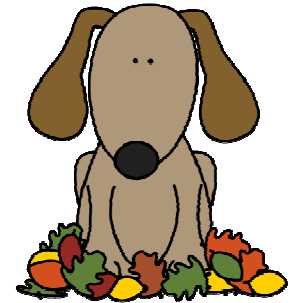


NETWORK NEWS

Enriching the Community



A Message from the CCR&R Director

It's October, which means it's time to start looking at advocacy efforts for the upcoming budget season!

I'm hoping to pull out all the stops this year and really get the message to our elected officials that investing in early childhood education is not just important, but necessary!

The Governor's budget is released in January, which means we know he is working on it now. So in order to impact him, we should be targeting the Governor after the election (November 6th). Speaking of election day—Please vote! It is so important!

After the Governor's budget is released in January, we can start targeting our Assembly and Senate members.

In the next two months, CCR&R will be working with Building Brighter Futures for Broome to develop an agenda of the top 3 issues we need addressed in the budget. Please have your voice heard and join that meeting when it is scheduled. More information will be emailed out on the time and location.

If you don't have an email address and are not on our email list, I encourage you to participate! You can create a free email account through yahoo or Hotmail. Contact a CCR&R staff for help if you need it. Then tell any CCR&R staff person your email address to get added to our list. It's the way we are getting out quick information to the provider community. Stay in the loop and join that list! Another way to get the best information and network is to join a Facebook group. We have one for all groups who work in early childhood education.

You can always email me with any questions—jperney@familyenrichment.org.

Jennifer Perney

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Family Enrichment Network
is a proud member of:



Early Care &
Learning Council
United to Promote Quality



Facebook Networking Opportunities

There are now Facebook groups
for anyone working in the early childhood field!

If you are a family or group family provider, join: **FEN CCR&R Family/Group Family Child Care Provider Networking Group**

If you are a center or SACC director or assistant director, join: **FEN CCR&R Child Care Center Director Networking Group**

If you are a staff working in a center or SACC program, join: **Child Care Center and SACC Staff Networking Group through FEN CCR&R**

You can link to any of these groups through the Family Enrichment Network Facebook page as well. Share thoughts, ideas, ask questions, find out what others are doing or how you can work together!

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

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Chenango Office: (607) 373-3555

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General questions: email: jperney@familyenrichment.org

Program updates or referrals for parents: referrals@familyenrichment.org

It Does Take a Village

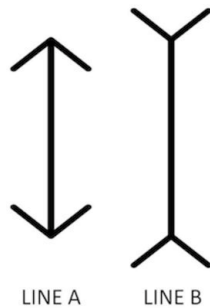
By Cathy Lipski, Quality Improvement Specialist

(Based on the NPR article “Secrets of a Maya Supermom: What Parenting Books Don’t Tell You” 5/11/2018)

Maria de los Angelos Tun Burgos is a Maya supermom. She is raising 5 children, does housework, chores and makes fresh tortillas daily which includes stone ground corn. Her daughters are 12, 9, 4 and she has a teenaged son. Maria tells her children to stay away from the fire or not to play in the construction area, yet her tone is calm and her body is relaxed. The children offer minimal resistance to her advice and there is very little bickering, whining or crying. If you ask Maria if being a mother is stressful, she doesn’t know what the work means. In Mayan culture the word doesn’t exist! She says she worries at times, but tries to keep her children on track. Maria believes that, little by little, children will learn.

Maria learned to be a mother and take care of children by watching her own mother, aunts and neighbors. In the United States, we tend to learn from Google searches and YouTube videos. Parenting books and articles may appear to be based on science, but that is not always the case. Sometimes the information is based on opinions and experiences. Advice often changes. For example, in 2000, the American Academy of Pediatrics suggested that babies should not eat anything with peanuts due to possible allergies. In 2017 they reversed that advice and now the trend is to offer peanut products to prevent peanut allergies.

It is interesting to note that the Western style of raising children is different than that of other cultures. Here is an example of how Western Culture thinks a bit differently.



Which line appears longer? Americans will say it is Line B. Fourteen indigenous cultures were not fooled. The lines are the same.

In some cultures children are immersed in an adult world. In Western society they tend to be separated. Throughout the world there is diversity in the way children are raised and taught. Perhaps all parents, child care providers and teachers can learn something from each other.

What type of advice is floating around in the world? Western parenting appears to be more concerned with the parent being in charge. For example “Put your shoes on.” Other cultures might create a more collaborative style “Mommy and Grandma are going to the park. If you want to go to the park you have to put your shoes on. Do you want to go to the park?”

All cultures realize that it does take a village to raise a child. The village can be found in the forms of schools and formal day care as well as the help of grandparents, neighbors and extended family.

So yes, you can read a book about how to raise and teach children, but you can also learn from your peers, coworkers, family, friends, experience and other cultures.



2018 SUNY PDP Webcasts (Formerly Videoconferences)



The Final 2018 Webcast is coming up!

October 25—Special Webcast: Town Hall Meeting—
Business Case Studies

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

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



Congratulations!!

New child care programs:

Broome County Family Child Care

Melanie Shauger

Broome County Group Family Child Care

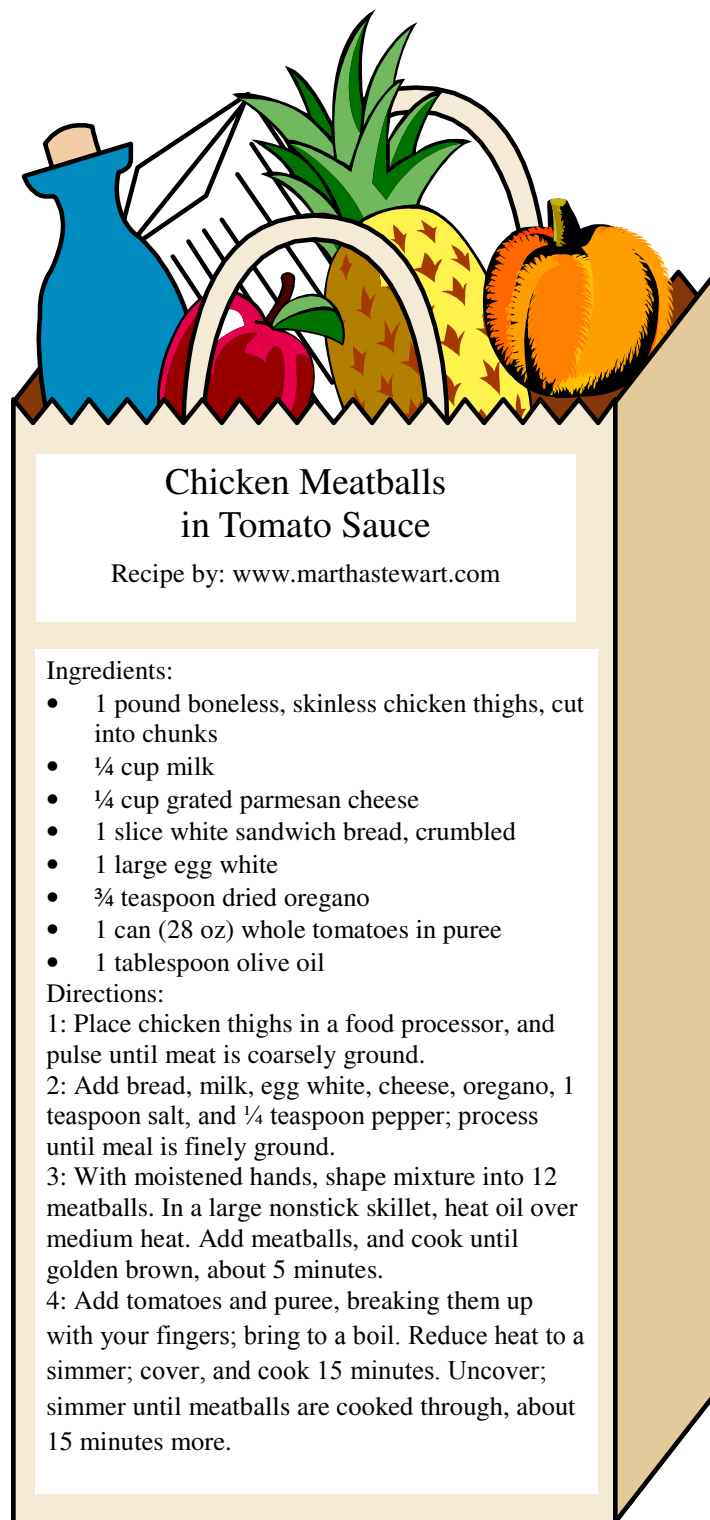
Tiffany Vandermark
Mona Haynes

Chenango County Family Child Care

Chevee Wittig

Chenango County Child Care Center

Family Enrichment Network, Inc.





Making a Memory Box

By Leslie Vermaat

A part of life that we all experience sooner or later is some kind of loss. Maybe it is through death, maybe from moving away, perhaps an older sibling a child is very close to is going away to college, or a beloved day care provider is retiring. You, as a child care provider, have the opportunity to teach the children that you care for how to process through loss, honor the one they love and will miss, and remain resilient.

One activity to do with children to promote healthy grieving and transitioning to a “new normal” is to create a memory box. Memory boxes can be as simple as decorating a cardboard box with markers, paints, stickers and sparkles, and filling it with things that remind the child of their loved one. Some examples of things to put inside the box are photographs, a favorite book, a special knick-knack, a card or drawing, a letter to the person expressing the child’s feelings—actually, anything goes, as long as it has meaning to the child. Children process feelings best through *doing*, so planning this special activity is a great way for children to explore their feelings and feel comforted by the memories of their special person.

In addition, three great children’s books for processing grief are *The Invisible String* (great for any kind of loss), *Tear Soup*, and *The Memory Box*.

For more information on grief and loss activities to do with children check out the following links:

<https://sesamestreetincommunities.org/topics/grief/?activity=making-memory-box>

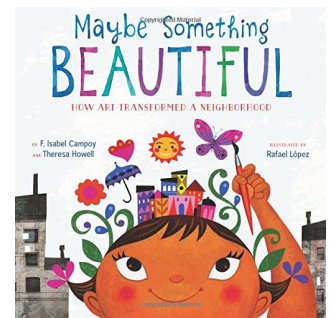
<https://www.cancer.net/coping-with-cancer/managing-emotions/grief-and-loss/helping-grieving-children-and-teenagers>

https://youthlight.com/sample/activities_grieving_children.pdf

Join Jumpstart as we Read for the Record®

OCTOBER 25, 2018

This year’s book selection, *Maybe Something Beautiful*, by F. Isabel Campoy and Theresa Howell, and illustrated by Rafael López, celebrates the magic that can happen when a community comes together to create something beautiful and bring about change.



Join the community for a special reading and fun activities at 10am at the Broome County Public Library (185 Court Street, Binghamton).

If you can’t attend the local event, plan a special day around the book. There are so many great ideas. Read the story. Talk about the feelings the people in the book have. Paint a classroom mural. Visit a local mural throughout the community. Paint something beautiful to place around the community.

To pledge to read and more activity ideas, visit www.readfortherecord.org.

For more great information on the book visit:
<http://www.allthewonders.com/wonders/all-the-wonders-of-maybe-something-beautiful/>



Psychological and Behavioral Impact of Trauma: PRESCHOOL CHILDREN

There are children in your preschool who have experienced trauma.

What is considered a traumatic experience or trauma? Anything that shatters a child's sense of safety. This can include abuse, neglect, domestic violence, death of a parent or loved one, divorce, sickness or painful medical procedure, accident, natural disaster, or community violence. Many people assume that young age protects children from the impact of traumatic experiences, but that is not true.

What you might observe in Preschool children:

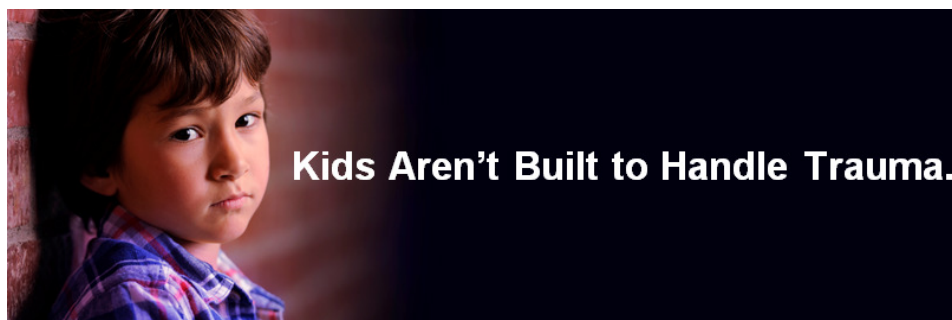
Remember, young children do not always have the words to tell you what has happened to them or how they feel. Behavior is a better gauge and sudden changes in behavior can be a sign of trauma exposure.

- Separation anxiety or clinginess towards teachers or primary caregivers
- Regression in previously mastered stages of development (e.g., baby talk or bedwetting/toileting accidents)
- Lack of developmental progress (e.g., not progressing at same level as peers)
- Re-creating the traumatic event (e.g., repeatedly talking about, "playing" out, or drawing the event)
- Difficulty at naptime or bedtime (e.g., avoiding sleep, waking up, or nightmares)
- Increased somatic complaints (e.g., headaches, stomachaches, overreacting to minor bumps and bruises)
- Changes in behavior (e.g., appetite, unexplained absences, angry outbursts, decreased attention, withdrawal)
- Over- or under-reacting to physical contact, bright lighting, sudden movements, or loud sounds (e.g., bells, slamming doors, or sirens)
- Increased distress (unusually whiny, irritable, moody)
- Anxiety, fear, and worry about safety of self and others
- Worry about recurrence of the traumatic event
- New fears (e.g., fear of the dark, animals, or monsters)
- Statements and questions about death and dying

Some children, if given support, will recover within a few weeks or months from the fear and anxiety caused by a traumatic experience. However, some children will need more help over a longer period of time in order to heal and may need continuing support from family, teachers, or mental health professionals. Anniversaries of the events or media reports may act as reminders to the child, causing a recurrence of symptoms, feelings, and behaviors.

For more information, visit: www.NCTSN.org

Adapted from the *Child Trauma Toolkit for Educators*: October 2008, The National Child Traumatic Stress Network



What can be done to help a traumatized child?



- Maintain usual routines. A return to “normalcy” will communicate the message that the child is safe and life will go on.
- Give children choices. Often traumatic events involve loss of control and/or chaos, so you can help children feel safe by providing them with some choices or control when appropriate.
- Increase the level of support and encouragement given to the traumatized child. Designate an adult who can provide additional support if needed.
- Set clear, firm limits for inappropriate behavior and develop logical—rather than punitive— consequences.
- Recognize that behavioral problems may be transient and related to trauma. Remember that even the most disruptive behaviors can be driven by trauma-related anxiety.
- Provide a safe place for the child to talk about what happened. Set aside a designated time and place for sharing to help the child know it is okay to talk about what happened.
- Give simple and realistic answers to the child’s questions about traumatic events. Clarify distortions and misconceptions. If it isn’t an appropriate time, be sure to give the child a time and place to talk and ask questions.
- Be sensitive to the cues in the environment that may cause a reaction in the traumatized child. For example, victims of natural storm-related disasters might react very badly to threatening weather or storm warnings. Children may increase problem behaviors near an anniversary of a traumatic event.
- Anticipate difficult times and provide additional support. Many kinds of situations may be reminders. If you are able to identify reminders, you can help by preparing the child for the situation. For instance, for the child who doesn’t like being alone, provide a partner to accompany him or her to the restroom.
- Warn children if you will be doing something out of the ordinary, such as turning off the lights or making a sudden loud noise.
- Be aware of other children’s reactions to the traumatized child and to the information they share. Protect the traumatized child from peers’ curiosity and protect classmates from the details of a child’s trauma.
- Understand that children cope by re-enacting trauma through play or through their interactions with others. Resist their efforts to draw you into a negative repetition of the trauma. For instance, some children will provoke teachers in order to replay abusive situations at home.
- Although not all children have religious beliefs, be attentive if the child experiences severe feelings of anger, guilt, shame, or punishment attributed to a higher power. Do not engage in theological discussion. Rather, refer the child to appropriate support.

For more information, visit: www.NCTSN.org

Adapted from the *Child Trauma Toolkit for Educators*: October 2008, The National Child Traumatic Stress Network



How to Get Your Child to Eat More Fruits & Veggies

By: Lisa Rosa, CACFP Coordinator

We all know that eating fruits and vegetables is important. But how do you get kids to eat more of these foods?

- Provide fruits and vegetables as snacks. Keep fruit washed, cut up and in plain sight in the refrigerator.
- Serve salads more often. Get prewashed, bagged salad at the grocery store. Teach your child what an appropriate amount of salad dressing is.
- Try out vegetarian recipes for spaghetti, lasagna, chili, or other foods using vegetables instead of meat.
- Include at least one leafy green or yellow vegetable for vitamin A such as spinach, broccoli, winter squash, greens, or carrots each day.
- Include at least one vitamin C–rich fruit or vegetable, such as oranges, grapefruit, strawberries, melon, tomato, and broccoli each day.
- Add a fruit or vegetable as part of every meal or snack. For example, you could put fruit on cereal, add a piece of fruit or small salad to your child’s lunch, use vegetables and dip for an after-school snack, or add a vegetable or two you want to try at meals .
- Be a role model—eat more fruits and vegetables yourself.

More Things You Can Do:

- Be sure the child is getting the recommended amount of fruits and vegetables each day. Visit choosemyplate.gov to find out how much of each food group your child should be getting.
- When shopping for food, start in the area of the store where they keep fresh fruits and vegetables. Stock up. That way you know you always have some on hand to serve the children.
- Avoid buying high-calorie foods such as chips, cookies, and candy bars. The children may not ask for these treats if they are not in sight.
- Limit or eliminate how much fruit juice you give the children and make sure it is 100% juice, not juice “drinks.”
- Eat together whenever possible. Research shows that kids eat more vegetables and fruits and less fried foods and sugary drinks when they all eat together

Remember... By choosing health-promoting foods, you can establish good nutritional habits in your child that will last for the rest of his or her life.





Does Food Make Kids Happy?

By Cathy Lipski

Psychologist Shaya C. Holub, PhD, from the University of Texas found a link between food choices and happiness. Let's face it, if you are feeling sad do you reach for a celery stick? This link appears to begin early in life. Dr. Holub noted that children aged 4 ½ through 9 years old tended to choose chocolate candy over Goldfish crackers when they were either

happy or sad. Children who were sad tended to choose chocolate more frequently than their happy friends. Children who were either happy or sad ate more of both items than those who felt emotionally neutral. So what does this mean for us as parents and teachers? It means that children develop eating habits in their preschool years. They learn that if they go to a birthday party, everyone eats candy or cake. They have fun and are happy. Children learn to associate certain feelings with certain foods. This can lead to emotional eating later in life.

To encourage healthy eating patterns and prevent emotional eating, adults need to be the role model. How can we be a role model? This can be done by not offering a sweet treat if a child is sad, got hurt or is bored. It is important to demonstrate healthy eating patterns as well as alternative ways to cope with emotions. Healthy eating can include candy and treats, but in moderation and junk food should not be used as a bribe to encourage good behavior.

If we learn how to nurture health habits early, it is less likely we will have to try to eliminate negative behaviors in the future. As adults, we need to set up healthy eating patterns and teach our children how to choose healthy options.



October is Sudden Infant Death Syndrome (SIDS) Awareness Month

Sudden infant death syndrome (SIDS) is when a seemingly healthy baby dies unexpectedly and suddenly, and there is no explanation for the cause of their death. Even after a thorough investigation, an explanation for cause of death may not be found.

Even though SIDS is considered rare, it's the most common cause of death for children under the age of 1 in the United States. It most often happens between the ages of 2 and 4 months. In 2015, approximately 1,600 babies died of SIDS in the United States. Source: www.healthline.com
"HEALTHLINE" Newsletter

Follow the ABC's of Sleep:

- ⇒ Alone: Babies should not sleep with any adults or other children. Nothing should be in the crib except baby; no pillows, bumper pads, blankets or toys.
- ⇒ Back – Put baby on their back to sleep. Do not put on their tummy every day when baby is awake and supervised for "tummy time".
- ⇒ Crib – Use a safety approved crib/basinet/playpen with a firm mattress and fitted sheet. If baby falls asleep on a bed, couch, armchair or in a sling, swing, or other carrier, put baby in a crib to finish sleeping.

Source: NYS/Dept. of Health/OCFS

OCTOBER 2018

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

NOVEMBER 2018

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

DECEMBER 2018

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

Upcoming Training Opportunities

Broome County (JC):

- October 2, 4, & 9: 8am-1pm—Health and Safety for Directors
- October 10: 6-8pm—Why Worry About Plastics
- October 20: 8am-3:30pm—Broome Fall Conference
- October 24: 6:30-7:30pm—Small Talk
- October 25: 6:45-9:15pm—Webcast: Town Hall Meeting: Examining the Business Side of Child Care
- October 27: 9am-3pm—CPR/First Aid
- November 14: 4-8pm—CPR/First Aid Recertification
- November 28: 6:30-7:30pm—Small Talk
- November 27, 29, & December 6: 8am-1pm—Health and Safety for FDC/GFDC

- December 4: 6:30-8:30pm—Child Abuse and Abusive Head Trauma
- December 13: 6:30-8:30pm—Screen Free for Me

Chenango County (Chen):

- October 25: 6:45-9:15pm—Webcast: Town Hall Meeting: Examining the Business Side of Child Care
- October 27: 9am-3pm: CPR/First Aid Full Class/Recertification
- November 3: 8am-4pm—Chenango Fall Conference

Tioga County (Owego):

- October 3: 6:30-8:30pm—Halloween Fears are Manageable
- October 25: 6:45-9:15pm—Webcast: Town Hall Meeting: Examining the Business Side of Child Care
- November 7: 6:30-8:30pm—Tips and Tricks on Children’s Diet and Nutrition—CACFP
- November 14: 6:30-8:30pm—Gross Motor Activities for Indoors
- December 12: 6:30-8:30pm—Who Wants to Be a Millionaire?

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



Are You a Family or Child Care Provider?

You May Be Eligible for: **QUALITYstarsNY**

Are you interested in joining hundreds of early childhood programs that have made a commitment to high quality services for the children and families in their community? Then join QUALITYstarsNY!

QUALITYstarsNY Participating Programs Receive:

- Scholarships for Professional Development
- Classroom Materials & Resources
- Designated Quality Improvement Coach

Now Enrolling Programs in:

Binghamton & Oneonta

Fill out an Intent-to-Apply form at: [QSNY.org/apply](https://qsnny.org/apply)

For any questions, contact: Support@qualitystarsny.org (718) 254-7746



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PO Box 997
Johnson City, NY 13790-0997



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.