individual Membership—\$35.00/yr

Benefits

- Loan privileges at the Early Childhood Professional Libraries
- My First Library for your own children between the ages of 6 weeks thru 5 years
- Free Notary Public Services
- Access to group rate Health and Dental Insurance
- Council Pin, Lanyard, Tote Bag or Cooler Beach Bag

Child Care Center Staff Member, Registered Family Child Care Provider or Legally Exempt Child Care Provider Membership—\$50/yr

All Benefits Above Plus

- 50% discount on Business Center Services
- 10% membership discount every Tuesday on Recycle Shop purchases
- Substantial member savings on Council offered classes and events

Single Site Group Family Child Care Provider or Non-Child Care Organization Membership—\$75/yr

All Benefits Above Plus

- Substantial member discount on in-service training at your location
- \$5.00 discount on individual staff memberships in the Child Care Council
- Substantial discount on Council classes and events for provider and assistants

Child Care Center, Nursery School, School-Age, Multi-Site Group Family Child Care Membership

\$100.00/yr (1-10 staff members) \$200.00/yr (21-30 staff members)
 \$150.00/yr (11-20 staff members) \$250.00/yr (31+ staff members)

All Benefits Above Plus

- Substantial Discount on Individualized Training Program and In-Service Sessions
- All staff members eligible for substantial member savings on Council classes and events

CCC Annual Membership Application

- Individual Membership (\$35)
- Center Staff Member Membership (\$50)
- Family Provider Membership (\$50)
- Single Site Group Family Child Care Membership (\$75)
- Non-Child Care Organization Membership (\$75)
- CACFP Family Provider (\$25)
- CACFP Group Provider (\$37.50)
- Center
 - Nursery School
 - School-Age
 - Multiple Site
 - Group Family
 - 1 - 10 Staff Members (\$100)
 - 21-30 Staff members (\$200)
 - 11-20 Staff members (\$150)
 - 31+ Staff members (\$250)

Mail form & payment to:
 Child Care Council Membership
 595 Blossom Road, Suite 120
 Rochester, NY 14610

Membership Fees are non-refundable

Please one

New Membership

Renewal Membership # _____

Name _____ Home Phone () _____

Home Address _____ City _____ Zip _____

Center Name _____ Center Phone () _____

Center Address _____ City _____ Zip _____

Total \$: _____ MC/Visa# _____ Exp. Date _____ V# _____

(3 digit # on back of credit card)

Amount Enclosed: _____ - Check # _____ Signature: _____

Please check one: Council Pin Lanyard Tote Bag Cooler Beach Bag



News You Can Use



Videoconference training allows you to learn from experts and other child care providers while networking and sharing your experience with other professionals. These trainings consist of:

- a live broadcast;
- discussions with panelists including national and state experts as well as child care providers;
- opportunities for interaction at each training site;
- activities to apply what you have learned;
- extensive handout and resource materials;
- 2.5 hours of training and .25 CEUs.

Professional Development SUNY Videoconference Schedule

Remaining schedule for 2011:

5-19-11 6-2-11 9-15-11 10-20-11

Don't forget, you can register online at:
www.ecetp.pdp.albany.edu/signup.shtm

If you prefer to pick up a paper version, Child Care Council, Inc. has copies at our offices when they are available.

Cabin Fever?

By Polly Ellstrom, Family Child Care Inspector

Is winter getting you down?
Do the kids have ants in their pants?

Don't forget to get outside.

417.7(f) – Daily supervised outdoor play is required for all children in care, except during inclement or extreme weather or unless otherwise ordered by a health care provider. If there is a second caregiver available, parents may request, and providers may permit, children to remain indoors during outdoor play time so long as such children will be supervised by a caregiver. Nothing contained in this subdivision shall be construed to require a provider to have a second caregiver available.

There are many great benefits to being outside too. It adds variety to the daily routine. It fills lungs with fresh air. It allows the kids to expend energy and can create a more calming atmosphere at rest/nap time.

If the yard is too messy, take a walk either through the neighborhood or up and down the driveway. Make it an adventure. Look for animals, birds or other signs of spring.

And when the day is done and the kids have gone home, don't forget to treat yourself. Give yourself a pedicure or manicure. Have your hair done. Go to dinner and the movies with a friend. Allow yourself time to feel good about you and it will spill over into your child care program.

Wishing you seasons of joy!



Bullying is No Fun!

By Bethany Fogg, Referral Specialist

Bullying is an unfortunate reality for many young people, even young children in our society. It can happen anywhere, in and outside of school. As professionals and parents that have contact with students or young children that are the bullies or bullied, we should be aware of signs to look for in identifying this type of behavior. Sadly, bullying can have negative life long or harmful effects on a individual.

As a child care provider or a parent you can look for some typical identifying characteristics of young children that are bullied. Research shows that the characteristics include; loneliness, depression, school avoidance, and suicidal ideation more than their non-bullied peers (Holt, Finkelhor, Kaufman, 2007). Research also shows that individuals that are bullied may also experience lower self esteem than their non-bullied peers.

Research shows that a child who demonstrates a number of violent behaviors with increasing severity, frequency or intensity may be at serious risk of violence/bullying. Children may also exhibit some externalizing behaviors that include; hitting, kicking and verbal assaults (Bardick & Bernes, 2008) In order to keep children safe and reduce instances of bullying it is important to identify and document the frequency and types of externalizing behaviors that occur. As a provider, you can share your documentation with the parents to see if they notice the same types of behaviors in other settings. You could also investigate where and when the child usually demonstrates the externalizing behaviors; playgrounds, certain times of day, cafeteria, on the bus, etc.

By being proactive and aware of the types of behaviors to look for in children that are bullies or being bullied, you may be able to play an important role in the prevention of bullying from occurring and also provide support to children that you may think are being bullied. It happens more often than ever and can have harmful and long lasting effects, so its best that they we stay in tune and aware of the behavior of the children that we interact with and care for on a daily basis!

Resources:

Bardick, A. & Bernes, K. A framework for assessing violent behaviors in elementary school-age children. *Children & Schools* vol.30.2 (2008) 83-91
Holt, M., Finkelhor, D., & Kaufman, G. Hidden forms of victimization in elementary



Baby Talk

Education Services Department

Building Baby's Brain

By Rose Shufelt, Infant Toddler Specialist

When you hold a newborn baby in your arms for the first time, it is an astounding experience. You wonder, "Will he be healthy?", "Will she do well in school?" and "Will he grow up to become a caring, responsible adult?" Research has shown that the answers to those questions rely heavily on the early experiences that a child receives.

Brain development is an active, lifelong process. At birth, we start with approximately 100 billion neurons (brain cells) that have already traveled to the right sections of the brain and have begun connecting with each other. Additional connections are made after birth and the existing ones are strengthened. This is where early experiences are essential. During the first three years of life, a baby's brain develops about 90%. Infants and toddlers learn through their senses and hands on experiences.

There are 7 key ingredients that have been identified by researchers for healthy brain development of infants and toddlers. They include: **Nurturance:** Babies need loving, caring, nurturing, supportive care teachers, **Support:** Babies need care teachers who will be supportive in their everyday needs and stressful situations, **Security:** Babies need care teachers who will provide them with a secure base so they feel safe to explore their environments and take risks, **Predictability:** Babies need predictable care teachers in the form of primary and continuity of care as well as predictable environments so they feel safe and secure, **Focus:** Babies need care teachers who will provide them with an environment that is age appropriate, one that is not cluttered with toys, or distracting but one that is stimulating, **Encouragement:** Babies need care teachers who will set the stage for them to master skills and pay attention when they do. Encouragement needs to be meaningful and go beyond "Good Job", **Expansion:** Babies need care teachers who know where things are going, those who document progress and move on, care teachers who interact with them and expand on the babies learning. Remember, the early experiences that we give to our babies have a profound effect on later development. Interactions with you and simple activities that require little or no materials are vital for the growing and developing brain.

References: PITC (Program for Infant Toddler Care)



Food For Thought

Nutrition Services Department

Eating Behaviors

By Darla Ferrante, (CACFP) Nutrition Services

Eating behaviors in young children refer to food preferences, patterns of food acceptance, and rejection. Family members influence our children's eating behaviors. Genetics and context in which foods are presented are two key factors that underline eating behaviors. In the child care setting, teachers and family child care providers influence eating behaviors by the foods they offer, the behaviors they model and their social interactions.

There are 6 areas of early eating behaviors:

1. Food Fears
2. Environment
3. Pressure to eat
4. Food behavior models
5. Food restrictions
6. Food as a reward or celebration



Research tells us that offering a food 10-15 times appears necessary to increase a child's food acceptance

Children have natural fears of new foods, but being persistent and repeating the exposure to foods is important. A key in getting children to try new foods is to encourage them to look, smell, touch and taste them. This helps children take small steps toward tasting the foods.

Children are more willing to try new foods and eat them when they observe peers and adults enjoying the food. Family style meals also help by engaging children in mealtime conversations and this leads to a greater chance of food enjoyment. Adults can use this time to talk positively about the foods. They can have the children describe colors, tastes and textures. Keep in mind restricting foods from a diet can backfire. A study has shown that children who are restricted from foods (salt or high in sugar), will binge on those types foods when available.

Always respect a child's own cues on being full. Also, follow a schedule that provides enough time to eat.

Offering food as a reward or celebration is very common, but these practices can have a negative impact on eating behaviors. Celebrations should include fruits and vegetables or muffins instead of the traditional "sweets". Include non-food related activities for celebrations such as bringing a favorite book or game to share with everyone.

Child care providers who understand the importance of their role in the development of children's healthful eating behaviors can help improve lifelong eating habits.

Reference: *The Impact of Teachers and Families on Young Children's Eating Behaviors.* By Erin K. Eliassen *Young Children*; March 2011



Child Care Council Holds its First Spanish Health and Safety Class

By Hector Santiago, Legally Exempt Specialist

Providing people with the tools they need to be a successful child care professional has provided many valuable learning experiences not only for me but for the many providers I have been able to teach. Equipping these new providers with the knowledge of health and safety practices has given each provider the knowledge and skills needed to have a successful and flourishing child care environment.

Expanding Spanish trainings is my ultimate goal. The Latino providers we educated were proud to have this important asset available to them in their first language. They felt free to ask questions and become more involved in the training. Sharing language and culture within the class creates a bond of trust and support.

Feedback from providers has proved positive and crucial to the success of this Spanish training. The providers were extremely happy to have taken this training and say they cannot wait to have the opportunity to attend more trainings at the Child Care Council in Spanish. I am excited to offer Health and Safety training in Spanish. Check the calendar and newsletters for more classes in the future being offered. For questions please contact Hector Santiago at 585-654-4750



Pictured left to right are:

Front row:
Wanda Jimenez,
Luz Acevedo,
Orquidea Hilario

Second row:
Ana Vargas,
Ivonne Rosa,
Juanita Sanchez

Back row:
Instructor:
Héctor L. Santiago,
Fernando Perez



Regarding Protective Surfacing Under Playground Equipment

By Emily Leone RN. MSN Health Services Coordinator

Playground equipment is fun and essential for the development of gross motor skills such as climbing and swinging, but while children are developing these skills and mastering others, they are at increased risk for injury. Of the approximately 50,000 playground injuries that occur each year resulting in emergency department visits, falls account for 80% of those injuries. Serious head injury can be averted through impact absorbing surfaces covering the fall zones under equipment.

OCFS has begun enforcing the regulation in home-based child care programs regarding proper installation of outdoor equipment including climbers, slides, and swings. Manufacturers instructions for installation comply with the Consumer Product Safety Commission (CPSC) which is a federal agency tasked with providing safety standards for manufacturers and users of residential playground equipment including standards for protective surfacing requirements.

Guidelines and technical assistance for selecting protective surface materials is available at all Child Care Council offices. No one product is perfect and the consumer must weigh the benefits, risks, and cost of each material when making their selection.

One point I want to stress is that the risk of using inappropriate shock absorbing materials, such as grass or dirt, exposes children using the equipment to an unacceptable level of risk for serious head injury. Following is a primer in the decision making process.

The determination of what material to use is initially based on the fall zone and the critical height or fall height of the equipment used. Swings have a larger fall zone than climbers or slides. The depth of the shock-absorbing material depends on the maximum height a child could fall. Shock absorbing materials include wood mulch, wood chips, sand, pea gravel, shredded tires, or composite material rated for the correct fall height. Home playground equipment should not be installed over concrete or asphalt, even with protective surfacing.

There are potential problems with each of the materials listed. Pea gravel is a choking hazard for young children. Sand can attract cats that may defecate in the sand. Wood mulch may harbor a type of roundworm larva if raccoons commonly den near the playground. Shredded tire materials raise concerns about chemical exposure. Finally composite materials may be prohibitively expensive.

Determining the type of protective surface you use for your playground equipment might not be easy or inexpensive, but it will help to prevent serious injury in children.

"The Book Nook" Professional Library Book Review

By Staff Member: Bethany Fogg,
Referral Specialist

With over 250 games and activities, this go-to guide is designed to help families and teachers create an inclusive, fun environment for children with disabilities from infants to age 8. This book is a helpful resource for families and teachers because it outlines the materials/equipment that are used, along with the adaptations that may need to be considered to create an inclusive environment and accommodate the special needs of the children. Each chapter focuses on a specific skill set, or theme and the corresponding activities coincide with that topic. The themes, or topics throughout the book include; Exploring the World of Senses, Active Games with Rolling, Crawling, Walking and More; Building and Creating, Imaginative Outdoor Fun and Water Play, Music Play, and Group Games and Activities.

This book is a great resource because it provides detailed directions and the adaptations that cover a range of disabilities or special needs that the children may have. It has activities that accommodate children with physical, visual and hearing impairments, as well as for children with emotional or mental challenges.

With such a variety of activities in this book, it will serve as a great resource for any parent or provider who has a child(ren) with special needs in their care, because it can be used for all children whether they have a special need or not. Enjoy!

THE RECYCLE SHOP ITEM OF THE MONTH IS:

*Paper size thin wooden boards with shapes cut out of them.
Would be great for picture frames.*

Creative Play Activities for Children with Disabilities

Lisa Rappaport & Linda Schulz

IMPORTANT INFORMATION

2011 EIP Applications

To apply on line, or download an application go to
<http://www.ecetp.pdp.albany.edu/eip.shtm>
Call our office for assistance and signing up for classes!

*A review of classes in May & June 2011. New items are in BOLD
Classes are 6:30pm—9:00pm unless otherwise noted*

Rochester Office:
5/2 & 4-Basic First Aid 6:30pm-8:30pm
5/2,4,9,11,16 & 18-Health And Safety
5/3-Lead Poisoning
5/3 & 5-CPR
5/5-MAT Independent Study 6pm-9pm
5/7 & 14-MAT 9am-2pm
5/10-The Beat of a Different Drummer
5/11-Business Operations For new FDC/GFDC Providers
5/14-Nutrition Concepts Explored: Beyond CACFP 9:30-11:30am

Sweden Clarkson
Recreation Center—
5/21-Nutrition Concepts Explored: Beyond CACFP 9:30-11:30am

5/16-CPR Renewal
5/17-Business Planning For Family Day Care
5/23-Know Your Regulations (Centers)
5/24-Culture and Child Abuse
5/25-**Pretend Play**
5/25-Intro to FDC
5/31-Infant Feeding and Nutrition

Lakeville Office:
5/11-Know your Regulations (Family Day Care)
5/23-Make Your Child Care an Eco-Healthy Child Care
Newark Office:
5/3,5,10,12,17 & 19-Health and Safety
5/24-MAT Independent Study 6pm-9pm
5/31-Intensive Health Technical Assistance 6:30pm-8pm

Rochester Office:
6/1-Business Operations for New Fam/Grp Fam Prov.
6/1-MAT Independent Study Class 6pm-9pm
6/4 & 11-MAT Training 9am-2pm
6/6 & 8-CPR
6/7 & 9-Basic First Aid 6:30pm—8:30pm
6/7,9,14,16,21 & 23-Health And Safety
6/14-Intensive Health Technical Assistance-FREE
6/15-Childhood Psychological Disorders

6/15-Infant Toddler Parent Communication
6/20-MAT Independent Study Class 6pm-9pm
6/22-What Did You Say?
6/22-Nutrition Concepts Explored: Beyond CACFP
6/22-Know Your Regulations-FCC & GFCC
6/27-Make Your Child Care an Eco-Healthy Child Care
6/28-Child Abuse 101
6/28-Intro to Family Child Care 9:30am-Noon

Lakeville Office:
6/7 & 9-CPR
6/14,16,21,23,28,30-Health & Safety

Newark Office:
6/14-Growing Goodness: Vegetables (FREE for Child Care Council CACFP Providers)

*See the Jan-Jun 2011 Course Calendar for more details and a full list of courses.
Courses are also listed on www.childcarecouncil.com*