

Families Matter

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Legislative Update

What's the Omnibus Appropriations Bill?

Last week we learned that the government would, in fact, not shut down as Congress reached an agreement and President Trump signed the omnibus appropriations bill. This makes it so the government is funded through the end of the 2017 fiscal year.

Basically, Congress has to pass appropriations bills (which defines where money is going to be spent in the federal budget). There are several of these bills that get passed throughout the year and it's called an "omnibus" when they combine more than one of these bills that describe where money is going to be distributed within the federal budget.

What Does it Mean for Child Care?

Moderately Good News

It's moderately good news! The best part of the news— they didn't cut child care funding. It was actually increased, which says a lot in this political and budgetary environment. The Child Care Development Block Grant (CCDBG) got an increase of \$95 million and Head Start received an \$85 million increase.

What's the CCDBG?

I know it seems like that is just words, letters and

numbers strung together so let's ask the question "what is CCDBG?"

CCDBG provides funds for child care assistance to families who need it and funds quality initiatives for child care at the federal level. The regulation has recently been updated to include requirements for healthy and safety, consumer information, family friendly eligibility policies and activities to improve the quality of care.

When regulation was updated, there wasn't any additional funding attached it, therefore child care organizations and advocates have been encouraging the community at large to remind congress that funding to the tune of \$1.4 billion is required to successfully implement the new policies and maintain the funded child care assistance slots in the states.

Not what?

We need to continue sharing the impact of our roles in the community. We need to continue telling our representatives what is important— child care, early education, children, families. It has worked to ensure child care wasn't cut and that, in fact, investment was made— but we need more!

Let's continue to make our voices heard— it's worked and we just need to keep on keepin' on!

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Upcoming Events Inside

What to Teach a Preschooler!

Right & Wrong
Letter Recognition & Sounds
Colors
Shapes
Numbers
Counting
Cutting
Drawing
Pre-writing & Letter Tracing
Life Skills
Fine Motor Skills
Love of Nature
Love of Fine Arts
Faith
Read to Them LOTS!

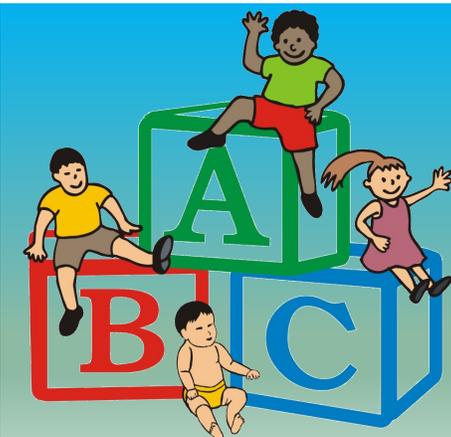
Save the Date

July 22, 2017

Child Care Conference

Cleveland, TX

Registration will be mailed out in June.



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FAMILY & CONSUMER SCIENCES
Creating Healthy & Sustainable Families

THE EARLY SIGNS OF AUTISM IN TODDLERS

Autism is on the rise in the United States and around the world to the point where some are even calling it an autism epidemic. Whether this is truly the case or if medical professionals have just become better equipped and more informed when it comes to what to look for; autism is not going away anytime soon. It may be difficult to discern in a fidgety toddler. Coming from personal experience, I wanted to share with you how to recognize signs of autism in toddlers. My oldest daughter was diagnosed right around her second birthday. I was blindsided and my life changed. But we had a diagnosis and from there, I could create a plan.

THE EARLY SIGNS OF AUTISM IN TODDLERS

The signs of autism are best to be discovered during the child's first few years of life, in order to best treat and plan. One theory suggests that signs of autism can sometimes be spotted from the moment of birth, the child manifesting little responsiveness to stimuli, failing to anticipate movement and paying little attention to their mothers or caretakers.

One of the most important things to keep in mind is that autism is a spectrum disorder. Though there may be similarities from one child to another; generally speaking no two children are exactly alike. It is very important to quickly see the first signs of autism, as this disability is known to cause serious damage to the child's behavior, social interactions, communication skills and adaptability.

Children with autism may develop slower than normal children of the same age. Autistic children are also more vulnerable to some illnesses and conditions, such as allergies, respiratory insufficiency, digestive disorders and so on. Autistic children are different from typically developing children judging by aspects like personality, skills and abilities. Their behavioral development is affected by the particularities of many environmental factors.

It is difficult to diagnose an infant or a small baby with autism, as the signs of autism are very subtle at such an early age. New research, however, is suggesting that it is possible to see signs of autism in infants. They still may look the same as their typically developing peers. Some toddlers may just have ongoing behavioral issues or it could just be the age. They're toddlers, after all, and toddlers are known to be quite stubborn creatures. Or your toddler may have an issue with hitting others. Sometimes, however, parents are able to detect the presences of certain abnormalities in the development of their child. Although parents aren't always able to tell exactly what makes their child different from other children of the same age, it is very important when they discover such behavioral particularities.

At the opposite pole, some parents fail to notice any abnormalities in their children's behavior, thinking that they might just develop slower than others. It is important to say here: it is not the parent's fault. Do NOT fall into that guilt trap of special needs parenting. I say this with love and experience. It is NOT your fault. For that matter, if you know someone who's child was recently diagnosed? Keep in mind that now, more than ever, they need your support. They

need your love and understanding. They do not need your judgement.

One interesting form of autism is regressive autism. I say interesting because well... you'll see shortly.

Many children seem to develop normally until they reach certain periods of their early childhood, when the first signs of autism suddenly occur. At this point, children experience a deterioration of their social interaction and communication skills. This is similar to what happened with my daughter. One week she was playing peek-a-boo and asking for bubbles. The next? Gone.

The symptoms of autism in children include nonverbal and verbal communication skills, along with odd facial expressions and speech difficulties. The language used by the children in the autism is often immature, unimaginative and not concrete. The language will be stilted in nature. Keep in mind that all of these symptoms may not be present in all children with autism. Children with autism can also be less aware of stimulus in the external environment. In some cases, they are unable to recognize their parents after the first few months of life. Autism in children can lead to toilet training problems. Autism also has the possibility to hamper the child's ability to smile and show emotion and can end with behavioral abnormalities, such as walking on tiptoe, tantrums, unpredictable behavior, strange postures, staring at hands, and rocking. They may prefer playing alone, remain aloof, and become segregated from other children. Autism in children may cause the affected child to become obsessed with one action or topic, and extreme confrontation to change of any kind. The child with autism may want to set a separate environment for themselves and also may establish their own behavioral patterns.

MORE EARLY SIGNS OF AUTISM TO LOOK FOR INCLUDE:

- Poor responsiveness to their own name and selective responsiveness to sounds.
- Difficulties in joint attention
- Poor imitative behaviors
- Lack of understanding of others' feelings, difficulties in relating with other people
- The inability to understand and play imagination games or "pretend" games

It is incredibly important to pay attention to potential signs of autism in the development of small children. The signs manifest at an early stage in a child's life and it is certainly possible to diagnose an autistic toddler.

Autism in children usually manifest in two forms: individuals exhibit the symptoms of autism within the first few months of life, or the child would be apparently "normal" up to 18 to 24 months of age, and then the symptoms would occur suddenly.

The cause of autism is still unknown. That is why parents should not blame themselves if they feel that they had been negligent in taking care of their kids during infancy, or if a mother thinks she might not have properly taken care of herself during pregnancy. Just as the definite cause is still unknown, there is no definite

treatment to "get rid" of autism. In fact, the very notion is ridiculous. Autism is a neurological disorder. It is not a disease. You shouldn't seek to "get rid" of your child's autism. Embrace it. And remember: your child is still your child. Love them unconditionally.

The family may have to stick to a definite lifestyle to adjust to the needs of the child. This would require extra patience also. Send the child to a special education school. If the autism of the child is relatively mild, be sure that you inform ahead the teacher or the principal of the condition.

More than anything else; simply make the child feel your loving care. Autism in children is considered a lifelong disability. And yes, they will grow up to be autistic adults. The occurrence of the disability ranges from mild to severe. In mild form, the child with autism can live independently, whereas in severe form autism often requires medical supervision and support throughout his/her life.

WHAT TO EXPECT WITH AN AUTISTIC TODDLER

Because autism is so different in every child, it is a tricky disorder to diagnose. However, there are a few key ways in which doctors can efficiently identify autism in children (that have been discussed previously), and if your infant or toddler is showing any of these signs of autism, you should visit your pediatrician immediately to express your concerns.

If your pediatrician will not listen, persist. Consult with a developmental pediatrician or child psychologist if needed. The first step to diagnosing autism is a thorough physical examination as well as a review of family history by a specialist. Although your regular pediatrician will be able to spot unusual behavior, you'll want your child to be examined by a professional who specializes in autism and other similar diseases to make sure your child is properly diagnosed.

The next step might include hearing tests. Since language and social skill delays could be due to inadequate auditory sensations. There are two types of auditory tests, one of which records the tones a child can hear and the other of which requires sedation and measures the brain response to certain tones. Of course, the first method is preferred, since it does not require any use of a sedative. After auditory testing, your doctor may encourage testing your child for Fragile X syndrome, which often times goes hand in hand with autism. Metabolism can also be evaluated. To do this, your doctor will need a blood or urine sample to analyze DNA. An MRI or CAT scan can also be helpful in diagnosing autism. The important thing is to work with doctors you trust. Second opinions can be very helpful, but when your child has been diagnosed, stick with one doctor so that treatment is uniform and so that your child will get used to this person.

Autism is difficult to diagnose and even more difficult to treat, so remember that you should begin to learn as much as possible about the disorder as soon as you can.

Article by [Kori at Home](#).



5 KEY BENEFITS OF SENSORY BIN PLAY

Research studies have shown that children exposed to various sensory training methods, including sensory bins, exhibit considerable improvement in their learning abilities and cognitive function. By letting children explore materials on their own, you are helping them to develop and refine their fine motor, socio-emotional, creative and linguistic skills. These children typically do better in school, have better social interaction, and are generally more prepared for the future.

by Wunderbox (<http://getwunderbox.com>)

1 COGNITION AND PROBLEM SOLVING

Observation of cause and effect through sensory play builds early science skills. As children play they are constantly processing how materials look, smell, feel and sound. They experiment by manipulating the materials in different ways and then draw conclusions based on their own observations. In addition, shape and size recognition, counting and sorting activities aid in the development of early math skills.



2 LANGUAGE DEVELOPMENT

Hands on learning through sensory play allows you to help your child understand and define parts of language as well as introduce new vocabulary by teaching them various descriptive terms about how the materials feel and move. For example, the sand is dusty, gritty, dry, it flows or trickles. Children also dive into creative story telling through sensory play as they immerse themselves in the small world provided.



3 SOCIO-EMOTIONAL SKILLS

During cooperative play in a sensory bin, children have the opportunity to practice social interaction. They work out how to share space, negotiate the use of materials, build relationships and learn conflict resolution. Sensory play can also be a very calming activity for many children. It can help them focus and work through difficult emotions such as anxiety through the release of physical energy.



4 FINE MOTOR SKILLS

By scooping, grasping, pouring, molding and squeezing children are developing their dexterity and hand-eye coordination. These actions all support the development of large and small muscles necessary for dressing, writing and numerous other practical life skills. Sensory bin activities improve focus by allowing your child to be in charge of how to use the materials. There is no reason to get frustrated because there is no right or wrong when it comes to sensory play.



5 CREATIVITY AND IMAGINATIVE PLAY

Sensory play provides open ended opportunities how your child uses the materials is more important than the end product. Children of all ages and stages of development can use their imaginations to create play scenarios for their people and animal figurines. When your child thinks creatively in order to engage in make-believe, it helps them build self-esteem.



Definition of a Child Care Provider

Child Care Pro-vider (child'kär prö vid'er)n. chef, baker, janitor, sock and shoe finder, coat buttoner, boot fitter, bottle washer, grocery shopper, diaper changer, protector, dish washer, nose wiper, vegetable pusher, floor sweeper, waiter, story teller, playground attendant, PE teacher, activity director, driver, zoo keeper, inspector, aerobics instructor, tutor, entertainer, therapist, manager, derby instructor, performer, bookkeeper, self-esteem builder, teacher, helper, well wisher, nurse, traffic controller, noise controller, life saver, thinker, problem solver, engineer, designer, counselor, safety instructor, arbitrator, creator, inventor, companion, musician, historian, technician, dietitian, athlete, beautician, fire marshall, analyst, artist, dentist, scientist, biologist, technologist, accountant, manicurist, receptionist, environmentalist, pharmacist, hygienist, speech therapist, reader, builder, informer, composer, supervisor, author, navigator, peacemaker, friend ...

Author Unknown



When I Play Outside

I am learning about

Absorption Adaption Action Arranging **Animals**
 Autonomy Balance Belonging Calculating Caring
 Cause and Effect **Change** community Creative Thinking
 Culture Chemical reaction **CONSTRUCTION** Calm
 Co-operation Creatures **CLASSIFICATION** Conservation
 Communication Confidence **Connection** Conversation
 Depth DISTANCE Density Experimentation Evaporation
 Friction **Friendship** Force **Gravity** Height Inertia
 Invention **Identification** **Insects**
 Light Initiative **Language** Listening Literacy Independence
 Investigation Manipulation **Myself** Measurement Mass
 Movement Matching **NATURE** Negotiation **Nurturing**
Numeracy **OBSERVATION** Ordering Patterning
Physics Planning Problem solving
 Plants Questioning **Reaction** Risk **Responsibility**
 Resilience **Regulation** Representation Suspension
 Size Shape Seasons **Senses** Scientific Method
 Temperature Team work Texture Volume **Vibration**
 Weight Weather Speed Space **Collaboration**

...and much, much more!

www.letthekidspain.net.au



Anatomy of a Sugar Crash

Over-production of insulin causes low blood sugar

Low blood sugar & hormone release result in a tired, weak, & shaky feeling with a rapid heart beat

Sudden drop in blood sugar triggers release of stress hormones (like cortisol & adrenaline)

Increased risk of cavities from pulled minerals & sugar resting on enamel

Increased uric acid due to "cell shock & die off"

Excess glycogen converts to fat

Total body inflammation

SarahMichalMcLain.com

Anatomy of a Sugar Rush

Rapid rise in blood sugar signals insulin production

Altered mental status resulting in erratic behavior and emotional outbursts

To metabolize sugar, minerals are pulled from bones, teeth, and other parts of the body

Dopamine release causing a euphoric state

Immunity suppressed for at least 5 hours

Sugar-feeding gut bacteria (like Candida) get a boost

Decreased "I'm Full" signals

SarahMichalMcLain.com



HEALTHY FOODS For Kids

www.cobornsblog.com

BREAKFAST

Oatmeal 
Plain instant oatmeal with added fruit for sweetness

Yogurt 
Low fat Greek yogurt with granola and or fruit

Cereal 
Whole grain cereal with low fat milk

Fruit & Cheese 
A piece of fruit and light string cheese

English Muffin 
Whole grain English muffin or bagel with almond butter or peanut butter and a fruit on the side

Granola Bars
Home-made granola bars

Eggs 
Hard-boiled egg with whole grain bread

SNACK

Fruit & Butter 
Banana or apple with peanut butter or almond butter

Crackers & Cheese 
Whole grain crackers with low-fat cheese (light string cheese or laughing cow flavored cheese)

Fruit Smoothie
Fruit smoothies with Greek yogurt and frozen fruit

Ants on a log
Peanut Butter & Raisins on Celery

Trail Mix 
Trail mix

Yogurt
Low fat Greek yogurt with granola and or fruit

Kale 
Kale chips

Quesadillas 
Whole grain quesadillas with low fat cheese

Popcorn
Low fat, low sodium popcorn (air popped or make your own at home)

Chips & Salsa
Salsa or guacamole and no salt added tortilla chips

Hummus 
Hummus and cut up vegetables

Fruit Pizza 
Fruit pizza with whole grain pita bread and Greek yogurt with cut up fruit on top



How to Talk So Kids Will Listen and Listen So Kids Will Talk

A QUICK GUIDE FOR BUSY PARENTS

Chapter 1: HELP YOUR CHILD DEAL WITH THEIR FEELINGS

1. Listen with full attention
2. Acknowledge with a word
3. Give the feeling a name
4. Give a child his wishes in fantasy

Chapter 3: ALTERNATIVES TO PUNISHMENT

1. Point out a way to be helpful
2. Express your feelings strongly
3. State your expectations
4. Show the child how to make amends
5. Give the child a choice
6. Take action
7. Allow the child to experience the consequences of the misbehaviour
8. Problem-solve

Chapter 5: PRAISE AND SELF-ESTEEM

1. Describe what you see. e.g. "I see a clean floor, a smooth bed, and books neatly lined up on the shelf."
2. Describe what you feel. e.g. "It's a pleasure to walk into this room!"
3. Sum up the child's praiseworthy behaviour with a word. e.g. "You sorted out your pencils, crayons and pens, and put them in separate boxes. That's what I call *organisation!*"

Chapter 2: ENGAGING COOPERATION

1. Describe, eg, "The milk is on the table"
2. Give information. eg, "Milk goes bad when it is out of the fridge"
3. Say it with a word, eg, "Shoes."
4. Talk about your feelings. "I don't like having my hair pulled. It hurts. We could have a cuddle instead?"
5. Write a note. e.g., Put a post-it note on the oven saying "Hot!" when it is on. You can point to the sign and say, "It says hot."

Chapter 4: ENCOURAGING AUTONOMY

1. Let children make choices
2. Show respect for a child's struggle
3. Don't ask too many questions
4. Don't rush to answer questions
5. Encourage children to use sources outside the home
6. Don't take away hope

Chapter 6: FREEING CHILDREN FROM PLAYING ROLES

1. Look for opportunities to show them a new picture of him/herself
2. Put children in situations where they can see themselves differently
3. Let children overhear you say some-thing positive about them
4. Model the behaviour you'd like to see
5. Be a storehouse for your child's special moments
6. State your feelings and/or your expectations.

Although I'm not their mother,
I **care** for them each day.
I cuddle sing and read to them,
And watch them as they **play**.
I see each new accomplishment,
And help them **grow** and learn.
I understand their language,
And **listen** with concern.
They come to me for **comfort**,
And I kiss away their tears.
They **proudly** show their work to me,
I give the loudest cheers.
I am not their **mother**,
But my role is just as strong.
I **nurture** them and keep them safe,
Though maybe not for long.
I know someday the **time** may come
When we will have to part.
But I know each child I've cared for
Is forever in my **heart**.

The Manners Song

Tune of Twinkle, Twinkle Little Star

We say, "Thank you." We say, "Please."
We don't interrupt or tease.

We don't argue. We don't fuss --
Listen when folks talk to us.

Share our toys and take our turn.
Manners are easy to learn.

12 Strategies for Teaching Students with ADHD

Dealing with ADHD in the classroom can be a big struggle for the teacher, the student, and the other members of the classroom depending on the severity of the child's symptoms.

You might be seeing disruptive behavior (shouting out, aggression, constant movement, fidgeting etc.) and you're at your wits end because you have tried the typical teacher tricks (behavior charts, time outs, taking away recess, phone calls and notes home etc.) and none if it is working. You might be seeing a quiet child who appears to be listening but then struggles with his or her learning. I've listed strategies that I have successfully used in my classroom for both types of ADHD (inattentive or hyperactive/impulsive). Some strategies lend themselves better to the inattentive type and some are better for the hyperactive/impulsive type and some work well for both types.

One important thing to keep in mind is that a child with a diagnosis of ADHD is lagging in skills that other students already have. They aren't behaving this way on purpose, they really just don't have those skills in place yet. ADHD is also a neurological condition. It is not a made up disease. Their brains are actually different than those of a neurotypical child.

These strategies below will help to address those lagging skills and hopefully give these students strategies to help themselves to manage their own behavior.



Strategies for Managing ADHD in the Classroom:

- 1. Use fidget toys.** Now I know, you may have tried this unsuccessfully before (maybe the silly putty was used as a projectile!) but you have to implement it properly. This requires a sit down with the student to discuss the purpose of the fidget toy. Here is an example of the wording I use, "I know you sometimes have trouble staying focused and that your body feels like moving, this is meant to help you with that". Be very specific about how to use it, break down the dos and the don'ts e.g., **DO** use this silly putty to squish in your hands when you are trying to listen to a lesson. **DON'T** pull it apart and throw it or make things with it. I have found that once I am very specific about how to use it and why it is needed, it eliminates most of the inappropriate use. Here are some examples of fidget toys that I use in my classroom.
- 2. Body Breaks!** I know these can be hard to fit into the day but they can be beneficial for all students. After your lesson have everyone stand up and do some stretches. Part way through the working time remind your ADHD students to take a body break or even have your whole class stand up and run on the spot for 30 seconds or just do some simple stretches.
- 3. Get them involved in the lesson.** That might seem like an obvious one but so often we stand in front of the class and just teach instead of allowing students to take part. Get the student involved by holding something for you, reading something, pointing to something etc. It gives them a specific task to help hold their attention.
- 4. Chunk the work.** Too many steps at once will draw their attention in too many different directions. Children with ADHD aren't lacking in focus, they are actually focusing on many different things all at once which makes it difficult to just focus on one thing. Break it down for them in nice small, specific chunks.
- 5. Use headphones to block out distractions.** You can get noise cancelling headphones that are meant for this purpose, they look like ones you might see on workers in a noisy workplace but they are child sized.
- 6. Block out visual distractions with an "office".** I have secured 2 twin pocket folders together so that they can stand up on a desk and act like a partition between students. I have a whole class set because I find many students like using these for privacy and to help with concentration and focus.
- 7. Frequent check-ins.** While students are working I make a point of checking in multiple times with my students with ADHD. Sometimes it is obvious when they are off task but for some students with ADHD they might not be disruptive. They might just be staring off into space (or appear to be staring off into space).
- 8. Provide alternative seating.** In my class, I have a couch, pillows, a foam rocking chair, an exercise ball and various styles of tables. There are so many options out there now like Wiggle Seats and Wobble Chairs.
- 9. Teaching them how to monitor their body cues and how to use calming strategies.** This also might seem obvious but these kids really don't know how to use strategies that other people just naturally do. Trust me, if they did they would be using them! With really little ones (Kindergarten, First and Second grade) I often say, "How's your engine running?". We talk about what happens when cars go too fast. They are able to relate to this and understand that they want their engine to be running, "just right". Going too fast or too slow are both things we try to avoid. If their engine is going too slow we talk about ways to perk them up (getting a drink of water, going for a walk, etc.) and if it's going too fast we talk about ways to slow the engine down (taking deep breathes, counting to 10, also getting a drink, etc.).
- 10. Student generated strategies.** Sit down and talk with the student. If they always have trouble with a certain task find out what solutions they have. I had one student who could not sit still on the carpet and would bother those around him constantly. I sat down with him and said, "I noticed you often have trouble focusing during carpet time. This means that you aren't learning and neither are your friends. What do you think might help you to focus better?" This particular boy thought that sitting on a chair at the back of the group would be helpful so we tried it out. It just so happens that this is exactly what I had been planning to do with him but the fact that he came up with the solution means it is not a punishment. It's a solution to a problem.



Continued on Page 7

Continued from page 6

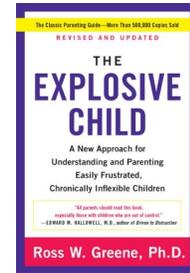
11. Teaching self regulation. This is a skill that can take a long time to teach but once they have this skill it will benefit them forever. I do a lot of coaching around recognizing their body cues and understanding what each cue means. One student that I had with ADHD would get up and start walking around the room in the middle of my lesson. This was disruptive for everyone. She pace back and forth, sit down, get up and pace again, over and over. We worked hard on recognizing that her body was telling her she needed to move but that she could satisfy this need in less disruptive

way. In her case, silly putty worked wonders! She would sit at the back and squeeze it, stretch it out, squeeze it again. She was in the back so the others weren't distracted by it and she was now able to focus on the lesson.

12. Read "The Explosive Child!" This book was a game changer for me. It is geared more towards parents who are dealing with explosive behavior at home but the strategies work the same in the classroom. Of course not all children with ADHD demonstrate explosive behavior but there are many who do. This book presents a collaborative approach to solving the problems the child exploding about. I found that using the approach in this

book, I got to know these students better. It really helped me discover the actual reason for the behavior and how to solve it along with the student. I recommend this book for both parents and teachers!

Adapted from [Create Dream Explore](#).



DAILY DAYCARE ROUTINE

I'm sure you know or have heard that young children thrive on routine. A consistent daycare routine will help your day flow smoothly and make your daycare children feel safe and secure.

Young children have very little control over their lives. Most children don't get a choice of where, when or how they spend their day.

Therefore, if a child can rely on predictable sequence of events that they know will unfold during a typical day, they will feel more secure.

Children often have trouble with transitions from one activity in the day to the next. A predictable routine will help ease most transitions. A structured routine will also greatly help the caregiver. A routine will help you meet the needs of multiple children.

There is a good chance that you will have a few families as your daycare clients. That means you will have children who are hungry and tired at different times of the day. The more you meet the needs of your daycare children, the easier the day will be for the caregiver.

Feeding children when they are hungry and putting them down for a nap when they are tired is the obvious solution to best meet their needs. The tricky part comes when you have multiple children who are all on their own internal schedule. Some eat breakfast very early and therefore are hungry at 9:00 am for a morning snack. Others eat breakfast late and aren't hungry until 10:30 am for morning snack. If you fed each child individually you would never leave the kitchen! You need to create a

routine that strikes a balance for all the children and yourself. Here is a sample routine that works well for a variety of age groups (1 year olds to 6 year olds).

Daycare Routine Example

7-8 am—Daycare children arrive and enjoy self-directed play with toys.

7:30 am—Breakfast is served (this option is offered depending on when you open for the day)

8:30 am—Circle Time*

*Toys are tidied up and children take part in a circle time. Circle time is when children sit together to sing a song, hear a story, or do an activity. Often an activity can be introduced at circle and then opened up for self-directed discovery time. For example, the children could be shown how to tear tissue paper to make long strips in red and white. After circle time, the strips of tissue paper could be used at craft time to make a Valentine's Day craft.

9 am—Craft/Activity Time

9:30 am—Snack Time

10 am—Washroom break/diapering

10:15-11:30—Outside Play

11:30 - 12—Wash hands, washroom break and lunch preparations

12—12:30—Lunch

12:30 - Story time and Washroom break/diapering

1-3 pm—Nap time for babies and toddlers

1-2 pm—Quiet time with books for non-sleepers

2 pm—Sit down activities for older children. Coloring, cutting/pasting, puzzles, stamping, Lego, etc.

3 pm—Washroom break/diapering

3:15 pm -Snack Time

3:45—4:30 pm—Self-directed play

4:30—5:30 pm—Outside play and pick-up time

This type of routine will meet the needs of your older daycare children as well as your younger babies. If you have young babies that nap in the morning, they could easily nap before you go outside to play. Some babies will enjoy a mid-morning nap in the stroller or in a baby sling.

This routine will also allow for you, the caregiver to have a break from 1:00 pm to 2:00 pm every day. Your older non-nappers will quickly become accustomed to their hour long quiet time when they play or read quietly on their own.

I suggest spreading your non-nappers out throughout your house or playroom so they have their own space and rest in their own imaginary world.

Try out your routine and then shift it around as you discover a better way to organize your time. You are your own boss and you set the schedule. Enjoy the freedom!

Article from [How to run a home daycare](#).





summer safety

PLAYGROUND SAFETY

Playgrounds are great places for kids to spend time outside, have fun and be active. But they are also a common place for kids to get injured. Between 2001 and 2008, about 218,851 preschool and elementary school children received emergency care for injuries that occurred on playground equipment in the U.S.

Here are some tips to make sure kids can have fun and stay safe while playing on a playground:

1

Stick with softer surfaces.

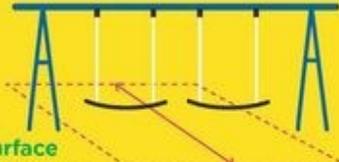
Make sure there is a safe surface-like sand, pea gravel, wood chips, rubber mats or synthetic turf-beneath and surrounding playground equipment.



2

Swing safely.

The length of the soft surface beneath a swing should be twice the height of the swing set.



3

Rely on the experts.

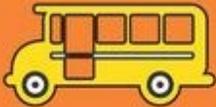
All playground equipment should be inspected and maintained by qualified personnel with daily, monthly and annual maintenance schedules.



4

Safety in schools.

Make sure that your children's schools and childcare centers have supervised, age-appropriate, well-maintained playground equipment.



5

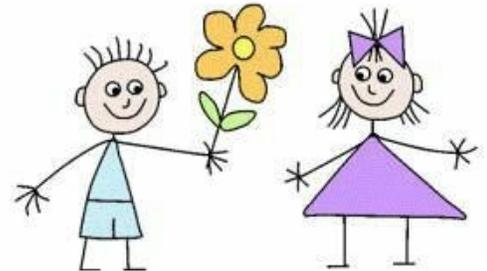
Maintain age-appropriate areas.

Children under age 5 should have a separate play area. All children should use age-appropriate playground equipment.

6

Be on the lookout.

Always stay where you can see and hear children using playground equipment.



7

Dress for safety.

Don't allow children to wear clothing that could get caught on equipment while playing - like hooded sweatshirts, jackets with drawstrings, necklaces, purses and scarves.

8

Play, just no horseplay.

Prevent unsafe behaviors like pushing, shoving, crowding or using equipment inappropriately.

9

Seek out specialists.

Always consult a pediatrician or other healthcare provider if you have any questions concerning an injury. Pediatric orthopaedists and radiologists are specially trained to diagnose and treat injuries in children. If the injury appears serious or life-threatening, call 911 immediately.



10

Know the signs.

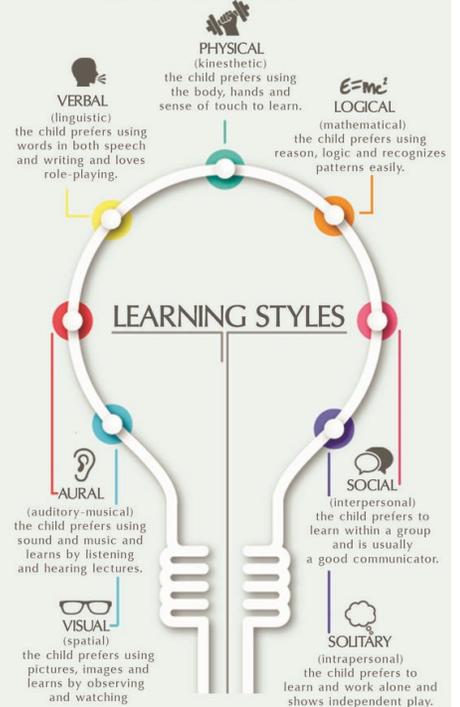
The symptoms of a fracture include swelling, redness, pain, deformity and joint stiffness.

* National Program for Playground Safety ** Safe Kids, GA

Visit us at choa.org/summersafety



THE DIFFERENT STYLE OF LEARNING



Hands Go Up

(to the tune of "Twinkle Twinkle, Little Star")



Hands go up, and



Hands go down!



I can turn myself around.



I can stand up

On one shoe.



I can listen,

So can you!



I can sit. I'll show you how!



Story time is starting now!