

NETWORK NEWS - Enriching the Community

A Message from the CCR&R Director

If someone asked you what is 1 thing children need to be successful in this world, what would you say? There are many responses we could hear; education, money, opportunity, experiences, a loving family, etc. But research says that one thing is to be loved. Children need one person in this world to be crazy about them. There are no “bad” children. The bad behaviors children exhibit are just asking to be loved unconditionally. I heard this research at a recent workshop on ACEs—Adverse Childhood Experiences. ACEs are the experiences children have in childhood and the impact they have on their future. A child who has more ACEs is at more risk. Brain science shows how toxic stress caused by ACEs damages the function and structure of kids’ developing brains.

The 10 ACEs the researchers measured are:

- ⇒Physical, sexual and verbal abuse.
- ⇒Physical and emotional neglect.
- ⇒A family member who is:
 - depressed or diagnosed with other mental illness;
 - addicted to alcohol or another substance;
 - in prison.
- ⇒Witnessing a mother being abused.
- ⇒Losing a parent to separation, divorce or other reason.

Of course there are other types of trauma, but these 10 provide a useful marker for the severity of trauma experienced.

The good news is that the brain is plastic, and the body wants to heal. If the toxic stress stops and is replaced by practices that build resilience, the brain can slowly undo many of the stress-induced changes.

What can you do? Early intervention is the best by implementing trauma-informed, resilience-building practices. I hope to bring more workshops and trainings on this in the future, so be on the look-out in the 2018 training calendar.

For some great information on ACEs now, visit: www.cestoohigh.com.

Jennifer Perney



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Family Enrichment Network is a proud member of:



PREPARE FOR FLU SEASON

Remember to post information for parents and staff on influenza prevention. You can find more information on the OCFS website: <http://ocfs.ny.gov/main/childcare/infoforproviders.asp>



There are 3 ways to control the spread of influenza and protect your program.

1. Get the influenza vaccine.
2. Practice proper infection control. Remind everyone about proper cough/sneeze behaviors. Children and adults should ideally cough into their elbows or onto their shoulder so that the germs do not end up on their hands. If a person coughs into his hands or a tissue, the hand(s) should be washed right away and the tissue should be disposed of promptly. Increasing the frequency of hand washing and hand sanitizing during flu season may help reduce infection. Frequent cleaning and sanitizing of surfaces may help decrease the spread of germs.
3. Follow your exclusion policy.

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

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Making Amends

Empathy is defined as the ability to understand and share the feelings of another. For a young child, it requires them to recognize different emotions and be able to understand the differences between the emotions. It also requires a child to know what that emotion feels like themselves and then understand when someone else is feeling that same way. What a complex skill!



Empathy is not only a way of thinking, but also a behavior. In order for children to be seen as empathetic by others, they need to learn to *show* that they understand and share another's feelings. A great way to do this is to help them make amends, or in other words, to do something to *help make it better* after they have hurt someone. This goes beyond the apology (sometimes insincere anyway) and requires a child to own their behavior, and take action to make it right.

After a child hurts a friend, whether physical or emotionally, ask them, "What could you do that would help him/her feel better"? Give a chance for them to come up with their own idea or suggest something in a non-judgmental way, such as, "Maybe you could bring Amy a stuffed animal to cuddle." This may not happen immediately, as emotions may be too intense, but when appropriate, there can be a lot of value in taking this next step. Children who are helped to start thinking about how their actions affect others and that there is something they can do about it, are well on their way to becoming empathetic people, which will help them in relationships their entire life long.

For any assistance in your program:
call Leslie Vermaat at 7238313 ext. 884 or email lvermaat@familyenrichment.org

Cleaning and Sanitizing with Bleach

Spray Solution for Food Contact Surfaces: 1/2 teaspoon of bleach to 1 quart of water

Spray Solution for Diapering Surfaces and Surfaces Contaminated with Bodily Fluids:
1 tablespoon of bleach to 1 quart of water

Instructions for sprays: spray solution thoroughly covering area. Let sit for 2 minutes, then wipe down or let air dry.

Soaking Solution for Mouthed Toys: 1 teaspoon of bleach to 1 gallon of water

Understand the Importance of Mixing Solutions Properly!

It is essential for the right solution to be used for the right job! More is NOT better, meaning that using more bleach can actually leave behind a toxic residue that is dangerous to children. This is also why it is important to be sure that the spray solutions are marked properly and used only on the type of surface for which it is intended.

For sample spray solution labels or any other questions, contact an approved Health and Safety Trainer at FEN.

Call Linda Miller at 723-8313 ext. 894 or email lmiller@familyenrichment.org

Or call Leslie Vermaat at 723-8313 ext. 884 or email lvermaat@familyenrichment.org





We cannot punish children out of maladaptive behaviors. We can only teach them into new ones. - Bloom
 Brainsmarts



Congratulations!!

New child care programs:

Chenango County Family Child Care

Kathleen Turner
 Stacey Mowatt

Broome County Group Family Child Care

Debra Rickenback

Tioga County Group Family Child Care

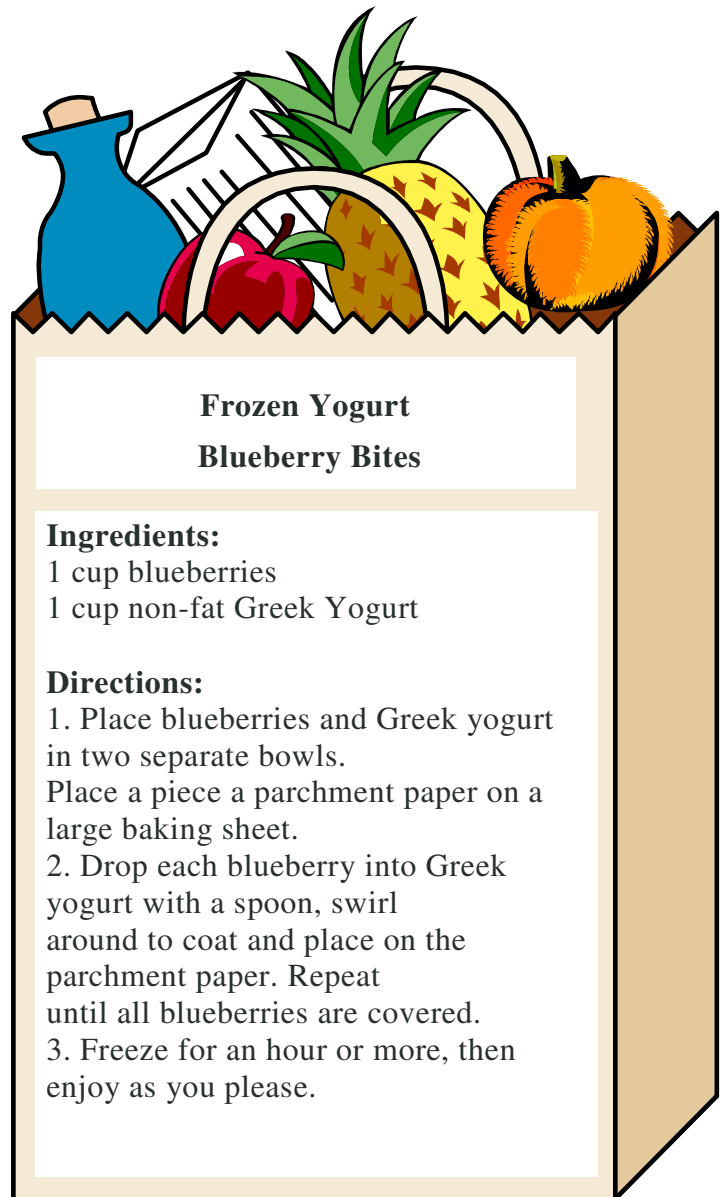
Not Your Mothers Daycare—Dakota Delaney
 Hammond

Broome County Child Care Center

Family Enrichment Network at Linnaeus W. West
 School

Tioga County School Age Child Care

Club Positive



**Frozen Yogurt
 Blueberry Bites**

Ingredients:

- 1 cup blueberries
- 1 cup non-fat Greek Yogurt

Directions:

1. Place blueberries and Greek yogurt in two separate bowls. Place a piece of parchment paper on a large baking sheet.
2. Drop each blueberry into Greek yogurt with a spoon, swirl around to coat and place on the parchment paper. Repeat until all blueberries are covered.
3. Freeze for an hour or more, then enjoy as you please.

NEW CACFP MEAL PATTERNS

The United States Department of Agriculture (USDA) recently released new CACFP meal patterns. The requirement to update the meal pattern was set forth in the Healthy Hunger Free Kids Act of 2010. The new meal patterns take effect on October 1, 2017. The new CACFP meal patterns are the first major revision to the CACFP meal patterns since the program's inception in 1968 and will require meals and snacks provided through the CACFP to better reflect the Dietary Guidelines for Americans and the nutritional issues facing young children and adults today. The new meal patterns will include more whole grains, a greater variety of vegetables and fruits, and less added sugar and solid fats. Information on the new meal patterns can be found on the USDA web page, Nutrition Standards for CACFP Meals and Snacks.

Child and Adult Meal Pattern

Vegetables and Fruits

- Creates a separate vegetable component and a separate fruit component
- Allows two vegetables at lunch and supper
- Limits juice to once per day

Grains

- Requires at least one grain per day be **whole grain-rich** (Whole grain-rich = foods that contain at least 50% whole grains and the rest are enriched, or contain 100% whole grains)
- Disallows grain-based desserts
- Uses ounce equivalents to determine serving sizes for grains (10.1.19)

Meat and Meat Alternatives

- Yogurt must contain no more than 23 grams of sugar per 6 ounces

Fluid Milk

- 1 year old children: whole, unflavored milk
- 2 year olds and older and adults: low-fat or fat-free milk
- Adults: yogurt in place of milk once per day
- Non-dairy beverages

Flavored Milk

- Children 0 - 5 years old: Prohibited
- Children 6 years old and older and adults: Recommends as a best practice that flavored milk contain no more than 22 grams of sugar per 8 fluid ounces

Food Preparation & Additional Requirements

- Prohibited: Deep-fat frying = cooking by submerging in hot oil or other fat
- Prohibited: The use of food and beverage as a reward or punishment
- Required: Offering water to children
- Allowed: Providing one meal component for children or adults with non-disability medical or special dietary needs
- Codified: Family-style meal service
- Allowed: Offer versus serve for at-risk afterschool programs

Infant Meal Pattern

Infant Age Groups and Solid Foods

- Two age groups: 0-5 months and 6-11 months
- Solid foods are allowed when developmentally appropriate for the infant

Breastfeeding and Infant Snack

- Meals may be reimbursed when a mother breastfeeds on-site
- A vegetable or fruit must be served at snack for older infants; prohibits juice
- Ready-to-eat cereals are allowed at snack for older infants

Meat and Meat Alternates

- Allows cheese, cottage cheese, and yogurt
- Whole eggs

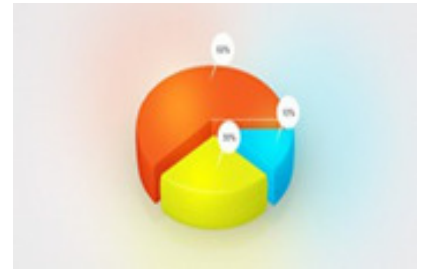


Do you have questions about this new meal pattern?

Call CACFP Coordinator, Lisa Rosa at (607) 723-7313 ext. 824 or email lrosa@familyenrichment.org

Telling Parents Where Your Money Goes

Shared By Ann Shear
information from Tom Copeland –
www.tomcopelandblog.com; July 24, 2017



“Some parents may think you make a lot more money than you really do.

They look at what they pay you each week, multiply it by the number of children in your program and falsely conclude that you make a lot of money! For example, if you charge \$175 per week for a full-time child and care for six children, your income is \$54,600 a year ($\$175 \times 6 \times 52$ weeks). If you receive the lower rate from the Food Program, that’s an extra \$3,400 per year, or a total of \$58,000.

Parents, however, don’t realize all of the expenses you have to run your family child care business.”

Tom Copeland suggests creating a pie chart to show parents where the money goes. I used this technique myself when I had a child care center and there were grumblings from the staff. They had made the same calculations as above and concluded they should have been receiving higher salaries. I agreed they deserved more, but couldn’t afford to pay them what they deserved. So I created the pie chart to show them where the center income went (almost 65% to salaries, the rest was business expenses such as food, heating, water bills, insurance, and supplies, with a whole 2% profit that usually went back into the business) and it was quite the eye opener for the staff. I noticed after sharing this information they were a lot more conscientious about not wasting resources, so it obviously made an impression.

If you would like to create your own pie chart, Tom Copeland has some tips on his blog and website. So now that you have this pie chart, how do you use it? You could pull it out whenever a parent complains about your rates. After sharing the chart with parents, you could show them that *“for every \$100 you pay me, I keep \$33 after paying my business expenses.”* As Tom Copeland points out, *“If you work eleven hours a day, five days a week, caring for children, and work an extra ten hours a week doing other business activities (cleaning, activity preparation, etc.), that’s a total of sixty-five hours a week. With a profit of \$19,400, that represents an hourly wage of \$5.74 ($\$19,400$ divided by 65 hours, divided by 52 weeks). So, you could tell parents, “Do you think I should be earning minimum wage (\$7.25 federal minimum wage) for my work? If so, that means I’ll have to raise my rates to \$186 per week to reach that goal ($\$10$ an hour \times 65 hours \times 52 weeks = $\$24,505$ + $\$33,600$ in business expenses divided by six children = $\$186$ per week, per child).”* Of course, you would use your own numbers from your child care program, but this might help to put things into perspective for parents.

A better approach would be to share it in a routine, business-as-usual fashion. You could create an “end of the year” report you share with parents annually, perhaps in a newsletter. Think of it as your own “state of the nation” address to the parents. This would help them to understand that your child care is a business and help them to see that it really isn’t such a bad financial deal after all. It may help to avert those uncomfortable financial discussions from happening in the first place.

Eight Tips to Protect Taxpayers from Identity Theft



Identity theft happens when someone steals personal information for financial gain. Tax-related identity theft happens when someone uses another person's stolen Social Security number (SSN) or Employer Identification Number (EIN) to file a tax return to obtain a fraudulent refund.

Many people first find out they are victims of identity theft when they submit their tax returns. That's because the IRS lets them know someone else already used their SSN to file.

The IRS continues to work hard to stop identity theft with a strategy of prevention, detection and victim assistance. So far, the agency has stopped millions of dollars from getting into the hands of thieves.

Check out these eight tips on how to protect against identity theft:

1. Taxes. Security. Together. The IRS, the states and the tax industry need everyone's help. The IRS launched The Taxes. Security. Together. awareness campaign in 2015 to inform people about ways to protect their personal, tax and financial data. Learn more at www.IRS.gov/TaxesSecurityTogether.

2. Protect Personal and Financial Records. Taxpayers should not carry their Social Security card in their wallet or purse. They should only provide their Social Security number if it's necessary. Protect personal information at home and protect personal computers with anti-spam and anti-virus software. Routinely change passwords for online accounts.

3. Don't Fall for Scams. Criminals often try to impersonate banks, credit card companies and even the IRS hoping to steal personal data. Learn to recognize and avoid those fake communications. Also, the IRS will not call a taxpayer threatening a lawsuit, arrest or to demand immediate payment. Beware of threatening phone calls from someone claiming to be from the IRS.

4. Report Tax-Related ID Theft. Here's what taxpayers should do if they cannot e-file their return because someone already filed using their SSN:

- File a tax return by paper and pay any taxes owed.
- File an IRS Form 14039, Identity Theft Affidavit. Print the form and mail or fax it according to the instructions. Include it with the paper tax return and/or attach a police report describing the theft if available.
- File a report with the Federal Trade Commission using the FTC Complaint Assistant.
- Contact Social Security Administration at www.ssa.gov and type in "identity theft" in the search box.
- Contact financial institutions to report the alleged identity theft.
- Contact one of the three credit bureaus so they can place a fraud alert or credit freeze on the affected account.
- Check with the applicable state tax agency to see if there are additional steps to take at the state level.

5. IRS Letters. If the IRS identifies a suspicious tax return with a taxpayer's stolen SSN, that taxpayer may receive a letter asking them to verify their identity by calling a special number or visiting an IRS Taxpayer Assistance Center.

6. IP PIN. If a taxpayer is a confirmed ID theft victim, the IRS may issue them an IP PIN. The IP PIN is a unique six-digit number that the taxpayer uses to e-file their tax return. Each year, they will receive an IRS letter with a new IP PIN.

7. Report Suspicious Activity. If taxpayers suspect or know of an individual or business that is committing tax fraud, they can visit IRS.gov and follow the chart on How to Report Suspected Tax Fraud Activity.

8. Service Options. Information about tax-related identity theft is available online. The IRS has a special section on IRS.gov devoted to identity theft and information for victims to obtain assistance.

For more on this Topic, see the Taxpayer Guide to Identity Theft.

Avoid scams. The IRS does not initiate contact using social media or text message. The first contact normally comes in the mail. Those wondering if they owe money to the IRS can view their tax account information on IRS.gov to find out.

From: August 7, 2017 IRS Tax Tips newsletter . For more information on federal taxes please visit IRS.gov.

Ideas to Incorporate the Season into your Program

Block Area:

Fall At the Farm: Place little people, farm animals and farm equipment (trucks, tractors, etc.), leaves and hay in your block area.



Snack:

Cooking with children helps develop their math skills and helps them to learn how to follow directions. It also allows for some great conversation. Ask many questions while cooking with your children to encourage conversation! Be sure to ask specific themed questions while making these fun snacks!

Apple Salad: Ingredients and Items needed: 6 apples, 1/2 cup raisins; 1/2 teaspoon cinnamon; 1/4 cup of white grape juice.

Peel the apples. Let the children help cut them with plastic knives. Place them into a bowl. Have the children help put the rest of the ingredients in and let each one take a turn stirring it up!



Dramatic Play:

Fall Cooking: Place pretend (or real!) pumpkins, apples, pie plates, etc. Include picture charts for the children to pretend to make desserts.

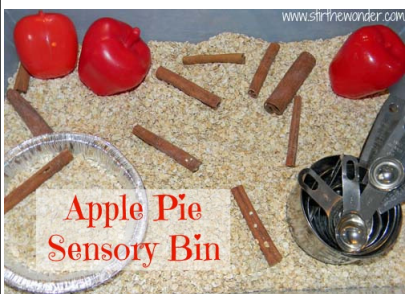
Fall Clean-Up: Place leaves in your dramatic play area on the carpet or floor and add child-sized rakes for clean up. They can place them into a large, paper bag and then empty to do it again.

Farm Stand: Place a cash register, table, brown grocery bags, play and real apples and pumpkins, shopping carriages, empty and clean apple

cider and apple juice containers, corn on the cob and other fall items in your dramatic play area.

Art Area:

Fall Colors: Provide red, yellow, green, orange and brown for fall pictures. Or, provide red, blue and yellow for the children to make their own fall colors at the easel!

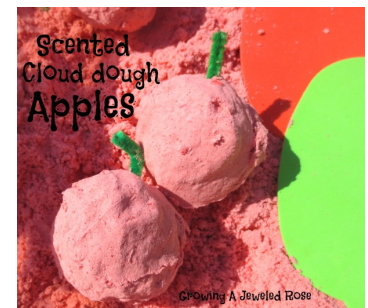


Sensory:

Apple Pie Sensory Bin: Add apples, cinnamon sticks, oatmeal, pie tins and measuring cups for children to explore.

Apple Pie Cloud Dough: Ingredients needed are 7 cups flour, 1 cup vegetable oil, and apple pie spice. Combine all the ingredients in a large bin. That's it! Super messy, but fun activity.

You can also make your basic play dough recipe and add other fall scents like pumpkin pie spice or cinnamon.



Sources include: www.preschool-plan-it.com and www.growingajeweledrose.com

Suspension and Expulsion in Child Care

Children's behavior can have a serious impact on child care programs. Children who display challenging behaviors can make planning activities difficult. At what point do behaviors become so severe that a child is asked to leave the program? According to 2016 research by the Council on Children and Families, it happens more often than expected in all modalities of care, including family and group family child care.

A survey of 1200 child care programs across New York State indicated that almost 20% of them have suspended, expelled, or both. Preschool children are the most likely to be expelled, with boys being expelled 3 times more than girls. In regards to race, American Indian, Multiracial, and African American children are more likely to be expelled than other races.

Why are programs asking children to leave? Caregivers indicated on the survey the most likely reasons for suspending or expelling a child in order of frequency:

- ∴ Were easily irritated, mad or frustrated
- ∴ Consistently had difficulty sitting quietly
- ∴ Regularly showed disrespectful/defiant behavior
- ∴ Yelling and screaming more than average
- ∴ Had excessive demands and attention seeking
- ∴ Frequently hurt self or others
- ∴ Destroyed or damaged property
- ∴ Demonstrated excessive worry, panic, anxiety



As a provider, before you ask a child to leave your program, consider the following steps:

- ∴ Parent/family meeting
- ∴ Develop a behavior plan
- ∴ Refer family and child for additional support/Evaluation
- ∴ Call in additional professionals

Reference: Council on Children and Families (2016). Building System Capacity in New York to Support Children's Social-Emotional Development

Why are we expelling the very children who need us the most?

Early appearing behavior problems in a child's preschool career are the single best predictor of delinquency in adolescence, gang membership, and adult incarceration. There are evidence-based practices that are effective in changing this developmental trajectory, therefore, we must use them!

In Dr. Mary Louise Hemmeter's article: *We Are ALL in This Together: Supporting Children's Social Emotional Development and Addressing Challenging Behavior*, she suggests five important steps for building supports within programs to address the social emotional needs and challenging behaviors of all young children:

1. Adopt a philosophy that focuses on ensuring all children will be successful in your program.
2. Develop program-wide expectations for children's behavior and be proactive about promoting the expectations and sharing the information with families.
3. Ensure that environments are designed to promote children's social emotional development and prevent challenging behavior.
4. Develop a plan for addressing the needs of children with ongoing persistent challenging behavior.
5. Provide systematic training, coaching in the classroom, and other supports for teachers related to promoting social emotional development and addressing challenging behavior.

For more information and assistance in your program, contact a CCR&R Specialist!

OCTOBER 2017

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17 JC	18 Owego	19	20	21
22	23	24 JC	25 Owego JC/Chen	26 Owego JC/Chen	27	28
29	30	31				

NOVEMBER 2017

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2 Owego	3	4 Chen
5	6	7 JC	8 JC	9 Owego	10	11
12	13	14 JC	15 JC	16	17	18
19	20	21 JC	22	23	24	25
26	27	28	29	30		

DECEMBER 2017

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5 JC	6 JC Owego	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Upcoming Training Opportunities

Broome County (JC):

- October 17, 6:30-8:30pm—Active Play!
- October 24, 6:30-8:30pm—Attachment 101
- October 25, 6:30-7:30pm—Small Talk
- October 26, 6:45-9:15pm—Videoconference: Regulations
- November 7, 14, & 21, 9:00am-3:00pm—Health and Safety for FDC/GFDC
- November 8, 6:30-8:30pm—Building Language with Infs and Toddlers
- November 15, 4:30-8:00pm—CPR/First Aid—Recertification Class
- December 5, 6:30-8:30pm—Boundaries
- December 6, 6:30-7:30pm—Small Talk

Chenango County (Chen):

- October 25, 6:30-7:30pm—Provider Show ‘N Tell in Norwich
- October 26, 6:45-9:15pm—Videoconference: Regulations
- November 4, 7:30am-3:30pm—Fall Conference

Tioga County (Owego):

- October 18, 6:30-8:30pm—D.A.P. and Art
- October 25, 4:30-8:00pm—CPR/First Aid—Recertification Class
- October 26, 6:45-9:15pm—Videoconference: Regulations
- November 2, 6:30-8:30pm—Celebrate Holidays Safely
- November 9, 6:30-8:30pm—CACFP: New Meal Patterns
- December 6, 6:30-8:30pm—New Year Resolutions

Please see the July –Dec Professional Development and Training Calendar for full workshop descriptions or visit our website at www.familyenrichment.org.

Core Body of Knowledge: Core Beliefs

1. **Children are born ready to learn.**
2. **Every human being is a unique individual, with diverse modes of learning and expression as well as interests and strengths.**
3. **Children are worthy of the same respect as adults.**
4. **Children's needs for shelter and for physical, intellectual, emotional, and social nourishment must be met for them to grow, develop, and learn to their fullest potential.**
5. **Children have the right to secure, trusting relationships with adults and to safe, nurturing environments.**
6. **Children learn through play.**
7. **Children construct their own knowledge based on their curiosity and driven by their interactions. This active construction is facilitated by interaction with adults and other children.**
8. **Children's learning is active and follows a recurring path: awareness, exploration, inquiry and application.**
9. **Children learn best when exposed to and engaged in high-quality environments, interactions, and relationships.**
10. **Children learn best when adults in their lives work in partnership with one another.**
11. **All children and their families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected.**
12. **Families and children have the right to support systems that foster their growth and development.**
13. **Teaching and learning are dynamic, integrated, and reciprocal processes.**



This resource outlines the knowledge, dispositions and skills required to work with young children. The Core Body of Knowledge offers a road map for building meaningful relationships with children, families and colleagues, for creating nurturing, stimulating environments, and for developing oneself as a professional in this incredibly important field.

For more information, visits: www.earlychildhoodny.org



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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.