



Child Care Chat

Here Come the Holidays!

With many upcoming holidays it's important to keep cultural, religious, and personal diversity in mind when choosing activities to include in your curriculum.

While children should have an opportunity to learn about and share information about the important holidays and celebrations in their lives, celebrating specific holidays in a school or child-care environment may exclude someone. Some people, based on religious or personal beliefs, do not celebrate holidays or birthdays. That doesn't mean that holidays have to be forbidden. Be sure

to let parents know that planned activities and parties are not required and that an alternative activity will be provided for children who do not celebrate. It is important that all children be treated with respect and understanding, regardless of their beliefs.

www.adl.org/education-outreach



Below is a list of some holidays that are commonly celebrated at this time of year:

October: Yom Kipur, Sukkot, Simchat Torah, Halloween, Hajj

November: Thanksgiving, National Native American Heritage Day, Day of Ashura

December: Chanukah, Christmas, Kwanzaa

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Special points of interest:

- ☺ Remember to notify your Surveyor regarding closures for any reason!
- ☺ Your Surveyor can be a great source for ideas and suggestions!
- ☺ The Nevada Registry site has a Job Board! You might just find your next great employee there!

Helpful Reminders from Licensing:

- As a reminder, when taking trainings, whether initial or annual, it's important to ensure that the training is approved through the Nevada Registry. By using the Nevada Registry's website, there will be no guesswork as to whether or not a training will be approved and counted towards your staff's hours.
- Remember, if you have any tips, tricks, or helpful hints that you would like to share with providers in the next newsletter, please email them to tkaplan@health.nv.gov
- Child Care Licensing's Office will be closed on the following dates:
 - October 28th
 - November 11th
 - November 24th and 25th
 - December 26th

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Surveyor Spotlight! Yah-Ner Walker



Yah-Ner is awesome! I love her dance moves, she is always willing to help others and answers my questions with a positive attitude, and she is a vegetarian so that is definitely super cool

-Erika Hovater, Child Care Surveyor

When I had the opportunity to work with Yah-Ner in person, I found her to be competent, thorough, thoughtful, respectful, creative, concise, patient and kind.

-Jennie Ballou, Child Care Surveyor

Yah-Ner is always a very upbeat and enthusiastic team member!! She has a great knowledge of daycares prior to being at Licensing, which is a valuable asset. It has been great being able to work with Yah-ner over the past few years!! Yah-ner is also a fellow Ohio-an, and we both love the Cincinnati Bengals!! Who Dey!!

-Steve Burdon, Child Care Surveyor

Yah-Ner is a team player and always willing to lend a hand to her coworkers. She is great with the small practical jokes that always bring up peoples spirits.

-Lisa Torgerson, Child Care Surveyor

Yah-Ner is wonderful to work with on projects, she's always willing to lend a listening ear and constructive feedback. She always has a contagious smile and laugh. She's a perfect fit for our team!

-Tiffany Kaplan, Child Care Surveyor

Yah-ner has a great "can do" attitude and is always willing to help the team. She brings her vast experience of the classroom into the child care licensing program to round out the teams perspective. With her experience she provides strong counsel for providers to successfully navigate through the licensing process. She is easy to talk to, loyal, compassionate and strong of will, all invaluable assets to the child care team!

-Latisha Brown, Child Care Program Manager

Yah-Ner is always willing to volunteer to help with projects and to give a helping hand. She brings her knowledge and experience as an Early Childhood teacher to the team. Yah-Ner is an asset to Child Care Licensing!

-Edith Farmer, Child Care Supervisor

Yah-Ner is a great asset to the Child Care Licensing team bringing a wealth of early childhood experience from the perspective of a professional in the classroom. She is always ready to assist with team projects and her insight is a valuable contribution to decision-making.

-Diane Hardy, Child Care Surveyor

Yah-Ner brings her "boots on the ground" experience and enthusiasm to the licensing table and always has a pleasant attitude. We have really enjoyed working on projects and revising trainings with her and other staff. Yah-Ner has a wonderful sense of humor and it's been great getting to know her!

- Lisa Roberts and Tammy Hutchinson, Child Care Surveyors

Wintertime Safety:

Please remember that as the temperatures start to drop it's important to take the following safety precautions into consideration:

-Ensure children are able to enjoy outdoor play by having the appropriate clothing. Ask parents to bring weather appropriate clothing daily (sometimes items get taken home!)

-Keep roofs, gutters, and awnings clear of snow and icicle buildup that could potentially fall and injure staff

or children.

-Regularly de-ice or sand any areas where parents, children, and staff may access.

-Set reasonable time limits for outdoor play.

-If weather permits, children must have a daily period of outdoor play (NAC 432A.390) When weather is not suitable for outdoor play, active indoor activities must to be provided.



When Toddlers Bite...

While biting toddlers may be frustrating, this is neither uncommon or unusual, this is a normal phase of development. Reasons children may bite include the following:

- they're teething
- they're exploring
- they're wanting attention
- they're anxious or stressed
- they're bored
- they're overstimulated or over-tired
- they're reacting to changes in their environment

Most children who bite don't have the language that is necessary to express themselves. Biting is said to be most common at the stage just before the child bursts into spoken language. Once these children gain vocabulary necessary to express themselves, the likelihood that they will bite tends to decrease.

Biting is most common between 12 and 36 months when it is used as a form of communication before children develop enough language to express their emotions. This is also when most children are suddenly exposed to many other children in the preschool setting.

In a child care setting, adults must respond to both the child who bit and the child who was bitten.



The child who was bitten needs:

- comfort and care**; first aid for the bite and tender comfort.
- reassurance and recognition**; the child needs to hear that it was not right that they were bitten. Even though adults may want the child who bit to apologize, apologizing doesn't make much of an impression on toddlers and doesn't help stop the biting.
- advice and support**; if the child is able to talk, teachers can help them learn to loudly say "no" or "stop" if they are worried someone will hurt them.

The child who bites needs:

- **a clear message of disapproval**; no matter the reason for the bite, biting is never the right thing to do. Adults must use a serious tone, keep the message brief, and use specific words so the child knows what they did was wrong.
- **an understanding of how biting affects the other child**; the child needs to know how the bite hurt the other child, and that it's not okay to hurt people.
- advice about what they should do instead of biting**; adults should teach the child how to ask for what they want or show them how to get what they want. Adults should help the child learn how to communicate feelings by expressing themselves through body language, facial expressions, and words rather than biting.

-**redirection or a resulting action that relates to the reason for the bite**; if a child bit in order to get a toy from another child, the toy should be taken away from the biter.

-**adults to look at the situation and environment**; adults need to consider the reasons the child bit and possible changes they might make. The classroom may be crowded or there may not be enough sensory activities, so adults can rearrange the room to provide more space, or add materials to prevent boredom and frustration.

What doesn't work: Some responses adults use towards a biting child are ineffective because they don't address the reasons for the biting, and don't look for ways to change the environment or teach the child. A prime example of is removing the child-sending them to the director's office, or to time out. Time outs are not an effective way to change toddler behavior. Understanding a time out requires a certain amount of logic, and toddlers are not logical. Adults usually assume that toddlers who are sitting in time out are thinking about biting and about not doing it again. Toddlers who sit in time out are likely thinking about getting up and about what they want to do once they get up.

When dealing with biting, the best defense is a good offense. Be proactive in watching the child so you can recognize and avoid situations which may trigger aggression, like a particular classmate, fatigue towards nap-time/at the end of the day, or a friend grabbing a toy. When you see a child is about to bite, that's the time to re-direct them to a less frustrating situation.

If you're dealing with a biter, you may want to subtly incorporate some lesson teaching books into your reading time.



Stephanie Rausser

References:

<http://www.parenting.com/gallery/toddler-biting?page=0>
Why Children Bite: Gretchen Kinnell

Making Transitions Work For You!

A transition is something that helps teachers move children from one activity to another, rather than just having the children sit or stand waiting. An example of a transition would be from circle time to centers or clean up time to snack time. Transitions can be songs, stories, or even organized games. It is important to have transitions in the classroom; whenever children have nothing to do, that's when the challenging behavior usually start happening.

Interactive songs and games can help make transitions engaging, teach children what to do, and introduce new skills. For example, the clean up song "clean up, clean up, everybody everywhere..." serves as a cue that one activity is ending and another is about to begin. Children can sing while they transition. The goal is to keep children engaged, thus preventing the challenging behavior.

Often children do not know what to do during transitions. Preschoolers need routine. There is a sense of security that comes from their days being somewhat predictable and not so confusing. The order of the activities during the day is how they tell time. Children also "tell time" by knowing what comes next.



Some transitions do not need to be planned for. Clean up time, for example, requires nothing more than perhaps a 5 minute warning that clean up is coming, an announcement that it's time to clean up, and then a clean up song.



Other transitions such as handwashing may require some planning. Handwashing can take up a good chunk of time from your day. Plan for it! It's a great time to have songs on index cards handy.

There are many transitional activities that can be found with a quick internet search. Here are some to get you started!

-What's Missing?

Bring 5 or 6 items with you to circle time. Show them to the children. They all close their eyes or you cover the items with a paper towel. Remove one item and have the children open their eyes. Ask the group which item is missing. Do this with 2 items and then send a set amount of children to wash their hands. Continue to play until all children have washed their hands!

-I Spy

-Have children move like or pretend to be a specific animal

-Guessing games

-Simon Says

-Read a story

-Sing a song (search for simple transition songs on the internet)



Remember to tie in your curriculum theme whenever possible in order to expand upon and enhance the children's learning experience. Keep it fun and exciting and you'll eliminate many of the challenging behaviors that pop up when kids are bored and/or frustrated.



With a bit of planning, your transition times do not have to equal chaos in the classroom. Keep transition ideas (including songs and stories) on hand and share them with other teachers!



Child Care Advisory Committee

This committee meets quarterly to discuss, examine, consider, and make recommendations concerning Nevada's child care industry.

Child Care Advisory meetings are open to all child care providers to attend either in person or by calling in, so come and have your voice heard! If you are unable to attend in person you can always call in!

Agenda information will be posted in designated state and county offices as well as on the Nevada Registry website.

Current scheduled meeting dates are:

* **October 11**

Meetings begin at 1:30 pm.



For more meeting information, please visit our website at <http://dpbh.nv.gov>

and subscribe to our Child Care Listserv today!

As a listserv member you will receive up-to-date information concerning Child Care Licensing, advisory meeting dates, times, places and meeting minutes.

Fall Activity: Leaf Gathering

Taking a walk outside to gather leaves is a great time for children to explore the outdoor environment. By gathering the leaves children will become familiar with the various colors and sizes of the leaves in the outdoor environment. This activity will stimulate fine motor skills when the children are manipulating crayons, paper and leaves. This activity spot light combines concepts of math, science and art.

Supplies Needed:

- Leaves of a variety of colors and size
- Crayons of various colors
- White construction paper or printer paper of varying sizes and shapes

Steps to Complete Activity:

1. Take the children on a walk around the neighborhood collecting leaves as you go. If you cannot go for a walk, use actual leaves that are red, yellow, green and brown and place the leaves on the ground in your outside area or classroom.
2. Talk to the children about the names of the trees the leaves came from. Use the internet or go to the library to look for pictures and names of the trees.
3. Sort the leaves by size or color.
4. Place the leaf under the white paper.
5. Have the children choose one crayon and rub the crayon back and forth on the paper.
6. Remove the paper and notice the leaf imprint that has been created on the paper.

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The Leaves are Falling Down 🎵

To The Farmer in the Dell :

The leaves are falling down (Put your fingers in the air and wiggle them like they are falling leaves).

The leaves are falling down.

Red, yellow, green and brown,

The leaves are falling down.



Monthly Happenings:

October is National SIDS awareness month!

SIDS may be an initial training but the information provided in this training is invaluable.

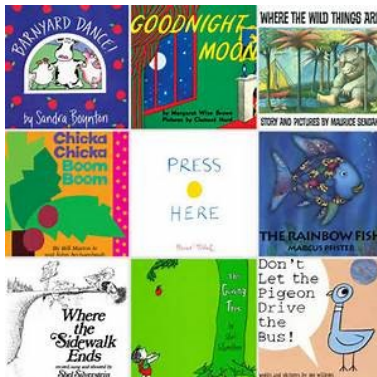
Doctors and researchers do not know the exact causes of SIDS, however research shows that caregivers can take the following actions to help reduce the risk:

- ALWAYS place babies on their backs to sleep
- Use a firm sleep surface covered by a fitted sheet
- Keep soft objects such as pillows, stuffed animals, and loose bedding out of the infant's sleep area.

An informational flier regarding safe sleep practices can be found attached to this quarter's newsletter.



November 7th -11th is National Young Readers Week!



Encourage kids to bring in their favorite books to share with their friends. Staff can even create a sign up sheet to have parents volunteer to read to the class throughout the day!

December is Safe Toy and Gifts Awareness Month!

While most children are getting new toys this month, it's time to take a look at the items in your facility and ensure they are both clean and in good repair. If toys happen to be broken; repair, discard, and replace prior to children playing with the item. A wide variety of materials and manipulatives should be available for children on a daily basis.

To see a list of items that have been recalled for any reason please visit the Consumer Product Safety Commission website at:

<http://www.cpsc.gov/>



State of Nevada Child Care Licensing

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Our vision for the Child Care Licensing Unit is to promote the healthy growth, development, and protection of children, increase availability of positive and nurturing learning environments and provide support for families by regulating and licensing high quality, developmentally appropriate, and flexible care, through a wide range of care options.

This vision involves mentoring and guiding child care providers to become advocates for children and family issues, as well as, foster the growth and development of the provider community. In support of this vision Child Care Licensing will work to expand the awareness of state legislators, local regulatory agencies and consumers so as to encourage support for improving the quality of child care environments for Nevada's children and families

What Does a Safe Sleep Environment Look Like?

Reduce the Risk of Sudden Infant Death Syndrome (SIDS) and Other Sleep-Related Causes of Infant Death



Use a firm sleep surface, such as a mattress in a safety-approved* crib, covered by a fitted sheet.

Do not use pillows, blankets, sheepskins, or crib bumpers anywhere in your baby's sleep area.

Keep soft objects, toys, and loose bedding out of your baby's sleep area.

Do not smoke or let anyone smoke around your baby.



Make sure nothing covers the baby's head.

Always place your baby on his or her back to sleep, for naps and at night.

Dress your baby in sleep clothing, such as a one-piece sleeper, and do not use a blanket.

Baby's sleep area is next to where parents sleep.

Baby should not sleep in an adult bed, on a couch, or on a chair alone, with you, or with anyone else.

*For more information on crib safety guidelines, contact the Consumer Product Safety Commission at 1-800-638-2772 or <http://www.cpsc.gov>.



Eunice Kennedy Shriver National Institute of Child Health and Human Development



Safe Sleep For Your Baby



- Always place your baby on his or her back to sleep, for naps and at night, to reduce the risk of SIDS.
- Use a firm sleep surface, such as a mattress in a safety-approved* crib, covered by a fitted sheet, to reduce the risk of SIDS and other sleep-related causes of infant death.
- Room sharing—keeping baby's sleep area in the same room where you sleep—reduces the risk of SIDS and other sleep-related causes of infant death.
- Keep soft objects, toys, crib bumpers, and loose bedding out of your baby's sleep area to reduce the risk of SIDS and other sleep-related causes of infant death.
- To reduce the risk of SIDS, women should:
 - Get regular health care during pregnancy, and
 - Not smoke, drink alcohol, or use illegal drugs during pregnancy or after the baby is born.
- To reduce the risk of SIDS, do not smoke during pregnancy, and do not smoke or allow smoking around your baby.
- Breastfeed your baby to reduce the risk of SIDS.
- Give your baby a dry pacifier that is not attached to a string for naps and at night to reduce the risk of SIDS.
- Do not let your baby get too hot during sleep.
- Follow health care provider guidance on your baby's vaccines and regular health checkups.
- Avoid products that claim to reduce the risk of SIDS and other sleep-related causes of infant death.
- Do not use home heart or breathing monitors to reduce the risk of SIDS.
- Give your baby plenty of Tummy Time when he or she is awake and when someone is watching.



Remember Tummy Time!

Place babies on their stomachs when they are awake and when someone is watching. Tummy Time helps your baby's head, neck, and shoulder muscles get stronger and helps to prevent flat spots on the head.

* For more information on crib safety guidelines, contact the Consumer Product Safety Commission at 1-800-638-2772 or <http://www.cpsc.gov>.

For more information about SIDS and the Safe to Sleep® campaign:

Mail: 31 Center Drive, 31/2A32, Bethesda, MD 20892-2425

Phone: 1-800-505-CRIB (2742)

Fax: 1-866-760-5947

Website: <http://safetosleep.nichd.nih.gov>

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