

Greetings Educators,

I can't believe this month has arrived so quickly!  Cathy, Tina and I have been working on finalizing your topic of choice for our March 23rd Professional Development Day.  Please check your email and print the confirmation ticket with the details of the day. If you have any questions, please let me know. Otherwise I’ll see you all very soon.

CPR and First Aid will be scheduled some time in March so keep an eye out for my email with the details. Please make sure you are familiar with your card’s expiration.

  I am forwarding an article regarding behavioral issues in childcare. This appears to be a hot topic lately. I hope this gives you helpful tips to implement in your program.

**Marguerite Barbosa**

**Program Manager**

***Basic Tips Child Care Providers Can Use to***

***Guide*  *Children's Behavior***

**Children need adults to teach, guide, and support them as they grow and learn. Child care providers play an important role in guiding children's behavior in positive, supportive, and age-appropriate ways.**

The most appropriate ways to guide behavior are different at different ages, depending on their developmental abilities and needs. For example, two-year-olds have limited understanding and need a lot of redirection, but five-year-olds can learn to be good problem solvers. Effective guidance strategies also depend on the individual child's personality. Strategies that work well for one child may not be effective for another child of the same age.



**Common Strategies for Guiding Children's Behavior**

Here are some basic tips child care providers can use to guide children's behavior. Remember that different strategies work best at different ages.

**Keep rules simple and easy to understand.** Discuss rules with children and write them down. Consider children’s suggestions for rules. Repeat the rules often. A few rules that work well with children include:

* + Help each other.
  + Take care of our toys.
  + Say please and thank you.
  + Be kind to each other.

**Say what you mean.** Use "do" instead of "don't" whenever possible. Choose your words carefully, especially when you are guiding children's behavior. Keep sentences short and simple. Focus on ***what to do*** rather than what not to do.

* + Try saying, "Slow down and walk" instead of "stop running."
  + Try saying, "Come hold my hand" instead of "don’t touch anything."
  + Try saying, "Keep your feet on the floor" instead of "don’t climb on the table."
  + Try saying, "Use a quiet voice inside" instead of "stop shouting."

**Talk with children – not “at” them.** Children often don’t pay attention when you are talking (or shouting) “at” them. Guidance is much more effective when you talk to children at their eye level. Look them in the eyes, touch them on the shoulder, and talk with them. Resist the urge to simply lecture. Instead, give children time to respond, and listen genuinely to their points of view.

**Set a good example.** Children watch you all the time. They see how you talk to other children and adults. They see how you cope with anger or frustration. They watch how you deal with sadness and joy. They listen to how you say “I’m sorry.” The way you handle the ups and downs of life teaches children a lot about how to behave and get along with others.

**Encourage children to set good examples for each other.** Children also learn a great deal from each other. Encourage appropriate ways to share, play, and be kind to each other.

**Give clear, simple choices.** Toddlers can choose between a red cup and a green cup. Preschoolers can choose between playing “airport” and “zookeeper.” Give children a choice only when there is a choice. For example, saying “It is nap time, do you want to lie down now?” is not really an option if your rule is that everyone will rest at nap time.

**Show respect for children.** Talk to children about misbehavior in private, rather than in front of others. Remind them of reasons for rules, and discuss what they can do differently.

**Catch children being good.** All children want attention. It is better to give them positive attention for good behavior than negative attention for misbehavior. Comment on something positive about each child, each day. Better yet, strive for several times a day. And share the good news. When children have done something positive, mention it to other children and to parents.

**Encourage like a good coach instead of a cheerleader.** A cheerleader just shout general praise: “What a great job!” or “What a beautiful picture.” A good coach tells you what you’re doing right, uses praise as a teaching tool, and lets you know why he or she is proud of you. If a child sets the table, you might say, “You did such a good job setting the table! You put the spoons and forks in the right place and remembered the napkins!” When you look at a child’s painting, you might remark, “This painting just glows with color. You used blue, green, red, yellow, and orange.

To learn more about the difference between praise and encouragement, see

[Encouragement Is More Effective Than Praise in Guiding Children's Behavior](http://articles.extension.org/pages/25701/encouragement-is-more-effective-than-praise-in-guiding-childrens-behavior)

* **Use play activities to teach social skills.** Become a character in children’s pretend play and show children how to use good manners and be kind. Read children’s books that show how children resolve problems. Play “what if” games. Encourage children to act out ways to work together.
* **Teach children how to resolve conflict and solve problems.** Help them recognize and name feelings, identify problems clearly, come up with ideas for solving the problem, and try possible solutions. For more information on teaching problem solving, check out the article [Ways Child Care Providers Can Teach Young Children to Resolve Conflicts](http://articles.extension.org/pages/25762/ways-child-care-providers-can-teach-young-children-to-resolve-conflicts).
* **Teach children how to apologize.** Learning how to apologize is a skill. Young children have a hard time understanding another child’s feelings, but by the time they are 4 years old they should begin to recognize that apologizing is a good way to make up for hurting someone else. Keep it simple (e.g., "Lucas, I'm sorry I hit you.") With time and practice, children will not have to be prompted, and their apology will be more genuine. Teach preschoolers and school-age children the four basic steps of apologizing:
  + Look at the other child
  + Say the child’s name
  + Say “I’m sorry”
  + Say why
* **Teach children how to correct their misbehavior.** If a child throws food onto the floor give him a broom and show him how to clean it up. If a child draws on the wall, give her a wet cloth to clean the wall. Even if the child cannot successfully clean up the entire mess alone, participating in clean-up teaches him that his actions have consequences. Over time, experiencing consequences helps children learn self-control.

For More Information

To learn more about guiding young children's behavior, check out the following Alliance for Better Child Care articles:

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<https://creativecommons.org/licenses/by/2.0/deed.en>

 **Contributed By; Catherine Maltais**

**Family Child Care Support Specialist**

“There is no shame in not knowing; the shame lies in not finding out.”

- Russian proverb

**Regulation**

7.04: Administration

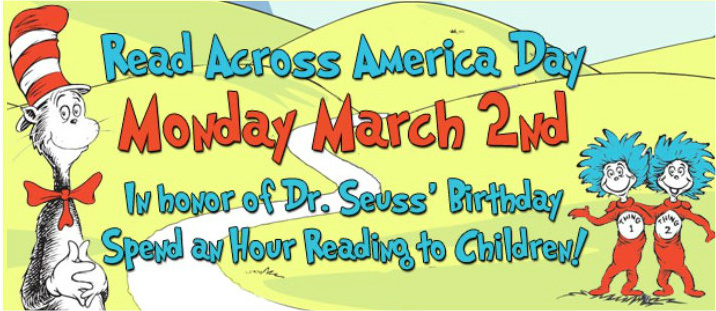
(1) The licensee must ensure that the program is soundly administered by qualified persons designated with specific administrative and program responsibilities. The licensee may admit children only in accordance with the provisions of the license.

(2) Unauthorized Activities

(a) The licensee must not allow children to participate in any activities unrelated to the direct care of children without the written, informed consent of the parent(s). "Activities" shall mean, but not be limited to:

* + 1. fund raising;
    2. publicity, including photographs and participation in the mass media, and
    3. screening, research or unusual treatment.

(b) The licensee must not allow any person to produce or distribute a likeness of any child in the program for any purpose without the written informed consent of the child's parent.



The next upcoming Read Across America Day is celebrated/ observed on [**Friday March 2nd, 2018**](https://www.calendardate.com/read_across_america_day_2018.htm). Read Across America Day is held annually on a school day closest to March 2nd each year. The day promotes reading for children.

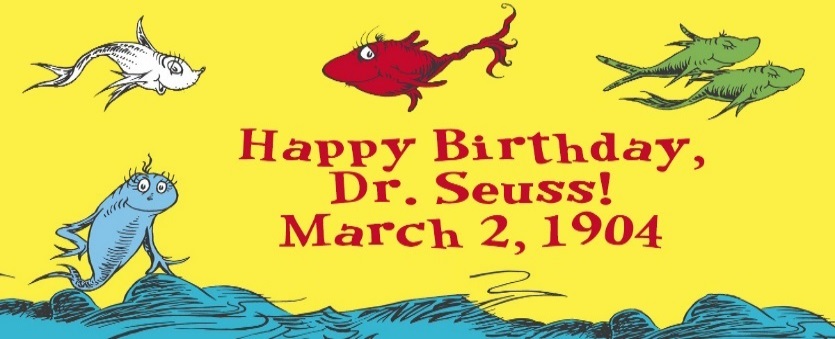
**Celebration\ Observance**

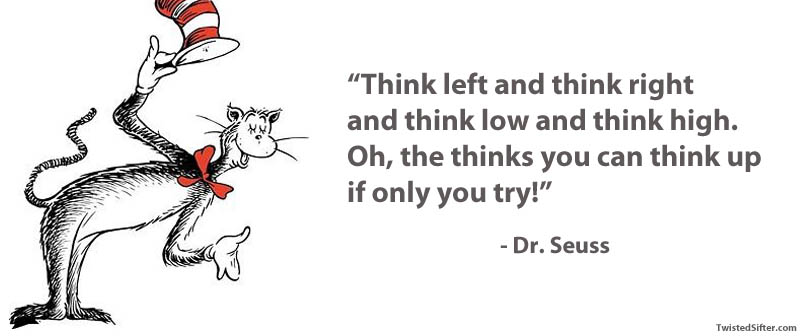
Schools and [libraries](https://www.calendardate.com/national_library_workers_day.htm) take a lead role in making Read Across America Day happen across the United States. Children are encouraged to read and set reading goals. The day may include reading fairs and other activities that make reading fun for young people.

**History**

The National Education Association in 1997 moved to create a day to celebrate reading in the

United States. The following year in 1998 the day became an official observance in the United States encouraging reading among our youth. March 2nd was selected as the date for this observance because it is the birth date of Dr. Seuss who wrote many famous children’s books. Read Across America Day is not a national holiday but rather an observance.





* Read as many Dr. Seuss books as you can with your children.
* Take a virtual tour with your children of The Dr. Seuss National Memorial which is located in Springfield, Massachusetts.
* Have green eggs and ham for lunch.
* Play a silly rhyming game. Someone says a word and see how many words everyone can think of to rhyme with it.
* Have a birthday cake for a snack!
* Visit [Seussville](http://www.seussville.com/) and print off fun activities at [Seussville University](http://www.seussville.com/Educators/educatorPlanningCalendar.php).
* Let your group create a Cat-in-the-Hat Story.
* Let the children make their own Homemade Books.
* Give the children a variety of craft supplies and recycling items (for example, glue, toilet paper rolls, egg cartons, pipe cleaners, felt, yarn, pom-poms, wiggly eyes, etc.) and challenge them to create their own unique creature like those in many of Dr. Seuss' books. Encourage them to write / tell a story about their creature.
* Have the children make birthday cards and hang them around the room.
* Create your own [*Horton Hears a Who* story sack](https://www.thespruce.com/horton-hears-a-who-by-dr-seuss-story-sack-1252389).
* The Foot Book; use the book to introduce the concept of right and left to your preschoolers. Have the children stand up and tap their feet while you recite the lines "left foot, left foot, right foot, right". Practice this concept several times. Placing a piece of masking tape on the children's right shoes can help the children easily distinguish.
* Read Dr. Seuss’s ABC: *An Amazing Alphabet Book*!" to your students. You can also sing the book to the tune of the alphabet song. Discuss their favorite alphabet letters and illustrations.

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[Rae Pica | @raepica1](http://www.bamradionetwork.com/edwords-blog/blogger/listings/raepica)

**Cultivate a Love of Reading in Children**

Posted by [Rae Pica | @raepica1](http://www.bamradionetwork.com/edwords-blog/blogger/listings/raepica) on Tuesday, 29 September 2015 in “[Studentcentricity](http://www.bamradionetwork.com/edwords-blog/categories/listings/studentcentricity)”

 **Contributed by; Janet Bruce**

***Social Services Case Manager***

**In the early childhood world there has been a lot of talk and concern expressed**

**about the “pushdown” of academics into kindergarten and even preschool. And**

**the Common Core kindergarten reading requirements have sparked outrage –**

**particularly the standard stating that every child should be able to read by the**

**end of kindergarten.**

**Standards such as these make it clear that the people devising them do not**

**understand child development. Moreover, such standards, to my way of thinking,**

**provide the best route to a *resentment* of reading. Ask children to do something**

**before they’re ready and the end result will *not* be a love of the activity forced on**

**them.**

**Nancy Bailey, an educator who left teaching because of the current “reforms,”**

**stated it beautifully when she wrote:**

**While kindergarten is now the new 1st grade, in 10 more years’ will**

**kindergarten be the next 2nd or 3rd grade? When will the current reformers**

**be satisfied? When will they quit demeaning children and making them jump**

**through inappropriate developmental hoops?**

**Enough is enough! Let children be children. Let them be their age. Bring back**

**the joy of learning to read.**

**Her article, “Setting Children Up to Hate Reading,” lists 10 problems associated**

**with the insistence that every kindergartner read. It’s an excellent piece.**

**So, how do we inspire a love of reading in children? Anyone who has ever lived**

**or worked with young children knows that they *want* to read. It’s a wonderful**

**mystery waiting to be solved! And if children are allowed to solve it at their own**

**pace – while surrounded by people who are enthusiastic about reading and its**

**natural process – a love of reading simply follows.**

**But for more detailed suggestions, I recommend “Steps for Cultivating a Love of**

**Reading in Young Children,” an** [**interview**](http://ww2.kqed.org/mindshift/2015/03/17/how-do-you-foster-a-love-of-reading-in-young-children/) **with psychology professor Daniel**

**Willingham, whose most recent book is *Raising Kids Who Read*. (Educator Dan**

**Brown calls this book “the best evidence-based new resource I've seen on what**

**parents and teachers can actually do about [the dwindling love of reading in**

**kids].”)**

**For additional information on the topic, check out the following articles:**

“Read With Me: 5 Tips to Foster a Love of Reading”: <http://www.edutopia.org/blog/5-tips-foster-love-reading-lisa-dabbs>

“Ten Ways to Cultivate a Love of Reading in Students”: <http://www.edutopia.org/blog/cultivating-love-reading-students-elena-aguilar>

“What Motivates a Student’s Interest in Reading and Writing”: <http://ww2.kqed.org/mindshift/2015/03/18/what-motivates-students-interest-in-reading-and-writing/>

**Amy’s Corner**

**Contributed by; Amy Vasconcellos,**

**Parent Intake Specialist**



\*I know September is still 6 months away but I am already

thinking about the slots that will become available.  Since any

new family that is enrolling has to be taken off the waitlist,

it is important that all families are added now.  If you know

anyone who may qualify for an income eligible slot, please

refer them to the agency.  The information that we need

can be taken over the phone.



\*On a quarterly basis I need to submit a report to the state.

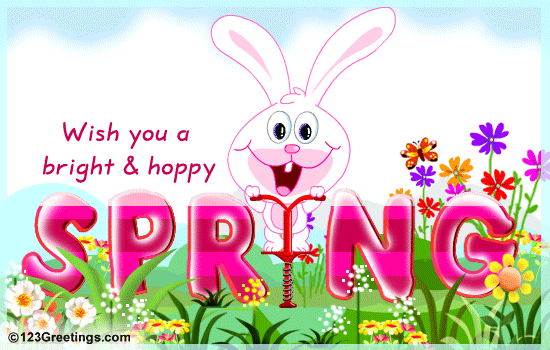
One of the most important things is making sure we have

a current FCC License for all Educators.  When you are up

for relicensing, it’s important that you send us a copy of

the letter that EEC sends you confirming that they received

your renewal application.





**Contributed by; Carolyn Mulhern**

**Social Services Coordinator**

The number one complaint we get from parents and educators alike is ………… lack of **communication**.

Children are in your care 8 or more hours a day. Just as you may wonder what and when was the last time she/he ate, what time did she/he go to bed or get up and when was the last time she/he had a diaper change, parents want to know what their child’s day entailed, and it is important that the parents know.

Differences in schedules and lack of a working telephone may impede communication between parent and educator. Daily communication that details and summarizes feeding/eating, diapering/toileting, napping/sleep patterns, child temperament, etc. can be communicated through the use of a notebook or daily notes that travel between the child’s home and child care program. The daily communication notes/notebook gives the parent and the educator the information they may be looking for that compiled all in one place. Notebooks work especially well with the children who are using transportation and the parent(s) you seldom see; perhaps because another family member does the transporting.

Daily notes or notebooks may seem like a lot of work but parents really seem to appreciate knowing what their child’s day had been like at childcare. A bonus to these daily notes? It helps *keep track* of the needs of each individual child.

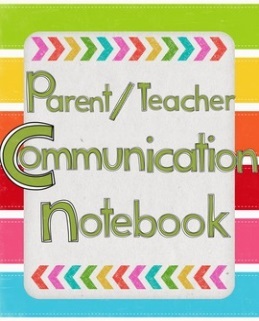
What’s should be in a daily note/notebook?

* Name & Date
* Meals & Snacks
* Diaper Changes
* Naps
* Daily Health Check
* Areas of Development
* Daily Activities
* Notes

**Why send daily notes/notebook?**

* Daily notes are a great tool for positive [communication with parents](http://thrivingchildcare.com/2016/05/13/effective-communication-with-parents/).
* Daily notes all but alleviates long conversations at the end of the day.  It’s all pretty much laid out in the notes.
* The fact that you take the time to write out daily notes can go far in demonstrating your level of concern, ability and expertise as an educator.
* It is comforting to parents of young children.
* A program that offers daily notes can build [credibility](http://thrivingchildcare.com/2015/12/11/10-ways-to-build-credibility-for-your-child-care-business/)and trust with their clients.  It might just help you stand out to a prospective parent.
* Parents want to know that their child is receiving [quality care](http://thrivingchildcare.com/2016/07/27/recipe-quality-child-care/).
* Finally, offering daily notes/notebook [connects](http://thrivingchildcare.com/2016/06/20/connect-clients-to-your-business/)parents with your business.
* We have had some parents actually keep all of the notes/notebook.  Wow!  That will be some memory book!

If more assistance is needed implementing a daily communication notebook or notes, please speak with your Support Specialist



**P.S. Notice “texting” was not mentioned. Texting should not be considered a daily note.**

***10 best strategies for dealing with difficult parents***

** *Contributed by;* Tina Slavick**

**Educator Support Specialist**

**Most of us have had the misfortune of dealing with a difficult parent or family, had a conflict with a parent or care giver, or have been ambushed by an upset person in your program.**

**Here are 10 strategies, tried and true, that will alleviate a majority of problems with problem parents:**

1. **First and foremost, remember that the parent loves the child. If they did not, they would not care to interact with you. The child might not even be** **in care. We may not understand the relationship, but remember that most parents love and advocate for their children as best they can.**
2. **Be careful of the language used when communicating with parents. It is unrealistic to believe that it is possible to shame a parent into getting more involved without the parent getting defensive. Instead ask questions like “How much time do you think Sarah could realistically be watching TV at home? Are you comfortable seeking a referral for Bobby? Would it be better if you stopped in earlier and got help from me?” Parents are often overwhelmed, and never feel like they are doing enough, or are doing the right things to help their child. Many parents dread conferences because they feel as if it is a parental audit. Help them know that their role is to work with you to find a best strategy, not bear the weight themselves.**
3. **If confronted by a parent who is upset, angry, or aggressive, NEVER react. Ask them what the nature of the problem is, and let them know that you will need to call them back or schedule a meeting so that they can get your full attention, and so you can gather some information, if necessary. Involve others (Support Specialist, Director or colleagues).  If they persist, politely explain that you have children coming in and that the parent must go. If cornered in a room, leave. NEVER engage the parent at that time. They are all fired up and you are at a disadvantage.**
4. **When the time comes to meet with an upset parent (or call them back), have a pen and paper ready. Ask them to explain what they are upset about so you can get all of the information. Chances are, if they realize it is being recorded, the conversation will be more civil and less intense.  Make sure they know you are taking notes, and make sure you DON’T INTERRUPT!  If you do, they will start all over again.   In a meeting situation, an impartial observer may be a good idea, then they can take notes while you discuss.**
5. **Take a non-adversarial stance. Staring at someone face-to-face, sitting or standing, can be adversarial. Instead, take a walk together, or sit next to one another looking at something on the desktop.**
6. **Be proactive. Be the first story home. Call before they hear the issue from the child or other parent. Get your story straight, and welcome them to discuss it and let you know how you can help.**
7. **Offer your time. Time is the only commodity that can be offered as an olive branch that does not look like a buy-off or a reward for bad behavior. Offer to make it right by staying open late with the child or by volunteering the time somewhere else. It is a goodwill gesture that may not even be seized upon, yet solidifies honest intent.**
8. **Make a paper trail. For this I prefer email interactions, because there is a built-in document trail associated with it. For verbal or telephone conversations, take notes. In addition to agenda and meeting notes as suggested above, take a few notes after the fact as to where things were left. Key phrases all of the parties said, and some specifics that could aid in further situations. This is required, for good reason, in many programs.**
9. **Remember that it may not actually be personal. Some people are just abrasive, argumentative, or difficult. They are like this with the person at the deli counter, with the person at the post office, and with people they work with. They may even be like that with family members. It stands to reason, then that they would not deviate from this approach dealing with teachers. Try to focus on factual information, and let the behavior slide off unnoticed. In other cases, the conversation might really be about divorce, unemployment, alcoholism, or mid-life crisis. Again, the conversation in your program setting needs to be solution and fact based. We can never know where people are really coming from when we interact with them.**
10. **Kill them with kindness!  Pretend not to hear the insults. Interact with difficult parents often, and make them know that they will get a smile and a pleasant demeanor every time, regardless of how difficult they have been. In fact, seek them out when possible. It makes parents uncomfortable to be on the receiving end of that sort of attention sometimes. Stay with it.**

<https://clouducation.wordpress.com>

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