

NETWORK NEWS

Enriching the Community



A Message from the CCR&R Director

Working in a child care program is hard. I know. I've done it. It's especially hard when you have a child in your group who has challenging behaviors. What can you do? So many programs decide it's best to ask the child to leave the program, which is called expulsion. But this decision is not good for that child. I know it helps the teacher, the group, and the other children immediately, but for that specific child, it can have lasting effects. Children who are expelled from an early childhood program are likely to be expelled from older grades and then they are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not. Preschool expulsion has a spiraling effect. Early expulsion has the potential to hinder social-emotional and behavioral development, by removing children from early learning environments and the corresponding cognitively enriching experiences that contribute to healthy development and academic success later in life.

The federal government has a goal to eliminate expulsion across all early childhood programs ensuring that all children's social-emotional and behavioral health are fostered in an appropriate high-quality early learning program. This has led to New York's promotion of The Pyramid Model to support children and families in their social-emotional development and promote their success in school and life.

So what can you do? Seek help! Talk to the parents about the behavior and develop a plan to reduce these behaviors. Refer the child for an evaluation to determine any delays or disabilities. Call us. A CCR&R Specialist can come onsite to conduct an environmental observation and offer suggestions for improvement. Sometimes, it's just the environment that's not working for the child or a change is needed in how the adults interact with the child to improve the behaviors.

You are not on your own. Let's work together to improve the future for children!

Jennifer Perney

Family Enrichment Network is a proud member of:



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2016 Provider of the Year

Congratulations to Tioga County provider Dee Connor who was awarded the 2016 Provider of the Year award.



The Family Enrichment Network Provider of the Year candidates must meet the following criteria:

- *Actively registered/licensed provider for a minimum of three years
- *Exhibits special competency as a child care provider
- *Demonstrates professional skills in child care and in community activities
- *Has made a positive impact on the lives of young children
- *Has future goals to further enhance his/her competency as a child care provider
- *Works with parents to promote a positive working relationship, and extend quality education in the home
- *Provider does not have any pending negative licensing action in progress and is not on probation or in an appeal
- *Participates in additional opportunities promoted by Family Enrichment Network, including special grant programs, CACFP food program, and other events.

Child Care Resource and Referral Contact List Broome Office: (607) 723-8313

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Tioga Office: (607) 687-6721

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Chenango Office: (607) 373-3555

Nicole Dillon: Chenango Coordinator	Ext: 1522	ndillon@familyenrichment.org
Melanie Manwarren: Legally Exempt Specialist	Ext: 1523	mmanwarren@familyenrichment.org

100 Movement Challenge and Celebration

In January, we will begin the 100 Movement Challenge. This is a new way to get children up and moving. We are asking child care providers and parents to help their children to participate in this fun event. Then come join us for the celebration on March 11th. There will be different activities for children to participate in, as well as community resources. Each family who attends will receive a prize!



For more information, contact Jolie Ludwig at (607) 723-8313 ext. 826 or jludwig@familyenrichment.org or visit our website for the activity log at www.familyenrichment.org.

Don't forget the Celebration: Saturday, March 11th from 10am-12pm at FEN, 24 Cherry Street, Johnson City

Handwriting Practice: Gingerbread Salt Tray

WARNING: Children and pets should be supervised with salt trays. Ingesting large amounts of salt can be toxic.

Use the salt tray for:

- practicing handwriting or cursive writing skills
- pre-writing strokes for toddlers and young preschoolers
- spelling words for older kids
- sight words for new readers
- a sensory play tray with scoops or little cars or animal toys

Ingredients:

- 1 cup of salt
- brown washable tempera paint (about 2 to 4 tablespoons)
- spices: ginger, cinnamon, nutmeg and cloves
- a large zip-lock bag
- a cookie sheet



Directions:

- Put the salt and paint into the zip-lock bag and work the paint through with your fingers. Children can help with this part. You can add more paint if you want a darker brown color.
- Spread the salt and paint mixture onto a foil covered cookie sheet and bake in the oven at 200 degrees for 5 to 10 minutes. You can leave it in a bit longer if it still seems damp. Warning: Your house will smell like baking paint. Do not be alarmed.
- Let the salt cool. It will be crispy so put it back in the zip-lock bag and work it through with your hands again to crumble it.
- Add the spices to your liking (just a tiny amount on the cloves).
- Put the mixture on a tray and you are ready for handwriting practice!

CDA Congratulations!

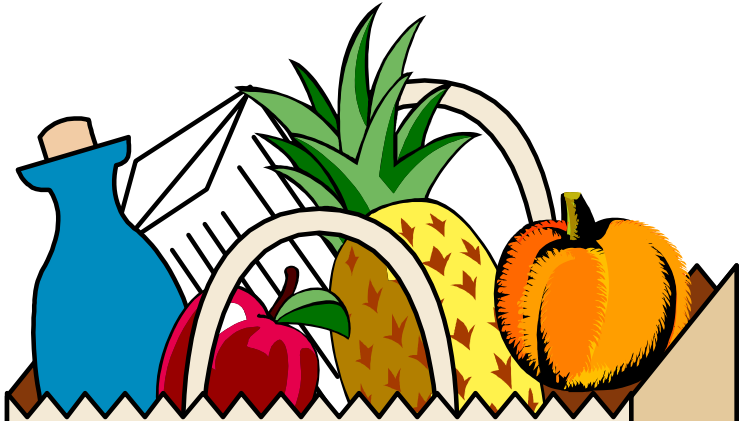
A Special Congratulations to the following area child care professionals who have completed their CDA classes and received their credential!

Katie Jones
Rebecca Kenyon
Susie Spicer
Michelle Whitmarsh

Congratulations to these professionals for completing the 120 hours of CDA classes and are awaiting the final observations for their credential!

Danielle LaNave
Janet O'Sorio
Tammy Smith

Great work! Thank you for your dedication to children!



Homemade Mac and Cheese


INGREDIENTS:

8 ounces uncooked elbow macaroni
2 cups shredded sharp Cheddar cheese
1/2 cup grated Parmesan cheese
3 cups milk
1/4 cup butter
2 1/2 tablespoons all-purpose flour
2 tablespoons butter
1/2 cup bread crumbs
1 pinch paprika

PREPARATION:

- 1) Cook macaroni according to the package directions. Drain.
- 2) In a saucepan, melt butter or margarine over medium heat. Stir in enough flour to make a roux. Add milk to roux slowly, stirring constantly. Stir in cheeses, and cook over low heat until cheese is melted and the sauce is a little thick. Put macaroni in large casserole dish, and pour sauce over macaroni. Stir well.
- 3) Melt butter or margarine in a skillet over medium heat. Add breadcrumbs and brown. Spread over the macaroni and cheese to cover. Sprinkle with a little paprika.
- 4) Bake at 350 degrees F for 30 minutes. Serve.

The kids who need
the most love will ask
for it in the most
unloving ways.

 @inspire_teachers



Congratulations!!

New child care programs:

Tioga County Child Care Center
Franziska Racker Centers in Owego
Elementary School

Chenango County Group Family Child Care
Next Generation Daycare—Juli Lewis

Who is responsible for what?

Everyone takes responsibility for themselves. That sounds easy, right? Not always. The definition of taking responsibility: The state of being the person who caused something to happen; a duty or task that you are required or expected to do; something that you should do because it is morally right, legally required, etc.



Responsibility is taught through consequences, “I don’t like what happened after I made the choice I made. So I must change.” Punishment is when someone else is not happy with the choice and inflicts some kind of discomfort or pain to control someone else. That pain is not always physical, often it is emotional. “If you hit your friends you will have to sit alone”.

How to teach children responsibility:

- Connect the dots – show them how their actions relate to the consequence
- Make honesty easy – encourage them to tell the truth, rather than threaten
- Stick to the rules – set an expectation, and follow through
- Keep track of progress

Beware of blaming other people, places, or things for not meeting expectations or completing tasks. In reality, when a child blames someone else, he’s saying, “It’s not my responsibility”.

It is not about “fault”, it is about responsibility – When kids focus on excuses, adults need to focus on responsibility. Of course, some excuses are valid, and the responsibility for knowing how to sort that out rests with the adult. But many excuses are just simply that: thoughts children use to excuse themselves for not meeting their responsibilities.

Regardless of the situation, everyone involved has a responsibility, adults and children alike. There may be external circumstances that contributed to the event, but the most important lesson for each person to learn is, “What is my part and how do I avoid this from happening in the future?”

Do you want to increase your parent involvement?

Team up with Cornell Cooperative Extension to offer parent classes on nutrition education.

Healthy Children Healthy Families is a 9 week program focused on healthy eating and parenting for families and caregivers of children ages 3-11.

Through a series of 9 workshops, participants can:

Learn about:

- Eating more fruits and vegetables.
- Drinking fewer sweetened beverages.
- Maintaining a healthy weight.
- Being more physically active. and live a healthier life!



For more information or to bring the program to your parents, call Rachel Parsons, Nutrition Educator at Cornell Cooperative Extension Broome County at 772.8953 x128 or email rk87@cornell.edu



Cornell University
Cooperative Extension
Broome County

New Safe Sleep Recommendations

We all are responsible for keeping infants safe!

The American Academy of Pediatrics (AAP) released new safe sleep recommendations in October 2016. The new recommendations include that infants should sleep in the same bedroom as their parents, but on a separate surface, such as a crib or bassinet, and never on a couch, armchair or soft surface, to decrease the risks of sleep-related deaths, according to a new policy statement released by the American Academy of Pediatrics.

"SIDS and Other Sleep-Related Infant Deaths: Updated 2016 Recommendations for a Safe Infant Sleeping Environment," draws on new research and serves as the first update to Academy policy since 2011.

Recommendations call for infants to share their parents' bedroom for at least the first six months and, optimally, for the first year of life, based on the latest evidence.

Approximately 3,500 infants die annually in the United States from sleep-related deaths, including sudden infant death syndrome (SIDS); ill-defined deaths; and accidental suffocation and strangulation. The number of infant deaths initially decreased in the 1990s after a national safe sleep campaign, but has plateaued in recent years.

AAP recommendations on creating a safe sleep environment include:

- Place the baby on his or her back on a firm sleep surface such as a crib or bassinet with a tight-fitting sheet.
- Avoid use of soft bedding, including crib bumpers, blankets, pillows and soft toys. The crib should be bare. While infants are at heightened risk for SIDS between the ages 1 and 4 months, new evidence shows that soft bedding continues to pose hazards to babies who are 4 months and older.
- Share a bedroom with parents, but not the same sleeping surface, preferably until the baby turns 1 but at least for the first six months. Room-sharing decreases the risk of SIDS by as much as 50 percent.
- Avoid baby's exposure to smoke, alcohol and illicit drugs.

Other recommendations include:

- Offer a pacifier at nap time and bedtime.
- Do not use home monitors or commercial devices, including wedges or positioners, marketed to reduce the risk of SIDS.
- Infants should receive all recommended vaccinations.

As a child care provider, you must practice safe sleep every time an infant falls asleep. Move the baby to an appropriate safe sleep location. Do not leave infants in car seats, swings or any other containers to rest, nap, or sleep.

Come to the free "SBS and Safe Sleep" workshop on January 26th from 6:30pm-8:30pm at our Johnson City location. Call Norma to register today.

For more information on safe sleep practices in your program, please contact Family Enrichment Network Infant Toddler Specialist, Jolie Ludwig at 723-8313 ext. 826 or jludwig@familyenrichment.org.



Helpful Phrases You Can Say to Help Calm an Anxious Child

“There’s nothing to be afraid of!”, “Stop worrying!” and “I don’t understand why you’re so worried!” are all phrases that have left our lips when we are trying to calm down a child who is anxious or afraid, right? It’s OK to admit it, and sometimes these phrases do the trick, especially for some children.

Many times, however, there are responses that are much more helpful to calm anxious children.

For example:

“I AM HERE; YOU ARE SAFE.” This response reassures them without dismissing their emotions.

“TELL ME ABOUT IT.” Many kids need the processing time this response gives.

“HOW BIG IS YOUR WORRY?” Is it big like a whale or kind of little like a chipmunk?

“WHAT DO YOU WANT TO TELL YOUR WORRY?” This gives power to the child—they can tell their worry to jump in the lake!

“CAN YOU DRAW IT?” Children can scribble, draw a big black monster blob, or ?

“LET’S CHANGE THE ENDING.” This helps children see options for an outcome that is not a disaster.

“WHAT CALMING STRATEGY DO YOU WANT TO DO?” You must have some already practiced! See below.

“I’M GOING TO TAKE A DEEP BREATH.” Modeling by example is key!

“IT’S SCARY AND...” Last time you were scared during a thunderstorm, this is what you did and it helped you, remember?

“I CAN’T WAIT TO HEAR ABOUT IT.” Our first impulse may be to rescue but in the end, teaching kids to be able to talk through their fears themselves can be a big plus.

“WHAT DO YOU NEED FROM ME? Or HOW CAN I HELP?” Older children may know better than you!

“THIS FEELING WILL PASS.” It often feels like you won’t make it through, or things won’t change, but feelings always pass. Help move kids ahead to relief on the horizon!

As you have probably figured out, certain responses work better depending on the developmental level and individual needs of the child. Anxiety can look like aggression, inadequacy, clinginess, as well as terror! **For kids with anxiety, any situation that is new, unfamiliar, difficult or stressful counts as a potential threat.** You are the expert! Take the challenge to try a new way of responding to the children in your care when they are anxious.

Info excerpted from:

<http://www.heysigmund.com/anxiety-or-aggression-children/>

<http://lemonlimeadventures.com/what-to-say-to-calm-an-anxious-child/>

I am here!
You are safe!

Tell me
about it.

I’m going to take
a deep breath.



Lets Move - Cold Weather Fun

Bundle up for snow play and get outside this winter!

- * Create angels.
- * Make a “snow family” – with a pet.
- * Go sledding.
- * Climb a snow mountain.
- * Make paths through the snow.
- * Take a nature hike. Look for animal tracks in the snow, wild flowers and buds in early spring, or colorful fall leaves. Also look for squirrels and birds in the park. What do they do in the winter? How do they keep warm and eat?
- * Take a neighborhood walk. How does it look different in cold weather?
- * Decorate an outdoor tree for the birds. Hang apples, pinecones rolled in peanut butter, or popcorn strings.



As an adult, you need at least 30 minutes of physical activity on most days. Children need at least 60 minutes of physical activity on most, preferably all, days of the week, so get moving!

When you go outside, don't forget to check the safety and conditions of sleds and other play equipment.

Bring water if you're outside longer than an hour. When you are physically active, you sweat – even in winter! In cold weather, cover the children's head with a hat, maybe earmuffs. A lot of body heat gets lost through an uncovered head. A hood can interfere with moving and seeing. Dress the children in layers for warmth. Be sure that he or she can move easily for fun and safety. Tie a scarf over your child's nose and mouth to warm air that's breathed in. Tuck the scarf inside the coat so it won't get caught in play equipment and choke the child. Remember mittens or gloves and boots!

You can also do some indoor fun when it's too cold to go outside.

- * Act out a story. Read a book together; move to give it action. If it is a book about food, make it in the kitchen together later.
- * Create an obstacle course. Kids love to tumble over pillows, crawl through open boxes, and jump into hula-hoops.
- * Turn up the music and dance. Swing your arms like a conductor. Or move to the music like a cat, bird, horse, elephant, or bug. You do it, too!
- * Make whole-wheat bread, soft pretzels, or pizza. Knead, shape, and roll dough. It is good for arm muscles. Tip: buy frozen dough to keep it easy for you!
- * Start planning your garden. Find a library book about kids and gardening. Look at seed catalogues. Plan what you will do in the spring.



Simple Yet Powerful Things to Do While Reading Aloud



To get the most out of a shared reading, encourage your child to appreciate the pictures, and also guide their attention to printed words. Doing so may help your child's reading, spelling, and comprehension skills down the road.

Most people now recognize the value of reading to a child. Books are a terrific way to share the joys of reading: interesting words, beautiful illustrations, and the keys to unlocking the mysteries of letters, sounds, and words. Recently, several researchers published work that helps us understand that very simple, small actions during reading can have a big impact on what a child takes away from sharing a book with an adult.

It turns out that young children being read to almost always focus on the illustrations. And when they're not enjoying the pictures, they are looking up at the adult reader. The child's eyes almost never look at the print on the page, yet that's where children can learn the most about letters, sounds, and words. To get the most out of a shared reading, encourage your child to appreciate the pictures, and also guide their attention to printed words. Doing so may help the child's reading, spelling, and comprehension skills down the road.

To help direct the child's attention to the print in a book, adults can focus on specific parts of it, including:

- The meaning of the print. This includes pointing out specific words within a book and drawing the child's attention to the print. For example, "Here are the penguin's words. He says, thank you."
- The organization of the book and print, which includes understanding the way pages are read, the role of the author, and print direction. For example, "I am going to read this page first and then this page over here next." Or "This is the top of the page. This is where I begin reading."
- The letters, which includes helping the child know that letters come in uppercase and lowercase, and helping your child learn the names of each letter. For example, "This M in the red block is an uppercase letter. See how this uppercase letter is bigger than these lowercase letters?"
- The words, which includes helping the child recognize some written words, and the match between spoken words and written words. For example, "Let's point to each word as I read it. Ready?"

Adults play such an important role in growing a reader. Keeping up with information like this is a great way to make sure you are doing as much as you can to nurture all the right skills in the children in your program.

Adapted From: Reading Rockets

The research and specific examples described here come from the original research, which can be found here: Piasta, S. B., Justice, L. M., McGinty, A. S., & Kaderavek, J. N. (2012). Increasing young children's contact with print during shared reading: Longitudinal effects on literacy achievement. *Child Development*, 83(3), 810–820.



JANUARY 2017

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	Owego	5	6	Chen
8	9	10	11	12	13	14
15	16	JC	Owego	Owego	20	21
22	23	JC	JC Owego	JC	27	JC
29	30	JC				

FEBRUARY 2017

SUN	MON	TUE	WED	THU	FRI	SAT
			1 JC	2	3	4 Chen
5	6	JC	8	9	10	11
12	13	14	Owego	JC	17	18
19	20	21	JC	23	24	25
26	27	28				

MARCH 2017

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	Chen	10	11
12	13	Owego	Owego	JC/Chen Owego	17	18
19	20	21	JC	JC Owego	24	Chen 25
26	27	28	29	30	31	

Upcoming Training Opportunities

Broome County (JC):

- Jan 17, 24, & 31, 9am-3pm—15 hour Health and Safety
- Jan 19, 8am-2pm—New Center Staff Training
- Jan 25, 6:30-7:30pm—Small Talk: Kid Friendly Recipes
- Jan 26, 6:30-8:30pm—SBS and Safe Sleep
- Jan 28, 9am-3pm—CPR/First Aid
- Jan 31, 6:30-8:30pm—CACFP: Eat Right and Grow Strong
- Feb 1, 6:30-8:30pm—Cavity Free Kids
- Feb 7, 9am-3pm—CPR/First Aid
- Feb 7, 6:30-8:30pm—Child Abuse and Maltreatment
- Feb 16, 8am-2pm—New Center Staff Training
- Feb 22, 6:30-7:30pm—Small Talk: Community Activities
- March 16, 8am-2pm—New Center Staff Training
- March 16, 6:45-9:15pm—Videoconference
- March 22, 6:30-7:30pm—Small Talk: Stress Relief/Preventing Burnout
- March 23, 4-8pm—CPR/First Aid

Chenango County (Chen):

- Jan 7, 9am-3pm—CPR/First Aid
- Feb 4, 8am-10am—Eat Smart NY-Snacks for Kids
- March 9, 4-8pm—CPR/First Aid
- March 16, 6:45-9:15pm—Videoconference
- March 25, 8am-2pm—Super Saturday

Tioga County (Owego):

- Jan 4, 6:30-8:30pm—What's New & Planning Ahead
- Jan 18, 6:30-8:30pm—Taxes & Recordkeeping
- Jan 19 & 25, 6-9:30pm—CPR/First Aid
- Feb 15, 6:30-8:30pm—Parent Communication/Involvement
- March 14, 4-8pm—CPR/First Aid
- March 15, 6:30-8:30pm—Behavior Guidance
- March 16, 6:45-9:15pm—Videoconference
- March 23, 6:30-8:30pm—CACFP: Eat Right & Grow Strong

TRAINING REMINDERS

MAT

The Broome County Health Department offers the MAT workshop!

You must register at least 30 days in advance with the Health Department by calling Colleen Coddington at (607) 778-2869.

If you can not find a class and need assistance, please call Norma at (607) 723-8313 ext. 829 to be placed on our waiting list for when Family Enrichment Network holds a class.

**Medication
Administration
Training**



2017 SUNY PDP Videoconferences

All videoconferences are held on Thursday evenings from 6:45-9:15pm at the Family Enrichment Network offices in Broome, Chenango, and Tioga Counties.

The 2017 Videoconference dates are:

March 16, 2017 Topics not yet announced.
June 1, 2017
October 26, 2017



To register for a videoconference, visit: www.ecetp.pdp.albany.edu/

Join the Building Brighter Futures for Broome Coalition!

Building Brighter Futures For Broome is a coalition of community members, agencies, and schools committed to increasing the quality of early care experiences for children. For more information, find us on Facebook!





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Through partnerships with families and community agencies, Family Enrichment Network provides supportive services and programs for the optimal development of children, adults and families.

To learn more about our mission, and share in our vision that all children and families have the opportunity to grow and develop to their full potential, please visit our website at www.familyenrichment.org.