

Hello Newsletter Subscribers!

Welcome to this month's issue of the Better Kid Care E-Newsletter - *A newsletter for those caring for children.*

 **Notable Quote:** "If you value perseverance, attention span, and stick-to-itiveness, be sure not to interrupt a busily absorbed toddler or two-year-old unless you absolutely have to." ~ Polly Greenburg

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Tips for Early Educators and Practitioners

Measure me

"October is a great time of year to measure the children. We like to use string or yarn, since the children can manipulate this well. Those who want to be measured find a partner or ask an adult to see how tall they are using string. We lie down on the floor and have one or two friends stretch the string from the tip of the head to the very bottom of the feet. We then put masking tape on the string with the child's name and hang them on the wall. We like to have a measurement chart with numbers and measurements in inches and feet for comparison. We come back to this activity every few months, or whenever the children are interested to see growth. The children often end up measuring many things in our room, outside, etc. We hang these measurements up, too.

We also partner this activity with body tracings on large butcher-style paper or rolls of paper. We trace the child lying down and try to get a good outline of the clothes, shoes, hair, etc. We then photograph them so they can use this as a reference to paint their image of themselves later. We give lots of time to work on this project and even encourage the children to experiment with mixing paint colors. We have also enlarged photographs of their faces and added them to the body tracings." ~ *Early educator from Monument, Colorado*

Feature Article



Self-Regulation: Searching intentional practices - Part 1

by Christine Belinda

The following is Part 1 of Self regulation: Searching intentional practice. Part 2 will be in the BKC 2007 November E-Newsletter.

Researchers believe that most children are born with the ability to acquire self regulation skills. Self regulation has many definitions for children: ability to gain control of their body and its functions, ability to manage emotions, ability to focus and pay attention, and ability to control impulses. As early educators know, this is one of the most complex skills to develop and is individual to each child.

The stages of infancy through early childhood have proven to be critical in developing self regulation. Although most children acquire self regulation through positive early experiences, experts suggests that self regulation is a skill that needs guidance or to be taught. With these concepts in mind, what intentional practices can support self regulation?



Searching intentional practices

With a basic understanding of what self regulation is, early educators can begin to look at each child's overall development to determine what practices may work.

- **Children need secure, attentive, nurturing, predictable adults.** Infants and young children rely on predictable, nurturing care from adults in their lives. This relationship sets the foundation whereby children become aware that their needs are met; therefore they can feel joy, comfort, and low levels of stress.

Intentional practice: Along with meeting basic needs, try singing soothing songs to infants and very young children. Spend snuggle time reading with toddlers and preschoolers. Incorporate eye contact, gentle touch, conversation, and listening. When you cannot get to a child's need right away, let her know that you hear her and will help her soon. "I hear you calling to me, Josie. I am changing Daria's diaper right now, but I will come to you as soon as I'm done. Let's sing our turtle song while we wait."



- **Children need adults to understand temperament.** Every child has his own unique way of "being." Temperament describes characteristics that are displayed consistently. It is important to understand each child's specific temperament and adjust yourself to that temperament. Some temperaments may be challenging to you. Reflect on your feelings and explore how best to support the child.

Intentional practice: Consider adjusting yourself, the environment, or the experience to best help the child. For example, a very shy, quiet child may not like a lot of attention drawn to them with big "hellos" for the start of the day. Soften your voice and show a warm smile; key into their signals. Parents are a great resource to help you understand their child's temperament and what might help.

- **Children need adults to know the importance of "self talk."** When you hear young children talking out loud (usually to themselves), this is a good sign that the play or experience is interesting to the child and is not too frustrating. As children develop, they will use this type of self talk silently in their head.

Experts have noticed that children with self-control problems often don't show self talk. This important private speech helps children communicate with themselves, connecting conscious thought (awareness and planning).

Intentional practice: Prompt self talk by asking open-ended and problem solving questions such as, "I need to have the color turquoise for my painting, but we don't have it. What should I do?" Also, talk out loud about what you are doing: "I'm going to have to stop playing and go wash the apples for snack. Then I'll have to cut them. I'll need to think how many apples I will need. One, two, three..."



Searching intentional practices that guide and encourage self regulation adds not only to quality care, but to helping each child learn to take care of herself. As with most development, gaining self regulation skills takes time. We all need self regulation in being part of a family, community, or society. How wonderful (and powerful) it is that early educators can contribute to a child's development of self regulation by being well attuned to the child, meeting his needs, and planning thoughtful, intentional practices.

Be sure to read the November 2007 BKC E-Newsletter for Part 2 of Self regulation: Searching intentional practices. Find more information about self regulation and child development, environment, and self awareness.

Distance Education Highlights

New! We've added **more new one-hour** Web-Based Distance Education lessons! Click on the title links below to preview lessons before registering.

[Home Spun Art](#)

[Supporting Children's Families](#)

[Powerful Communication with Parents](#)

[Get Kids Talking](#)

To view a complete listing of **all** distance education lessons and additional information and resources, visit the [Better Kid Care Distance Education](#) page.

Health and Safety Tips

Children and the Flu Vaccine

The single best way to protect against the flu is to get vaccinated each year. The Center for Disease Control recommends that healthy children age six months up through their fifth birthday, their close contacts (people who live with them), and out-of-home caregivers (nannies, child care providers, etc.) should get a flu vaccine. This expands last year's recommendation to *now include* vaccination for children two years old up to their fifth birthday this flu season. In addition, CDC also recommends influenza vaccination for any child from six months to eighteen years of age with chronic health problems.

The best time to get vaccinated is October or November. Children six months to nine years of age getting a flu shot **for the first time** will need two doses of vaccine the first year they are vaccinated, with the first dose ideally in September. The second dose should be given twenty-eight or more days after the first dose. The first dose "primes" the immune system; the second dose provides immune protection. Keep this in mind if your child needs the two doses—begin the process early! It usually takes about two weeks after the second dose for protection to begin.

There are two types of vaccines. **The flu shot** is approved for use in people older than six months, including healthy people and people with chronic medical conditions. **The nasal-spray flu vaccine** is approved for use in healthy people two through forty-nine years of age who are not pregnant.

For more information about influenza, including links to fact sheets in many languages, go to www.cdc.gov/flu/

Turn the Page

Great Books to Read with Children

How do you feel today?



The Quarreling Book, by Charlotte Zolotow, published by HarperTrophy, ISBN 0064430340. Did you ever have one of those days where the whole family seems to be quarreling? Read and find out what changes this family's bad mood.

Tickle, Tickle, by Helen Oxenberry, published by Little Simon, ISBN 0027690202. Many faces of happy babies enjoying playing in the mud and with each other.

Knuffle Bunny: A Cautionary Tale, by Mo Willems, published by Walker Books Ltd, ISBN 1844280594. Trixie is enjoying a grand day with her dad until she discovers she's left her beloved Knuffle Bunny behind.

Noisy Nora, by Rosemary Wells, published by Puffin, ISBN 01405677283. Nora is feeling ignored. Hmm...what will she do to get her parents' undivided attention?

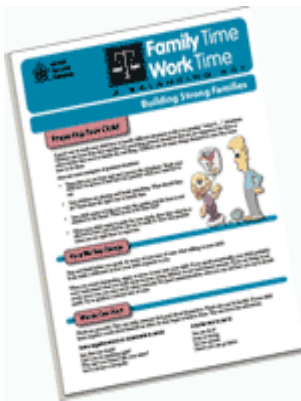
The Big Orange Splot, by M. Daniel Pinkwater, published by Scholastic paperback, ISBN 0590445103. Did you ever see a seagull spill a can of orange paint on a house? Well, in this story, it really happens. Find out what happens with Mr. Plumbean and all his neighbors and the big orange splot.

Matthew and Tilly, by Rebecca Jones, published by Puffin, ISBN 0140556400. Good friends do a lot together; play, ride bikes, share treats, and even have disagreements. Matthew and Tilly have a disagreement over a broken purple crayon. Will they still be friends?

For Your Families: Family Time / Work Time

Are you looking for articles to share with your families? Do you need information for your parent/family bulletin board? [Family Time / Work Time](#) shares easy-to-read articles for busy parents and caretakers with a focus on *Building Strong Families*.

You are welcome to print and share these publications with your friends, family, and other child care providers.



Preparing Your Child by Nancy Wilson

Teach your child how to handle different situations in life by practicing "What if..." situations. Children can learn from their mistakes by practicing pretend situations that are not dangerous for them or others before they need to handle the real thing. Children can do many things themselves once they learn how to do them.

To read more about the preparing you child, [click on the picture icon](#),

Better Kid Care Satellite Season 2007-08:

October 11 -- Problem Solving with Children

Welcome to the 2007-08 satellite season! Satellite workshops offer opportunities for child care providers to learn from experts and to share their experiences with other child care providers nationwide. Professional development hours are available. Mark your calendars now with the following dates and topics:

October 11, 2007

Problem Solving with Children

Professional Development Code K2C1 / Topic Code 21 / CDA 3

Hitting, grabbing, pushing, and biting: how do children learn to play nicely? Children can learn to solve their own problems, but they need adults to teach them how to do it.

More 2007-08 Satellite Dates and Topics!

December 13, 2007

Math for Every Age

Professional Development Code K2C1 / Topic Code 17 / CDA 2

If you're able to add 1 + 1 and get 2, you can do math with children. Learn what young children understand about math at each age and simple math activities to do with infants, toddlers, and preschoolers.

March 13, 2008

Science for Young Thinkers

Professional Development Code K2C1/ Topic Code 18 / CDA 2

You don't have to be a rocket scientist to help future scientists learn the basics. Find out how to make science activities really fun for children and adults.

May 15, 2008

Improving Transition Times

Professional Development Code K2C2 / Topic Code 13 / CDA 1

Moving from place to place, activity to activity, is often filled with tears, screaming, and tantrums. Learn how you can smooth transitions to make them productive, fun times for children and stress free for adults.

Visit the [Satellite Workshop](#) link for more information.

Missed a show? Visit the [Past Satellite Workshop](#) page to view video online. If you live in Pennsylvania, contact your [local extension educator](#) for information to attend a workshop in your area. Outside Pennsylvania view [Out-of-State Information](#) link.

Professional Development Highlights

Interested in professional development opportunities? Take a look at the following professional development training available for early childhood practitioners:

- **October 10 - 12** - Early Learning: Creating a Foundation for the Future, PACCA 2007 conference, The Penn Stater Conference Center Hotel, State College, PA
- **October 17** - Pre-K Now 2007 National Satellite Conference: Raising the Profile of Pre-K: A National Strategy Session Questions: 12:30-2:30 p.m. ET, contact Diane Barber at 717-236-5680, ext. 210
- **October 19** - Using the Kindergarten Standards and Scheduling your Kindergarten Day, 8:30 - 3:15, Harrisburg PaTTAN, contact Carolyn Gallo cgallo@state.pa.us
- **October 26** - Success by 6: Building Blocks for Success Symposium, Ambassador Conference Center, Erie, PA <http://www.earlyconnectionserie.org/annual-symposium>
- **October 27** - Early Care and Education Professional Development Conference in Snyder County, PA 570-966-8194 e-mail mmm46@psu.edu
- **November 3** - Pike County Fall Professional Development Conference; Managing Conflict and Diversity Means Differences Among People, Milford, PA 570-296-3400, pike.ext@psu.edu
- **November 3** - Healthy Child, Whole Child, Monroe County AEYC 570-422-2891, e-mail mielejd@ptd.net
- **November 3** - Northwest Key Professional Development Day, Mercer, PA 800-836-9615
- **November 7 - 10** - NAEYC (National Association for the Education of Young Children) Annual Conference and Expo, Chicago, IL <http://www.annualconference.naeyc.org/>
- **November 7 - 10** - 69th National Council on Family Relations Annual Conference, Pittsburgh Hilton, Pittsburgh, PA 888-781-9331, ext. 15 <http://www.ncfr.org/conf/current/annual.asp>
- **November 29 - December 2** - Zero to Three 22nd National Training Institute, "Imagining a Better Future," Orlando, Florida, www.zerotothree.org
- **December 6 - 7** - Pennsylvania Head Start Association Fall Conference, Harrisburg, PA www.paheadstart.org

For more professional development opportunities, visit the [PA Keys](#) online calendar.

CDA News! (Child Development Associate credential)

Get CDA Support!

Call Better Kid Care today at 800-452-9108. Talk with someone who can help you get started in the CDA credential process. E-mail your CDA questions to Christine at crb16@psu.edu. Visit the Better Kid Care [What is the CDA?](#) link for more information

Coming soon from the Council for Professional Recognition! To keep pace with the accelerated demand for teacher qualifications, the Council will launch a new online CDA assessment option that will facilitate candidate assessments. This option will mirror the existing CDA assessment system and allow candidates to submit applications and complete assessments using personal computers.

To access this option, candidates must meet all eligibility and documentation collection requirements as outlined in the CDA Assessment System and Competency Standards book specific for their credential types. Candidates will gain access to the online application screen via the Council's Web site. Upon approval, candidates will complete the Early Childhood Studies Review and CDA Situational Assessment. The Council will then review the results to issue credentialing based on competence in meeting the CDA Competency Goals and Functional Areas.

This streamlined process will offer an alternative to the existing paper-based assessment system. Stay tuned for more to come about this new exciting option. Visit the Council's Web site at www.cdacouncil.org and look for the Council at the NAEYC annual conference in Chicago this November (www.naeyc.org).

CDA assessment scholarships are available! Scholarships to help practitioners pay for the CDA assessment fee are available through the T.E.A.C.H. Scholarship program. The CDA assessment scholarship pays for most of the cost of the CDA assessment fee, and provides a \$200 bonus upon earning the credential. It requires a six-month commitment from the recipient to either the employer or child care field, depending on the model selected. Practitioners can apply for this scholarship regardless of how they earned their CDA Professional Development Hours (credit or non-credit) and do not have to be sponsored by their employer.

Eligibility requirements include employment in a Department of Public Welfare (DPW) certified child care program (STAR 1 or higher) and a commitment to remain in early childhood education. T.E.A.C.H. CDA assessment scholarships are available for any CDA candidate who has already applied and/or will be applying for the credential between July 1, 2007 and June 30, 2008. CDA assessment scholarships are funded by the Department of Public Welfare (DPW) and the Office of Child Development and Early Learning (OCDEL.) For more information or to request an application, call (877) 51-TEACH or visit <http://www.pacca.org/TEACH/index.htm#download>.

Better Kid Care Resources

Better Kid Care Kit

Need ideas in your work caring for children? When you enroll in the Better Kid Care Program and sign up for the Better Kid Care Kit, family child care providers will receive several free publications in the mail. Family home child care providers will also receive [The Basics of Caring for Children in your Home](#) notebook to organize and store your Better Kid Care publications. Have you signed up to receive a Better Kid Care Kit yet? Complete our [online registration form](#) or call **800-452-9108** to order.

Notebook Contains: [Tip Sheets](#), [Activities Pages](#) & [Lunch and Snack Ideas](#)

All publications are available online to print and share with your friends, family, and other childcare providers. *Select issues are also available in Spanish.*

New Staff Orientation curriculum is specifically designed for new staff members in child care centers. *Meets the Keystone STARS Performance Standards.* Order at no cost by calling 800-452-9108. Prepayment for review of each Orientation is \$5.00. If you received materials before November 1, 2006, please download new **Instructions and REQUIRED Forms**.

Home-Based Caregiver Orientation - *Meets the Keystone STARS Core Series Training Requirements.* Order at no cost by calling 800-452-9108. Prepayment for review of each Orientation is \$5.00. If you received materials before November 1, 2006, please download new **Instructions & REQUIRED Forms**.

Better Kid Care Mentoring Telephone Help Line for Child Care Providers in Pennsylvania

Do you have questions about caring for other people's children, such as:

- How do I get a child to eat?
- Why won't a child share?
- How do I stop a child from biting other children?
- What should I do when a parent doesn't pay on time?



Call the **Better Kid Care Mentoring Line** at 800-859-8340 or e-mail your questions to betterkidcare@psu.edu for information about child care and children's issues.

Announcements of Interest:

PA Pre-K Counts programs offer free quality pre-kindergarten throughout the Commonwealth - Pennsylvania Pre-K Counts is a state initiative administered by the Pennsylvania Department of Education to provide children at risk of academic failure with a high quality pre-kindergarten experience.

Pennsylvania Pre-K Counts offers half-day and full-day pre-kindergarten. A Pennsylvania Pre-K Counts classroom will provide a qualified teacher and teacher's aide, small class sizes, a curriculum that is aligned with the PA Early Learning Standards, regular assessment of the children's progress, and reporting of the program's performance. To enroll your child in a Pennsylvania Pre-K Counts program, visit the PDE Web site for a listing of programs and contact the programs in your area directly for enrollment information. Go to www.pde.state.pa.us and click on "Pre K-12," "Early Childhood," and "Pennsylvania Pre-K Counts."

Family Involvement in Early Childhood Education

This research brief synthesizes the latest research that demonstrates how family involvement contributes to young children's learning and development. The brief summarizes the latest evidence base on effective involvement—specifically, the research studies that link family involvement in early childhood to outcomes and programs that have been evaluated to show what works.

Parents Guide from Green Hour: If you're new to the outdoors, or you just don't know how to help your child play outside, the Green Hour [Parents' Guide](#) is a useful resource. Find new ways to make Green Hour work for your family.

2008 Pennsylvania One Book Ready – “Up, Down, and Around”

Pennsylvania One Book, Every Young Child 2008 will kick-off next year on April 1, 2008. The featured book will be *Up, Down, and Around*, written by Pittsburgh author Kathryn Ayres and illustrated by Nadine Wescott. Pennsylvania One Book, Every Young Child is a statewide effort to promote early literacy and get our children excited about reading. For more information, visit www.paonebook.org.

Free DVD - *An Introduction to Autism Spectrum Disorder*

Original date of presentation: October 6, 2006. This six-hour presentation provides a basic overview of autism spectrum disorder, including family issues. Presented as a collaboration between the PA Department of Public Welfare Bureau of Autism Services and the PA Department of Education, it is appropriate for behavioral health and school support personnel unfamiliar with autism spectrum disorder. Presenters included Claire Choutka, M.Ed., BCBA, clinical director, Autism Affairs. To request a copy, e-mail the title and date the DVD was filmed, name, and shipping address to DPW-AutismOffice@state.pa.us. Allow 2-4 weeks for delivery.

[Child Care and Early Education: New Site from CLASP](#)

Wondering how the No Child Left Behind reauthorization affects early learning? Want the latest child care subsidy data? This new Center for Law and Social Policy Web site section has state data, tools, and information about key issues, as well as updates on federal legislation and news.

Subscribe to the BKC E-Newsletter!

New subscribers can join by sending an email to: BetterKidCareNews-subscribe-request@lists.psu.edu.

View archived [Better Kid Care E-Newsletters](#)

Upcoming November E-Newsletter:

Look for information on Self-Regulation: Searching intentional practices (Part 2)

Reflections...

We would love to hear from you! **E-mail your ideas to crb16@psu.edu or call 814-865-7894.**

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