

Sioux Empire Childcare Network



monthly newsletter

October 2007

- October Meeting -

when: Tuesday, October 9th @ 7:00pm

where: Oak View Library, 3700 E. 3rd Street, meeting room # 1 .
Please RSVP at SEN@sdfcc.org by 10 pm Oct. 7th.

agenda: As an open forum , we will be discussing “Boredom Busters” or play center options for FCC. Handouts will be provided that will list items that can be placed in each center as it applies to both indoor and outdoor play. RSVP to insure that you receive all handouts.

future meetings: Nov. 3rd Tax Workshop, Dec. 4th

As a Childcare Professional, do you need:
support? ideas? encouragement?

SeChildcareNetwork

Cari Lindner, a member of our Networking Group, has developed a discussion group called SeChildcareNetwork. It is FREE OF CHARGE and provided and monitored by Yahoo Groups preventing spam and making the site secure.

To receive more information, contact Cari Lindner at 335-4388 or cslindner@msn.com. Please visit <http://groups.yahoo.com/group/SeChildCareNetwork> for the opportunity to sign up and view the site Cari created. This discussion group is for childcare providers in South Dakota offering friendship and support in all aspects of our careers from much needed venting to programming and business building ideas.

Family Child Care Professionals of South Dakota

Another great resource for childcare providers is the Family Childcare Professionals of South Dakota. Their web site is found at www.SDFCC.org. Take a peak at the various resources and links that you will find on this site. This association's site provides great information for providers and parents alike! Check out the Photo Album or Bulletin Board Forum to see and hear from members of our SEN Networking Group. You can get on the forum directly at

www.sdfcc.net/forums. A short registration process is all that is required to post messages. I have to say there are some resources that can be found in these posts that my business could not do without.

Creating Centers in FCC

This Month!

At our October meeting, *Tuesday Oct. 9th*, we will be sharing information on play centers that can be made available in a Family Child Care Setting. You will be provided with center options and a list of toys or objects that could be placed in each center. This will be an open forum format. Feel free to come with ideas or even your own handouts if that works. You can email me and I can let you know the number of care givers attending. We would be very open to hearing other *"Boredom Busting Ideas"* you would have to share, as well as, those that don't fit into a center format. Note, there are no continuing ed credits being offered for this meeting.

Save this date!

Record Keeping & Tax Workshop

I was able to again lock in Kelly Nokleby to provide us a workshop on Tax Preparation & Record Keeping for this coming *Nov. 3rd, 2007 from 10 AM - 2 PM*. Kelly is a national speaker and Co-Writer of some of Tom Copeland's books. She normally charges \$35-45 to her seminar Participants. She is charging us \$10.00 which may cover the cost of the many handouts she provides and her mileage. All providers in the Sioux Falls Area and surrounding towns will be invited. We will again be in the *Oak View Library* where I have reserved all 3 conference rooms that open into one large room. Each room seats 50 people with a total of 150 people allowed. The format will be very similar to last years. Registration forms will be emailed to you shortly. Kelly's website is currently under construction. I will give you Tom Copeland's in the mean time. Again, *Kelly Nokleby is trained by Tom and co-author of parts of his books.*

<http://www.redleafinstitute.org/>

You can view Tom's books at this link.

<http://www.redleafpress.org/searchproducts.cfm>

Kelly grew up in a licensed child care home and was a licensed provider for 12 years. She worked for the Child and Adult Care Food Program as a field representative for 9 years. Kelly has been facilitating workshops around the country for Child Care Providers for 18 years. She is qualified to give the definitive answer on hiring helpers, employing your own children, etc. *Kelly is a certified Tax Preparer.* Participants of this workshop will receive 4 hrs. of continuing ed credit for attending. This goes towards the 6 hours required by the state and the city of Sioux Falls each year. Certificates will be provided at the end of the workshop.



Example of a Guidance Policy

The following guidance policy example was provided by JoAnne Geiser from the forum of the Family Child Care Professionals of S. Dak. This is a great example of the resources available to forum users. JoAnne obtained the information from the Child Care Plus+ program.

GUIDANCE POLICY

Effective guidance recognizes the need for a child to learn self control and independent decision making. Sometimes this learning process will result in children doing things parents or child care providers do not want them to do. Behaviors that might harm people or property should be stopped. The following represents some of the methods I use to help children learn self control and encourage independence.

WHAT I WILL DO:

PREVENTION: The most effective form of discipline. Items that are not allowed to be played with are kept in areas that are not accessible by the children. Established routines give the children the security of knowing what their day holds. Children are more likely to cooperate if they know what to expect each day. Setting up the routine, the environment and the activities so that children can be successful in using appropriate behaviors is one of the best ways to help children to practice independence and to gain competence in a group setting.

IGNORE IT: If the behavior isn't a big deal or a bad habit, I let it happen. Of course, this tool is limited in its usefulness and depends a great deal on communication from families about what behaviors may or may not be a big deal for their child. (*)

PRAISE, PRAISE, PRAISE!: Praise fits into my plan for managing behavior when I can give information about what behaviors are expected and appreciated. Praise needs to be specific and direct. "Thanks, Karen! When you help us put away the toys, you're being a terrific helper." I use praise in conjunction with all of the other strategies.

LOGICAL/NATURAL CONSEQUENCES: Reasonable expectations that follow inappropriate behaviors. I explain and enforce these according to a child's developmental reasoning ability. At all times consequences are reasonable, respectful, and related to the deed. For instance, when a child spills milk, a napkin may be handed to the child so he/she can be responsible for cleaning his/her own spill.

REDIRECTION: Channeling inappropriate behavior into more constructive activities. For example, if Toni is wiggling around and has an abundance of energy during music time, my response might be, "Toni, would you be the leader in our next song? It's a marching song."

IT'S THE RULE: All group care settings have to have some rules. Rules help children

understand what is expected of them. I emphasize taking good care of ourselves/each other and our toys and materials. I expect to need to remind children about these rules as we go and explain why they are important. I understand that most young children will not understand too many rules and I use daily events to teach/remind us about limits and expectations.

TAKE A BREAK: A separation that may be suggested by me, but is carried out by the child. This is very different from a time out, for example. Larry pulls another child's hair during group time. I may have tried several other strategies, such as moving him to another place in the group or briefly reminding him about group time rules. But he may continue to take attention from the group. I would then tell him that I don't like it when he hurts one of the other children and that he needs to take a break. When a child takes a break they choose where they take it and for how long. The important thing is that they are not allowed to interrupt the group during this time and they are welcomed back when they decide to return. The most important concept here is that group time continues and the focus is on the group, not the child taking the break. (*)

TIME-OUT: A brief separation from the group when other positive methods have failed. When I use time-out, I have the child sit quietly in a spot nearby, but separated from whatever activities the other children are enjoying. I limit the time to approximately 1 minute for each year of age. (For example, a three-year-old would sit for three minutes.) After they have calmed down, I quietly discuss with them some suggestions about their behavior and help them to find an activity they enjoy. (*)

HOLDING/PHYSICAL RESTRAINT: In extreme situations, when a child is completely out of control and is in imminent danger of harming themselves or others nearby, I will restrain them by putting both arms around them and firmly holding them until they have regained control. This is done in as gentle a manner as possible; the idea is to calm them, to give them time to think, and to keep them from harming anyone, including me. When they are calm, we talk. (*)

DEVELOP A BEHAVIOR MODIFICATION PLAN: For persistent behavior concerns, those that are especially disturbing or that endanger other children, the family and I will develop a plan to consistently address the concern. At this point, I may suggest that they/we consult with a professional that specializes in helping children and families. (*)

* In these situations, families can expect that I will ask for assistance in working with their child.

I have read and received a copy of the above policy and have the following suggestions for adapting it to meet my child's needs _____

Signature of Parent: _____ Date: _____

Above used with permission from training materials developed by the University of Montana, Rural Institute for their Child Care Plus+ program. <http://www.ccplus.org/>

Halloween Fun

Sing a Song of Halloween

Once I had a pumpkin

Sung to: "Did You Ever See a Lassie?"

Once I had a pumpkin, a pumpkin, a pumpkin,
Once I had a pumpkin, with no face at all.
With no eyes and no nose, and no mouth and no teeth.
Once I had a pumpkin with no face at all.
So I made a jack-o-lantern, a jack-o-lantern, a jack-o-lantern,
So I made a jack-o-lantern, with a big funny face.

Five Little Ghosts

Five little ghosts dressed all in white
Were scaring each other on Halloween night.
"Boo!" said the first one, "I'll catch you." (Hold up pointer)
"Wooo said the second, "I don't care if you do! (Hold up middle finger)
The third ghost said, "You can't run away from me."
(Hold up ring finger)
And the fourth one said, "I'll scare everyone I see!
(Hold up little finger)
Then the last one said, "It's time to disappear."
(Hold up thumb)
"See you at Halloween time next year!"

One Little, Two little... Sung to:

"One little, two little, Three little Indians"

One little, two little, three little pumpkins,
Four little, five little, six little pumpkins,
Seven little, eight little, Nine little pumpkins,
All for Halloween night.

Let's get dad to carve the pumpkin,
Let's get mom to carve the pumpkin,
Let's all go to carve the pumpkin,
Just for Halloween night.

Don't eat the seeds until mom cooks them,
Don't eat the seeds until dad cooks them,
Don't eat the seeds until we cook them,
Then they'll taste just right.

Here comes the trick-or-treats dressed up,
Here comes the trick-or-treats dressed up,
Here comes the trick-or-treats dressed up,
Yes, it's Halloween night!

Sung to: "Sing a Song of Sixpence"

Sing a song of Halloween
What a Scary night,
Ghosts and bats and big black cats,
Give us all a fright
Shinning jolly Jack-O-Lanterns
Fill our hearts with fun,
But if the black cat comes along
We'll all run!

13 Nights of Halloween

Sung to: "12 days of Christmas"

On the first night of Halloween my goblin gave to me....
A spooky owl in a gnarled tree.
On the second night of Halloween my goblin gave to me....
Two hairy toads and a spooky owl in a gnarled tree.
On the third night of Halloween my goblin gave to me....
Three Jack-o-lantern's, two hairy toads and a spooky owl in a gnarled tree.
(continue)
Fourth: Four cackling witches.
Fifth: Five pounds of worms!!!!
Sixth: Six spiders spinning
Seventh: Seven creeping lizards
Eighth: Eight werewolves howling.
Ninth: Nine bats a flying
Tenth: Ten skeletons rattling
Eleventh: Eleven black cats hissing
Twelfth: Twelve vampires nibbling
Thirteenth: Thirteen Ghosts a boeing



<http://www.preschooleducation.com/shalloween.shtml>