



The Licensing Link

Dakota County Social Services

January — March 2012

From Your Licensor

The Importance of Self-Esteem in Our Lives

by Becky Elrasheedy

It is the New Year and we all want to wish the best to you and all the children in your care. One of the licensors was saying that we should let providers know how much we value working with you. Dakota County licensing is just saying goodbye to one of our workers as she goes into the next phase of her life and it started us thinking how long each of us has actually worked in this unit. We had just a few days ago, 6 licensors with a total of 117 years of working with childcare providers. You as providers have made this possible. Every time we go into your homes we learn something new and valuable that we can share with our co-workers, other providers, and even in our own families. This is what makes our jobs so great.

You have welcomed us into your homes and into a shared learning experience. You have listened to us, asked questions of us, and shared with us. We want to thank you for this experience. When we have this connection in our relationship, we see how self-esteem is a very valuable component. It enables both of us to have a good outcome when working together.

Sometimes we forget just how important self-esteem is. When we enter your homes we can see how self-esteem plays a role in how you greet us, how you inform the children who we are, how you let the children be involved in questioning and interacting with us, and maybe even a little showing off for us.

The New Year is a good time to see that a healthy self-image helps all of us become successful in life. It is a good time to think about how we teach children to have a good self-image and how we can incorporate this understanding of oneself in our programs. With a healthy self-esteem, one does not have to worry about comparing themselves to others or be scared of making mistakes. A good self-esteem helps children learn about their feelings, how to control their feelings, and how to understand others and have empathy. It helps them understand the importance of values and rules.

These skills are needed in this world so that we can all enjoy and respect each other. We of course understand that everyone makes mistakes but that we can learn by these mistakes and make changes to have different outcomes. A healthy self-image creates capable children and adults.

As providers, you understand that this is not always an easy process with all children. Each child and adult brings different experiences, temperaments, and needs to their learning experiences. Some children take a long time to be able to gain a sense of their capabilities while others leap right in and feel they can do anything. Each of these types of children, as well as the full range in between, must learn how to be the best they can be and understand that each one has different capabilities. As providers, you can help children start their way on their road to success by helping them gain a good self-image while at the same time knowing you are successful in helping all these great images form and grow.

In this newsletter, we will look at a variety of tools that providers can use to help children learn who they are and how they fit into this world. While looking at these tools, remember that you are one of the most important tools a child has. Thank you for your great images and your capabilities.

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Values That Help Children Succeed in Life

by Becky Elrasheedy

While looking at emotional and social development, we need to recognize that the values we model are what young children pick up. Following are some values that will help children succeed in life. When looking at your daily schedule, think about how you can help children by incorporating activities that encompasses these values in your curriculum.

Love: Children need to learn to love themselves as well as recognize who and what they love. This is a very strong feeling that helps children build and understand connections. Love should help them feel safe in this world. They can love their parents, their pets, their favorite blanket, etc. This feeling must be given unconditionally to help children feel secure in their world.

Empathy: We need to help children understand how others feel and how their behavior affects other people. Children will behave better with each other when they understand that others have a variety of feelings and that their actions may hurt someone.

Respect: We need to help children understand that everyone has the same rights. Rules should be created to help with this idea. As adults we also must show children respect and take the time to listen to them while helping them see their own value and how they can add to the group.

Manners: It is important to show how “please” and “thank you” creates a world where people are more likely to enjoy each other and want to be helpful. Again manners should be modeled but not demanded. Modeling how a response is usually pleasant with manners will increase the likelihood that a child will want to use them.

Self-discipline: Children need to learn how to act within society and to control their behaviors when they are feeling overwhelmed. It is important to help point out to a child that they are feeling strong emotions and to help them cool down before they act. Just because Amy hit Alex, does not mean that Alex can get really mad and hit Amy back. Children need to learn that we still expect them to act in a respectful way. Help them learn how to calm themselves down, give them ideas and practice these with them at times when they are not overwhelmed with feelings so that they know what to do when situations arise. Remember that self-discipline is not something children have a total grasp of until later in school age but need practice and reminders in order to understand this value.

Sharing: It is important to have children learn what sharing is by modeling how you, their caregiver, are sharing all of your things with them. In looking at sharing, remember to discuss this concept, practice it, and model it with the understanding that sharing is a concept that children do not really understand until they are around 3 ½ to 4. Sharing helps children to understand the concept of cooperation which is a basis for problem solving. They learn that taking turns can help everyone in their group and can also help them build their friendship skills.

Friendship: Help children understand that having friends and being a good friend is important in life. Friendship is not an easy concept to learn as we start out in life very egocentric. Talk about how the group members are friends and that friends enjoy each other. Some children will have a harder time with friendship due to their personality, being new to a group, or not having experienced it earlier in their life. Model this concept to all children and help them understand how some behaviors may make children upset or uncomfortable. Work with these behaviors to help all children recognize cues so that they can minimize upsetting behaviors or so that they can do problem solving to create an environment everyone can feel good in.

Honesty: Again remember that honesty is a concept that children pick up by observing you and others around them. Children don't start to actually understand the concept of truth or lies until they are around 7. They may react to different situations because of their desires, needs, and impulses. Children may blurt out exactly what they see or understand and often these are very honest observations, such as saying “you're really fat”. If an adult just tells them to not say that without any type of an explanation, the child will learn that their honest observations are wrong. Imagine what a child learns if they hear someone tell another family member to tell someone they are not there. How they are responded to will help them see what honesty is really about. All of the little messages they receive from the people around them help them to incorporate their understanding of honesty. We also need to remember that between the ages of 4 and 6 children really start using their imagination and they totally believe what they imagined is true. If an adult reacts negatively to their action the child may feel that they cannot tell the adult something they did or they will get into trouble. It is better to help a child see that they can make amends and work things out instead of getting in trouble so that they feel it is ok to be honest.



Responsibility: Responsibility helps children to recognize their own value and see how they fit in the world. Children's self-esteem is greatly elevated when they feel that they are responsible individuals and that they can accomplish things. It also helps them understand their actions have consequences whether positive or negative and that they can deal with problems that may come their way. Giving children those little jobs around the childcare is a great way to help children know that they are capable and can accomplish what they set out to do.

When looking at ways to teach children values remember that modeling is the first method to use but then we can use stories, role playing, and activities to help in demonstrating these values. There are many good books that have stories or activities to help children understand and internalize these values. Following is a list of some of these books:

Activity Books

- ◆ Living Values Activities for Children, Ages 3-7
- ◆ 100 Ways to Build Self-Esteem and Teach Values by Diane Loomans
- ◆ Full Esteem Ahead by Diane Loomans
- ◆ Today I Am Lovable by Diane Loomans
- ◆ Teaching Your Children Values by Eyre
- ◆ Teaching Your Children Joy by Eyre
- ◆ Teaching Your Children Responsibility by Eyre



Children's Books

- ◆ The Lovables in the Kingdom of Self-Esteem by Diane Loomans
- ◆ Positively Mother Goose by Diane Loomans
- ◆ Symphony of Whales
- ◆ Bambi
- ◆ Wind in the Willows
- ◆ I Like Myself
- ◆ The Giving Tree
- ◆ Winnie The Pooh
- ◆ Berenstain Bears Series
- ◆ Adventures at Walnut Grove
- ◆ Chipo's Gift



Websites

The web sites we will be looking at this month have excellent articles and resources regarding SIDS. These pamphlets can be helpful to give to parents as well as making copies for yourself. It is important that you always remember to follow SIDS risk reduction protocol when sleeping infants!

<http://www.sidscenter.org/documents/SIDRC/BackToSleep.pdf> Helping Baby :Back To Sleep”

<http://www.sidscenter.org/SafeSleep/AroundtheClock.html> Safe Sleep for your baby around the clock: Birth to 12 months

<http://www.sidscenter.org/documents/SIDRC/ProfessionalRole.pdf> Responding to a Sudden, Unexpected Infant Death: The Professional's Role

<http://www.sidscenter.org/documents/SIDRC/HelpingChildrenCope.pdf> The Grieving Child-Helping Children Cope when an infant dies

<http://www.sidscenter.org/documents/SIDRC/LifetimeJourney.pdf> The Death of A Child-The grief of the parents: a lifetime journey

<http://www.sidscenter.org/Bereavement/FacingAnniversaries.html> After Sudden Infant Death: facing anniversaries, holidays, and special events.

The following is a blog that is from the Dakota County Technical Program Early Childhood and Youth Development and has a lot of good information that providers would be interested in. Check it out

<http://blogs.dctc.edu/dawnbraa/>

(additional websites on the next page)

Steps To Becoming an Emotional Coach

1. Become aware of the child's emotion.
You need to be observant of a child's actions and recognize that their actions stem from how they are feeling.
2. Recognize the emotion as an opportunity for intimacy and teaching.
When children are feeling strong emotions, this is a good time to let them know that you understand how they are feeling and that you are there to be supportive to them and to help them. They may need your hugs or pats at this time.
3. Listen empathetically, validating the child's feelings.
Let them know that you understand what they are experiencing. You do not have to condone what behavior may have accompanied their feeling but that their feelings are their own and legitimate. It is a time that you may relate how you have felt this way in the past.
4. Help the child find words to label the emotion he is having.
Be sure to help the child label the feeling so that he will be able to learn what this feeling is as this is the first step to being able to control his behavior when he is feeling this way again.
5. Set limits while exploring strategies to solve the problem at hand.
Be sure to go over the rule that "We always touch softly" and then come up with ways that he can solve the problem in a suitable manner. If the child is so angry that they need to do something physical to get out their aggression, come up with some solutions that he/she may do to help get the anger down such as throwing sponges at a wall, blowing bubbles, listening to calming music. Practice these calming down exercises when he/she is not so upset so that when their feelings start becoming intense they can do these calming activities before they get out of control. You will also want to practice some of the problem solving methods they can use to try and meet their goals.



Tips for Helping Children Learn To Deal with Conflict

Give each child some special time each day. Experts tell us that 20 minutes of positive adult attention per day dramatically reduces children's aggressive behavior. Show an interest in the child's daily activities.

Teach children to ask for attention constructively. Encourage them to express their needs. Catch children doing something right. Give descriptive praise for doing well, rather than reprimanding them when mistakes are made.

Teach children to recognize the feelings of others. Point out when someone is happy, sad, scared, worried, and so on. When children learn to recognize what someone else is feeling, they are better able to respond appropriately.

Listen first, then help children negotiate solutions. Acknowledge child's feelings about a conflict before helping to work out a solution. Respect a child's point of view.

Teach Basic Problem Solving Skills. Look for a variety of ways that problems can be fixed and ask for each person's feedback without judgment. Find a solution that everyone wins instead of one losing out.

Use positive methods of discipline. Avoid yelling or using physical punishment. Children will recognize that force is not the best or only choice through your example.

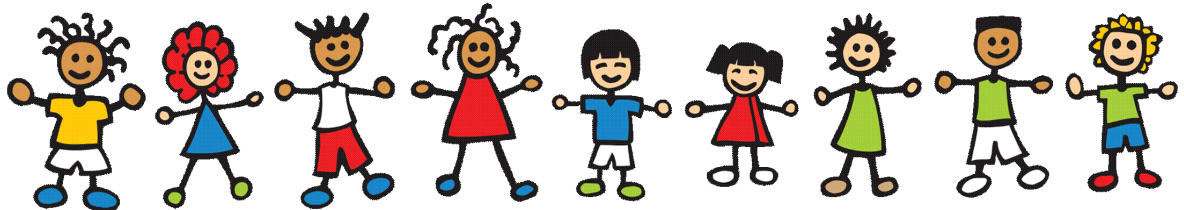
Nurture a child's social development.

Social Emotional Development

January Quarterly Newsletter Test

Reading the newsletter and answering the test questions will earn your one hour of training. Please keep the test or send it to your licenser who will send you out the certificate and corrected answers for the test.

1. How important is self-esteem in a child's development?
2. What values help children succeed in Life?
3. What two activities can you create to help teach children two of these values? Be sure to list what you will do as well as any books you will use to highlight the value with the children.
4. What is the web site for the Dakota County Technical Early Childhood and Youth Development Blog? Name one thing you learned from this website about child development.
5. How can you help children gain good group self-esteem?
6. What community project can you do with your group of children?
7. Who is leaving the child care unit? (BOOHOO)
8. Name the 7 things a safe sleep environment looks like for an infant.
9. What is Tummy Time!
10. What are the steps to becoming an emotional coach?
11. Why should you check out your carbon monoxide detectors?
12. Why do doctors hate instant soup?
13. What can **you** do with those old paper towel rollers and tissue paper?
14. What activity can you develop to help children learn about themselves?



Our Child Care is a place where

We have the Right To Be Ourselves

We like it that people are different.

We know that differences make us interesting and **UNIQUE**

We honor different ways of being, acting, and believing-even when we don't agree with them

We can all be different

We can think different things

We can act in different ways

We can talk different from other people

We can dress differently from each other

We can believe different things

We do our best to solve problems peacefully

We speak up if we see others being treated unfairly

We treat each other the way we'd like to be treated

We treat each other with respect



Adapted from The Bully Free Classroom by Allan L. Beane, Ph.D.

His original form was copyrighted 2005 and he has given permission for his information to be photocopied for individual, classroom, and small group work only.

Create an "I Can Do That" page for children to help them feel good about their accomplishments.



I Can Do That!

Being able to do things without help makes us feel good about ourselves. Sometimes it is something we can learn through lessons and practice, like dance or music or sports. Sometimes it is doing things to help others.

Think about some things that you are learning to do by yourself. Write them on the lines below or draw pictures or cut out pictures from a magazine and place them on the lines.

EXAMPLE:



a. Feed my pet

b. _____

c. _____

d. _____

e. _____

Rule Reminder

IMPORTANT-PLEASE READ AND UNDERSTAND
CONTACT YOUR WORKER IF YOU HAVE QUESTIONS.

If children under 12 months of age are cared for in your program, every caregiver, assistant, helper, & sub must take a SIDS training initially and every five years. A certificate must be received for this training and kept on file with a copy sent or viewed by your worker.

If children under 5 years of age are cared for in your program, every caregiver, assistant, helper, and sub must take a Shaken Baby Syndrome training initially and every five years. A certificate must be received for this training and kept on file with a copy sent or viewed by your worker.

The training must be a minimum of one hour combined.

On the years that the training is not needed, year 2, 3, and 4, all caregivers, assistants, helpers, and subs must review the shaken baby syndrome video annually and record this date on the training record.

Let's Show Them What We Can Do

Sharing skills and talents with each other can lead to healthy individual and group self-esteem. A couple of activities that would incorporate this are to have a talent show or an art show.

The talent show can be worked on as a group, in that everyone will determine what they can do well and then incorporate this into a talent show. There are some children that can make the funniest face, some children may be able to sing their alphabet song, and some may be able to perform a dance. Have each child think what they want to showcase and if someone is having a hard time, have the group think of something that they know the other child is good at to emphasize their skill. Work with each person so that they will be able to demonstrate their talent and put together a show. Have the group work on invitations to give to their parents and grandparents and then have them put on the show. You might have the group also serve cookies and a beverage for their parents where they can be waiters or help out in some manner. Remember they can take coats, help them find their seats etc. and these little jobs will also help them to feel that they are responsible.

The art exhibit can be worked on for a month in that you can have the children use different media to create an art show. You can first have some art books showing the children different art works from a variety of artists. You can discuss what each child thinks of the different works and also show that each person has a different feeling about the work and that they may like some while some they may not, but that each piece of art is looked at differently by each person. (This way you can help the children not worry about whose art is the best as you know this will come up) They can work on drawing, painting, sculpture, collages from magazines, etc. on different days and then pick out their favorite from each of these disciplines to exhibit for their art show. As a group they can decide how they are going to exhibit their pieces. Have the children create invitations to the art exhibit so they can invite their parents and grandparents as well as each other for their grand show. Look at the different jobs each child can handle for the exhibit such as helping to get cookies and beverage ready, ushering the people in to the show, taking coats etc. These activities again will help each child feel that they have accomplished something and they can feel proud of themselves.

If you do not feel you can have this at a time parents and grandparents can come, you can still have the show with the children as being the invited guests. Be sure to have someone show the pieces and tell who the artist is.



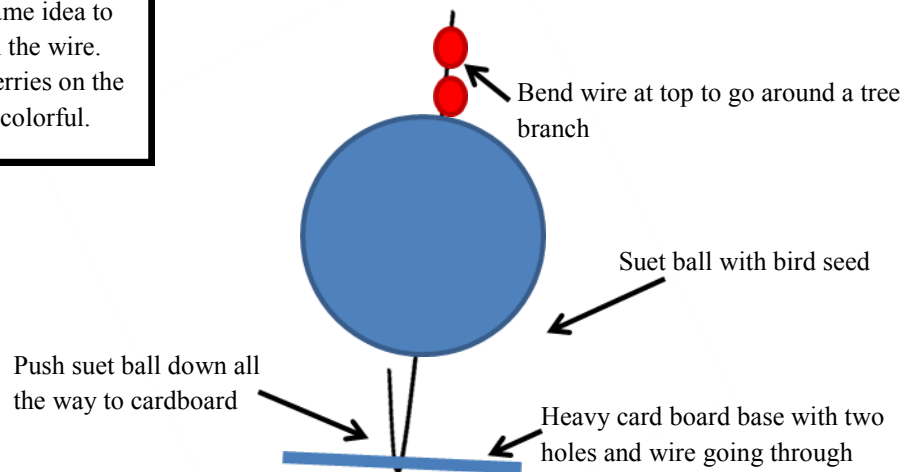
It is with regret that we announce that Jan Kochendorfer has retired from the licensing unit. We will miss her in our unit as we know the providers who had Jan Kochendorfer for their licenser will also. Jan worked in a variety of areas over her 27 years with our unit and has provided an abundance of training to both new and seasoned providers. Her insight, laughter, and whimsy will be sorely missed. We wish her lots of sunny days this winter, away from Minnesota and look forward to hearing of all her wonderful endeavors.

Community Project

We are now getting past the holiday season but you can help your children have a way to help out their community by making valentine cards and delivering these to a nursing home or hospital for the children's ward. Doing something that will cheer others is a way of reinforcing values that you want your children to understand and internalize. Doing this as a group project also reinforces your group identity. It is a good time to talk about feelings such as what it might feel like to be in a hospital and unable to enjoy outdoors or how people may feel when they don't have anyone to visit them or write to them, etc. It can also help children feel empathy for others.

It's not just at holiday times that we can do things for others, whether they are man or animal. Winter is a hard time for animals that do not have water or food available to them like they do at other times. You can create a group project where you get suet from the butchers and bird seed and roll the suet in balls and then roll them in bird seed. Now have the caregiver put a wire through a round circle that was cut from heavy card board and then push it through the middle of the ball. Make a hook on the end of the wire and hang it on trees. (Be sure that you have made a loop on the bottom of the wire that goes through the card board so it is pushed back up through the suet ball so it will hold.) Metal clothes hangers work very well for this.

You can use this same idea to string an orange on the wire. String a few cranberries on the top to also make it colorful.



As a group, come up with some more projects you can do for your community, whether it is gathering can goods for the food shelf, putting scrap paper or plastic bottles in recycling, making get well cards for someone who is sick, etc. I am sure that your group can come up with many more ideas.

Learn about your community, how everyone is dependent on each other, and how we need to be sure everyone is valued.

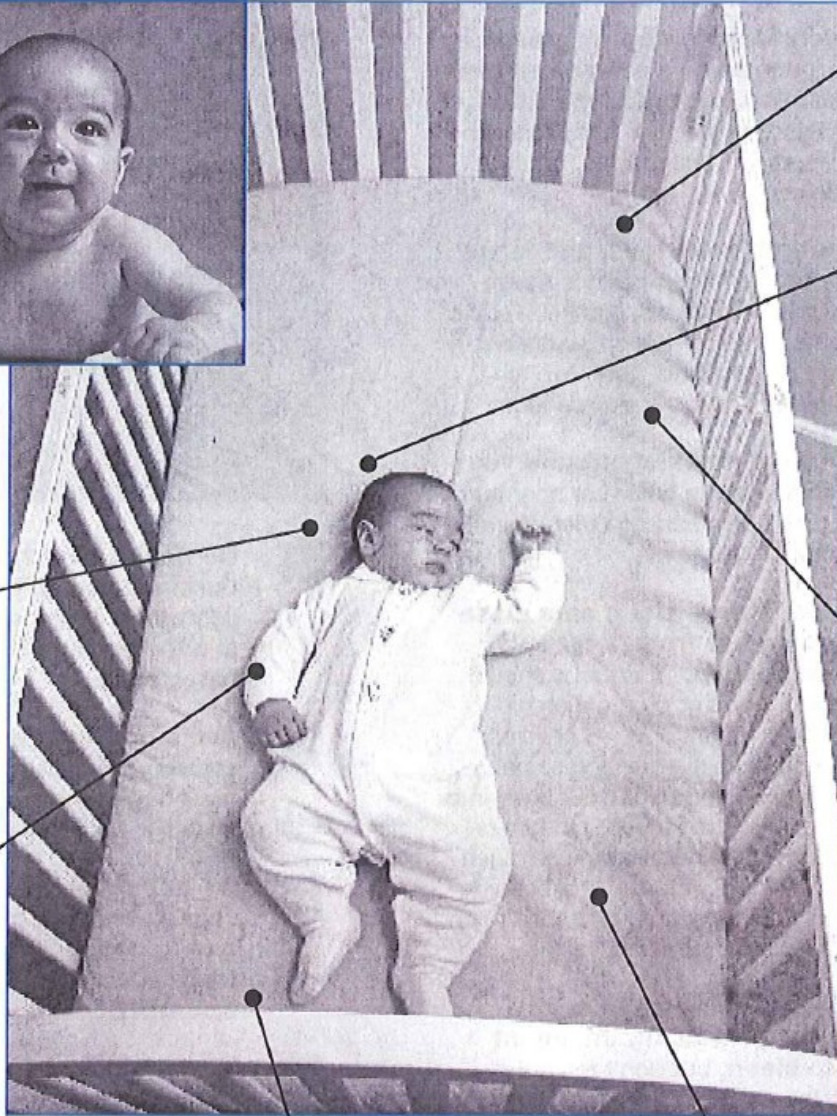
What does a safe sleep environment look like?

Lower the risk of sudden infant death syndrome (SIDS).

Don't forget Tummy Time when the baby is awake and is being watched.



Use a firm mattress in a safety-approved* crib covered by a fitted sheet.



Make sure nothing covers the baby's head.

Do not use pillows, blankets, sheepskins, or pillow-like bumpers in your baby's sleep area.

Place your baby on his or her back to sleep for naps and at night.

Use sleep clothing, such as a one-piece sleeper, instead of a blanket.

Do not let anyone smoke near your baby.

Keep soft objects, stuffed toys, and loose bedding out of your baby's sleep area.



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
National Institutes of Health
National Institute of Child Health and Human Development

*For more information on crib safety guidelines, call the Consumer Product Safety Commission at 1-800-638-2772 or visit their Web site at <http://www.cpsc.gov>.



Safe Sleep for Your Baby

The Safe Sleep Top 10

- 1 Always place your baby on his or her back to sleep, for naps and at night.** The back sleep position is the safest, and every sleep time counts.
- 2 Place your baby on a firm sleep surface, such as on a safety-approved crib mattress, covered by a fitted sheet.** Never place your baby to sleep on pillows, quilts, sheepskins, or other soft surfaces.
- 3 Keep soft objects, toys, and loose bedding out of your baby's sleep area.** Don't use pillows, blankets, quilts, sheepskins, or pillow-like crib bumpers in your baby's sleep area, and keep all objects away from your baby's face.
- 4 Do not allow smoking around your baby.** Don't smoke before or after the birth of your baby, and don't let others smoke around your baby.
- 5 Keep your baby's sleep area close to, but separate from, where you and others sleep.** Your baby should not sleep in a bed or on a couch or armchair with adults or other children, but he or she can sleep in the same room as you. If you bring your baby into bed with you to breastfeed, put him or her back in a separate sleep area, such as a bassinet, crib, cradle, or a bedside cosleeper (infant bed that attaches to an adult bed) when finished.
- 6 Think about using a clean, dry pacifier when placing the infant down to sleep,** but don't force the baby to take it. (If you are breastfeeding your baby, wait until your child is 1 month old or is used to breastfeeding before using a pacifier.)



Remember Tummy Time!

Place babies on their stomachs when they are awake and someone is watching. Tummy Time helps your baby's head, neck, and shoulder muscles get stronger and helps to prevent flat spots on the head.

- 7 Do not let your baby overheat during sleep.** Dress your baby in light sleep clothing, and keep the room at a temperature that is comfortable for an adult.
- 8 Avoid products that claim to reduce the risk of SIDS** because most have not been tested for effectiveness or safety.
- 9 Do not use home monitors to reduce the risk of SIDS.** If you have questions about using monitors for other conditions talk to your health care provider.
- 10 Reduce the chance that flat spots will develop on your baby's head:** provide "Tummy Time" when your baby is awake and someone is watching; change the direction that your baby lies in the crib from one week to the next; and avoid too much time in car seats, carriers, and bouncers.



For more information about SIDS and the *Back to Sleep* Campaign:
Mail: 31 Center Drive, 31/2A32, Bethesda, MD 20892-2425
Phone: 1-800-505-CRIB (2742)
Fax: (301) 496-7101
Internet: <http://www.nichd.nih.gov/sids>



National Institute of Child Health and Human Development (NICHD)
NIH Pub. No. 06-5759
January 2006



Dakota County Social Services

14955 Galaxie Avenue
Apple Valley, MN 55124
Phone: (952) 891-7400
Fax: (952) 891-7473



Pass It On

Sharon Larson saves all her paper towel rollers and when she gets a large supply she buys masking tape (you can also get this in different colors now) and she lets the children build something large together. They use all their creativity and problem solving as they are allowed to make anything they want, while making something fun for the group.



Tara Dougherty-Nordahl saves all her tissue paper from gifts and lets the children make things out of this. They too, get to use their creativity in making anything they think of.

“MINNEAPOLIS (WCCO) – Minneapolis Fire officials said Friday it’s time to check your carbon monoxide detectors in your home as we head into winter. The Minneapolis Fire Department said it has responded to 19 calls of carbon monoxide after failed alarms over the past two months. That number is actually down from 42 calls over this same time last year, but fire officials said many of the incidents are preventable. The recent carbon monoxide calls were for a variety of reasons. One was where a fire was burning in a fireplace and the flue was closed. In other, power equipment was being operated in a basement without proper ventilation. Other incidents have been caused by faulty furnaces, a faulty pilot light or an improper gas hook up to a stove.

Minnesota law requires that carbon monoxide detectors be in every home and be within 10 feet of every bedroom in the house.”

MPR News- **Why Burn Doctors Hate Instant Soup** <http://minnesota.publicradio.org/features/npr.php?id=142634542> For full article

“Instant cups of soup, the kind that come in Styrofoam cups send children to the hospital every day” The design of the cup in that it is tall, lightweight, and has an unstable base causes them to tip easily and the hot liquid then burns the child’s chest, arms, torso, sometimes their privates, and occasionally their legs. MPR called several hospitals and 8 out of 12 hospitals said they see children for this reason several times a week with one hospital reporting seeing 5 to 6 children a week for this reason.”

Be very careful if you are serving this type of item and transfer it to a good old fashioned bowl and give to children when it has cooled down.

Dakota County Child Care Licensor Directory

Hastings, Inver Grove Heights

Becky Elrasheedy 952-891-7361
Becky.Elrasheedy@co.dakota.mn.us

Eagan

Joan Visnovec 952-891-7380
Joan.Visnovec@co.dakota.mn.us

Apple Valley and Burnsville L-Z

Cases distributed among other licensors

Supervisor

Warren Chaffee 952-891-7462
Warren.Chaffee@co.dakota.mn.us

Farmington and West St. Paul

Bill Hess 952-891-7381
Bill.Hess@co.dakota.mn.us

Website:

www.dakotacounty.us/HealthFamily/ChildCareProviders

South St. Paul and Rosemount S-Z

Maura Johnson 952-891-7462
Maura.Johnson@co.dakota.mn.us

Lakeville & surrounding areas, Burnsville A-K, and Mendota Heights

Cases distributed among other licensors

Rosemount A-R

Amy Novak 952-891-7841
Amy.Novak@co.dakota.mn.us

