

Child Care and Development Services



BEHAVIOR AND GUIDANCE

The word “behavior” describes how people react to the world around them, or to how they feel inside. The goal for educators is to support children in learning to manage their own behavior, even when an adult is not present. Educators can help equip children with the tools they need to eventually manage their own behavior. While children are learning how to use those tools, educators can offer them guidance by providing them with an environment that builds their self-development and social-emotional skills, fostering positive relationships, and modeling effective strategies for conflict resolution and managing emotions.



When working with infants, create a warm and cozy environment by placing pictures of the babies and their families on walls where infants can easily see them, and by using natural lighting and plants in the room. Build positive relationships with infants by maintaining eye contact, smiling, and using a calm tone of voice when you talk to them. You can model turn-taking in conversations by waiting for infants to kick their feet or babble in response before speaking again. Use infant’s names while talking to, or about, them and begin verbally labeling emotions. Taking the time to invest in building positive relationships with infants helps them develop social skills and learn that your guidance can be trusted.

Toddlers also need a cozy and uncluttered environment. Sometimes a toddler’s high level of energy, lack of language skills, hunger, or tiredness can lead to stressful behaviors like biting, hitting, or having a tantrum. While these behaviors are not desirable, they are a normal part of a toddler’s development. Support positive behavior in toddlers by keeping routines consistent, observing toddlers to see what might trigger a negative behavior, redirecting them

continued on page 4

TEACHING PEACE

A child who looks or sounds different than his peers, struggles in school, or is uncomfortable making friends is more vulnerable to being bullied. Help children discover that all people are unique and valuable by encouraging them to develop their empathy skills and celebrate the similarities and differences they see in others. Building tolerance in young children teaches them to live more peacefully in the world. Start by reading some of the following books, and invite children to share their thoughts.

- *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud
- *Stand In My Shoes: Kids Learning about Empathy* by Bob Sornson
- *Llama Llama and the Bully Goat* by Anna Dewdney
- *Heartprints* by P. K. Halliman
- *A Rainbow of Friends* by P. K. Halliman
- *Whoever You Are* by Mem Fox
- *The Colors of Us* by Karen Katz
- *Someone Special, Just Like You* by Tricia Brown
- *Families* by Ann Morris
- *Talk and Work It Out* by Cheri J. Meiners

WHAT'S INSIDE

reflective practice	2
caring for kids	2
child health	3
recipes	4
creative curriculum	5



SUPPORTING FRIENDSHIPS

Children can learn about tolerance, empathy, negotiation, compromise, and management of strong emotions by forming and maintaining friendships. Some children find it easy to form friendships, while others are more cautious. Educators can help promote friendships by planning activities that can be done in small groups, or in pairs, such as painting a mural or playing a game. Adults can also provide children with ideas for calming down and managing emotions, or facilitating children's negotiations when they are upset. Helping children talk to each other gives an opportunity to model conflict negotiation skills.

A thoughtfully designed environment also supports friendships. Build tolerance by choosing posters, books, and play materials for your program that reflect different cultures, lifestyles, and abilities. Give children the opportunity to experiment with social roles and life scenarios by making dramatic play available every day. Take time to reflect on how you can continue to support friendships and social development. Start by thinking about the following two questions for reflection from *The California Preschool Curriculum Framework, Volume I*:

- What things do you do to help preschool children manage the strong emotions that are often part of their friendships?
- What kind of information do you share with families about their children's preschool friendships? How do families help inform you about their child's relationships with friends?

Source: *California Preschool Curriculum Framework, Volume I* by the California Department of Education (Sacramento, 2010).

**SELF-REGULATION SKILLS**

Self-regulation is the ability to control impulses and respond appropriately to situations and people. When a child develops good self-regulation, she is able to be independent and manage her own behavior in a positive way. Self-regulation is an ability that grows over time because it is shaped from life experiences that begin in infancy and continue growing well into young adulthood.



Adults develop an infant's self-regulation through the use of positive interactions and consistent routines. For example, when an infant cries to signal discomfort, the caregiver's response creates a learning experience for the infant. If the caregiver approaches the infant, smiles, gently strokes her arm, and says in a pleasant voice, "I hear you crying; I'm here to help," then the infant learns how to soothe herself and wait for help. In time, the sound of the caregiver's voice alone will calm her cries because she will know help is on the way. The use of responsive routines is vital to building trust and self-regulation skills in infants.

Caregivers strengthen self-regulation skills by continuing to use consistent routines, offering opportunities to be independent, labeling emotions, and by role-modeling strategies for controlling behavior. For example, giving a toddler a spoon to feed himself builds independence. If he is hungry he might ignore the spoon and eat with his hands, but in time he will learn to be patient enough to use the spoon. Caregivers can role-model how to handle emotions in order to help toddlers manage aggressive impulses. For example, "When we feel mad we can stomp our feet!" Incorporating music such as "If You're Happy and You Know It" or "The Freeze" by Greg and Steve can also help toddlers learn to control their bodies and emotions.

By age four, children's experiences have taught them how to regulate much of their own behavior. This can be seen in their ability to share materials, take turns, and work cooperatively on a group project such as



RELEASE THAT ENERGY!

Children often spend a lot of time sitting down. Whether a child is sitting down in front of a television, computer, or with hand-held devices, the end result is pent up energy that can easily turn into aggression, especially when many of the games and images children see on these screens promotes violence. Being active can give children the opportunity to release that energy in positive ways, and it has the added benefit of keeping them physically and mentally healthy.

Engage an infant in physical play by placing her on her tummy with a toy just out of reach. Encourage her to roll and stretch towards the toy by moving it around while you talk to her. Another way to get an infant moving is to lay her on her back, place your hands under her calves, draw her legs upward, gently help her knees bend as you move them in a cycling motion. Allow toddlers to dance to music, move through an easy obstacle course of pillows and tunnels, ride push bikes, dig in sand, throw balls, run outside, and go for walks.

Make sure that preschoolers have plenty of time to play outside. If you notice that children's play seems to be too aggressive, guide them to play something structured with you like freeze tag, soccer, or Duck-Duck-Goose. When you see they are more focused, invite them back to free play. You can also plan outdoor activities such as obstacle courses, parachute play, moving to music with scarves or rhythm sticks, bike races, hula hoop contests, and water play.

School age children need time outside too. They can play hopscotch, jump rope, soccer, basketball, croquet, freeze tag, or they can dance to music. Studies have shown that children who engage in physical activity outside require less redirection inside. That means a more peaceful classroom for everyone. So get up, get out, and release that energy!

performing a puppet show. Adults can continue to support self-regulation skills by modeling strategies for handling conflicts and providing activities that strengthen children's self-control.

Try playing games like Red Light, Green Light, or Simon Says and continue using music where children listen (wait) and respond, like the song "B-I-N-G-O." Turn-talking activities such as obstacle courses, hopscotch, hand clapping games, and ball games also build self-regulation skills. By encouraging good self-regulation skills, you help build the foundation for positive behavior.



Source: "Self-Regulation: A Cornerstone of Early Childhood Development" by Linda Groves Gillespie and Nancy L. Seibel (NAEYC, July 2006).



NO-BAKE OATMEAL COOKIES

Children of all ages can enjoy helping to make these simple and delicious cookies. An adult can soften the butter in the microwave or on the stove top, but after that there is no heat required. This cooking activity helps children develop fine motor skills, math skills, and literacy skills. Make sure to ask children questions about how the dough looks and feels, and what they smell and taste.

Make sure children thoroughly wash their hands before starting. Allow children to pour ingredients in the bowl, take turns mixing with their hands, and help roll the dough into balls to make these tasty and healthy treats. This recipe makes about 24 cookies, depending on the size.

Ingredients:

- 2 cups rolled oats
- 3/4 cup white sugar
- 3 tablespoons unsweetened cocoa powder
- 1 tablespoon water
- 1/2 teaspoon vanilla
- 2/3 cup of softened butter
- 1 cup confectioners sugar

Instructions:

1. In a large bowl, combine the oats, sugar, and cocoa.
2. With clean hands, mix in the water, vanilla, and butter to form a dough.
3. Wash your hands again.
4. Roll the dough into balls that are 1 to 2 inches in diameter.
5. Roll balls in confectioners sugar until they are thickly coated.
6. Chill the cookies for 20 minutes before serving with milk or soy milk.

Source: allrecipes.com



BEHAVIOR AND GUIDANCE continued from page 1

to other play areas when they are acting inappropriately, encouraging the use of language, labeling emotions, and by modeling correct behaviors.

For example, if you notice a toddler tends to bite when others are too close, help her move to another area when the space she is using becomes too crowded. Talk, sing, and read to toddlers throughout the day in order to help them develop more proficient language skills, and model appropriate social skills like saying “please,” or using “soft touches” with friends. If a toddler engages in a tantrum, make sure the area is safe, place a comfort item (blanket/stuffed animal) near her, acknowledge her feelings (“I can see that you feel angry.”), then give her space and wait for her to calm herself down. Once she is calm, sit next to her, and let her know that she did a good job of calming down, and that now you would like to talk. Ask her why she was upset and help her find a better way to express her feelings and solve the problem.

Children ages three and up have acquired more language skills and are able to communicate their needs and wants more clearly. Select books and materials for the environment that help children learn about identifying emotions, showing kindness, solving conflicts, and respecting others. Ask parents to create a family poster with their child that can be posted in the classroom, and display photos or pictures of procedures like hand-washing, and the daily schedule so that children have visual cues to remind them of your expectations.



Teach children techniques for calming themselves, like taking deep breaths, or holding a comfort item. Then you can remind them of those coping skills when they become upset. If two children are having an altercation, step between them and get both children calmed down before trying to facilitate them talking it out. Keep things positive by managing behavior with redirection (guiding a child to another area or activity) and logical consequences (losing a privilege directly related to the behavior, such as having to leave the sand box for throwing sand).

Children are more likely to pay attention to their own behavior when they feel like a community. Build a sense of community by holding class meetings to make decisions about what the dramatic play area will be next, or to solve a problem like “what can we do so we all remember to put our jackets away?” Give children the opportunity to work on solving problems themselves, with you playing the role of mediator. This will help them feel more confident and empower them to work on changing negative behaviors. Remember to keep your mindset and the children’s mindset positive by praising desirable behavior and accomplishments daily.

Source: *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms* by Dan Gartrell (Cengage Learning, 2003).

Creative Curriculum



Children learn about themselves and the world every day through their play. Plan one of the following activities and support children as they grow, develop, and learn through play.

PLAYFUL LEARNING

BODY PARTS RHYME

Age group: Infants

What you need: Yourself and an infant.

What you do: Say the following rhyme as you gently pat each of the infant's body parts mentioned. *Here are your fingers, here are your toes. Here is your chin, and here is your nose. Here are your eyes, and here are your ears. Here are your knees, and your belly is here!* As infants grow into toddlers and begin talking, they can say the rhyme with you and point to their own bodies.

What they learn: Gentle skin to skin touch helps infants build a relationship with you, helps them be more aware of their bodies, and strengthens their overall well-being. By making eye contact with infants, smiling, and talking to them, you also support their social skills and language development.



PILLOWCASE SURPRISE

Age group: Toddlers

What you need: One pillowcase, six to ten adult sized athletic socks, six to ten small (but safe) toys such as wooden blocks, plastic play food, rattles, or other toys.

What you do: For young toddlers, place the toys directly in the pillow case. Encourage the toddler to pull out and explore each toy. She might simply dump all the toys out and put them back in. For older toddlers, place one toy in each sock and place all the socks inside the pillowcase. Invite the toddler to pull out a sock. Describe what she feels as she explores the sock. Eventually she will notice there is an opening and try to remove the toy. After all the toys have been revealed you can replace them, or change them, and start over. Make the Pillowcase Surprise activity available until the toddler loses interest.

What they learn: Toddlers practice using large and small muscles to manipulate objects. The repetitive nature of this activity offers toddlers the opportunity to practice grasping, squeezing, pulling, and pushing skills until they are mastered. This activity also provides the chance to have conversations and introduce new vocabulary.

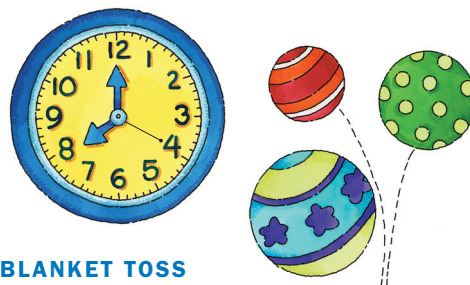
BUILDING FORTS

Age group: Preschool

What you need: Four chairs, four heavy books, and a large bed sheet (flat), or blanket. Optional: check with your local library for the children's book *The Fort that Jack Built* by Boni Ashburn.

What you do: Explain to children that you would like them to help you build a fort. Invite them to help you arrange the four chairs so that the backs of two chairs are facing the backs of the other two chairs. Place the sheet over the chairs. Have the children help slowly pull the chairs apart until the sheet is hanging a little bit over the seats of the chairs. Ask children to place a book on the seat of each chair to hold the sheet in place. Invite them to play in the fort using available dramatic play materials. Extend this activity by asking children what else they could use to build a fort, and have them draw designs for their forts.

What they learn: Children learn to work cooperatively in order to achieve a common goal, practice estimating distance, develop spatial awareness, and engage in creative dramatic play.



BEACH BLANKET TOSS

Age group: School Age

What you need: A large beach towel or king sized pillowcase, inflatable beach ball, a clock or watch with a second hand, and 2 or 3 children.

What you do: Spread the beach towel out on the ground and place the beach ball in the center. Ask a child to stand on each end (short side) and grab a corner in each hand. The children can then lift the towel and step back until it is stretched tightly. They can then raise or lower their arms to throw and catch the ball with the towel. The third child (or adult) can time how long they can keep the ball off the ground.

What they learn: They practice working as a team, develop spatial awareness, use gross motor skills, and work on their visual tracking.

For more than a century, Children's Home Society of California (CHS) has adapted to the changing needs of children and families. Since 1891, CHS has worked diligently to protect our community's children and strengthen their families through diverse programs and services.

The mission of CHS is to reach out to children and families at risk with a range of services to ensure every child the opportunity to develop within a safe, healthy, and secure environment.

To fulfill our mission, CHS provides a variety of services to children and families in California and nationwide, working to improve their quality of life by offering vital information, educational, and resource services, which include Community Education, Child Care and Development, and Family Resource Services. Along with helping children and their families, CHS is an expert resource for child care providers, other social service agencies, and government agencies at the local, state, and national level.

© 2015 Children's Home Society of California
Funded by California Department of Education –
Early Education and Support Division

Children's Home Society of California's (CHS) Resource and Referral (R&R) Program provides child care referrals to parents within CHS's designated service area to all parents requesting services regardless of income level or other eligibility requirements. Referrals are provided to parents based on their specific needs. CHS refers to child care centers, license-exempt child care centers, and licensed family child care homes.

In order to promote quality child care for children, CHS will:

- Assist parents seeking child care, but will not make recommendations.
- Provide written information about selecting quality child care.
- Recommend that parents visit facilities before making a decision.
- Inform parents of their right to review licensing information about providers.
- Maintain confidentiality of all information received from the parent.
- Not discriminate against any individual or group based on race, creed, religion, national origin, sex, age, handicap, or income.

CHS reserves the right to discontinue referrals to a provider when:

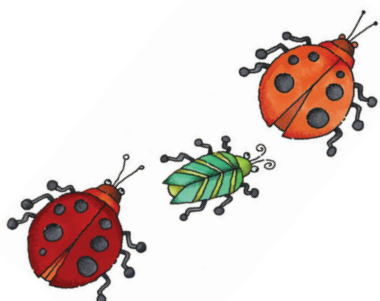
- Licensing, law enforcement, or another regulatory agency has substantiated a complaint involving the health, safety, or personal rights of children; or actions that would impact the care or services to children.
- CHS is informed of an ongoing investigation regarding the health, safety, or personal rights of children; or actions that would impact the care or services to children.
- CHS has received a complaint regarding the health, safety, or welfare of a child and CHS is waiting for a response from the local licensing agency regarding the results of the complaint.
- The provider has been issued a probationary license or a corrective action plan.

CHS will notify the provider in writing when it is determined that CHS will discontinue referrals to the provider because of one of the above items.



Address Service Requested

If you would like additional copies of this newsletter to share with parents or other child care providers, please visit our website at www.chs-ca.org/child-care/ppn.



Non-Profit Org.
U.S. Postage
PAID
Los Angeles, CA
Permit No. 32415

