

# Network News

Child Care Resource & Referral Newsletter



## A MESSAGE FROM CCR&R DIRECTOR

By Jenn Perney

“Don’t forget to take care of yourself.” “Your health matters.”  
“You can’t help the children/families/staff without taking care of yourself.” “Self-care is important.”

We all hear these comments. People say them all the time, but what do you really do about your wellness? People who take care of others often put their own needs last. It’s time to invest in yourself and make a change before the more-stressful holiday season approaches.

The Administration of Children and Families has resources available for self care and professionalism. There is a booklet, *Taking Care of Ourselves*, as well as posters to download and hang around your program, all for free! Check out all these resources here: <https://bit.ly/3EGLWoN>

I also recommend you come to the *Building Your Bounce* workshop on Tuesday, October 17th from 6-9pm at our Fayette St, Binghamton office with Cathy Lee. Contact Crystal to sign up. [crozelle@familyenrichment.org](mailto:crozelle@familyenrichment.org) or 607-723-8313 x 825.

## Newsletter Highlights

Children’s Feelings

Broome DSS Moved

Challenging Behaviors

OCFS News

Breastfeeding Friendly  
Child Care Designation

Morning Greetings

Sick Children at Drop-Off

Sugary Foods

Hide-n-Seek





## “YOU’RE A CRYBABY”

By Leslie Vermaat, Training & TA Specialist

### SCENARIO:

A child in the program tells you that the other children are making fun of him and calling him a “crybaby”. He wants to join them in the block area, but they won’t let him join.

Research has found that 15-20 percent of children come into the world with a more sensitive temperament. They often show this by being easily startled as babies and may grow into children who are more easily distressed and prone to tears. Crying can be healthy and appropriate no matter what the age, but if a child cries often, it may trigger teasing and get in the way of learning and fun. Helping a child learn how to cope in other ways may be helpful.

### IN THE MOMENT:

1. Help them manage the tears by showing them how they can breathe deeply to help calm themselves: In through the nose, out through the mouth; smell the flower, blow out the candle; smell the hot chocolate, blow on the hot chocolate.

2. Don’t tell them not to cry just because they’re a “big” girl or boy.

3. Teach them how to keep minor upsets in perspective. Ask, “Is this problem big or little? Is it forever or just today? Is it a rock problem (hard to change or fix) or a playdough problem? (I can change what playdough looks like!)”

4. Acknowledge the feelings. When you put feelings into words, your caring response makes them seem less overwhelming.

### IN THE LONG TERM:

Teach them other coping strategies. Explore together which ones help the child. There are many picture calming card sets available to purchase as a tool to help with this. Make a plan for situations that might bring tears such as teasing, not being allowed to join a group, losing a game, etc. Options might be speaking up or walking away and playing with someone else. Distraction, like looking out the window in the cozy corner, might help the brain to be flexible and get past the feelings so problem solving can begin. Remember: shaming a child’s crying is never appropriate.

Information adapted from: Carey, Tanith. (2019). What’s My Child Thinking? Penguin Random House.

# vroom

## Brain building moments

### VROOM

By Rachel Dowd, Training & Coaching Specialist

Check out this Vroom tip to try out this fall!

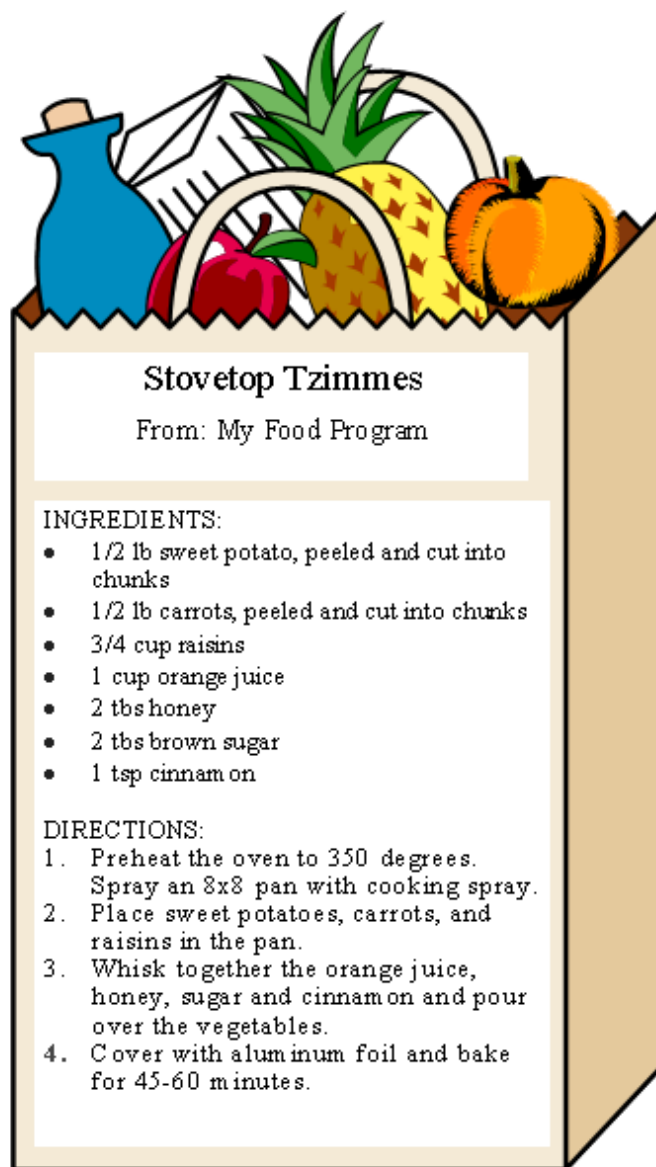
#### Feelings on Display:

Invite your child to show you how they feel with their face and body. Say something like, "Show me how you feel when you eat a delicious apple." Or, "what do you look like when you're excited to see your friends?" Show them how you look when you have those feelings.

#### BRAINY BACKGROUND:

Together you're exploring how feelings look on our faces and bodies. This helps your child better understand themselves and others. Understanding the feelings of others, even when they're different from ours, helps us all get along well.

Interested in more Vroom tips like this? Visit [app.vroom.org](http://app.vroom.org) or download their app for daily brain building tips!



#### Stovetop Tzimmes

From: My Food Program

#### INGREDIENTS:

- 1/2 lb sweet potato, peeled and cut into chunks
- 1/2 lb carrots, peeled and cut into chunks
- 3/4 cup raisins
- 1 cup orange juice
- 2 tbs honey
- 2 tbs brown sugar
- 1 tsp cinnamon

#### DIRECTIONS:

1. Preheat the oven to 350 degrees. Spray an 8x8 pan with cooking spray.
2. Place sweet potatoes, carrots, and raisins in the pan.
3. Whisk together the orange juice, honey, sugar and cinnamon and pour over the vegetables.
4. Cover with aluminum foil and bake for 45-60 minutes.

## BROOME DSS DAYCARE UNIT MOVED

The Daycare Unit with Broome County DSS has moved. They are now located at 501 Reynolds Road, Binghamton, NY in the Oakdale Commons with the Career & Community Services Center and Workforce Development offices. All phone and fax numbers remain the same. To reach the main line, call 607-778-2628.



## PREVENTING CHALLENGING BEHAVIORS IN YOUNG CHILDREN

By Cortney Nornhold, Infant/Toddler Specialist

Are you noticing and having trouble handling challenging behaviors within your program? Are you interested in strategies that may make that more manageable? Have you heard of the Pyramid Model before?

Providers face many challenges in their day-to-day work with young children. Responding to challenging behaviors is one of the most difficult parts of their day. They are faced with these challenges day after day you may feel overwhelmed, stressed, and burned out. There are also consequences for young children who engage in persistent challenging behavior; research has shown that there are higher rates of suspension and expulsion in early childhood settings than in grades K-12. To address this need, researchers have developed the Pyramid Model to give you a framework for promoting positive behavior and preventing challenging behavior.

What is the Pyramid Model?

The Pyramid Model provides strategies for encouraging healthy social-emotional development and a strong foundation for all children, with increasing levels of support for children who need additional interventions. It is a framework that promotes the social, emotional, and behavioral development of young children.

This framework is used to support all children in the first tier (blue section). The second tier supports some children who need targeted support, and the third tier supports some children who need intensive intervention. The Pyramid Model is not a curriculum, but a framework to promote social-emotional development. The bottom of the pyramid focuses on high-quality, supportive environments and responsive relationships. This is the section of the pyramid that will be most important when working with young children because it focuses on all children within your program.

How can you implement the Pyramid Model into your program?

There are training opportunities in the training calendar to take the Pyramid Model. After you have taken the training, you can work with Cortney to implement Pyramid Model strategies within your program. If this sounds like something you would like to learn more about please sign up to take the training or reach out to Cortney at (607) 687-6721 X 1187 or [cnornhold@familyenrichment.org](mailto:cnornhold@familyenrichment.org).

# OCFS UPDATES

## MARKET RATE SURVEY

OCFS has released the new Market Rate Survey. You should have received an email with the electronic link to complete the survey. We encourage you to take the time to complete the survey! It should take about 15 minutes and the information is important to help OCFS determine the price of child care across the state.

Check the email that is associated with your child care program for an email from [ocfs.sm.marketratesurvey@ocfs.ny.gov](mailto:ocfs.sm.marketratesurvey@ocfs.ny.gov) with the subject line “2023 Child Care Market Rate Survey Invitation.”

## MANDATED REPORTER TRAINING

OCFS released a new Mandated Reporter training earlier this year. This 2 hour online training must be completed by all staff by **April 1, 2025**.

The training is through the Human Services Learning Center (HSLC). More information can be found: [www.nysmandatedreporter.org/](http://www.nysmandatedreporter.org/)

## HEALTH AND SAFETY TRAINING REQUIREMENTS

Did you know....

OCFS released a part 2 to the 5-hour online training Foundations in Health and Safety.

*Building on the Foundations of Health and Safety* provides new and updated information in all areas of the federal health and safety requirements.

Find these and more online trainings on the ECETP website:  
[www.ecetp.pdp.albany.edu/findtraining.aspx?Prog=EL](http://www.ecetp.pdp.albany.edu/findtraining.aspx?Prog=EL)

## OCFS AUTO INJECTOR INITIATIVE

**CHILD CARE PROVIDERS:** if you aren't participating in the NYS Non-Patient Specific Auto-Injector Initiative, now's the time to do it. It's free, easy to sign up and could save a precious life. Participation in this potentially life-saving initiative is easy. Learn how to join the thousands of other participating day care programs by visiting: <https://ocfs.ny.gov/programs/childcare/elijahs-law.php#autoinjector>



## BREASTFEEDING FRIENDLY (BFF) DESIGNATION

Do you support breastfeeding families in your child care program?

If yes, then you should become a Breastfeeding Friendly Designated Program through the NYS Department of Health and CACFP.

The process is pretty simple. Complete the “Make Mine Breastfeeding Friendly” training and print the certificate.

Complete the Self-Assessment. Submit both to your CACFP Sponsor (FEN for family/group family providers and the state for centers/SACC programs). Everything will be reviewed for completeness and accuracy and the NYS DOH will issue the final designation.

Contact our CACFP staff for more information!

The following programs are designated as Breastfeeding Friendly by NYS Department of Health. Congratulations! Centers

- Futures Faces, Endwell
- Mom’s House
- Family Enrichment Network
  - Cherry Street, Johnson City
  - Carlisle
  - Owego
- Whitney Point Preschool & Daycare
- Kurious Kids Childcare
- Young Wonders Early Childhood Center
- Greater Opportunities for Broome and Chenango
  - Linnaeus West
  - Rt 26, Endicott
  - Whitney Point
  - Chenango Valley Head Start

### Family/Group Family Providers

- Victoria Allen
- Gabrielle Vega
- Samantha Bennett
- Cathy Westfall
- Shannon Wheeler

More resources can be found on the NYS DOH website:

<https://www.health.ny.gov/prevention/nutrition/cacfp/breastfeedingspon.htm>

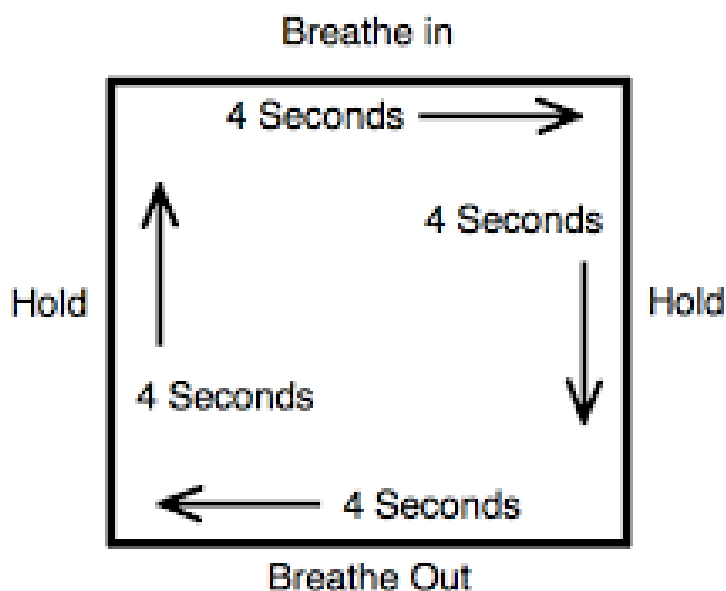
## CSEA VOICE FOR FAMILY/GROUP FAMILY PROVIDERS

If you are a family or group family child care provider, and you aren’t using the services of VOICE, it’s time to check them out!

Visit: [www.voicecsea.org](http://www.voicecsea.org) for more information on all they can do for you.







## IT'S HIP TO BE SQUARE

By Cathy Lee, Health & Wellness  
Coordinator

Sometimes stress and tension can take control. But, we can take control of stress and tension through breathing techniques. Square breathing is a type of breathing technique that can calm your body, your nervous system and reduce stress. It is also known as box breathing.

It is not hard to do, but does take some practice. Sit comfortably in a chair with your back supported. Place both of your feet flat on

the floor and try to feel the support of the chair and floor under you. You can also sit in a seated meditation position or even lie down. Choose a position will best allow you to breathe.

Now try square breathing:

- Begin by slowly exhaling all of your air out.
- Then, gently inhale through your nose to a slow count of 4.
- Hold at the top of the breath for a count of 4.
- Then gently exhale through your mouth for a count of 4.
- At the bottom of the breath, pause and hold for the count of 4.

You might want to think of a neutral or positive image to focus on during your breathing practice. If the image of a square works for you, you can imagine your breaths and holds moving around the image of the square.

Square breathing can be useful any time you feel tense or stressed. It can even help you fall asleep! So be a square and feel the peace!

## FACEBOOK NETWORKING GROUPS

Join the Family Enrichment Network Group of child care providers, directors or staff and talk to others in your same position.

Find your group today!



<https://www.facebook.com/profile.php?id=100064250456369&sk=groups>



## GREETING CHILDREN FOR THE DAY

Whether you are a classroom teacher, a center director, or a family child care provider, you should be welcoming children and families into your program every day. Greeting children helps them feel welcome and sets the tone for the whole day. It builds a trusting relationship with families to make it easier to leave their child in the care of others all day. The greeting also offers a time for families and staff to share required information about the child.

Both the ITERS and ECERS have indicators about greeting times. A greeting requires children and families will be acknowledged in a positive way. It not only helps children feel valued, but also assures that teachers/providers know the child has entered their responsibility.

There are many ways to greet children and families. The goal is to connect with intention. Connections requires:

1. Eye contact: look at the child and families in the eyes, being aware of cultural differences.
2. Touch: Offer touch in your greeting, such as a child who wants a hug.
3. Presence: Focus on the person, not on your phone or other tasks.
4. A playful situation: Make the ritual fun!

Some ideas for greeting routines & rituals:

- Stand in a familiar spot when children arrive and greet each child by name. Let them choose the way they are greeted, such as a high five, fist bumps, handshake, heart hands, or hugs.
- Sing a welcome song when children arrive.
- Use Conscious Discipline “I Love You Ritual”: With loving eye contact, say, “Good morning \_\_ (parent/guardian name)\_\_. I see you’ve brought your precious \_\_ (child name)\_\_ with you and \_\_ (child name)\_\_ has brought his/her \_\_ (elbow, toes, etc.)\_\_!” Give the named body part a squeeze and lift the child from the parent/guardian’s arms. Find more ideas on Conscious Discipline on their website:  
<https://consciousdiscipline.com/>
- Have a School Family Job Board and identify a “Greeter” to help you greet those who come into the room, including other children and families.
- Encourage parents to be part of the morning greeting to create a smooth transition between home and child care. Have the child wash their hands and then wave goodbye to the family. Discourage parents from dropping and running.

A child and parent should never enter a room or program without being welcomed in a positive way.





## IT IS A BIG DEAL!

By Rachel Dowd, Training & Coaching Specialist

Do you ever have a child who seems to be having a meltdown for no reason? They got the chocolate ice cream that they asked you for instead of the vanilla that they really wanted? Or do they suddenly hate the child who was just their best friend? Sometimes it's hard for us as adults to slow down and remember what might seem like a little deal to you can actually be a huge deal for a little one.

When it comes to feelings, children have a completely different frame of reference than we do as adults. As adults we have more life experience, better reasoning skills, and the ability to distinguish what is a little deal and what is a big deal. With this in mind it's important to remember that children's feelings are just as real as yours. Validating their feelings helps them understand them and gives the opportunity to work through them with an adult.

When we validate our children's feelings, we are giving them a safe space to recognize and understand these emotions. Telling a child to "calm down" or "it's not a big deal" gives them the idea that what they're feeling is wrong and unacceptable. No one likes that feeling, even adults. Instead, we can validate the feeling by saying things like "it looks like you're feeling really angry, it's really hard when a friend takes our toys."

Lastly, an important thing to remember about validating our children's emotions is that it gives us space to teach them regulation skills. Kaiser-Permanente says, "remember that every feeling is acceptable, but every behavior is not." We can validate the feeling and build skills by saying things like "it looks like you're feeling really angry, it's really hard when a friend takes our toys, but we keep our hands to ourselves in this class. If a friend takes your toys, you can tell them that's mine or get a teacher for help."

Kids have big feelings and it's our job as caregivers to validate and support them as they learn to navigate their emotions and learn regulation skills!

## DAYLIGHT SAVINGS TIME ENDS

Don't forget to set your clock back on Sunday, November 5, 2023.



## AVOID PARENTS DROPPING OFF SICK CHILDREN

By Lisa Rosa, Family Child Care Network  
Coordinator

The "drop and run" syndrome is when parents abruptly drop their kid at child care before anyone has time to notice they are sick. "Drop and run" is more apparent during cold and flu seasons and other times of the year when kids are more apt to be sick.

What can child care providers do to avoid "drop and run"?

It is much easier to discuss sick policies and "no attendance" rules with a parent if a policy is already in place. Having a sick policy established and requiring parents to acknowledge receipt of it and understanding puts the child care provider in a position of having strength to not accepting a sick child.

Dropping off sick children should not be allowed as it puts the rest of the children at risk as well as the provider and her family. Child care providers must protect the health of all children.

The initial hello can quickly alert a provider that a child is not well. During your daily health check, note any symptoms or if the child seems particularly lethargic or whiny or demonstrates other out-of-character behavior.

Young kids, even those who don't feel well, will often quickly talk about how they threw up all night or had to take baths to make them not so hot. If fever is suspected, ask a parent to wait while a child's temperature is taken. Providers must be prepared to tell a parent (even a desperate one) that their sick child cannot be accepted at care if apparent signs of illness exist and it is felt others will be exposed to sickness. Providers must also be prepared for parents to become angry or even threaten to withdraw their child.

A child care provider should not feel forced into providing care for a sick child. Providers should have an agreement with the parents for pickup/other arrangements when a child is sick. Sometimes, children can seem fine one minute and then become ill the next. But providers also need to have a plan in place when they discover they are the victim of a "drop and run" incident. This commonly occurs when a child seems quiet but mostly okay for the first few minutes or hour, then begins becoming feverish again, or worse, throwing up or displaying other outward symptoms of being sick.

### Know That Kids Will Get Sick

If parents will just follow the rule of not bringing sick children to child care then the spread of colds, strep, flu, pinkeye, fifth disease, and the host of other ailments can at least be minimized. Before long, everyone will be back in a happy and healthy routine.

## Workforce Development Grant Tips

- \* Make sure you keep checking your email for information/updates from OCFS
- \* Complete any outstanding expense reports when asked
- \* Keep a good written record of all grant payments (who was paid, what was paid, when was payment made and what grant was it paid from). These records must be kept for 5 years

Please reach out if you have any questions or concerns.

Julie Henry 607-723-8313 ext 1616 or email [jhenry@familyenrichment.org](mailto:jhenry@familyenrichment.org)



## FOODS AND DRINKS THAT ARE SURPRISINGLY HIGH IN SUGAR

By Erica Hazard, Chenango Child Care Specialist

There may be hidden sugar in foods and drinks you might not classify as sweet. This includes ketchup, fruit juice and granola.

Eating too much sugar can significantly harm your health. Doing so has been linked to an increased risk of many diseases, including obesity, heart disease, type 2 diabetes, and cancer. One of the reasons is that many foods contain hidden sugars, including some foods that you wouldn't even consider to be sweet. In fact, even products marketed as "light" or "low fat" can contain more sugar than their regular counterparts

Yogurt can be highly nutritious. However, not all yogurt is created equal. Like many other low fat products, low fat yogurts often contain added sugar to enhance their flavor. For example, a single cup (245 grams) of low fat yogurt can contain over 45 grams of sugar, which is about 11 teaspoons. This is more than the daily limit for men and women in just a single cup

Ketchup is one of the most popular condiments worldwide, but — like BBQ sauce — it's often loaded with

sugar. Try to be mindful of your portion size when using ketchup, and remember that a single tablespoon of ketchup contains nearly 1 teaspoon of sugar.

Fruit juice contains some vitamins and minerals. However, when choosing a fruit juice, pick one that's labeled 100% fruit juice, as sugar-sweetened versions can come with a large dose of sugar and very little fiber. In fact, there can be just as much sugar in sugar-sweetened fruit juice as there is in a sugary drink like Coke. The poor health outcomes that have been linked to sugary soda may likewise be linked to fruit juices with added sugar.

Granola is often marketed as a low fat health food, despite being high in both calories and sugar. The main ingredient in granola is oats. Plain rolled oats are a well-balanced cereal containing carbs, protein, fat, and fiber. However, the oats in granola have been combined with nuts and honey or other added sweeteners, which increases the amount of sugar and calories. In fact, 100 grams of granola can contain around 400–500 calories and nearly 5–7 teaspoons of sugar.

All fruit contains natural sugars. However, some canned fruit is peeled and preserved in sugary syrup. This processing strips the fruit of its fiber and adds a lot of unnecessary sugar to what should be a healthy snack.

The best way to avoid hidden sugars in your meals is to make them at home so you know exactly what's in them. However, if you need to buy prepackaged food, make sure you check the label to identify any hidden added sugars, especially when buying foods from this list.



## FIND SOME SKILLS WITH HIDE AND SEEK

By Cathy Lee, Health and Wellness Coordinator

According to John Spears, from the Adventurous Child website, playing Hide and Seek is both fun and educational. Seek out more information and read on!

Ready or not, Hide and Seek contributes to a child's overall development. This classic game teaches problem-solving, critical thinking, and creativity. It can also improve communication and teamwork skills.

Hiding involves finding a good spot, which requires a child to think about what someone else might be planning. It also requires impulse control. Children who are hiding need to be still and quiet to avoid detection.

Hide and Seek helps children learn to think and act quickly. When another child starts counting, the rest must scatter and find a hiding place.

Another skill learned by this game is problem solving. Whoever is "it" has to think critically and create an action plan for where to search.

Playing Hide and Seek builds self-confidence. Children develop a sense of pride and accomplishment if they stay successfully hidden.

It also helps children plan and coordinate together without strict rules, but it is more structured than free play. Children follow the rules they create. These factors encourage organizational and diplomatic skills.

The game of Hide and Seek helps children to develop empathy and understanding. It promotes friendship and positive social interactions between players. Children can learn the importance of being respectful, patient, and considerate.

Sensory play experiences are important. A benefit of any form of physical play is that it engages the senses. In Hide and Seek, children to listen for subtle clues and interact with their surroundings.

Playing Hide and Seek is a fond memory for many of us. Let us give this memory to the next generation!

## Congratulations new child care programs!

### Broome School Age Child Care

Healthy Kids (SV - Donnelly Elementary)

Healthy Kids (Vestal - Brookside Elementary)

### Chenango School Age Child Care

Healthy Kids (Otselic Valley)

### Tioga School Age Child Care

Healthy Kids Extended Day Program  
(Candor Elementary)





## CREATE A LANGUAGE-RICH ENVIRONMENT

By Jenn Perney, CCR&R Director

I'm sure you've heard how important it is to talk to the children in your care. But what kind of talking? Does anything count? How much do I need to talk to them?

I was on a recent webinar discussing this very topic. Research published by LENA (Language Environment Analysis) shows children who are engaged in more conversations between the ages of 18 months and 24 months had a higher IQ score and language skills in adolescence. *The Inside Early Talk* report shows 40 conversational turns per hour are the recommended number of interactions children need daily while awake. From the initial research, only 7% of child care centers and 15% of family child care homes across the country have optimal language environments with 40 conversational turns per hour.

What is a conversational turn? It's what LENA calls the "serve and return" interaction between an adult and a child; the simple back and forth alternations; when an adult speaks and a child follows, or vice versa. Any speech-like, non-cry sound counts as a turn — from an infant's coos to a toddler's words (either real or made up).

Every interaction counts in early childhood education!

What can you do? Increase interactive talk in your program.

Here are some simple tips for different times of the day:

- Read a book together and ask open-ended questions such as "what do you think will happen next?"
- While outside, encourage action: climbing, crawling, hanging, sliding, and talk about new accomplishments.
- While singing, use faces and hand gestures to act out the feelings in the song.
- While playing inside, get down and join in. Smile, make eye contact while you chat about the activity.
- During meals, sit down with the children and encourage conversation.
- While washing hands, modeling hand-washing and describe the steps.
- During transitions, talk about what you're doing and thinking. Talk about what just happened and what's next.

You can find more information on LENA and their language programs on their website: <https://www.lena.org>

## READ FOR THE RECORD

Thursday, October 26, 2023

Support children's language and social-emotional development and join Read For the Record. This year's book is "With Lots of Love" by Jenny Torres Sanchez. It is a beautiful story about family, finding ways to stay connected, and sharing love across distances, today!

Look out for information on our local event!

For more information on the book, visit [www.jstart.org](http://www.jstart.org)

