

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:

"Self Awareness -- More than two thousand years ago Socrates said that you must first know yourself in order to know others. That precept is just as valid today. Self awareness is not something to cultivate just in children. It is for you as well." ~ *Clare Cherry, Think of Something Quiet*

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Tips for Early Educators and Practitioners Get Fresh Air!

"Each day I make sure to have fresh air come into my classroom by opening the windows. I use the weather to help me judge how long to leave the windows open. I do this throughout every season and every type of weather. I really think that having fresh air contributes to all of us feeling good. It also seems to connect us to the outdoors. Sometimes the children remind me to open the windows!" ~ *Early Educator from PA*

Check the Air Quality Index in your local newspaper, your local weather channel, or at www.epa.gov/airnow to help plan daily activities. This is especially important for children with asthma and before children play outside.

Do you have a *great tip* or *good thing*? Send us your best tips in writing and your tip may end up in our newsletter! Email Christine at crb16@psu.edu or contact the Better Kid Care Program at 814-865-7894 or 800-452-9108 (within PA).

Feature Article



Self-Regulation: Searching intentional practices - Part 2

by Christine Belinda

The following is Part 2 of Self regulation: Searching intentional practice. Part 1 can be found in the [October 2007 E-Newsletter](#).

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 suggest that self regulation is a skill that needs guidance or to be taught. With these concepts in mind, how can we use intentional practices to support self regulation?

- **Children need adults who understand child development** – Adults who know general milestones and abilities in child development will have accurate expectations of what children can do. When the development of each child is supported, tasks and skills in self regulation are more manageable. This support also reduces incidents that may cause stress, which in turn allows for successful experiences.

It is advantageous to plan ahead in guiding certain developmental skills that are not yet present for children. For example, knowing an infant cannot yet talk, you can plan ahead to respond to her needs by being attentive, knowing other signs she may communicate with, and modeling language.



Find resources to refresh your knowledge of child development and general milestones of young children. It will help you know what is expected and help you plan experiences to support ongoing development. As complex developmental skills increase, so will children's skills in managing self regulation. *Find your state's Department of Education, where early childhood resources and guidelines can be found. For PA, visit http://www.pde.state.pa.us/early_childhood/cwp/view.asp?Q=101706

Intentional practice: For preschool-age children, try games where control and listening are needed, such as red light/green light. For toddlers and younger preschoolers it is helpful to teach games, songs, and finger plays that use self control, such as making voices loud then soft, adding motions to a song in place of the words, or moving to different tempos of music.

- **Children need supportive environments** – Research has shown that early positive attachments support self regulation. In addition to positive attachments with adults, young children need to feel comfortable, engaged, and loved in their environment. Positive environments require adults who are thoughtful in planning the environment to support self regulation.



In looking at the environment, provide experiences and materials that are inspiring and appropriately challenging. Allow for adequate freedom of exploring so children can experience problem solving and self choice. Mix in balance and structure of routine, which supports predictability and provides reassurance for young children.

The child's view of the environment should be, "I belong here." Consider posting photographs of families and having pictures and materials that interest the child or that the child has helped create.

Take a look at:

Light, color, sound, walls, room arrangement, furniture, temperature

Provide:

Quiet spaces, private spaces, personal spaces, spaces pleasing to look at, space for physical movement, sensory motor spaces (sand/water), mirrored spaces, and spaces that encourage collaborating

And remember:

Consider children's personalities, home life, and family/culture when developing environments



Intentional practice: Anticipate transitions or situations that may add a challenge for children and plan ways to help. For example, Sue has a difficult time transitioning inside from outside play time. Give time for Sue to know the change is coming. Try interacting with her before the change occurs. Prompt Sue to think about what she will do when she gets back inside and possibly offer a job, such as carrying the jump ropes inside.

- **Children need practice in self awareness** - When children learn about their own self awareness, they can then begin to understand how to use self control, reflection, and planning. They also can begin to understand the awareness of others.

The discovery of self awareness is strongly connected to self regulation. Infants begin to learn about self awareness when their needs are met. Young children are learning about self awareness when they start to learn about controlling their body. Older children learn more about self awareness by interacting with and watching the actions of others.

Intentional practice: Provide practice in self awareness:

- ✓ Ask children open-ended questions that encourage them to reflect and process their ideas
- ✓ For very young children, provide words for experiences, feelings
- ✓ Allow children to plan and add input to activities and projects
- ✓ Provide problem-solving strategies to children
- ✓ Offer choices instead of demands
- ✓ Practice role playing
- ✓ Provide activities for practicing physical control: stop and go games, listening games
- ✓ Provide activities for partnering
- ✓ Provide journal materials
- ✓ Read related stories



Embracing your role in understanding the development of self regulation not only benefits children's future school readiness and success, but also plays a key role in their overall achievements and to their quality of living. The influences you support in self regulation can make a positive difference each day.

Distance Education Highlights

New!

We've added **four new two-hour** Distance Education lessons! Choose between doing the lessons at your computer or having the video and workbook sent in the mail.

Click on the title links below to preview lessons before registering.

- **Fighting Children's Obesity through Active Play** (K2C2) CDA 2
- **Obese Kids: They Are What They Eat** (K7C2) CDA 1
- **Your #1 Priority: Keeping Children Healthy and Safe** (K7C1) CDA 1
- **How to Turn Good Play into GREAT Play** (K2C2) CDA 2

To view a complete listing of **all** distance education lessons and additional information about how to register, visit the [Better Kid Care Distance Education](http://www.betterkidcare.psu.edu/page02a.html) page. (<http://www.betterkidcare.psu.edu/page02a.html>)

Health and Safety Tips

Measures to Reduce the Spread of MRSA

What is MRSA? - Staphylococcus aureus ("staph") are bacteria commonly found in the noses and on the skin of healthy people. Staph with resistance to the antibiotic methicillin (and other related antibiotics) is known as methicillin-resistant Staphylococcus aureus, or MRSA.

Dr. Calvin Johnson, PA health secretary, states, "This infection has been around for a number of years and experience has shown us that its spread can be prevented by simple measures like hand washing, practicing good hygiene, and immediately seeking medical attention when you have a skin infection."

Dr. Johnson said the spread of community-associated MRSA can be minimized by taking these precautions:

- Keep your hands clean by washing thoroughly with soap and warm water or using an alcohol-based hand sanitizer
- Keep cuts and scrapes clean and covered with a bandage until they are healed
- Avoid contact with other people's wounds or bandages
- Avoid sharing personal items such as towels, razors, or clothing
- Routinely clean commonly used items like athletic equipment



To view the Oct. 19, 2007 PA Department of Health press release, go to:
<http://www.dsf.health.state.pa.us/health/cwp/view.asp?Q=248944&A=190>

For additional MRSA resources, visit www.health.state.pa.us

or call **877-PA HEALTH**

Or also visit the Center for Disease Control and Prevention links: www.cdc.gov/ncidod/dhqp/ar_mrsa_ca_public.html

www.cdc.gov/mmwr/preview/mmwrhtml/mm5233a4.htm

<http://cdc.gov/Features/MRSAinSchools/>

Turn the Page

Great Books to Read with Children Get rid of those germs!



Wash Your Hands! by Tony Ross, published by Kane/Miller Book Publishers, ISBN 1929132018. Little Princess learns all about the germs living around her and what she can do to get rid of them.

Show Jo How to Wash Your Hands, by Charlie Buckley, published by Literary Architects, ISBN 1933669098. The use of familiar objects helps show and support how to properly wash hands. This book is helpful for children with developmental disabilities as well as typically developing children. Jo the teddy bear makes the adventure fun.

Germs Make Me Sick! by Melvin Berger, published by HarperTrophy, ISBN 0064451542. Older preschool age children can explore the difference between bacteria and viruses and other germ-related facts.

Germs, by Ross Collins, published by Bloomsbury USA Children's Books, ISBN 1582349266. A fun story of germs told from the germ's point of view. A unique look at what germs can do to our bodies.

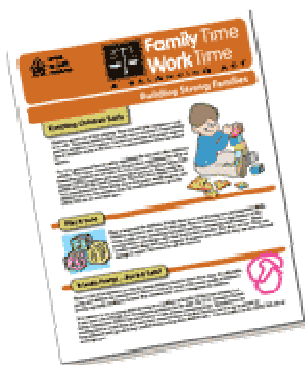
Germs Are Not for Sharing, by Elizabeth Verdick, published by Free Spirit Publishing, ISBN 1575421976. A simple story on how to stop the spread of germs.

Germs on their Fingers! by Wendy Wakefield Ferrin, published by The Wakefield Connection, Inc., ISBN 0970363206. A rhyming story of good germs and bad germs and good hygiene practices.

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.



Keeping Children Safe by Nancy Wilson

Children spend a lot of time playing. Their toys and play equipment need to be safe. Protecting children from unsafe toys is everyone's responsibility: parents, caregivers, and teachers. Careful toy selection and proper supervision of children at play is the best way to protect children from toy-related injuries.

To read more about keeping children safe, [click on the picture icon](#).

Better Kid Care Satellite Season 2007-08:

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:

Next up! 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.

More 2007-08 Satellite Dates and Topics!

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.

CDA News! (Child Development Associate credential)

Better Kid Care has a new CDA brochure: **Step-by-Step Help!**



The new Better Kid Care brochure, *CDA: Step-by-Step Help*, provides five steps that are helpful toward earning your CDA Credential.

Request your free copy today! Call **800-452-9108** or print your own by clicking on the graphic image.

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.

Professional Development Highlights

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

- **November 12** - Meeting the Needs of Diverse Learners in Math, Central Intermediate Unit, West Decatur, PA contact CIU#10, 814-571-0856
- **November 17**- Northumberland County Regional Conference, Mount Carmel, PA contact PSU Cooperative Extension - Northumberland County 570-966-8194
- **November 29 - December 2** - Zero to Three 22nd National Training Institute, "Imagining a Better Future," Orlando, Florida, www.zerotothree.org
- **November 30** - Reggio Emilia: Vision & Practice, Penn College, PA (via satellite from New York's 92nd Street Y), call 570-327-4775
- **November 30** - Reggio Emilia: Vision & Practice: A Conference for Early Childhood Educators, satellite broadcast, Lancaster Jewish Community Center, Lancaster, PA. For more info, call 717-560-7572, LJCCPreschool@dejazzd.com
- **December 2-6** - OSEP National Early Childhood Conference, Arlington, VA, call 919- 962-2001 <http://www.nectac.org/~meetings/national2007/mtghomepage.asp>
- **December 6 -7** - Pennsylvania Head Start Association Fall Conference, Harrisburg www.paheadstart.org
- **January 26** - Early Years Conference, PA, call 814-355-4897
- **February 6 - 9** - Region III Fatherhood/Male Involvement and Healthy Marriage Institute, visit: www.paheadstart.org or call 215-861-4060
- **February 25 - 27** - National Conference - Children 2008: A Call for Action--Leading the Nation for Children and Families www.cwla.org
- **February 20 - March 2** - PAEE Environmental Education and Play in Nature: Leap In! Conference, Bolivar, PA. Visit: www.paee.net or call 412-963-6100 extension 24
- **February 23** - Focus on Strong Families Conference, State College PA For more information about the conference, people may contact conference co-chairs: [Connie Schulz](mailto:Connie.Schulz), 814-231-1070; [Donna Ricketts](mailto:Donna.Ricketts), 814-231-1061; or Ann Walker, 814-238-5480.
- **April 10 -12** - DVAEYC, Delaware Valley Association of the Education of Young Children, 215-893-0130, http://www.dvaeyc.org/annual_conference.html

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

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:

Empowering Parents School Box

This fall, the U.S. Department of Education released a tool kit to empower and support parents to be involved in their children's education. The tool kit provides information on No Child Left Behind and tips and tools parents can use to support learning at home and in school, as well as posters and brochures. For a free copy of the tool kit, call 877-4ED-PUBS or visit the Web site. <http://www.ed.gov/parents/academic/involve/schoolbox/index.html>

The National Infant & Toddler Child Care Initiative at ZERO TO THREE is a project of the Child Care Bureau, Administration for Children and Families, Department of Health and Human Services. The Initiative works collaboratively with Child Care and Development Fund (CCDF) administrators and other partners in their efforts to move forward system initiatives to improve the quality and supply of infant and toddler child care. <http://nccic.acf.hhs.gov/itcc/about/index.htm>

Coming this Fall: Teaching Young Children

[*Teaching Young Children*](#) is NAEYC's brand new magazine designed especially for preschool teachers. *Teaching Young Children* is developed by the editors of the award-winning journal, *Young Children*, to provide preschool teachers with practical ideas to use in their work with children and families. <http://newsmanager.commpartners.com/naeyc/downloads/TYCflyer.pdf>

Early Childhood Provisions Included in the College Costs Bills

On September 26, President Bush signed into law the College Cost Reduction and Access Act, which will provide more than \$20 billion in federal aid to college students over the next five years. The bill also helps early childhood educators, among others, by providing loan forgiveness for college graduates in public service professions.

Speak Up! - The annual Speak Up! survey is now online at www.netdayspeakup.org. Teachers, school leaders, students, and parents are encouraged to participate in the survey and let their opinions on important education topics be heard. Now in its fifth year, Speak Up! is a national research project facilitated by Project Tomorrow (www.tomorrow.org). The survey is available through December 15. Every school and district that participates will receive free online access to their own aggregated data and

national benchmark data in January. Project Tomorrow will release national Speak Up! findings in March 2008 with a Congressional briefing in Washington, DC.

Cooks for Kids is a series of nine 30-minute training programs from the National Food Service Management Institute <http://www.nfsmi.org/> that showcases the fact that children should have access to healthy food and be able to make healthy food choices wherever they are--at home, in school, and in the community. If you are interested in viewing this series via satellite and would like to receive the satellite coordinates for C-Band and KU-Band transponders, please fill out the [registration form](#). The Cooks for Kids series will also be available on the [NFSMI Web site](#) the day after each satellite broadcast.

Keystone Kids Go! is an initiative in Pennsylvania focused on improving young children's nutrition and physical activity. The initiative is targeted towards early childhood practitioners from child care, Head Start, early intervention, family literacy, and pre-kindergarten programs. Keystone Kids Go! was created by the Pennsylvania Departments of Health, Education, and Public Welfare, and several partnerships.

<http://www.dsf.health.state.pa.us/health/cwp/browse.asp?A=174&BMDRN=2000&BCOB=0&C=38912>

Office of Child Development and Early Learning: Take a virtual tour of [OCDEL](#)'s mission, vision, and programs

Please visit these Web sites for information on programs for children and families in Pennsylvania:

- Department of Education: www.pde.state.pa.us – click "Pre K-12," then "Early Childhood"
- Department of Public Welfare – www.dpw.state.pa.us – click "Services for Families and Individuals," and links under "Child Care and Early Education"

Other resources:

- Pennsylvania Early Learning Keys to Quality – www.pakeys.org
- Pennsylvania Training & Technical Assistance Network – www.pattan.k12.pa.us
- Pennsylvania's Promise for Children – www.papromiseforchildren.com

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 Feature Article in December E-Newsletter:
Do you reflect the NAEYC code of ethics?

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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