



Child Care News

Farewell

We are delighted and disheartened to announce the retirement of Monica Thomas. Monica has had a significant and sincere impact on the early childhood community and specifically Catawba County. Monica has been an outstanding addition for more than 15 years. Monica joined the CRC on September 1, 2010. her service and dedication is a true inspiration to us. We are indebted to her vision, and commitment to The Children's Resource Center and the early childhood community for propelling the quality, success, and sustainability of The CRC. While we accept her bittersweet departure, her two beautiful granddaughters welcome their treasured Nana with elation! We prefer "farewell" or "see you later" because we refuse to say goodbye.

Microsoft

Volume XVI Issue 1

Summer 2016

In this Issue :

- Farewell
- Summer Slide
- Summer Time Fun
- The Biting Battle
- Be on the look out for...
- Baby Talk
- Inspector's Spot
- Suggestions Please!



THE ACHIEVEMENT GAP

The achievement gap between children from high- and low-income families is roughly **30 TO 40 PERCENT LARGER** among children born in 2001 than among those born twenty-five years earlier.¹



"...EDUCATION IS A WAY OUT OF POVERTY — BUT POVERTY IS ALSO A HINDRANCE TO EDUCATION."²



Parents with the means invest more time and money than ever before in their children while lower-income families, which are now more likely to be headed by a single parent, are increasingly stretched for time and resources.³

LOW-INCOME YOUTH LACK OPTIONS IN THE SUMMER, and sometimes come to the library because it's air conditioned.⁴



FOR EVERY ONE LINE OF PRINT READ BY LOW-INCOME CHILDREN, MIDDLE-INCOME CHILDREN READ THREE.⁵

What Happens to Children DURING THE SUMMER?



During the summer months, disadvantaged children tread water at best or even fall behind. It's what we call

"SUMMER SLIDE"

while better off children build their skills steadily over the summer months.



SUMMER LEARNING LOSS

accounts for about two-thirds of the ninth grade achievement gap in reading.⁷

How Summer Learning Can Help CLOSE the Achievement Gap.

SUMMER LEARNING PROGRAMS TARGETED TO LOW-INCOME STUDENTS

can help close the achievement gap that has been attributed, at least in part, to cumulative learning loss during the summers and that has been shown to be steeper for low-income students than for others.



Longitudinal studies indicate that **the effects of summer learning programs endure for at least two years after participation.**⁶

¹ New York Times, Feb. 9, 2012, Education Gap Grows Between Rich and Poor, Studies Say. Sean F. Reardon, Stanford University. Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children. ² Peter Edelman, Professor of Law, Georgetown Law Center, Huffington Post, *Reinvigorating the American Dream: A Broader Bold Approach to Tackling the Achievement Gap*. ³ *Gains and Gaps: Changing Inequality in U.S. College Entry and Completion*, Martha J. Bailey, Susan M. Dynarski. ⁴ *Making Summer Count: How Summer Programs Can Boost Children's Learning*, RAND Corporation 2011. ⁵ *Lasting Consequences of the Summer Learning Gap*, Karl L. Alexander, Doris R. Entwistle, and Linda Steffol Olson, American Sociological Review 2007. Additional Sources: The Achievement Gap, Education Week, Aug. 3, 2004. Annie E. Casey Foundation 2011.



It's officially Summer, which means free time and excitement for children and planning for parents and families. The Children's Resource Center is here to help with your summer child care needs and we also offer great resources and options for summer fun!

5 Steps to Choosing Summer Child Care :

- **Look.** Explore all types of care options - family child care, centers, parks, and recreation departments, community - based organizations, school districts and day or overnight camps. Visit several programs Do they look safe? Does the staff enjoy talking and playing with the children? After you start using a program, continue to go back & visit.
- **Check.** How long has a program operated? What percentage of children return each year? Is the program certified or accredited by a professional association? Check references from parents who have used the program.
- **Count.** Count the number of adults and the number of children they will each be supervising. Be certain there are enough adults to supervise all of the different activities that are planned.
- **Ask.** Ask your child what types of programs he or she would like. Involve kids in the decision making. Look for programs that focus on their interest. Ask about the training and experience of all adults who will be with your children. Do they have first aid and CPR training? Are their discipline policies compatible with your philosophy? Are children able to choose among activities? What do the adults know about child development? How will they encourage your child's independence and build self-esteem?
- **Be Informed.** Find out about efforts in your community to expand and support summer child care options.

Source: [www. ChildCareAware.org](http://www.ChildCareAware.org)



For a complete list of Sports Camps
please call the
Children's Resource Center
828-695-6565 or refer to
www.charlotteobserver.com/local-search "summer
camps"

TIPS for Biting

Have you ever received a phone call from your child's teacher notifying you that a child has bitten him or that your child has bitten? For many families, it is a very shocking and disturbing behavior and they want it to stop! The good news is that it is a normal stage most young children go through and will eventually grow out of it.

In the meantime, there are many reasons why children bite and we must understand the reasons before we can take the first step in changing their behavior.

- Teething - when children are teething, applying pressure to the gum area is very comforting to them, even if it means to bite another person. You can help them by providing cold teething rings, cold washcloths, etc.

- Frustration - biting may occur when children encounter too little space, too many challenges/demands or just situations they can't handle. Notice when a child is becoming frustrated and be ready to intervene by providing assistance and/or giving the child the words to express his or her feelings.

- Experimental - when given a toy or other object, one of the first places that an infant/toddler puts it is in their mouth. Tasting, gnawing, and mouthing things are something that all children do.

Many children bite and mouth simply to explore. When this occurs, we should communicate to them that it is not "OK" to bite people. "No, " or "No bite," would be an appropriate response. Also, offering them appropriate items to bite may help in this situation. Stress - biting is one way toddlers assert themselves, express their feelings and relieve tension. At this age, they do not yet have the verbal or reasoning skills to negotiate or understand another person's point of view. There are activities that will allow children to relieve tension in appropriate ways, such as pounding play dough, experiencing water play or exploring other sensory activities. Consistency in mealtimes, bedtimes, etc. will also help.



TIPS for Biting

What should we do when biting occurs?

- Remain calm. Avoid a dramatic or negative response.
- Give immediate attention and comfort to the victim first. Clean the wound with soap and water.
- Create distance from the child who bit from the child that was bitten.
- Talk to the biting child. Point out the effect of biting. What can we do to prevent biting?
- Chart the behavior of children who bite to get an idea of times and a situation when biting occurs.
- Change the environment, routines, activities, etc. if necessary.
- Help children to communicate and verbalize feelings.
- Provide close supervision.
- Redirect children to more acceptable behaviors.
- Provide positive reinforcement for appropriate behavior.
- The children's safety should be first. Programs should provide first aid as well as comfort and support to any child who is bitten.
- Developmentally appropriate environment/activities for their children should be provided.
- Children who are biting for any reason should be taught more appropriate ways to channel their behavior.
- An incident report form should be completed.
- The appropriate family member of the child who was bitten and the biter should be notified, keeping the identities of all children confidential to avoid labeling or confrontations.
- Families should be provided with current information and resources on biting.
- Families should be informed of specific steps that are being taken to address biting and explain the reasoning behind those steps.

What are inappropriate actions to a biting child?

- Expelling or de-enrolling child from the program.
- Inappropriately moving child into older classrooms.
- Biting the child back.
- Making the child taste items that are sour or spicy.

Whether or not your child bites frequently or infrequently, you will want to work with your provider to determine the reason for biting and potential solutions. Consistency between home and the early childhood setting will help your child understand that biting is not an acceptable behavior. In most cases, biting decreases when family members and the provider react the same using the same behavior management techniques.

Dealing with Biting - con't © 2006, Child Care Resources Inc. (rev. 2012)



Be on the look out for...



How to Handle Hard to Handle Parents

Start at any time of day, any day of the year!

When YOU want it! When it's convenient for YOU!

Log in & log out as often as you like, whenever you need!

Southwestern
CHILD DEVELOPMENT
COMMISSION

Sylva, North Carolina
828.586.5561

Have you ever been confronted by a parent? Have you ever wondered, "Why is this parent yelling at me?" Have you ever thought, "no wonder the child acts the way they do!" From time to time all staff will be faced by a difficult, demanding, or overbearing parent. From behaviors such as challenging teaching styles to accusations of bullying; some parents can be very intimidating or even aggressive.

Plan ahead with your yearly CRC training calendar.





Baby Talk

Issue No. 61 June 2016

Infants, Toddlers, and Screen Media

In this article, author Shannon Lockhart reminds us of the negative and permanent impact excessive screen use has on young children. She reports that "the effects of media on children's learning and behavior is so profound that the American Academy of Pediatrics states that no child under the age of two should be exposed to screen media." Read more at <http://www.communityplaythings.com/resources/articles/2016/children-and-screen-media>

Why Interaction Must Come Before Language Every family member is eager to hear their child use words and start putting sentences together. But did you know that the road to successful communication begins long before children start using words?

<http://www.hanen.org/Helpful-Info/Articles/Why-Interaction-Must-Come-Before-Language.aspx>

Five Essentials to Meaningful Play When you think back on your childhood, what happy play memories come to mind? Adults today tend to think back on their childhood play memories with nostalgia and often call them the "good old days." Are our children experiencing the same kind of joy and meaning in their play? Here are five elements essential to meaningful play that create those rich memories we treasure.

<http://families.naeyc.org/learning-and-development/child-development/five-essentials-meaningful-play>

How Reading to Babies Turns Babble Into Language Reading to babies does more for language development than playing with toys or puppets. More back-and-forth interaction could be the reason why, a new study finds. Researchers looked at how mothers responded to their 12-month-olds during book reading, puppet play, and toy play. They found that the babies made more speech-like sounds during reading than when playing with puppets or toys. They also discovered mothers were more responsive to these types of sounds while reading to their child than during the other activities. Read more at <http://www.futurity.org/babies-reading-language-interaction-1089182/>

New Research Ends an Age-Old Debate: Will You Spoil Your Baby If You Pick It Up Each Time It Cries?

New research points to cuddled children growing up to be healthier, less depressed, kinder, more empathetic, and more productive adults. Read about why snuggles matter at <http://kfor.com/2016/02/01/new-research-ends-an-age-old-debate-will-you-spoil-your-baby-if-you-pick-it-up-each-time-it-cries/>

Practice Makes Perfect: Switching Between Languages Pays Off

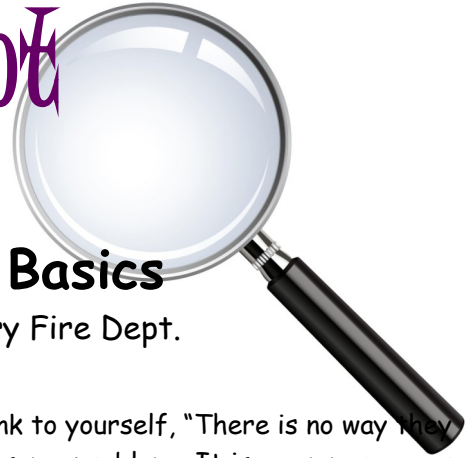
Bilingual children are better than monolinguals at a certain type of mental control; children with more practice switching between languages have even greater skills. Bilingual speakers can thank the sometimes-arduous practice of switching from one language to another for this skill. You can read more at <http://www.concordia.ca/news/media-relations/news/media-relations/news-releases/cunews/main/releases/2016/02/03/practice-makes-perfect.html>

Baby Talk is a free, one-way listserv that is distributed monthly. Each issue features resources that are high quality, readily available and free. To join the listserv, send an email **with no message** to

subscribe-babytalk@listserv.unc.edu To suggest resources, please contact

Camille Catlett at camille.catlett@unc.edu

Inspector's Spot



Child Passenger Safety Basics

By: Thomas Raper, Fire Inspector - Hickory Fire Dept.

Ever been watching your kids as they arrive and depart your center and think to yourself, "There is no way they are safe in that seat"? Many child care workers have been faced with that same problem. It is a common occurrence that children are not riding safely, but what can you do about it?

SCHEDULE a car seat check for your center. Contact Safe Kids Catawba County at (828) 485-2300 ext. 6204, and ask how you can have a free car seat check event hosted at your facility.

REFER your families to a local car seat checking station. In Catawba County, seats can be checked **BY APPOINTMENT ONLY** at the following locations:

CVMC Health First Center, (828) 485-2300 ext. 6204

Hickory Fire Department, (828) 261-7288

Catawba County EMS, (828) 464-1575

Early Childhood Support Team, (828) 695-6595

St. Stephens Fire Department, (828) 256-2375

Claremont Fire Department, (828) 459-9296

EDUCATE your families by talking to them nicely about making sure their seat is safe. Remember, children should be in a seat that is appropriate for their size and age. BY LAW they must be in a seat until they are 8 years old or 80 lbs and **MUST** be in the backseat until 13 years old.

LEARN about seats. Educate you and your staff on car seats and what to look for. For a presentation to your staff on car seat safety, contact Safe Kids Catawba County at (828) 485-2300 ext. 6204.

By educating yourself, staff members and parents on car seat safety, you are helping everyone to make it home safe and happy.

For more information, or if your center would like fire extinguisher or safety training, contact the following:

Catawba County Fire Marshal's Office at 828-465-8238

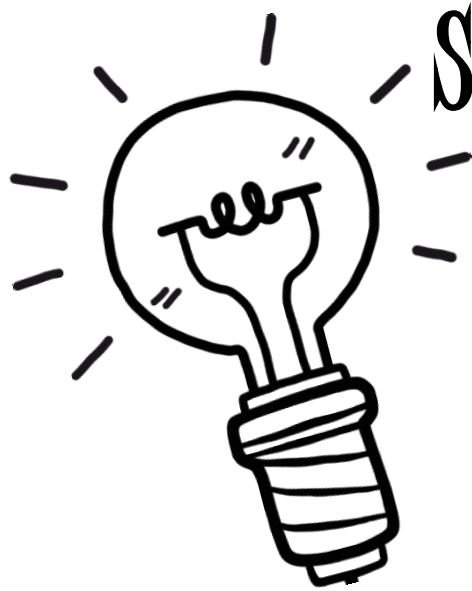
Conover Fire Department at 828-464-1295

Hickory Fire Department at 828-323-7521 or 828-323-7522

Newton Fire Department at 828-695-4334

If you have questions for fire inspectors or educators, contact Terri Byers at 828-323-7521, or

email: tbyers@hickorync.gov



SUGGESTIONS PLEASE

**WE NEED
YOUR HELP**

Share any concerning
interest, current events, or topics
that you would like to see in
future newsletters.

Email La'Gentry Ross

@

lross@catowbacountync.gov

HOW CAN
WE HELP
YOU?