

# Wright County Daycare Newsletter

October 2013

## Monitoring for Child Care Assistance Attendance Records

Providers that have children on child care assistance know that a requirement of the program is that attendance records must be completed daily, and must include the first and last name of the child in care, the time of day the child was dropped off and the time of day the child was picked up. This is not a new requirement. What is new however is that licensors have now been instructed by DHS to monitor this requirement and issue correction orders if records are not being kept in accordance with MN Statute 245A.14 Subd 14 (b). Many providers keep a sign in/sign out sheet near their front door for all families to complete. This way families on assistance do not feel singled out, and you have a daily record of children in care for your own record keeping. If you have had a family on child care assistance in your care since 8/1/13, please have attendance records accessible if licensing requests to view them.

## Mandated Reporter Training

Do you feel like you could use a refresher in regards to mandated reporting? If you have never had to make a report, the process may be unfamiliar to you. The Department of Human Services offers a brief on-line training to refresh providers on your responsibilities as a mandated reporter. Licensing will allow one hour of training for providers, adult caregivers or helpers that choose to complete the training. Training can be accessed at [www.dhs.state.mn.us/momar](http://www.dhs.state.mn.us/momar). The Mandated Reporter Training Post Test is attached to this newsletter.





# FORMS, FORMS, FORMS!



Over the last couple of months we have been inundated with new forms stemming from the 2013 legislation. Forms were sent to providers in August with the legislative updates. A postcard was also sent reminding providers that the new forms must be implemented as they apply to your child care. Many forms are specific to providers who are caring for an infant, however all providers must begin using the new Annual Liability Insurance Notice. This form is required for all providers, regardless of insurance status. All of the new forms can be found on the Wright County website, and we have updated the [Enrollment Forms Checklist](#) to aid you in making sure you have all of your enrollment forms up to date.

## **New and updated forms include:**

[Physician Directive for Alternate Infant Sleep Positions](#) Required if a physician is requesting that an infant be allowed to sleep on their stomach or side.

[Parent Consent for Swaddling](#) Required if a parent would like an infant swaddled.

[Admission and Arrangement Form](#) Form was updated to add insurance information

[Family Child Care Liability Insurance Notice to Parents/Guardians](#) Annual notice of insurance coverage, or non-coverage.

[Acknowledgement of Infant Younger than Six Months Old Independently Rolling Over](#) To have parents document if an infant is rolling over prior to 6 months of age.

[The Monthly Crib Safety Inspection Form](#) has also been updated to reflect the new federal guidelines for cribs. The new form has two separate sections; one for cribs/portable cribs and one section for play yards/pack & plays/play pen cribs.

**\*\*\*Reminder\*\*\***

**If you have not already done so,  
remember to send to your licenser your current (2012 or 2013) CPR and First Aid  
training certificate/card by January 1st 2014**



# UPCOMING TRAINING



## 2013 Legislative Changes Training

Are you overwhelmed, confused, or just need further clarification? Wright County Licensors will be providing a one hour free training to review the new legislation. Training certificates will be available, and registration is required. To register, contact Tamara Romer at 763-682-7488 or 1-800-362-3667, ext. 7488, or Tamara.Romer@co.wright.mn.us Please note which session you plan to attend.

Date	Time	Location	Room
10/22/2013	Two sessions available: Session 1: 6:00 p.m. to 7:00 p.m. Session 2: 7:15 p.m. to 8:15 p.m.	Wright County Government Center, 10 2nd Street NW, Buffalo	120A/B

## 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 e-mail 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.**

Date	Time	Location	Room
11/20/2013	4 p.m. to 7 p.m.	Wright County Human Services Center, 1004 Commercial Drive, Buffalo	127

## SUID/AHT (Sudden Unexpected Infant Death and Abusive Head Trauma) Training

Please register by calling Terri Burkhart at 763-682-7516 or e-mail [Terri.Burkhart@co.wright.mn.us](mailto:Terri.Burkhart@co.wright.mn.us). If you are not familiar with the training location, please ask for directions and plan extra travel time. Training does not have to be taken in the county in which you are licensed. Registration is required in order to make sure that enough materials and space are available. Total cost for both classes is \$10.00. Payment can be taken over the phone. **Class fees are non-refundable unless you reschedule. A minimum of 10 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. There is no admittance to class after 6:05 p.m. for evening classes.**

Date	Time	Location	Room
11/13/2013	6 p.m. to 8 p.m.	Wright County Human Services Center, 1004 Commercial Drive, Buffalo	127





For a quick and easy fall craft, have the kids make their very own candy corn! Children of multiple ages can work on small motor skills by tearing or cutting paper and gluing.

[www.mamaslikeme.com](http://www.mamaslikeme.com)



Another quick and easy craft for fall is the Thanksgiving Colorful Glove Turkey. Grab a box of Froot Loops and a box of Cheerios. Children can separate the cereal by colors and then fill the fingers of a latex glove to make their turkey. Children can estimate how many Froot Loops it will take to fill each finger, and then count to see if their estimate was close.

[www.momitforward.com](http://www.momitforward.com)

# Mandated Reporter Training Post Test

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Access the training at [www.dhs.state.mn.us/momar](http://www.dhs.state.mn.us/momar)

Following the training, complete training post test

1 hour of training credit will be given to those that complete the training and post test

Keep the completed post test with your training certificates for review by your licenser

1. When must a mandated report be made?
2. Failure to make a mandated report could result in a \_\_\_\_\_ offense.
3. Reporters are immune from liability if a report is made in good faith. True or False.
4. If you are unsure or in doubt if you should make a mandated report, what should you do?
5. What is the most common type of maltreatment in MN?
6. What are 3 examples of child neglect?



## Tip Sheets

### What is Autism?



Autism is a neurodevelopmental disorder usually recognized in the first three years of life. The Center for Disease Control estimates that 1 in 110 children born in the U.S. are on the autism spectrum. Boys are four

times more likely to have autism than girls. Autism is the second most common developmental disorder and it is considered to be a national public health crisis.

#### Autism as a Spectrum Disorder

Autism is part of the Autism Spectrum Disorder (ASD) because the symptoms of autism can range from mild to severe. Autism Spectrum Disorders/Pervasive Developmental Disorders include:

- Autistic Disorder
- Asperger's Disorder
- Rett's Disorder
- Childhood Disintegrative Disorder
- Pervasive Developmental Disorder, Not Otherwise Specified.

#### Affected Areas of Development

- The way a child communicates, understands, and uses language.
- Social skills, how the child interacts socially with others.
- Sensory/Behavioral, how the child understands and responds to his/her environment and the world around him/her.

#### Characteristics of Autism

- Challenges relating to people, objects, and events including challenges in social skills and relationships.
- Sustained repetitive and abnormal play (hyperfocus on objects or topics).
- Speech and language absence, delay, or abnormality.

#### Challenges Relating to People, Objects, and Events

- Over attachment to certain objects
- May not seek cuddling or physical attention
- Difficulty with imitation skills
- Difficulty with reciprocal social interaction
- Absent or abnormal social play
- Difficulty interacting with other children
- Preference for being alone
- Aloof manner
- Difficulty expressing needs
- Uses gestures or pointing instead of words
- Difficulty making and keeping friends

#### Sustained Repetitive and Abnormal Play

- Uneven gross/fine motor skills
- Unresponsive to verbal cues
- Little or no eye contact
- Insistence on sameness, resistance to change in routine
- Noticeable physical over-activity or under-activity
- Displays extreme distress for no apparent reason

### **Speech and Language Absence or Delays**

- Inappropriate laughing and giggling
- Echolalia (repeating words or phrases in place of normal language), unusual use of speech
- Abnormalities in nonverbal communication, as in eye contact, facial expressions, body postures, gestures to initiate social interaction
- Abnormalities in production of speech (volume, pitch, stress, rhythm, pacing)
- Abnormalities in sound of speech (monotone, high pitch, inflection)

### **Strategies for Meeting**

#### **Sensory/Behavioral Needs**

- Keep loud sounds to a minimum; many children have strong reactions to noise.
- Be aware of visual distractions and environmental distractions as in bright lights, buzzing fluorescent lights, etc.
- Provide earphones or other methods to muffle out sounds.
- Incorporate raised letters, pictures, and other sensory input to help children feel what is being taught or told.
- Use structure and routine.
- Seek the function of behavior and use positive supports.
- Ensure opportunities for getting away from sensory overload.
- Provide a rich sensory environment, but never force an experience.
- Organize the environment with visual cues like picture schedules, prompts, and visual cues.
- If a child has visual processing issues, use black print on colored paper to minimize contrast. Avoid bright yellow.
- Incorporate relaxation techniques and massage (check with parent/therapist).

#### **Strategies for Supporting Social Skills**

- Plan and organize transitions between settings or events. Talk about transitions ahead of time to avoid problems.

- May benefit a child to have a low teacher/child ratio.
- Practice taking another person's perspective (role plays, dramatic play).
- Support the child in entering a play situation, get them going and monitor when further support may be needed, but allow for independence when appropriate.
- Offer Social Stories® and Social Scripts® for play scenarios, transitions, new events, etc.
- Occasionally provide opportunities for quiet time or individual activities. Watch for over-scheduling with peers.
- Use repetition to teach social skills.
- New learning done in small steps.

### **Strategies for Meeting**

#### **Communication/Language Needs**

- You may need to try alternative communication strategies as directed by therapists or special educators.
- Use picture/story boards, visual schedules/calendars, prompts are very effective.
- Repetition is important!
- Label everything you can in the environment with pictures **and** words.
- Encourage children to express themselves through art, computer programming, and other venues.
- Use a child's fixations to teach from.
- Use concrete visual methods to teach numbers.
- Help child sing words instead of speak.

#### **For more information on autism spectrum disorders, visit**

[www.inclusivechildcare.org](http://www.inclusivechildcare.org).

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