

NETWORK NEWS

Enriching the Community



A Message from the CCR&R Director

Happy New Year!

It's hard to believe it's already 2019. With the new year, we have new opportunities. I think more attention is definitely happening in the world of early childhood education and child care. We need to keep building on this and continue to fight for our field. I encourage you to get involved in Advocacy Day on Monday, February 4th. Write an email, make a phone call, visit a local elected official, but make a small step and do something you've never done before!

If you aren't aware, there is a shortage of child care throughout most of our area. This has been termed a "child care desert" across the country. The Center For American Progress distributed a report with an interactive map showing the areas across the country where there is a shortage of child care. As suspected, our areas are showing a lack of child care providers to meet the need. Infant and toddler care is extremely hard for parents to find. Evening and weekend care is just as difficult to find!

If you are currently not serving infants or toddlers, I encourage you to consider offering care for those ages. If you have the ability to expand your programming, please consider that as well! If you are a family child care provider, you can become a group family child care provider. If you are a center, that doesn't serve infants and toddlers, start thinking about offering care for those little ones. If you can increase your hours to the evenings and weekends, there is a great need for those times.

Call us with any questions or for assistance. We are here to help!

Jennifer Perney

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Family Enrichment Network
is a proud member of:



Early Care &
Learning Council
United to Promote Quality

Help Us Help You!

Please update us when something changes!!
Do you have openings?
Did you change a phone number?
Did you change a policy?
Did you get a new credential or endorsement?
Did you raise your rates?



Let us know!

We have your information in our database and give referrals to parents who are looking for care in your area. Help us give accurate information to parents to save frustration!

Call the Referral Line at 723-8313 ext. 829 to leave a message or email referrals@familyenrichment.org.

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

Jennifer Perney: Director	Ext: 872	jperney@familyenrichment.org
Leslie Vermaat: Training Specialist/Mentor	Ext: 884	lvermaat@familyenrichment.org
Elaine Johnson: Legally Exempt Specialist	Ext. 832	ejohnson@familyenrichment.org
Lisa Rosa: CACFP Coordinator	Ext: 824	lrosa@familyenrichment.org
Crystal Rozelle: CACFP Monitor	Ext: 825	crozelle@familyenrichment.org
Cathy Lipski: Quality Improvement Specialist	Ext: 894	clipski@familyenrichment.org
Megan Brown: Infant Toddler Specialist	Ext. 824	mlbrown@familyenrichment.org

Tioga Office: (607) 687-6721

Ann Shear: Tioga Coordinator	Ext: 1186	ashear@familyenrichment.org
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Chenango Office: (607) 373-3555

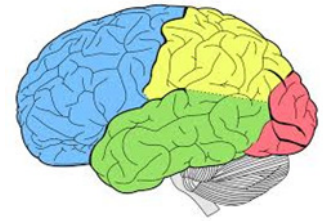
Julie Henry: Chenango Coordinator	Ext: 1522	jhenry@familyenrichment.org
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General questions: email: jperney@familyenrichment.org

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

The Amazing Plastic Brain

By Cathy Lipski



Brain Plasticity (neuroplasticity) is a term that might conjure up images of Tupperware or some sort of childhood bathtub toy due to the connection with word plastic. Brain Plasticity is really a term used by neuroscientists addressing the brain's ability to change at any age. This could be for better or worse. Brain Plasticity allows our brain to develop, decline and create distinct personalities. Without this ability, any brain, not just the human brain, would be unable to develop from infancy through to adulthood or recover from brain injury.

the

So if we have brains that can be molded and changed for the better or worse, what happens to a child's brain during the learning process? Plasticity is the brain's way to form new connections between nerve cells so that learning becomes more and more efficient.

The brain begins to wire and connect activities when it is exposed to new situations. Imagine what a blue print would look like for electrical wiring in your home. A brain's blue print of neural connections would look very similar! The "wires" in our brains are constantly reconnecting based on input from the outside world and our experiences.

When a child learns a new skill, such as reading, the brain has no clue what is going on since there is no wiring for reading. As the child learns this skill, more brain cells and nerve circuits are used and connected. This allows the child to become a more proficient reader. When a child learns to recognize the word BOOK, the child makes connections to the spoken word BOOK and the letters B- O -O- K. New wiring has been created!

Parent/child or teacher/child interactive reading is crucial and creates connections between letter recognition, thinking and language centers within the brain. Human interaction is far better at enhancing Brain Plasticity than computer games or apps.

Learning should be a multisensory approach to include sound, touch, visuals and interaction. This multisensory experience activates changes and wires the brain by way of Brain Plasticity. The plastic brain is an amazing thing. We have the power to positively wire the brains of children in our care!

Information from: *The Intuitive Parent: "Why the Best Thing for Your Child Is You"* by Stephen Camarata, PhD 2015.

To continue the discussion, come to the Small Talk in March.



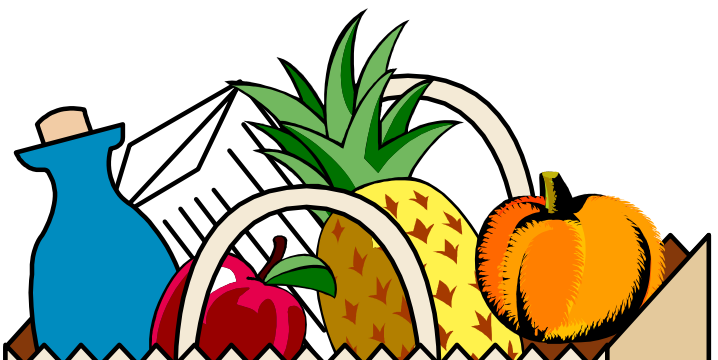
Use Your Voice!! Advocate for Child Care!

The Empire State Campaign for Child Care and
Winning Beginning NY have joined forces!

Join us for Advocacy Day on Monday, February 4, 2019.
This is a day to go to Albany, meet with your elected
officials, and rally with others who support high quality
early childhood education.

Can't make it to Albany, that's ok! Become an E-Advocate
and send emails or make phone calls.

For more information, visit
www.empirestatechildcare.org or
www.winningbeginningsny.org.



Elmo's Everything Soup

Recipe from The National WIC Association

Ingredients:

- 1 cup navy beans, cooked
- 1 can(15 oz.) diced tomatoes, no salt added
- 1 cup corn
- 1 cup green beans, chopped
- 1/2 cup onion, chopped
- 1 stalk celery, chopped
- 1/2 tsp. dried basil or Italian seasoning
- 1/4 tsp. black pepper
- 2 cups water
- 1 cup whole-wheat elbow macaroni, cooked

Directions:

- 1) Place all ingredients in a large pot. Bring to a boil.
- 2) Turn down heat and cover pot. Simmer for 15 minutes.
- 3) Stir in cooked macaroni and serve.



Congratulations!!

New child care programs:

Broome County Family Child Care

Ashley Bouchard

Broome County Child Care Center

Family Enrichment Network, Inc.

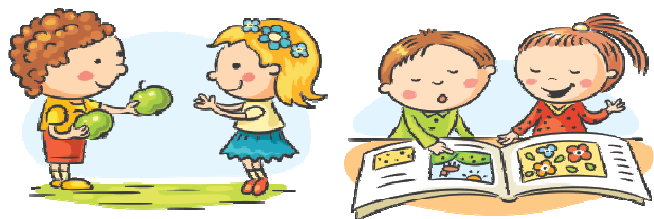
- Fayette Street, Binghamton



The Purpose of Social Emotional Learning

By Leslie Vermaat

Social-emotional learning (SEL) isn't just a feel-good activity. It's not psychotherapy or an attempt to parent kids. Nor is it a substitute for core academic subjects such as math, science, or literacy.



COOPERATION

Instead, SEL concepts provide an extra dimension to education, focusing on improving cooperation, communication, and decision making. In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives children a framework for developing these skills.

COMMUNICATION

DECISION MAKING

In a meta-analysis of 213 school-based SEL programs, participants demonstrated significantly improved social and emotional skills, attitudes, and behavior, and an 11-percentile-point gain in academic performance.

Children who are socially and emotionally competent have more friends and more connections with positive peers, and are less likely to be rejected, isolated, or bullied. Children with friends are happier and more successful in school.

Empathetic children with good perspective-taking skills are less likely to be physically, verbally, or indirectly aggressive toward peers.

So how can SEL help with problem behaviors in your child care setting? Typically, problem behaviors are impulsive actions such as hitting, yelling or being defiant. They can often be due to children having poor social-emotional skills.

On March 19 from 6:30 to 8:30, we will have a training at FEN that introduces us to a curriculum of SEL called Second Step. Teaching SE skills using a program such as Second Step, helps children to regulate their behavior and act in pro-social ways. And this leads children to experience more success at day care, school, and life. Call Crystal at 723-8313 ext. 825 to sign up!

From: 2011 Committee for Children: Second Step: Social-Emotional Skills for Early Learning

New OCFS Regulation from the “Dear Provider Letter -November 2018” Smoking Restrictions

In August, Governor Cuomo signed legislation amending Public Health Law 1399-o. As you know, child care regulations prohibit smoking in indoor or outdoor areas in use by children and in vehicles when children are occupying the vehicles.

What does this amendment mean for you?

- Smoking is prohibited in areas where child care is provided.
- Smoking includes cigarettes, vaping, and e-cigarettes.
- The ban takes effect on November 18, 2018, and is applicable at all times, including outside of operating hours, even when children receiving care are not present.



Get Outside This Winter!

Adapted from “The Importance of Outdoor Play in Winter” from the
Montessori Academy

<https://montessoriacademy.com.au/outdoor-play-in-winter/>



With the chill of winter settling in, it is timely to discuss the importance of outdoor play. During the cooler months, it is common for children to be restricted to indoor play at home, and only permitted to play outdoors when it is warm and sunny.

Many parents fear that their children will not “like” being outside in the cold, or that they will get sick from being outside in the cold fresh air. For this reason, it is particularly important that young children enjoy outdoor activities in their early childhood education service.

Playing outside in winter and early spring presents their own unique opportunities for exploration and learning. Therefore, outdoor play should be embraced in all types of weather, as it is crucial for children’s ongoing development.

The Most Common Winter Myth Dispelled: My child will get sick if they play outdoors in the cold

Most adults associate winter with getting colds and illnesses such as the flu. However, it is not exposure to the cold that cause these viruses. In fact, it’s likely to be increased exposure to poorly ventilated indoor environments, where bacteria and viruses live. By encouraging outdoor play in winter, children gain much needed exposure to fresh air and Vitamin D, while avoiding bacteria.

Why Outdoor Winter Play is Important - See the outdoors through a new lens

Through outdoor play in the winter, children also learn to see their environment through a different lens, and progress from being unconscious to conscious observers of their environment.

Playing outdoors in winter promotes physical development and well-being. This is because outdoor play encourages the use of the whole body by offering a safe space to run, jump, and exercise key muscle groups. It is important that children remain active in the cooler months so that they continue to build emerging skills that are crucial to their physical development.

Outdoor activities also promote emotional health benefits, such as self-confidence, and the ability to assess risks. By encouraging outdoor play in the winter, children learn to identify hazards, such as slippery surfaces, and moderate their behavior to ensure their safety.

Through wintery games, children learn to explore, work together, and find harmony in endless problem-solving opportunities.

Finally, playing outdoors with others encourages social development and collaboration. Social outdoor play also provides children the opportunity to exercise and stretch their imaginations. In winter, the physical changes to the outdoor environment provide children with new opportunities for socio-dramatic play, and winter-themed games.

Children who are encouraged to explore through play are also more likely to learn new skills and overcome challenges, which promotes self-confidence, resilience, and self-advocacy.

March is National Nutrition Month



Healthy eating is important no matter your age. Take this opportunity to learn more about healthy eating, the 5 food groups, and MyPlate.

Some quick, simple tips:

- Make small changes
- Make half your plate fruits and vegetables
- Make half your grains whole grains
- Vary your protein
- Move to low-fat or fat-free milk and yogurt

For more information, visit Eatright.org and www.choosemyplate.gov.

Contact CACFP for more information on reimbursement for providing healthy meals and snacks to the children in your program.

Gardening with Kids

Start planning for your spring garden now!

Introduce the children in your program to fresh fruits and veggies this summer by starting a garden now.

The children can help plant the seeds indoors in March, then transfer them outside after the last frost in May. They can go directly into the ground or a bigger container outside.

Have the children help with the outside garden when you do move outside. They can make signs, plant markers, path rocks, and other decorations for the garden.

Best plants for a container garden :Lettuces, Radishes, Cauliflower, Broccoli, Green Beans, Cucumbers, Tomatoes, Peppers and Herbs. But you can also try peas and carrots. If the children have input, then they are more likely to try them.

Make sure to talk about seeds and how plants sprout. Track the daily progress. Don't forget some great books about spring and gardening. [The Carrot Seed](#) by Ruth Kraus, [Inch by Inch: The Garden Song](#) by David Mallett, [Zinnia's Flower Garden](#) by Monica Wellington, [One Bean](#) by Anne Rockwell, [The Diary of a Worm](#) by Doreen Cronin, [Bugs for Lunch](#) by Margery Facklam and [Jack's Garden](#) by Henry Cole are some good books to start with.

You can find other great activity ideas on Pinterest.



How to Effectively Teach Social-Emotional Skills to Children Who Exhibit Challenging Behavior

Compiled by: Julie Henry



shutterstock.com • 516198175

Winter can seem like it lasts forever! This is the perfect time to teach some social-emotional skills to help children understand their feelings and learn better ways to get their needs met. It can be hard and takes practice for both you and the children.

Here are 7 tips to start using today!

1. Don't try to teach when a child is having a fit! When a child is having a tantrum, meltdown or going after another person is not the time to teach social-emotional skills. Remind yourself that your job is to simply de-escalate things and "weather the storm". This is not the time to ask them to identify and express their feelings, wants or needs. No teaching can occur when they are upset.
2. Commit to proactively teaching these 3 key skills: The key word is PROACTIVE!
 - 1) Identify and expressing emotions - Start simple and focus on happy, sad and mad. Talk about emotions when reading books and at various times throughout your day.
 - 2) Identifying and expressing wants and needs – Model emotions. Such as "I want to play with this truck so I'm going to ask James, "can I have the truck?" Modeling emotions is a great start!
 - 3) Calming oneself when upset – Teach this PROACTIVELY. One simple strategy is using breathing. You can teach this at circle time. Just say "Let's all put our hands on our bellies and take 3 big belly breaths and feel our belly get big and small." The next time a child is about to have a meltdown remind them to take 3 big belly breaths.
3. Decide how you will teach key social-emotional skills. Besides labeling emotions and needs and teaching belly breaths at circle time you can model and express feelings and emotions while using books, songs, posters, visuals, games and activities which you may already have to teach these three key skills.
4. Use a class puppet as the cornerstone of your social-emotional curriculum. If you don't already have one get yourself a puppet! This is a puppet that only you use. The idea is that the puppet becomes a special friend to the children. It gives them a visual focus and they develop a relationship with it. Over time you can use it to teach anything!
5. Use books to teach children to identify emotions, identify wants and needs, and learn calming techniques. You are probably already doing this. You can also grab "special books" if you have a child that is having a difficult experience in their life, such as parents' divorce or a new sibling. Share these books with all the children without singling out any specific child and talk about their feelings.
6. Display and use posters and visuals that help children learn the names of emotions and the related facial expressions. Everyone should have a poster, books or other visuals depicting the most common emotions. Have the children imitate the faces and encourage them to look at it at various times of the day both one-on-one or as a group.
7. Use games and activities to help children learn the names of various emotions and related facial expressions. Buy or create a matching game with faces. Older children can play the memory game with the same cards.

BONUS TIP: Use movement games to help children learn to follow directions and self regulate!

For more great information visit: pinterest.com/challengingbehavior or fb.me/TransformChallengingBehavior

If you have children exhibiting challenging behavior and you need more assistance, call a CCR&R Specialist!

Small Talk Updates

Last July, the Child Development Series for the ever popular Small Talk networking group began. The Child Development Series consisted of 5 sessions over a 5 month period. Those who attended at least 3 of the 5 sessions were put into a prize drawing for a Target Gift Card. The winner of the gift card was Marnita Johnson! Congratulations, Marnita, on your attendance, participation and winning the prize!



In 2019, providers will have the opportunity to attend the all new Three Season Series. This series will span winter, spring and summer with different and interesting topics. As always, this program is free and you earn credit. The topics include:

- Learning about safer and more environmentally friendly plastics
- Methods to improve your communication skills with children, adults and your own family
- How a child's brain develops
- A 2 session discussion on professionalism in the field of Family Day Care
- How to inspire children to dream big

There will be a total of 6 sessions in the Three Season Series. To make this program even more enticing, participants who attend a total of at least 4 of the six sessions will be entered into a prize drawing! You must attend the final session to be eligible for the prize.

So mark your calendars, get ready to learn, chat, meet providers and maybe win a prize in June!

See you soon!

Cathy Lipski

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 more information on health and safety, contact a CCR&R Specialist.



JANUARY 2019

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

FEBRUARY 2019

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

MARCH 2019

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

Upcoming Training Opportunities

Broome County (JC):
 Jan 8, 10 & 15: 8am-1pm—Health and Safety for Directors
 Jan 19: 9am-1pm—CPR/First Aid
 Jan 23: 6:30-7:30pm—Small Talk
 Jan 31: 6:30-8:30pm—CACFP: Community Helpers
 Feb 5: 6:30-8:30pm—Competent Supervision
 Feb 9: 9am –1pm—CPR/First Aid
 Feb 27: 6:30-7:30pm—Small Talk
 March 5, 7 & 12: 8am-1pm—Health and Safety
 March 13: 5-9pm—CPR/First Aid
 March 19: 6:30-8:30pm—S-E Skills
 March 27: 6:30-7:30pm—Small Talk

Chenango County (Chen):
 Jan 12: 9am-1pm—CPR/First Aid
 Jan 17: 6-7:30PM—It’s Tax Time
 Jan 23: 6-8pm—Cavity Free Kids
 Feb 6: 6-7pm—Sexual Harassment Training
 Feb 21: 6-7:30pm—Preparing for and Responding to Challenging Behaviors
 March 7: 5-9pm—CPR/First Aid
 March 23: 9am-2pm—Super Saturday

Tioga County (Owego):
 Jan 9: 6:30-8:30pm—What’s New & Planning Ahead
 Jan 23: 6:30-8:30pm—Business Tips
 Feb 6: 6:30-8:30pm—ACES-Trauma Informed Child Care
 March 6: 6:30-8:30pm—Provider Care: Avoiding Stress and Burn Out
 March 19: 6:30-8:30pm—CACFP: Community Helpers

Please see the January—June Professional Development and Training Calendar for full workshop descriptions or visit our website at www.familyenrichment.org.

Tips for a “Choosy” Eater

“Choosy” eating is common among preschoolers. Your child may eat only certain types of foods. He or she may play at the table and not want to eat. Don’t worry. As long as your child has energy and is growing, he or she is most likely eating enough.



How to Cope with a “Choosy” Eater

- Consider what your child eats over several days. Most children eat more variety throughout the week than in 1 day.
- Trust your child’s appetite. Don’t force him or her to eat everything on the plate. Making a child eat when he or she is not hungry may encourage overeating.
- Stay positive. Avoid calling your child a “picky eater.” Children believe what you say.
- Set reasonable time limits for the start and end of a meal. Remove the plate quietly. What is reasonable depends on your child.
- Offer healthy choices for your child to choose from. For example, “Would you like broccoli or carrots for dinner?”

Ways to Encourage Your Child to Try New Foods

- Offer one new food at a time. Start small. Let your child try small portions of new foods.
- Offer new foods first. Your child is most hungry at the start of a meal.
- Cook and garden together. These activities make new fruits and vegetables interesting and fun.
- Be a good role model. Try new foods yourself. Describe the taste, texture, and smell.
- Be patient, new foods take time. It may take 10 or more tries for a child to accept a new food.

For more information on nutrition and how you can get a reimbursement for serving healthy meals and snacks to the children in your program, call CACFP Coordinator, Lisa Rosa at (607) 723-7313 ext. 824 or email lrosa@familyenrichment.org.

This institution is an equal opportunity provider.

Fighting Germs



A few minutes killing germs can go a long way toward keeping you and those around you healthy. As adults, we know to wash our hands often with soap and water, especially after coughing, sneezing, or wiping noses. When you cough or sneeze, cough into your sleeve or arm or into a tissue. Be sure to dispose of the tissue and wash your hands. Child care providers can do their part to kill germs and also teach young children how and when to wash their hands.

Be sure to clean, sanitize and disinfect!

Routine cleaning with detergent or soap and water removes dirt and grime from surfaces (ex: floors, walls, carpet, windows). Sanitizing removes dirt and small amounts of germs. Some items and surfaces are cleaned to remove dirt then sanitized (ex: bathrooms, counters, toys, dishes, silverware). Some items and surfaces require the added step of disinfecting after cleaning to kill germs on a surface (ex: changing tables, sinks, counters, toys).

For more information on health and safety, contact a CCR&R Specialist.



Family Enrichment Network
24 Cherry Street
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.