



## Kid Topics

### Douglas County Child Development Association

#### Moovin' On Up by Anna Jenny

Fall time is transition time. This fall is no exception for DCCDA. After six years in a cramped pieced-together office space, we're moving up. On November 1, we will occupy a 4000 square foot professional office that reflects our growth and the metamorphosis we have undergone in the last six years.



Our current office space wasn't too small when we moved in. There were six of us on staff back then and we fit rather nicely into our two suite office. We served the early education community with The Child and Adult Care Food Program and Resource and Referral services. Seven days passed and it was fun settling into a new space.

Then, we received word that we were the proud recipients of an ELOA Literacy Grant. Soon, two coaches and a bookkeeper joined us and we began the office shuffle. In 2007, R&R services were reorganized in Kansas and we moved on. Two new grants came our way and we moved into PreK Program administration and Early Childhood Mental Health Consultation. Two social workers joined our team. In 2009, we added programming for the CSEFEL model of Positive Behavior Supports and the FIAT Scholarship program. Two classroom coaches and a scholarship program administrator joined us and we had to cut a hole in the wall and added a suite next door to make room. The PBS program has continued to grow and in 2010 and 2011 we've added two more classroom coaches. In 2011, we received a grant from our gardening program and added two staff people. We added another room to our odd collection of suites. Now, we stand at thirteen employees, serving the community with very diverse programming.

It's time for a change. Sometime around November 1, we will move to our new office at 1525 W 6th Street. We'll have plenty of space to spread out and serve your needs.

We have grown and changed over the past six years due to your support. You've been there for us with each transition we've made. We are hopeful that this move will make it more convenient for you to access our services.

DCCDA New Address effective on or about November 1, 2011:

1525 W 6th Street  
Suites A & B  
Lawrence, KS 66044

Fourth Edition  
2011

935 Iowa, Suite 7  
Lawrence, KS 66044  
(785) 842-9679  
Toll Free  
(866) 352-1531  
[www.dccda.org](http://www.dccda.org)  
Office Hours  
8:30am - 4:30pm  
Monday - Friday

#### DCCDA Services:

- Child and Adult Care Food Program (CACFP)
- Local Foods Program
- Child Care Tuition Scholarships
- Training & Technical Assistance to Care-givers
- Positive Behavior Supports
- Early Childhood Mental Health Consultation

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# Safe Kids News

## Safe Sleep Tips for Child Care Providers

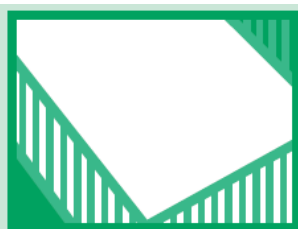


### Tips for childcare providers:

- Place healthy infants on their back to sleep at all times, unless a physician advises otherwise. Infants who are regularly placed to sleep on their stomachs have a five times greater risk of dying. Infants who usually sleep on their backs who are then placed on their stomachs to sleep are 18 times more likely to die suddenly.
- Place infants in a crib or play pen that meets current safety standards and is properly assembled according to the manufacturer's directions. Check for recalls at [www.recalls.gov](http://www.recalls.gov)
- Always place infants on a firm, tight fitting mattress covered by a fitted sheet. Never allow a gap larger than two fingers between the sides of the crib and the mattress.
- Do not use old, broken or modified cribs; regularly tighten hardware to keep sides firm.
- Never place a crib near a window with blind or curtain cords.
- Use clothing designed for sleep, such as a one-piece sleeper, instead of a blanket. The safest sleepwear is a snug fitting garment made of 100 percent polyester or labeled as flame resistant.
- Sleep infants in a well-ventilated sleeping environment. Ideally the room temperature should be approximately 68 to 70 degrees to avoid overheating the infant.
- Remove all blankets, pillows, quilts, comforters, stuffed animals, toys, bumper pads and other soft products from the infant's sleep area.
- Do not use sleep-positioning devices.
- Do not allow smoking around infants.
- Make sure nothing is covering the infant's face or head.
- Sleep only one infant per crib.
- Provide supervised tummy time on a daily basis while infants are awake to strengthen the neck and upper body muscles in case they roll over during sleep.
- Develop a safe sleep policy for all children and discuss it with parents before the first day of care.
- Communicate regularly with parents to make sure that they understand safe sleep practices.
- Infants in child care should be within hearing distance at all times and visually checked and touched every 10-15 minutes. Don't place infants in a back bedroom or basement with the door shut.



Face up to wake up – healthy babies sleep safest on their backs.



Do not place pillows, quilts, pillow-like toys, or anything in the crib.



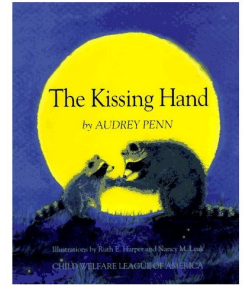
If a light blanket is needed, tuck all sides along bottom half of crib, below baby's arms.



Supervised tummy time during play is important to baby's healthy development.

## Story Extenders

**The Kissing Hand: Written by Audrey Penn & Illustrated by Ruth E. Harper & Nancy M. Leak**



In this contemporary classic, Chester Raccoon seeks love and reassurance from his mother as he ventures out into the world to attend his very first day of school. Mother raccoon reassures Chester that he will be okay by sharing a secret with him. The secret of The Kissing Hand! She kisses Chester's hand and then explains to him that whenever he feels lonely or scared all he needs to do is press his hand on his cheek and remember that his mommy loves him. With such assurances of love, Chester feels able to go off to school. However, being such a sensitive raccoon, he decides that his mother needs a Kissing Hand too!

**Theme:** Back to School, Anxiety, Reassurance, Difficult Situations, Temporary Separation

**Vocabulary:** nuzzled, cozy, tingled, thoughtful, scamper, promise, warmth, nocturnal

**Reading the Story:** Discuss the new vocabulary words as they are introduced. Point out how the sky gets darker and darker as it turns from day to night in the story. Chester goes to school at night while the moon is shining. Use this to start a discussion about the differences between what we do in the day and night compared to what nocturnal animals do.

**Discussing the story:** Extend the ideas introduced in the story. Ask the children if they have ever been anxious about trying something new and invite them to share how they overcame their fears. The following activities will further enhance the children's learning experience.

**Art:** Paint the children's hands and make a print on a plain piece of paper. After the paint dries, invite them to stamp a red heart or place a red heart shaped sticker in the center.

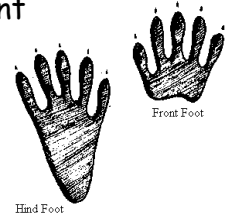


**Math:** Cut out ten hand shapes and program them with the numbers one through ten. Lay them on a table with a bowl of candy kisses (or alternate counters such as red pom poms). Encourage the children to count "kisses" and place them on the hand with the corresponding number.

**Discovery/Science:** Make sets of animal tracks from different animals, including raccoon tracks. Tape the track in different areas around the room. Have the kids investigate to see if they can figure out what animal each track belongs to. Compare and contrast the tracks.

# Story Extenders

Go to <http://www.bear-tracker.com/mammals.html> to access pictures of different animal tracks.



**Music/Movement:** Raccoon, Raccoon

Raccoon, raccoon (each time make a mask around your eyes)

Up in a tree (both arms raised)

Raccoon, raccoon

You cant' see me (cover eyes)

Raccoon, raccoon

I can see you (one hand on your eyes, one pointing to imaginary raccoon)

Eating fish and corn (eating motions)

And birds' eggs too.

Raccoon, raccoon,

Hunting at night (hands shade eyes as if squinting in the dark)

Raccoon, raccoon

Sleeps in daylight (sleep motion)



**Dramatic play:** Set the dramatic play area with props used in school. Encourage the children to explore different roles, mother, Chester, teachers, school friends.

**Snack:** Make sugar cookies cut out in the shape of a hand. Place a chocolate candy "kiss" in the palm before serving. Remember that there needs to be more flour than sugar in the cookie recipe for it to be creditable on the food program. If your youngsters like sweets, they'll love these kissing hand treats.



**Other books and resources to support this theme:**

- ⇒ Look out Kindergarten, Here I Come! by Nancy Carlson
- ⇒ Miss Bindergarten Gets Ready For Kindergarten by Joseph Slate
- ⇒ The Night Before Kindergarten by Natasha Wing
- ⇒ A Pocketful of Kisses by Audrey Penn (new baby)
- ⇒ A Kiss Goodbye by Audrey Penn (about moving to another home)

**DCCDA Library Kits to support this theme or season:**

- ⇒ Back to School, Feelings and Emotions, School Age Activities, Positive Behavior Supports, Forest Animals, Halloween

# Local Foods

## Sweet, Sweet Sugar by Ashley Graff

Most of us, children and adults alike, have a bit of a sweet tooth. Often we think of these cravings as impediments to our attempts to eat healthfully, which they certainly can be. Yet a desire for sweets is actually a natural impulse and our bodies are designed to crave energy in the form of rich foods high in calories.

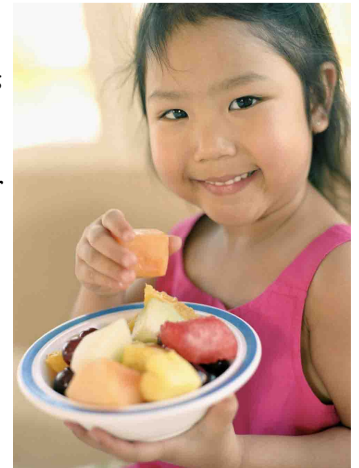


While the basic functions of our bodies have not changed over the years, the food landscape has transformed dramatically. Rather than being scarce, rich foods high in calories have now become ubiquitous. As a country, our tastes and habits have also changed. Resulting from the increased consumption of processed foods, people are now ingesting increased levels of sugar. Sugar is stealthily slipped into many foods we may not recognize as “sweets”. For example, the USDA finds sugar as an additive in foods such as pizza, bread, hot dogs, boxed mixed rice, soup, crackers, spaghetti sauce, lunch meat, canned vegetables, fruit drinks, flavored yogurt, ketchup, salad dressing, mayonnaise, and some peanut butter.



While too much sugar is not good for our bodies, sugar itself is not necessarily the enemy. After all, sugar gives us energy! *The real danger lies with the increased calories that accompany foods with added sugar.* Foods with added sugar (candy bars) rather than natural sugar (apples), still give us energy. However, added sugar is absorbed very quickly into the blood stream, leading to a quick energy boost and a quick energy drop. Each time our energy level drops, we are inclined to reach for another piece of candy or a second soft drink in order to feel the quick energy burst again, and of course we consume more calories. But it takes our bodies longer to break down natural sugars, resulting in a more slow and steady release of energy. That is why we feel satisfied for a longer period of time after consuming foods with natural sugars. As an added benefit, foods with natural sugars such as fruit and dairy products also contain healthy fiber and other nutrients our bodies need. Our best bet for satisfying the natural sweet tooth in all of us is to reach for foods with natural sugars rather than added sugars.

But what if we aren't trying to satisfy a craving? What if we're just trying to buy ketchup? The nearly indecipherable labels on processed foods make it difficult for us to know just exactly what we're consuming. Who knows what “anhydrous dextrose” is anyway? Well, it turns out that anhydrous dextrose is sugar! And there are lots of other names for it too. Check the labels of condiments in your refrigerator or other processed foods to see how many have one or more of the following forms of sugar: *anhydrous dextrose, brown sugar, confectioner's powdered sugar, corn syrup, corn syrup solids, dextrose, fructose, high-fructose corn syrup (HFCS), honey, invert sugar, lactose, malt syrup, maltose, maple syrup, molasses, nectars (e.g., peach nectar, pear nectar), pancake syrup, raw sugar, sucrose, sugar and white granulated sugar.* With these sorts of sugars hidden in everyday foods, it is quite easy to consume far more sugar than we realize.



The USDA says that the major food and beverage sources of added sugars for American are: *soft drinks, energy drinks, sports drinks, fruit punch, candy, cookies, cakes, pies, pastries and dairy desserts.* All of these foods are processed! Helping children understand that processed foods are very likely to contain hidden sugars, along with other ingredients like unhealthy oils and preservatives, is an important step in teaching them healthy habits. By talking about where whole foods come from and perhaps even gardening with your children (apples grow on trees, carrots grow underground, let's plant lettuce seeds in the soil!), children will be able to make sense of the difference between whole food and processed foods. Start early to help your child develop a taste for wholesome, unprocessed foods and they'll be more likely to reach for healthy snacks with natural sugar and less likely to experience the “added-sugar roller coaster”!

# *Positive Behavior Supports*

## Talking Transitions and Challenging Behaviors in Early Childhood Learning Environments

By Tara Glanton, M.A.Ed

As a Positive Behavior Classroom Coach in early childhood, I was oblivious to the importance of my daily planner until the day I forgot and left it at home. At that point, I realized two things: 1) never do that again, and 2) my day is full of transitions. I write down where I am going, who I am seeing, and what time I am to arrive. The way in which I manage those transitions determines how eventful my day will be. If I accidentally over-schedule or if I forget to delete a canceled event on the calendar, my routine can be thrown off and I will not know what is expected of me that day. In addition, I may become cranky, irritable, and frustrated because I failed to work smart.

Thankfully, I was able to translate the lesson I learned to help early childhood educators understand the importance of teaching transitions in their learning environment. Sometimes individual children have difficulties with transitions. Other times, the entire class or a group of children have difficulties with transitions. These difficulties may result in challenging behaviors and a stressful learning environment for both children and teachers. According to the Center on the Social and Emotional Foundations for Early Learning (CSEFEL, 2008), there are four ways to help with transitions:

- Decrease the number and length of transitions, or limit the number of transitions in which all children move at the same time.
- Structure transitions so all children understand the expectations (i.e. provide a warning sound, verbal and/or visual cue).
- Teach expectations so all children understand *each step* of the transition and allow them time to *practice*. Provide specific positive praise as they successfully engage in each transition.
- Provide support to individual children using visual cues, verbal prompts, and peer models.

Children need a consistent schedule and routine. Changes in either could trigger challenging behaviors and create frustration and chaos. Educators and caregivers who are able to modify the daily schedule in order to limit the number and length of transitions, structure and teach expectations, and implement strategies to help support individual children through difficult transitions, will enjoy a day full of teaching and learning.

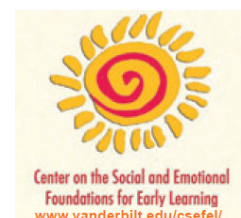
Reference: Center on the Social and Emotional Foundations for Early Learning (CSEFEL, 2008).

### Helpful Resources:

[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

[www.challengingbehaviors.org](http://www.challengingbehaviors.org)

[www.drjean.org](http://www.drjean.org) (transition cards)



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### **Open Office Hours 2011**

Mon: **Jan 31**, 6-7:00pm  
Mon: **Feb 28**, 6-7:00pm  
Thu: **Mar 31**, 6-7:00pm  
Fri: **Apr 29**, 6-7:00pm  
Tue: **May 31**, 6-7:00pm  
Thu: **Jun 30**, 6-7:00pm  
Fri: **Jul 29**, 6-7:00pm  
Wed: **Aug 31**, 6-7:00pm  
Fri: **Sept 30**, 6-7:00pm  
Fri: **Oct 28**, 6-7:00pm  
Wed: **Nov 30**, 6-7:00pm  
Fri: **Dec 30**, 6-7:00pm

Opportunity to use  
laminating machine and  
check out library resources

### **10/1/11 KAEYC Annual Conference, K-State University, Manhattan, KS**

*For more information visit [www.kaeyc.net](http://www.kaeyc.net)*

**9/7/11** - Creative Curriculum: Infants, Toddlers, and 2's: Setting the Stage 6-9pm at ERC office, \$15, register at [www.ercrefer.org](http://www.ercrefer.org) or call 785-357-5171

**9/13/11** or **9/22/11**, Standard First Aid, 6-9:30pm, Red Cross - 2518 Ridge Court, Meets OSHA First Aid Guidelines. 3 yr. cert, \$70 to register call 843-3550 or email [dgcoks@sunflower.com](mailto:dgcoks@sunflower.com)

**9/14/11** or **9/27/11**, Infant/Child CPR, 5:30-10:00pm, Red Cross - 2518 Ridge Court, \$70, to register call 843-3550 or email [dgcoks@sunflower.com](mailto:dgcoks@sunflower.com)

**9/17/11**, Signs & Symptoms of Illnesses, 9:30-11am, CC Licensing - 200 Maine Street, \$10pp/\$50 per center, Call Sara Bruman 843-3060

**9/20/11**, Conscious Discipline: Creating a School Family, 6:30-8:30pm, ERC office, \$10, register at [www.ercrefer.org](http://www.ercrefer.org) or call 785-357-5171

**9/28/11**, Uh, Oh! Gotta Go! Toilet Learning Tips, 6:30-8:30pm, ERC office \$10, register at [www.ercrefer.org](http://www.ercrefer.org) or call 785-357-5171

**10/13/11**, The Influence of Culture on Caregiving: MODULE (Part 1 of 2)  
6- 9:15pm, ERC office \$30, 6 hrs, Registration: Call 1-800-279-2372