



Chautauqua
Opportunities, Inc.

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Helping people
Changing lives

Child Care CHAT

October to December 2018

Giving Providers, Parents and Businesses the Resources to Better Our Children's Future

New Law in New York State: No Smoking In Child Care Homes—ANYTIME

Even When Children Are Not Present

On August 20, 2018, Governor Cuomo signed into law a ban on smoking in homes where child care is provided inside or outside of day care hours. The bill (A.397B/S.7522) is set to go into effect 90 days from the date it was signed. All registered and licensed family and group family child care providers must be in compliance. According to the Governor, "The dangers of secondhand smoke are indisputable and we must do everything in our power to protect children from this public health hazard and the life-long misery that comes with it. This measure will bring us one step closer to a strong healthier New York for all. "

To learn more go to:

"NY bans smoking in licensed and registered facilities that provide child care services" Posted 20 August 2018 at 1:32 pm
Press Release, Gov. Andrew Cuomo's Office

<https://orleanshub.com/ny-bans-smoking-in-licensed-and-registered-facilities-that-provide-child-care-services/>

https://ocfs.ny.gov/main/childcare/daycare_regulations.asp

"What is thirdhand smoke, and why is it a concern?" Answer From J. Taylor Hays, M.D. <https://www.mayoclinic.org/healthy-lifestyle/adult-health/expert-answers/third-hand-smoke/faq-20057791>

<https://smokefree.gov>

Friday, October 12th - JCC Carnahan Center (Jamestown Campus) morning and afternoon sessions with

ARTIST, DESIGNER AND AUTHOR - **Rusty Keeler**

Saturday, October 13th - Dunkirk High School

29th Annual Early Childhood Conference

Keynote & Workshop Presenter -**Rusty Keeler.**

Invite nature back into your outdoor play space by creating places of learning and playful discovery!

Register at: <http://nyaeyc.org/nyaeyc-region-1/>

9 Childhood Milestones and the Right Time to Reach Them

By Nancy Rones
Parents Magazine

www.parents.com for article and additional information

When are they ready for a sleepover? To have their ears pierced? Ride a bike? We'll help you find the sweet spots so you can make sure your kids' milestones are unforgettable—in a good way.

"Why does she get to go on sleepovers, but I can't?"
"How come I can't ride without training wheels like him?"

My kids, Sydney and Luke, ask me questions like these all the time. More often than not, my strategy has been to change the subject. Then I've asked myself the same things: Why can't she? Why doesn't he?

RELATED: [How to Let Go of Your Fears and Give Your Child More Freedom](#)

It's not easy to figure out the ideal age to introduce a new activity, skill, or privilege. For one thing, my own childhood experience seems totally irrelevant. At 7, I walked to the store by myself—something I'd never have let my daughter do at that age. For another, the all-knowing Internet, where I tend to turn first, can be more confusing than clarifying. Certainly, I see friends' proud Insta posts about their daughter's new earrings or son's first piano recital. And a dashed-off query to one of my Facebook mom groups will tell me in a matter of minutes who's getting their kids to help out with household chores. But responses tend to be all over the map (not to mention peppered with at least a few judgy comments about what I should be doing).

Truthfully, there's simply no "right" age for children to jump in and tackle something. There is a right age for your child to do it, however: when she's ready, says Robin Goldstein, Ph.D., author of *The Parenting Bible*. And you can guess that by looking for a few foolproof signs that she's poised to master the next childhood rite of passage.

Answer the Phone



Your child is ready to pick up your phone while you're next to him as soon as he can carry on a sustained conversation, at age 5 or 6. "Kids need to learn phone etiquette and to feel comfortable [talking](#) to grown-ups," says Sally Tannen, director of the 92nd Street Y Goldman Center for Youth and Family, in New York City. Have him practice with you first, speaking clearly and rehearsing a greeting ("Who's calling, please?"). By age 7, he should be able to answer any call, even when you're out of earshot. He may not yet be a reliable message taker, though, so tell him to ask callers to redial and leave a voicemail.

Do Chores



Toddlers just love to help. By the time a child is 2, if he's ready to play, he's ready to pull up his covers, feed the cats, or scrub some dishes—as long as you realize that getting him to pitch in at this age is a matter of [encouraging a habit](#), not having a tidy house. "If you make it fun and celebrate the job your child does, he'll begin to learn that chores are a part of being a family," says Laura Kastner, Ph.D., author of *Getting to Calm: The Early Years*. Once he reaches 7 or 8, he'll be ready to take on some substantial tasks—like cleaning the bathroom mirror and loading the dishwasher—if you are. "When it comes to chores, it's more about your readiness than the kids'. Children this age enjoy taking on some responsibility if you have the time and energy to create a consistent routine, show lots of patience—even when they balk!—and understand that you'll be doing most of the work as they learn," says Dr. Kastner. Remember to stress teamwork, and with time, your child will increasingly take over the job, though it may be a year or two before he does it just right.

Parent Connections

9 Childhood Milestones and the Right Time to Reach Them

Brush Teeth Solo



If your kid wants to take control of her brush, challenge her to a spitting contest! “When she can take a mouthful and spit it back into the sink rather than swallow, by age 4 or 5, it’s okay to give her some autonomy,” says Ruby Gelman, D.M.D., a pediatric dentist in New York City. But just once a day. “If she brushes by herself in the morning, help her do an extra-thorough job at night,” says Dr. Gelman. Once your child has the dexterity to tie her shoes (around age 6), she’ll be ready to go it alone. Teach her to do the job right by practicing with your hand over hers; then set a timer for two minutes and tell her to keep going until it beeps.

Ride a Bike



Balance. Confidence. Excitement. When your child displays all three, between ages 4 and 9, he’s ready to [lose the training wheels](#), says Ken Podziba, president of Bike New York, a nonprofit safety organization. Being able to balance on a scooter is a sure sign, but any kid itching for a two-wheeler can try. Do the “balance first” method: Remove the bike’s pedals and lower the seat so his feet rest flat on the ground. Have him push off and coast for ten seconds at a time. Once he can balance that way (it may take minutes or months), put the pedals back on and have him practice riding as you hold on in preparation for the moment you let go.

Drink From a Cup



Ready or not, by the time your child turns 1, she should ditch the sippy for everything but water. This isn’t a dexterity issue, but rather because she can carry the sippy with her. “Sipping drinks like juice and milk throughout the day bathes teeth in sugar and increases the risk of cavities,” says Marc Lewin, M.D., a family physician in Charlotte, North Carolina. Start with child-size cups of milk at meals, or have more fun and practice at bathtime! Fill a small, unbreakable cup halfway with a favorite beverage (at first) as an incentive, and let the drops fall where they may. It’ll probably be a great photo op.

Go On a Sleepover



If your kid is hounding you to let her stay over with her friend, consider it a great clue. “That’s the first sign that your child is ready, but she should also be a calm sleeper, not afraid of the dark, and comfortable telling other adults what she needs,” says Dr. Goldstein. Some kids might be ready at 6; others not until 7 or 8. Also remember to consider your own feelings: Are you willing to respond to a late-night “come get me” call? Once you can check off all these boxes, send her armed with a book to read until she nods off, a flashlight, and a strategy, such as self-soothing talk, for overcoming anxious alone in-the-dark feelings. “You might teach her to say to herself, ‘If I close my eyes and think fun and brave thoughts, this is something I can get through,’ ” says Dr. Goldstein.

Parent Connections

9 Childhood Milestones and the Right Time to Reach Them

Play an Instrument



Will she practice regularly with a little nudge? Can she focus on other tasks, like an art project or [homework](#), for a half hour or so? These are important indicators, says Michael Blakeslee, executive director and chief executive officer of The National Association for Music Education. It also helps if your child can read, at least a little. “There’s a strong connection between reading words and music,” says Blakeslee. Age 6 is a typical age for a kid to start playing the piano, as long as her fingers are long enough to rest comfortably across five white keys. This is also a prime time to let a child start playing a kid-size violin or guitar. By fifth grade, your child will be ready for heavier instruments like the cello or the trumpet, and her mouth muscles and breath control will have developed sufficiently for her to take up a wind instrument such as a flute, an oboe, or a clarinet.

RELATED: [6 Benefits of Music Lessons](#)

Get an Allowance



The question here is, does your child grasp money basics, like whether four quarters equal one dollar? “This understanding kicks in around age 6 or 7,” says Janet Bodnar, author of *Raising Money Smart Kids*—making it the right time to start doling out a little pocket money. Bodnar recommends this weekly allowance [formula](#): 50 cents x your child’s age (i.e., \$3 for a 6-year-old). Then give your kid the green light to pay for small expenses, like Matchbox cars or stickers. Soon, he’ll start learning to make financial decisions, such as whether to buy now or save for a bigger goal, and may want to earn cash by doing extra tasks. Let him!

Have Ears Pierced



When your child will wear her first earrings is a highly personal (and often cultural) decision. If you want her to have them right away, ask your pediatrician and don’t wait too long. “Toddlers tend to fuss with new piercings, so between 2 and 10 months is good timing for little ones,” says Rachel Smith, a registered nurse who owns an ear-piercing clinic in New York City. Otherwise, Smith suggests you wait until your child is ready to care for her own hygiene, taking responsibility for showering and washing her hair. At either stage, ask your doctor if she can do the procedure or recommend a professional she trusts, and be sure the first earrings are nickel-free (to help prevent your child from developing a metal allergy).

BINS, BINS, and MORE BINS

Who doesn't want easy to set up activities that don't require expensive materials or even hard to find supplies? Activity Bins are a great way to add variety to your day, are easily transported and easy to clean up! Children can explore bins in a small group or by themselves. You can change them out depending on their interests, or have them help you gather materials to create a new Activity Bin.

Book Bins



Bring a bin full of books and some blankets or towels outside on a crisp clear fall day. Let children lay down and "read" by themselves, or read a favorite story to the whole group!

Fill a bin with books, pads of paper and writing utensils. Read a story and then encourage children to draw pictures or write their own stories!

As the months get colder, and snow starts to fall— change the books in your bin and go outside to explore the snow and have a group read sitting on a snow bank!



Sensory Bin Ideas

Fill up a bin with fall colored items and add colored bowls or cups for sorting and matching.

Fill a bin with leaves, rocks, twigs and add some work gloves and toy rakes for an interactive experience!

Use a water tight bin and add fall colored water, along with child safe colanders and pitchers for children to experience the fall "rainy" season! Add ice cubes when the rain starts to turn to snow! Talk about the seasonal changes!

Dramatic Play Bins



Fill a bin with old clothes, a straw hat, some boots or shoes and gloves. Let them take turns dressing up like a scarecrow.

Fill a bin with vegetables you might see in the fall, gourds, squash, pumpkins, etc. Add some paper and crayons for children to draw, or let them draw and color the vegetables.

Create a snowman bin by adding lots of white paper circles cut in varying sizes, scarves, buttons, orange paper to make carrots, pictures of different shoes and let them experiment making different types of snowmen or dressing up as one!!!

Child Development

Making Play Meaningful

As Early Childhood Educators, we've all learned about the importance of Free-Play, also known as Child-Directed Play. What is it about Free Play that makes it so meaningful to children and how can we best support them during this time?

According to Marcia L. Nell and Walter F. Drew in their article, *Five Essentials to Meaningful Play*, they outline a few of the reasons why Free Play is so important.

1. Children make their own decisions.
2. Children are intrinsically motivated.
3. Children become immersed in the moment.
4. Play is spontaneous, not scripted.
5. Play is enjoyable.



Supporting children during Free Play is as important as Free Play itself. Here are some tips to support children's play.

1. Design the environment with the child in mind. Make sure active play areas have enough space for children to move around.
2. Use Open-Ended materials. These encourage children's creativity and problem solving skills.
3. Be sure that your schedule has large blocks of time where children can fully immerse in play without disruptions.
4. Play with them! Sitting down with children and letting them direct the play can give children a sense of satisfaction. These interactions can stimulate all developmental domains: physical, cognitive, social, emotional, and language skills.

For more information, check out the following websites:

<https://www.naeyc.org/our-work/families/five-essentials-meaningful-play>

<http://www.ttacnews.vcu.edu/2014/02/what-is-the-teachers-role-in-supporting-play-in-early-childhood-classrooms/>

Attention Child Care Professionals!

We Know, We Hear, We See. Let's Understand Each Other.

By: Chirvhoua Churjeng, Registrar

Recently, I attended one of our regulatory trainings in Rochester, NY. At this training, there was a discussion on the importance of empathy. From time to time, as regulators, we may have to give out violations for various reasons. Understandably, any provider or program would be frustrated or upset when a violation is received from a regulator. We want you to know, we understand and we hear your responses. However, from a regulators point of view, it is necessary to enforce the regulations. If there is a violation, it has to be cited. More often than not, people assume that if a program received a violation that it means the program is of poor quality. Of course, that's not the case. Even the best programs can be cited.

It is important to always follow the regulations and use best practice. Regulations are implemented to protect the health and safety of children in your care and your program.

As easy as it is to fall into habit and care for children the same way we were raised by our parents or guardians, we have to remember that not all practices are appropriate. Please remember that child care programs are not only a place for children to learn and grow, It is also a business. We may not be able to adopt some of those practices we grew up from. A moment of "they'll be fine" from a short lapse of supervision can turn drastic. Anything can happen. A child may incur injury due to a simple accident unintentionally. Some examples include an allergic reaction, a medication error, a dog bite, a fall by accident, or simply children just being children when they get upset and hit or bite another. It all comes down to the responsibility of the care giver.

For example, we understand it's more than just an allergic reaction. It was a bee sting that occurred during outside play. You didn't even see the bee. There was a miscommunication when medication was given to a child. "Lassie's a good dog and I don't know what could have provoked him." "I had my back turned one second and that's when it happened." We know it could have happened in the family's home, it just occurred in your program. After the incident occurred, regulators would look to see what proper steps did you take or not do.

Questions that regulators may ask but aren't limited to:

What really happened?

Who was affected or who was injured?

Were regulations followed?

What time did it occur?

Do you have documentation?

Were regulations followed?

What time did it occur?

Do you have documentation?

Attention Child Care Professionals!

It's always more than what it seems and we hear you and understand especially when you know you have an outstanding program you provide. As regulators we still have to uphold the law. Regulations are also in place so that programs aren't willing to do whatever they please. You may have seen some of these examples in the news such as:

BUFFALO, N.Y. (WKBW) - This summer a Buffalo day care center has closed after police say a worker used corporal punishment on a 2-year-old. The mother of a 2 year old child reported to the police that a daycare provider held down the child and poured water on their face .

Young's TLC Daycare 2, on 1439 Broadway, had to close its doors and surrender its state license. The day care had a state inspection, when police found two violations, one of because of corporal punishment. The other was due to ratio.

To conclude we understand the frustration you feel when we cite violations, but please understand regulators must do what they have to maintain health and safety for the programs and children who are involved. If you have any questions in regards to regulations, please let your licensure or registrar know. They can be a great resource for technical assistance and to keep you in compliance.

Chirvhoua Churjeng, Registrar– 716-661-9430 ext 2289

Chris Wigren, Registrar– 716-661-9430 ext 2290

Work Cited Josh Bazan, *Buffalo daycare closed; worker allegedly used corporal punishment on 2-year-old*. WKBW News, Buffalo. 2018. Received from: <https://www.wkbw.com/news/buffalo-daycare-closed>

FOR MORE INFORMATION VISIT

<https://ocfs.ny.gov/main/childcare/infoforproviders.asp>



Attention Child Care Professionals!

Let's Talk About Medicals:



Medicals (or medical statements) are very important forms for children in child care.

Form Number **OCFS-LDSS-4433** (Rev. 5/2014) is the official "**CHILD IN CARE MEDICAL STATEMENT**" form created by Office of Children and Family Services.

Parents must supply their child's caregiver with this form **BEFORE** the child starts care in a registered or licensed program **UNLESS** the child is enrolled in school grades kindergarten and up. If a child is enrolled in pre-kindergarten, the parent must still supply the program with this form. (Check with your registrar or licenser before admitting a child into care with documentation other than the OCFS-LDSS-4433 form.)

Why is this so important? It prevents a child care program from accepting a child with a communicable disease or other disorder that would make the child ineligible to participate in day care AND it is a **regulations requirement**. See example of Group Family Child Care regulation:

"416.11 Health and Infection Control

(a) Child Enrollment Requirements.

Other than children who are enrolled in kindergarten or a higher grade, no child may be accepted for care in a child care program unless the program has been furnished with a written statement signed by a health care provider verifying that the child is able to participate in child day care and currently appears to be free from contagious or communicable diseases. A child's medical statement must have been completed within the 12 months preceding the date of enrollment."

While obtaining a document that lists the immunizations the child has received is required, the list of immunizations alone is not sufficient. It is very important that a proper medical authority signs a document that the child is free of communicable diseases and may participate in day care.

There is, however, a policy statement that addresses a grace period for children without medical records (generally homeless children or foster children) which programs can refer to:

Attention Child Care Professionals!

Let's Talk About Medicals continued:

17-1 Grace Period for Enrolling Children without Medical Records and/or Immunization Documentation

Programs should immediately contact their licensors or registrars if there are any questions about the grace period for obtaining the statements under special circumstances.

Once a program has received a medical statement, it is important to review the statement for several reasons including to:

Ensure that the child is up to date on immunizations.

See if the child has any allergies or other medical issues.

Learn whether or not the child has been screened for high levels of

lead. (If not, programs cannot require that a parent have a child screened for lead.

The regulations do require, however, that programs educate parents on the importance of lead screening.)



One final note: Be certain to always use the latest OCFS forms. OCFS forms are periodically updated. If programs use outdated forms, it may result in violations for not having the proper information.



A Foundational Skill of School Readiness: Age appropriate motor development and physical well-being

By Dr. Jennifer E. Berke

This domain of readiness involves growth and changes in:

- Weight and length
 - Motor skills
- Perceptual development
 - Brain development
- Physical well-being and general health

Motor skill development encompasses both gross and fine motor skills. By using these skills to explore and engage with the world, children build their knowledge, strengthen their skills and advance their development. Offering opportunities to move and be physically active such as walking, climbing, hopping, spinning, jumping, rolling, cutting, and writing allow children to develop both their large and small muscles.

It is important to monitor how individual children grow compared to typical development as this monitoring can highlight potential developmental problems and allow for early intervention to remedy or reduce the impact on early development and learning.

Providing activities that encourage children to use their senses (hearing, tasting, touching and smelling) to explore and understand their world in meaningful ways enhances their perceptual development. Young children should have daily opportunities to mess around with sensory materials such as sand, water, clay, and finger paint. The list can be exhaustive but it always is a question of mess. Many times teachers do not want to provide these activities because of that 4-letter word. This does a huge injustice to children's development because children need to make messes in order to enhance their overall development and grow their brains.

Why, you might ask. Well because physical development also includes brain development, and research is clear that the brain makes more neural connections in the early years (birth to 5) than at any other time. Early interpersonal experiences and environmental factors set the stage for brain development and can promote positive development. On the other hand, negative experiences can harm the brain.

For example, research highlights harmful environments and factors that can impede positive physical development. These include abuse and neglect; living in poverty; food insecurity; obesity; lack of immunizations; and environmental threats, such as lead, pesticides, household chemicals, asbestos, air pollution, and tobacco smoke. Working with families, community agencies, and various organizations to help improve or eliminate harmful factors will enhance children's school readiness.

Quarterly Article

Remember: Movement is critical for development since it allows children to have expanded interactions and experiences that build their motor skills and increases connections in their brains. Asking children not to move and instead requiring them to sit still is actually harming their development. It is very age appropriate for young children to move a majority of the time they are with you. I encourage you to create an environment that supports and respects children's age-appropriate motor needs.

Source for article: [Developmental Foundations of School Readiness for Infants and Toddlers: A Research to Practice Report](#) by Dr. Diane M. Horm (2016)

http://www.acf.hhs.gov/sites/default/files/opre/opre_nitr_school_readiness_report_v05cover_title.pdf

SUGGESTIONS:

Essential equipment that enhances large motor skills includes balls, ride-on vehicles, large outdoor blocks, jump ropes, hula hoops, belly scooters, wagons, and loose materials.

Providing manipulatives like puzzles, legos, blocks, beads, pegs and pegboards, scissors, and utensils such as pencils, markers, crayons, and paintbrushes enable children to engage in learning experiences that they may not be able to have in any other setting.

Take a Sensory Walk with children outside. Have them examine items and textures using a magnifier. Document how the child's motor and perceptual skills are enhanced through this simple activity.

Use snack and meal time to boost large and fine motor skills by allowing children to pour as well as cut with safety knives,

Set up a monthly Obstacle Course incorporating some of the project related concepts children are exploring.



Quarterly Article

What young children miss when they 'sit still' by Jennifer Berke, Ph.D.

When young children

- try things out again and again
- build and construct
- solve problems
- organize and see connections
- investigate new ideas

they're thinking and understanding.



When young children

- touch and hold
- smell and taste
- poke, squish, and stretch
- hear and make sounds
- play with other children

-ask questions and converse about what interests them

they're gaining and consolidating knowledge

When young children

- climb, slide and jump
- run
- balance
- throw and catch
- pour and scoop
- dance, skip, and move vigorously

they're building skills and strengthening muscles



When young children are forced to sit for long periods they are losing time for:

- thinking and understanding
- gaining and consolidating knowledge
- building skills and strengthening muscles

In short, they are losing time for... learning!

Kids in the Kitchen

HOW DO WE KEEP KIDS HEALTHY?



START EARLY WITH FIVE HEALTHY GOALS.

You are in a unique role to help prevent childhood obesity. Children spend many hours in early care and education programs as well as family child care. Help kids build good habits by ensuring your program is a healthy environment for children to learn.

GOAL:

IMPROVE FOOD CHOICES



Best Practices

- A fruit or vegetable should be served to toddlers and preschoolers at every meal.
- Chips, French fries and other fried potatoes should be offered once a month or less.
- Chicken nuggets, fish sticks and fried meats should be offered once a month or less.
- All meals to preschoolers should be served family-style.

GOAL:

PROVIDE HEALTHY BEVERAGES



Best Practices

- Drinking water should be available inside and outside for self-serve.
- Children two years and older should be served skim or non-fat milk.
- 100% fruit juice should be limited to no more than 4-6 oz. per day.
- Sugary drinks (sports drinks, sweet tea, and soda) should never be offered.

Kids in the Kitchen

HOW DO WE KEEP KIDS HEALTHY? ...

GOAL:

INCREASE PHYSICAL ACTIVITY



Best Practices

- Preschoolers need two or more hours of active play time every day.
- Toddlers should have at least an hour of active play time each day.
- Babies should have short periods of “tummy time” every day.



GOAL:

REDUCE SCREEN TIME

Best Practices

- Limit screen time to 30 minutes a week or less for preschoolers during child care.
- Screen time for toddlers and babies should be limited to four times or less a year, preferably none, in child care.
- Provide media literacy education to parents of preschoolers at least twice a year.

GOAL:

SUPPORT BREAST FEEDING



Best Practice

- Breastfeeding mothers should be provided a private area for breastfeeding or pumping.

<https://healthykidshealthyfuture.org/>

Policy and Advocacy

Food Insecurity Threatens the Health and Well Being of Millions of Children

As a child care provider, you know that some children are receiving most of their meals while they are in care with you. It is easy to understand why it is so important that healthy meals and snacks are served to children in child care programs. It is especially important for those children who may not be receiving healthy foods at home because their families are “food insecure.”

Food insecurity is defined by the online Merriam-Webster Dictionary at www.merriam-webster.com as, “unable to consistently access or afford adequate food.” While it may be difficult for some to imagine a lack of healthy food, it is an all-too-real problem in our country.

According to a “**Child Hunger Fact Sheet**” published in September 2017 by the organization Feeding America, “In the United States today, nearly 13 million children face hunger. While hunger is harmful to everyone, it can be especially devastating to children. Good nutrition, particularly in the first three years of life, is important for establishing a solid foundation that has implications for a child’s future physical and mental health, academic achievement and economic productivity. Hunger threatens this critical foundation, which in turn, threatens a child’s opportunity to thrive...

- (Those) children who experience food insecurity may be at higher risk for behavioral issues and social difficulties.
- (They) may be at a greater risk of truancy and school tardiness.
- When they are in school, children who are food insecure may experience increases in an array of behavior problems including: fighting, hyperactivities, aggression, anxiety, mood swings and bullying.”

(To see the entire fact sheet, go to: <http://www.feedingamerica.org/assets/pdfs/fact-sheets/child-hunger-fact-sheet.pdf>.)

Please let your representatives know that even one child facing hunger is unacceptable– let alone millions.





A Note From the WNY Infant Toddler Resource Network



Protective Factors Matter

Kim Puma, Infant Toddler Specialist, WNY Infant Toddler Resource Network

It's an unavoidable part of life. Stressful events happen. Whether it's an important exam, death of a loved one, poverty, or violence, stress is often unavoidable. Sometimes these stressors can result in trauma, especially for young children.

There is an important discussion happening everywhere these days; so important that even Oprah is talking about it. And when Oprah talks, people listen. Maybe some of these words sound familiar to you; resilience, ACES, trauma, Infant Mental Health. Maybe you're listening to the conversation and asking yourself, "What can I do?" "How can I support the social emotional health of the children I care for everyday?" The answer is, quite a bit.

First, keep the talks going. Tell everyone who will listen about ACES, the idea that events can happen to people that shape who they become later in life. Tell everyone who will listen about Resilience. Even after going through trauma, children can bounce back if they have enough protective factors in their lives.

Next, focus on building protective factors in your programs. Short definitions and activities for building protective factors are listed below:

Attachments/Relationships

- ◆ Act happy with familiar adults
- ◆ Make needs known to others
- ◆ Enjoy being cuddled
- ◆ Enjoy interacting with others

Initiative

- ◆ Try to clean up after his or herself
- ◆ Follow simple directions
- ◆ Show concern for others
- ◆ Ask to do new things

Self-Regulation

- ◆ Handle frustration well
- ◆ Easily follow daily routine
- ◆ Able to easily transition from one activity to the next

Activities to Help Protective Factors

- ◆ Provide consistent routines
- ◆ Assign primary caregivers to children
- ◆ Be responsive to the needs of children
- ◆ Respect individual preferences
- ◆ Provide opportunities for practice (putting on and taking off shoes, pouring own milk, watering the plants)
- ◆ Encourage and recognize empathy ("I like how you gave Addie her blankie when she was sad")
- ◆ Allow children time to find an answer on their own first

Finally, for more resources and ideas please visit:

<https://www.centerforresilientchildren.org/wp-content/uploads/2018/02/DECA-Infants-Definitions.pdf>

<https://www.centerforresilientchildren.org/wp-content/uploads/2018/02/DECA-Toddlers-Definitions-1.pdf>

Provided by the WNY Infant Toddler Resource Network
1000 Hertel Avenue Buffalo, NY 14216 * (716) 877-6666 x3065

What's Happening

Pumpkintown



Saturday, October 6, 2018 | 10am – 6pm

Location: Pumpkintown, 3435 Baker St. Ext. Busti, New York 14701

A giant slide, apple cannons, gem mine, face painting, pony rides, wacky goat shack and petting zoo, corn maze, playground, hayrides, corn pit, pumpkin bowling, cow train, and much more! We will have a food stand serving Busti's very own apple cider from The Busti Cider Mill!

Come get hot food, homemade pumpkin donuts, and other sweet treats while you sit in the giant Adirondack chair or compete in our first annual Halloween costume contest for CASH prizes!

Region: Greater Jamestown

Phone: 716-450-9008

Bemus Point Holiday in the Village



Friday, November 2, 2018 | 10am – 4pm

Location: Village of Bemus Point, Bemus Point NY 14712

Don't miss the village- wide celebration of the Holidays, November 2nd through Sunday, November 4th.

All your favorite Bemus stores help you get ready for the holidays with free gift wrapping, hot cocoa, cookies, treats, surprises, music and decorating ideas!

Your "once-a-year" chance for 20% Off every item in every store!

Region: Chautauqua Lake

Phone: 716-386-5435

Christmas with the Critters



Thursday, December 27, 2018 | 10am – 12pm

Location: Audubon Community Nature Center, 1600 Riverside Road, Jamestown NY 14701

Admission can be a gift for the Giving Tree.*

Reservations appreciated online by December 26, walk-ins welcome.

Meet some of the animals up close during a presentation, you can even touch some of them. Learn more about their lives, natural history and habits. After the program, the kids can help the animals – since they don't have thumbs – open the presents for Audubon. The program will wrap up with a craft for wildlife that you can either leave at Audubon or take home to your own wild critters

Region: Greater Jamestown

Phone: 716-569-2345



"Giving Providers, Parents and Businesses
the Resources to Better Our Children's Future"

**Be In The Now.
Take An Active Role In Child Care.**

Early care and education policy needs
your support in order to truly give all
children a great start in life.

For more information go to:
www.naccrra.org/public-policy
or call 716-661-9430 ext. 2300.

Thank you!

Chautauqua Child Care Council Staff

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Lori Steward.....(716) 661-9430 ext. 2269



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Dr. Mira Berkley
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**If You Are Interested
In Becoming A
Council Advisory
Board Member,
Please Contact**

**Child Care Council
716-661-9430
Ext. 2261.**