Wright County Daycare Newsletter

January 2013

Upcoming Wright County Training Opportunities:

50 Frequently Asked Questions:
This training will address the most frequently asked questions from child care providers to licensing staff. Everything from: When do I need to exclude a child due to illness, to how often do we need to view the SBS video? This training is an excellent opportunity for new providers to get their questions answered, and for seasoned providers to clarify licensing rules for which they may be unsure. To register, contact Tammy Romer: 763-682-7488 or 1-800-362-3667, ext. 7488, or tamara.romer@co.wright.mn.us

03/07/2013 6:30 p.m. to 8:30 p.m. $18 (non-refundable)
Instructors: Wright Co Licensors
Wright County Government Center
10 2nd St NW, Buffalo
Room 120A/B

A Proactive Response to Children's Sexual Behaviors in Your Licensed Home:
There is **no cost** for this training, but **registration is required**. **Deadline to register is March 4, 2013.** To register, contact Tammy Romer: 763-682-7488 or 1-800-362-3667, ext. 7488, or tamara.romer@co.wright.mn.us

03/14/2013
6:30 p.m. to 8:30 p.m.
Instructor: Wright Co. Child Protection Investigator: Jen Droneck
Wright County Government Center
10 2nd St NW, Buffalo
Room 120A/B

Upcoming Wright County Training Opportunities Continued:

C.A.R.S. (Children and Restraint Systems): To make sure there is available space in each class, you must pre-register by calling Terri Burkhart at 763-682-7516 or 1-800-362-3667, ext. 7516, or terri.burkhart@co.wright.mn.us Class fee is $15 for Wright County Day Care/Foster Care providers, $20 for providers outside of Wright County, and $20 for Law Enforcement personnel. Pay fee prior to class by calling Terri Burkhart at 763-682-7516 or 1-800-362-3667, ext. 7516. **Class fees are non-refundable unless you reschedule. A minimum of ten participants need to be registered in order to hold class. Class will be canceled one week prior to class if the minimum is not met. No admittance to class after 6:05 p.m.** More child safety seat information is available at Minnesota Office of Traffic Safety. Available trainings elsewhere in the state.

Training Dates: 01/23/2013 02/20/2013 03/06/2013

All Classes will be held at the Wright County Human Services Center
1004 Commercial Drive, Buffalo
Room 127
6 p.m. to 9 p.m.

SBS (Shaken Baby Syndrome) and SIDS (Sudden Infant Death Syndrome) Training: SIDS is the leading cause of death for infants one month of age to one year. During this training, you will learn ways to reduce the risk of SIDS. Shaken Baby Syndrome is a form of physical child abuse. During this training, you will learn SBS injuries that can occur when a child is violently shaken, characteristics of infant crying, and how to cope with crying and difficult stages of development. Registration is required one week prior to class. Total cost for both classes is $15.00. Payment can be taken over the phone. **Class fees are non-refundable unless you reschedule. A minimum of ten participants need to be registered in order to hold class. Class will be canceled one week prior to class if the minimum is not met. It is mandated to view the SBS video during this class. Because of this requirement, there is no admittance to class after 6:05 p.m. for evening classes.** Register with Terri Burkhart at 763-682-7516 or terri.burkhart@co.wright.mn.us

Training Dates:

01/15/2013 10 a.m. to 12 Noon 01/16/2013 6 p.m. to 8 p.m.
03/19/2013 10 a.m. to 12 Noon 03/20/2013 6 p.m. to 8 p.m.

All Classes will be held at the Wright County Human Services Center
1004 Commercial Drive, Buffalo
Room 127

New Research on Cognitive Development and Puzzles

Children who play with puzzles between ages 2 and 4 later develop better spatial skills, a study by University of Chicago researchers has found. Puzzle play was found to be a significant predictor of spatial skill after controlling for differences in parents' income, education and the overall amount of parent language input. See the entire article at: http://www.sciencedaily.com/releases/2012/02/120216094631.htm

Poison Control

The Minnesota Poison Control System has many great resources for teaching children poison prevention. The website contains coloring sheets, activity sheets and prevention programs that can be used. You are also able to order or download educational materials. Visit the website for more information. http://www.mnpoison.org/educators/Teaching%20Children/index.htm

Using Visual Supports with Infants and Toddlers

The Tots-n-Tech Research Institute has published its October 2012 newsletter at http://tnt.asu.edu/files/Oct2012Newsletter.pdf. This edition looks at visual supports that have been used successfully in childcare centers and preschools and show how they can be used in the home with younger children. For previous issues of the newsletter, go to the Tots 'n Tech home page at http://tnt.asu.edu/ and scroll down.

Forms, Forms, Forms…

When it is time to be re-licensed, providers receive a packet of re-licensing paperwork. Included in the paperwork is your enrollment form that must be completed and returned to your licensor prior to your re-licensing visit. Licensors are required to use this enrollment form to send out random parent evaluations to current and former families in your care.
We hope to have a couple responses by the time we come out for your visit in order to share with you what your parents like about your childcare, or suggestions that they may have us pass on, that they might not have felt comfortable mentioning to you on their own. Please note the instructions on the top of the enrollment form: ***Please complete the following information for all children you have cared for over the past 12 months, whether they are still in care or not and whether they are full or part-time.*** You must complete all of the requested information for each child you have cared for within the last 12 months. Feel free to use more than one line per child if needed, or make additional copies of the form.

Book of the Month:

When Mama Comes Home Tonight

By Eileen Spinelli Simon and Schuster, 1998

This book is for all of you working mothers, and for your children.

With soothing rhythms and soft, almost retro, illustrations we follow the child's imaginings of the reunion with Mama at the end of the day—"she'll cover you with kisses, she'll hug you sweet and tight. She'll feed you soup and applesauce, she'll dance you down the hall."

Going through the whole ritual where they relax together, pick up the toys, and slowly move into the evening routine, we see how important these simple things are to the child, and how much the mother also needs the opportunity to slip back into the loving relationship.

As a mother who worked throughout my children's growing up, I well understand the mixed feelings that both mothers and children feel when faced with the daily separations into their separate worlds, and the anticipation of coming back together again.

No matter how much mothers enjoy their work and their lives separate from children, there are always pangs when little ones show their distress with being left. It is easy to let oneself wonder if this is really okay.

As one young mother said to me recently, "I have such ambivalence about the baby being so close to Miss Sandra. I'm glad that she's comfortable with her, but I don't want her to love anyone as much as she loves me."

Despite all the research that shows that additional attachments do not undermine the primary parental relationship, many parents fear that loss.

But little ones really do love their parents best, and are thrilled when they reconnect at the end of the day, even when they do not look so thrilled sometimes. With meltdowns come fatigue, as well as being able to relax and let it all go in the secure presence of the parent.

In order to avoid the meltdowns, parents do well to follow the example of the mother in the book—-sitting down for a cup of tea with the child, just relaxing together, instead of moving on to the next frantic list of things to do—-stopping for errands on the way home with an already stretched child, or throwing in a load of laundry and getting dinner and homework started.

All the necessary aspects of managing the home will go so much more smoothly if parents just focus on the importance of reconnecting first.

Having an expected pattern of what will happen "when Mama comes home tonight" allows both parents and children to make the transition from the daily work routine with ease and comfort.

It's good for children, who have been hungry for some focused attention, and now don't have to compete for it from a frazzled mother who is dashing around.

It's good for parents, who also deserve to relax and focus on what is the important center of their lives. As we continue to discuss women "having it all", an important idea is to savor what one has.

So, read this gentle story and remind yourself of what are the truly important moments of the day. P.S. The author followed up this book with an equally peaceful and lovely book, When Papa Comes Home Tonight.

www.growingchild.com

Center for Inclusive Child Care

Tip Sheets

Adapting Activities for Youth

Addressing Strength and Endurance

- Lower nets, goals, and targets.
- Reduce the distance an object must be thrown, served, or hit.
- Reduce the weight and size of objects, balls, or striking tools.
- Shorten the length of striking implements like bats and racquets.
- Lower the center of gravity; play games seated or lying down.
- Use slow rolling balls; deflate them, add surface resistance so a youth that missed an object won't have to chase it so far.
- Reduce activity time.
- Decrease the points needed to win.
- Reduce the speed of the game; walk vs. run.
- Consider movements other than walking and running such as scooters, rolling, sliding.

Addressing Balance and Agility

- Lower the center of gravity.
- Keep as much of the body in contact with the surface as possible. Lean against a wall before throwing, or when resting.
- Widen the base of support; stand with feet apart.
- Use extended arms for balance.
- Increase the width of lines, pathways, and objects used in the activities.
- Remove harmful objects from a youth's fall zone.
- Use chairs as balance aids in the playing area.
- Slow down the speed of activities.

Addressing Coordination and Accuracy

- Use larger, lighter, and softer balls.
- Decrease the distance and speed of thrown objects.
- Increase the variety of acceptable throwing objects to include; bean bags, Nerf® balls, tennis balls.
- Increase the size of targets.
- For kicking and striking, begin with a stationary ball.
- Shorten the length of a striking object; choke up to reduce length.
- If youth must retrieve balls, introduce materials to prevent the balls from traveling a far distance (backstops, mats, and backdrops) or consider a ball with a string attached.

Addressing Social Skills and Peer Isolation

- Select activities that incorporate peer to peer interaction—group tag, cooperative and new games.
- Create rules that reward increased numbers of students participating; baskets with three passes before shooting are worth three points. Soccer goal kicks must include three players touching the ball prior to shooting.
- Before the activity, clearly identify behavioral and social expectations.
- Provide a space/place for participants to emotionally 'rest' and regroup.
- Decrease the downtime in an activity; use a whistle/drum/noise maker to have players briefly stop during a tag game. During this 3 second interval, frozen or tagged players are back 'in' the game.
- Increase the range of acceptable participation in an activity. During a fitness activity, youth have a choice of running, walking, jumping rope and mini trampoline bouncing. Choices must rotate on a two-minute interval.

Addressing Cognitive and Behavioral Issues

- Discover effective starting and stopping signals. Use them consistently.
- Alter the level of task and activity difficulty.
- Provide visual cues. (Student must begin on the black line, or stop on a red dot).
- Consider peer demonstrations.
- Consider hands-on demonstrations when appropriate—move the youth's arm through the motion of dribbling a ball.
- Consider asking for a rotating peer buddy to support full participation.
- Simplify rules.
- Decrease frustration by reviewing elements of an activity that may be a trigger—the ball is missed and rolls away—try adding a Velcro® waist belt with a ball on a string—the ball is easily 'brought back' if it is missed.
- Provide rehearsals and slow motion practice before a game or activity begins.
- Eliminate irrelevant stimuli.

For more information on youth adaptations, visit www.inclusivechildcare.org.

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Funding Provided by the Minnesota Department of Education.