

The Childhood Scene



A regional newsletter for early childhood professionals, parents and the community provided by Child Care Resource & Referral Region 13 serving Chatham, Harnett, Johnston, Lee and Wayne Counties



Additional Region 13 Behavior Specialist Hired!

Child Care Networks, Inc. is excited to announce that in October, 2010, Ann Carter accepted a newly funded regional position as Behavior Specialist. She will work with the current Behavior Specialist, Pam Pace, to support teachers in licensed child care centers in Wayne, Johnston, Harnett, Lee, and Chatham counties who have classrooms with challenging behaviors.

Ann worked with children and families in Florida for twelve years. She started a grant funded program there called "Help Me

Behave" where she worked with children, teachers, families, and the community to build strengths-

based strategies to help young children with behavioral concerns. In 2008, Ann moved to Clayton, North Carolina and began working with young children and their families through the Children's Developmental Services Agency. Ann is dedicated to children and wants to do all that she can to support and encourage families. She postponed her official starting date until October so that she could remain consistent in the lives of her current clients until they "aged out" of her program.

Ann is eager to begin her new position as Behavior Specialist and has already begun her orientation process. After a few weeks of intensive required training both in and out of state, she will be ready to visit programs and offer her assistance. Being a mom of a young child and having been a classroom teacher herself, Ann understands and admires the hard-working teachers in early childhood education and is eager to be a supportive resource. Ann and Pam can both be contacted at 919-542-6644 ext 28. Both ladies are out in the field most of the time, so when leaving messages please clearly state your name, message, and return phone number. Your call will be returned as soon as possible.

Welcome to Region 13, Ann!

Region 13 Partners



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What is a Behavior Specialist and Can She Help Me in My Classroom?

Why was the Promoting Healthy Social Behaviors in Child Care Centers initiative created?

Research shows that childhood behavior problems are on the rise and aggression is increasingly evident among younger and younger children. In fact, studies indicate that 10-25% of preschool children display challenging behavior in clinical range. Nationally, these challenging behaviors are the leading cause of children's expulsion from child care centers. The Yale University Expulsion Study (2005) ranked North Carolina 5th in the nation in preschool expulsions with 13 expulsions per 1000 preschoolers. The Healthy Social Behaviors initiative, which began in July 2005, addresses these issues by offering services designed to identify, prevent and modify challenging behaviors with a goal of reducing the expulsion rate of NC child care centers.

What are the goals of the Healthy Social Behaviors initiative?

- Develop a highly trained cadre of behavior specialists available to licensed child care centers throughout North Carolina;
- Identify, prevent, and address challenging behaviors in young children in child care centers;
- Partner with teachers to determine strategies to teach children socially appropriate behaviors and promote social-emotional competency in young children;
- Modify adult behavior and early childhood environments to diminish challenging behaviors; and
- Reduce expulsion rates due to challenging behaviors in client centers by 10%.

How is Healthy Social Behaviors funded and managed?

Healthy Social Behaviors is a statewide initiative of the NC Child Care Resource and Referral Council. The initiative is funded by the NC Division of Child Development and managed by Child Care Resources, Inc. Twenty-five behavior specialists are housed in the regional lead child care resource and referral agencies and, as a team, serve all 100 counties in North Carolina. A statewide manager, employed by Child Care Resources, Inc., provides guidance and oversight of the project.

Who are the Behavior Specialists?

Behavior Specialists are experienced early childhood professionals with specialized training in:

- Facilitation of social-emotional competencies;
- Strategies and techniques to minimize challenging behaviors and promote pro-social behaviors;
- Social-emotional assessments; and
- Consultation in child care

What are the activities/services of the Behavior Specialists?

- Provide evidence-based, research-based and relationship-based technical assistance and training designed to:
 - support providers to modify behaviors/ environments to diminish challenging behaviors;



What is a Behavioral Specialist ...

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- Promote social-emotional competency;
- Identify classroom and individual strategies to teach socially appropriate behaviors.
- Facilitate appropriate referrals
- Develop regional resource guides of mental health practitioners and other social-emotional supports/resources for distribution to regional CCR&R
- Author articles on social-emotional development and approaches to challenging behaviors for distribution through regional newsletters

What has been the reach and impact of the initiative (FY06-FY09)?

- Conducted 1,524 social emotional-focused trainings to 22,031 early care and education staff.
- Provided on-site CSEFEL-based technical assistance in 2,146 classrooms to 3,733 teachers serving 29,256 children.
- Designed positive behavior support plans for 630 children in need of individualized support to prevent expulsion, of which 613 (97%) were maintained in their child care placement.
- Reduced expulsion rates of children from HSB client centers by 45% (*pre-post data from 1,344 centers served FY 06-FY08*).

Are you interested in our approach?

To learn more about the resources and strategies that form the foundation of Healthy Social Behaviors' work with teachers, children and parents, go on-line to the following sites:

- Center on the Foundations of Social and Emotional Learning: <http://www.vanderbilt.edu/csefel/>
- The Devereux Early Childhood Assessment: <http://www.devereuxearlychildhood.org/about-deca.html>

For more information contact Margaret Mobley, Statewide Project Manager – mam@mebtel.net

Ask The Behavior Specialist!

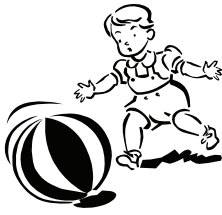
Question: We have a two year old boy that constantly opens our classroom door and runs out. When We ask him where he is going, he says he wants to “go home.” What can we do?

Answer: Thank you for sharing this concern. You have already asked him “what he wants” and we know it is to go home. Excellent start! He may need extra reassurance his family will come to your classroom to get him when they have finished their work. They want him to be with you. *Give him those words ...* “My mommy (or daddy) will come for me as soon as she finishes her work. This is the safe place she wants me to be until she comes to take me home with her. There is no one at home right now. I will show them I am glad to see them with a hug and kiss when they get here”... (practice role playing the parent arrival). “I know they want me to be safe; I can wait; I will make something to show them when they come here for me.” Ask the parents to use the same statements.

He does need his own reason to want to be in the classroom. It may be helpful if he had a family photograph with him or even a bag of things he really likes. Keep him posted on what happens next. Visual classroom schedules are often helpful to entice this age group.

Intervention at the door and redirection means to keep an eye on him “all the time”.... This is where tag team teaching has an advantage. The issue of opening the door goes back to classroom practices. Tell, teach and enforce... “Teachers open doors! Doors are for adults to open.”

Hoskins, J.S., & Lingafelt-Beeker, Renae. (2009). Ask The Behavior Specialist!. *OH, Behave!*, 4(7), 1. (Reprinted with Permission)



Infant and Toddler Time

Young children need to be well supervised when they are outside. Playgrounds should be carefully designed, and the area and materials should be checked each day before children go out to play.

Playgrounds can be dangerous places. Playgrounds are supposed to be child friendly places but no one should ever begin to think they are child proof. A child friendly place is one that meets the developmental needs of the children who use it. Child proof means that an area is NOT dangerous to children. That can never be guaranteed for any place. Children are curious and creative. No matter how carefully designed, an outdoor play space can hold hidden dangers. Safety issues can change from day to day.

Good supervision is necessary to keep children safe. Good supervision means A provider should:

- ☞ Stay close if a SPECIFIC CHILD needs special supervision.
- ☞ Stay close if a SPECIFIC ACTIVITY (such as sand or water play) requires extra attention.
- ☞ Stay close if a SPECIFIC PIECE OF EQUIPMENT (such as the slide) requires close supervision.

STOP as you go out the door each day and think about what your supervision focus should be.

STOP and check to be sure you are PREPARED:

- ☞ **Always** have outside supplies: tissue, disposable wipes with a trash bag and water.

- ☞ **Always** have emergency supplies: a well stocked first aid kit.
- ☞ **Always** have a way to get help quickly without leaving the playground unsupervised.

Almost any activity that can be done inside, can be adapted for outside play. Be sure that children have materials every day for active, creative play. *Changes in the regulations as of August 1, 2010 require that your daily activity plan must now include a gross motor activity that should take place either inside or outside.* (10A NCAC 09.0508 and .0510).

*Submitted by Jacquelin Montgomery
Region 13 Infant Toddler Specialist*

With the Coming of Winter, the Days Grow Shorter— how can children get all the sunshine they need?

As winter comes and the days grow shorter, many children arrive at child care before the sun is up. In turn, many children also go home after the sun has begun to set. Scientists have found that sunshine has many positive aspects and getting children outside even during the winter months must be a priority.

We also know that too much sunshine at the wrong time of day during these early years of physical development has been identified as a significant risk factor for skin cancer when these children become adults. The Infant/Toddler Environmental Rating Scale (revised edition) says that good health practices include use of various forms of protection from the sun and use of a shady play space for outside play between 10 am and 2 pm on both cloudy and bright days.



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(page 27) Caring for Our Children, a publication of the American Academy Of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education, states that best practice would ensure that infants under 6 months are well covered and provided a shady place to play, and that older children use sunscreen, hats, long-sleeved shirts, long pants, sunglasses (when age appropriate), and have a shady place available so that they can get out of the strong rays of the sun.

While too much sun can be a problem for children, not enough sunshine can also be a problem. Caregivers must ensure that children have the opportunity to absorb sunlight so that they produce adequate levels of Vitamin D. It does not require much time to get enough exposure to the sun and the resulting intake of Vitamin D is important for good health, with recent research suggesting that it is more critical than previously thought. For years scientists have known that Vitamin D is necessary for the body to use calcium and phosphorous to build strong bones and teeth. Good levels of Vitamin D may keep some children from later developing muscle weakness, diabetes, multiple sclerosis and other serious diseases, such as cancer and heart disease. They also can help children fight off infections such as colds and flu. Some research even suggests that sunshine may have a positive calming impact on children with ADHD.

Time outside becomes a very critical issue during the time of year when the hours of daylight only occur while children are in child care. This year NC DCD revised the regulations to require caregivers to be

responsible for getting children outside daily all year long when the weather permits.

10A NCAC 09.0508

- (b) When children **two years old or older are in care**, the schedule shall include the following:
- (4) ... **a minimum total of one hour of outdoor time throughout the day**, if weather conditions permit. When children are in care for four hours or less per day the center shall provide a minimum total of 30 minutes of outdoor time daily, if weather conditions permit.
- (c) **When children under two years old are in care... There shall be a minimum of 30 minutes of outdoor time throughout the day** either as part of a small group, whole group, or individual activity, if weather conditions permit.

Outdoor time also provides children with a change to a healthier environment, except when there is a weather alert. The playground has been identified as an area with a lower concentration of organisms that spread disease.

Children have the space on a playground to swing their arms, jump, hop and leap. They become free to run fast and use their outside voices. Sunshine also helps children become up-beat and happy by increasing the amount of a hormone in the body that is called serotonin. It also may help them sleep better at night.

Not only is outdoor time important for children, but it also can have significant impact on caregivers' health. Teachers get all the benefits that children get when they take the children outside. Further, researchers have found that Vitamin D can reduce the risk of

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getting colon cancer, and they are beginning to think that Vitamin D increases the ability to focus while lessening the risk for osteoporosis, breast cancer and many more diseases.

Complying with the new regulations can have positive health consequences for caregivers and children. Enjoy your time outside.

*I go to nature to be soothed and healed,
and have my senses put in order.*

John Burroughs

Resources:

Low, Keath, "To Improve ADHD Symptoms Try A Walk In The Park" at <http://add.about.com/od/researchstudies/a/adhd-nature.htm?p=1>.

Stewart, Charlina, "Dangers of Kids Being Vitamin D Deficient" at http://early-childhood-developmentsuite101.com/article.cfm/vitamin_d_deficiency_in_children.

Harm, Thelma, Cryer, Debby and Clifford, Richard, Infant/Toddler Environment Rating Scale, (Revised Edition), Teachers College Press, New York, New York, 2006 (Spiral Edition).

American Academy Of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education (2002). *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Out-of-Home Child Care Programs, 2nd edition*. Elk Grove Village, IL: American Academy of Pediatrics and Washington, DC: American Public Health Association. Also available at <http://nrckids.org>.

*Submitted by Jacquelin Montgomery
Region 13 Infant Toddler Specialist*

The School Age Corner



The Scoop on the MANDATED School Age Credential

Following the path of the Early Childhood Credential, the business of school-aged care is also coming into its own by rolling out the new certification for school aged providers. Effective August 1, 2010, a new law was passed requiring all teaching staff, administrators, and family child care providers either working in or operating a DCD licensed facility to become certified as of July 1, 2012. Staff other than administrators hired after October 1, 2010 have 60 days to complete this certification process.

While having a warm and patient style with children is certainly considered vital, and we often hear that "loving children can't be taught," it has been shown that increased educational levels are directly linked to higher quality care, and thus one's level of education and experience determines the level of certification received. Providers learn appropriate practices based on the science (and art) of childhood development, which naturally leads to an increased understanding of children's needs and how best to meet those needs.

Caring for school aged children, of course, requires a different skill set. Children from 5 to 12 years of age run the gamut in development in every main domain: physical, intellectual, social, and emotional. In order to deliver the best care possible, it is crucial that providers understand both the more general "ages and stages," as well as the uniqueness of



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the individual child. It is with this in mind that North Carolina can be very proud of stepping out ahead. The school aged scale is similar to the early childhood, or EEC, and ranges from pp (paraprofessional) up to Level 13. An individual's transcripts and experience with school aged children are reviewed by Workforce and, in fact, if DCD already has your transcripts on file, there is no need to resubmit them. They can easily be transferred by completing and submitting the "DCD Transcript Release Form" to the NC Institute for Child Development Professionals. This has the advantage of keeping the provider from having to resubmit transcripts multiple times and speeds the application process. (Of course, if additional education has been acquired since your last transcript submission to the DCD, updated transcripts must be submitted to be factored into the certificate level.)

On the website, <http://ncicdp.org/certification-licensure/eec-overview/>, there is a spot in the bottom right hand corner of the page labeled, "EEC Application." There you will also find the link to the School Age Scale.

Once the transcripts are reviewed, the appropriate classification or level will be awarded and a certificate will be sent to the provider. This certificate will be valid for either three or five years, depending on the classification level you achieve.

One might ask: "Why would I want to go to this much trouble?"

Recognizing educational levels and amount of experience in the field of child care helps drive many objectives, including:

- childcare personnel being viewed as professionals.

- As parents, communities, and ultimately legislators recognize the importance of child care workers, the ability to promote sources of funding and pay scale levels increases.
- Increased wages helps ensure staff stability and lowers the turnover rate of employees in childcare facilities, thereby encouraging longstanding relationships between staff, children, and parents.
- As communities, and indeed the childcare professionals themselves, begin to see themselves and their chosen profession as one that is valued and rewarded, the overall standard rises to become a source of pride for staff.

It is with this in mind that North Carolina can be very proud of stepping out ahead in the national effort to acknowledge, professionalize, and support the field of child care.

Here's a BONUS: Until December 31, 2010, DCD is funding a reduced fee application fee of \$25.00 for the credential. Thereafter the application fee will be \$50.00. Remember, the process is easy and the website is simple to follow. There is even a FAQ (Frequently Asked Questions) sheet on the [ncicdp](http://ncicdp.org) website.

If you still feel you need help or information, contact your local Partnership for Children or Child Care Resource and Referral. You can also contact your Regional School Age Specialist, Jan Waugh, at jan@childcarenetworks.org.

*Submitted by Jan Waugh
Region 13 School Age Specialist*

**Child Care Networks, Inc. CCR&R of
Chatham County**

P.O. Box 1531
Pittsboro, NC 27312
(919) 542-6644



**Harnett County
Child Care Resource & Referral**

P.O. Box 1089
Lillington, NC 27546
(910) 893-7597



**Partnership for Children of Johnston County
Child Care Resource and Referral**

1406-A S. Pollock Street
Selma, NC 27576
(919) 202-4893



**Coalition for Families
CCR&R Lee County**

507 N. Steele Street, Box 3
Sanford, NC 27330
(919) 776-7157



**Partnership for Children of Wayne County
Child Care Resource & Referral**

800 N. William Street
Goldsboro, NC 27530
(919) 735-3371



Take Time to Be Thankful and Celebrate!



- November:**
- 2— Election Day / National Deviled Egg Day
 - 7— Daylight Saving Time Ends
 - 11— Veteran’s Day
 - 13— National Indian Pudding Day
 - 16— Button Day
 - 22— Start Your Own Country Day
 - 25— Thanksgiving
 - 29— Square Dance Day
- December:**
- 1— Hanukkah begins at sundown
 - National Pie Day
 - 4— Wear Brown Shoes Day
 - 7— Remembrance Day
 - National Cotton Candy Day
 - 11— National Noodle Ring Day
 - 13— Ice Cream Day
 - 17— National Maple Syrup Day
 - 20— Games Day
 - 21— Hamburger Day
 - 24— Christmas Eve
 - 25— Christmas
 - 26— Kwanzaa Begins
 - 28— National Chocolate Day
 - 31— New Year’s Eve

