



*Improving the lives of families through child care services, research and advocacy.
Mejorando las vidas de las familias a través de los servicios de cuidado de niños, su investigación y apoyo.*

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(323) 299-8998

Resource & Referral Department	Departamento de Recursos y Referencias
<p>Referral Service 888-KIDS-247</p>	<p>Servicio de Recursos 888-KIDS-247</p>
<p>CCCIP (California Child Care Initiative Project) 888-KIDS-247</p>	<p>CCCIP (El Proyecto de Iniciativa de California para el Cuidado de Niños) 888-KIDS-247</p>
<p>SPAN (Support Provider Accreditation Now) 323-421-1412/323-421-2617</p>	<p>SPAN (Apoyo para que el Proveedor Reciba Acreditación Inmediata) 323-421-1412/323-421-2617</p>
<p>SNAP (Special Needs Advisory Project) 888-KIDS-247</p>	<p>SNAP (Proyecto de Asesoría para Necesidades Especiales) 888-KIDS-247</p>

THE BANISTER

RESOURCE & REFERRAL NEWSLETTER

VOLUME 4

ISSUE 1

What is the Provider Update Form?



The Resource & Referral Department is required by its funder to update all provider records in its referral database on a quarterly basis. We'd like to give you another way to help us keep your information up-to-date. Instead of our staff phoning you during your child care hours, you now have the choice of using our Update Form.

The Update Form is mailed at the beginning of every quarter. Using the form allows you to take the time to either call us with the information we are requesting, mail the form, or fax it back to us by the due date given. The updated information you give helps us in providing current information to parents who call looking for child care. If we are unable to verify that your information is current, we will not be able to refer your name and number to parents.

How does the referral process work? We are a parent choice program, which means parents can select whom they want to be their child care provider. We give each caller a minimum of four referrals. It is up to the parent to call the phone numbers we give them. The referral service is a free service provided to you as one way to help promote your business.

If you need suggestions on how to promote your business, have questions, or need technical assistance, please contact us at: (323) 421-1029 for English or (323) 421-2430 for Spanish.



ONE CALL LINKS YOU TO HELP IN YOUR COMMUNITY

Call 2-1-1 for help in finding the services you need

- Where to go to get free or low-cost health care
- Information on child care
- Help with care for aging parents
- Employment resources
- How to find a bed when you have no place to sleep
- How to get help for a drinking problem
- Where to volunteer to make a difference in someone's life



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Positive Nutrition Experiences for Children in Child Care

Sara Gable, Ph.D., Human Development and Family Studies, College of Human Environmental Sciences, University of Missouri-Columbia

Because children spend so much time in child care settings, these programs play an important role in children's attitudes towards health and nutrition. Positive nutrition and health experiences for young children focus on: providing nutritious foods, effectively arranging the eating environment, and appropriate adult behavior during meals.

Foods Served

Adult responsibility for child health and nutrition begins with providing a variety of nutritious foods. When a child attends child care for 8 or more hours per day, caregivers should seek to meet two-thirds of the child's nutritional needs with snacks and mealtimes. (Nahikian-Nelms, 1997)

Mealtime Environment



Snacks and meals can be served in different ways. To promote children's learning about food and nutrition, experts recommend that children decide for themselves what to eat and how much to eat. Allowing children to make food selections and to regulate their own food intake. Experts also suggest that adults sit with children during snacks and meals and eat the same foods. To keep snacks and mealtimes fun, vary food presentation and mealtime routines. Three different variations include family style, buffet style, and picnics. When making plans for snacks and meals, consider children's developmental abilities and needs.

Adult Behavior during Meals

As with other settings for adult-child interaction, snacks and mealtimes present adults with a wonderful opportunity for teaching children and for maintaining secure relationships. Research indicates that certain adult behaviors and expectations correspond with the development of positive child attitudes towards food and nutrition. (Berman & Fromer, 1991; Nahikian-Nelms, 1997)

Optimal Behaviors

- Adults ensure that all children wash hands before eating
- Adults sit with the children during the meal or snack
- Adults eat the same food as the children and use the same utensils
- Adults allow children to serve themselves
- Adults encourage children to taste all food offered
- Adults engage in pleasant conversation with children during meal
- Adults use mealtimes as an opportunity to provide nutrition education
- Adults encourage children to use proper mealtime manners and model these social conventions

Behaviors to Avoid

- Adults do not hurry children to eat
- Adults do not require children to taste all the foods offered before additional servings of any food are given
- Adults do not force children to eat all the food offered
- Food is not used as a reward, punishment, or pacifier
- Televisions are turned off during mealtimes

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Simple Snack Ideas



Sparkling water with fruit juice

A frozen banana

Waffle with peanut butter

Frozen 100% fruit juice bar

Carrot juice

Bagel with a tablespoon of cream cheese

Half an avocado sprinkled with lemon juice

A bunch of grapes

Celery with peanut butter

Chow Mein noodles



Puffed wheat or rice cereal with milk

Raw veggies with hummus or yogurt dip

Vegetable juice

Dried prunes

Plain yogurt topped with fresh peaches



Establishing a Sick-Child Policy

By Jill Dickey

One way to help prevent the spread of infectious diseases among children in your care is to establish and firmly enforce a written "exclusion for illness" policy. Provide a handout and make adhering to your policy part of your written contract when signing up new clients.

But in the real world, there are always desperate parents who downplay their child's warm forehead, green nose and irritability to get them admitted to day care. Handling their insensitivity requires a straightforward conversation in a calm moment. Focus on what's best for their child. Explain that the policy benefits their child in two ways: first, by ensuring that the child gets adequate care. Point out that they can offer their child the most comfort when he or she is ill and make the best decisions about care, including taking him or her to the doctor if necessary. Second, a firm exclusion policy protects their child from contagion when another child is ill.

The easiest policy to enforce is one based on visual evidence of symptoms. According to the Center for Disease Control handbook *The ABCs of Safe and Healthy Child Care*, if a child arrives with any of the following symptoms or develops them during the day, he or she should be excluded from care.

- Fever (100°F underarm; 101°F oral or 102°F rectal) AND sore throat, rash, vomiting, diarrhea, earache, irritability or confusion. In babies 4 months or younger, a 101°F rectal temperature is a fever threshold.
- Diarrhea (runny, watery or bloody stools)
- Vomiting (twice or more in 24 hours)
- Body rash with fever
- Sore throat with fever and swollen glands
- Severe coughing (child gets red or blue in the face and makes a high-pitched whoop after cough)
- Eye discharge (thick mucus or pus draining from eye, or pink eye)
- Yellowish skin or eyes
- Child is irritable, continuously crying, or requires more attention than you can provide without risking the health and safety of the other children in your care

The ABCs of Safe and Healthy Child Care was written for child care providers in any setting. It's available from the National Technical Information Service and has excellent, up-to-date information including:

- How infectious diseases are spread.
- What to do to keep yourself and children healthy.
- What disease and injury prevention practices you should follow.
- What disease and injury prevention practices providers should require parents to follow.

In addition to establishing policies, protective practices, and facility maintenance considerations, special sections in the handbook provide:

- 40+ fact sheets on the most common childhood diseases and conditions, explaining how to recognize them and what to do when they occur
- Additional resources, including federal agencies and professional organizations
- A list of regional poison control centers

Reprinted with permission from the Child Care Parent Provider Network. These and other articles may be found on their website: www.childcare-ppin.com.

Tips for Developing Healthy Self-Esteem in Your Child

Coordinated Campaign for Learning Disabilities

Most parents are aware that their child's feelings of self-worth are linked to social and academic success. But, sometimes parents are unaware of how easy it is to damage their child's self-esteem without even realizing it. Research shows that children with learning disabilities are more likely to suffer from lack of self-esteem than their peers. The Coordinated Campaign for Learning Disabilities and Dr. Robert Brooks, have compiled a list of ways parents can develop positive feelings of self-worth in their children.

1. Help your child feel special and appreciated

Research indicates that one of the main factors that contributes to a child developing hope and becoming resilient is the presence of at least one adult who helps the child feel special and appreciated: an adult who does not ignore a child's problems, but focuses energy on a child's strengths. One way for you to do this is to set aside "special times" during the week alone with each one of your children. If your child is young, it is even helpful for you to say, "When I read to you or play with you, I won't even answer the phone if it rings." Also, during these special times, focus on things that your child enjoys doing so that he has an opportunity to relax and to display his strengths.



2. Help your child develop problem solving and decision-making skills

High self-esteem is associated with solid problem solving skills. For example, if your child is having difficulty with a friend, you can ask her to think about a couple of ways of solving the situation. Don't worry if your child can't think of solutions immediately; you can help her reflect upon possible solutions. Also, try role-playing situations with your child to help demonstrate the steps involved in problem solving.

3. Avoid comments that are judgmental and instead, frame them in more positive terms

For example, a comment that often sounds accusatory is "Try harder and put in more of an effort." Many children do try hard and still have difficulty. Instead say, "We have to figure out better strategies to help you learn." Children are less defensive when the problem is cast as strategies that must be changed rather than as something deficient with their motivation. This approach also reinforces problem-solving skills.

4. Be an empathetic parent

Many well-meaning parents, out of their own frustration, have been heard to say such things as, "Why don't you listen to me?" or "Why don't you use your brain?" If your child is having difficulty with learning, it is best to be empathetic and say to your child that you know he is having difficulty; then you can cast the difficulty into a problem to be solved and involve your child in thinking about possible solutions.

Tips for Developing Healthy Self-Esteem in Your Child continued on page 7

5. Provide choices for your child

This will also minimize power struggles. For example, ask your child if she would like to be reminded five to ten minutes before bedtime to get ready for bed. These beginning choices help to set the foundation for a feeling of control over one's life.

6. Do not compare siblings

It is important not to compare siblings and to highlight the strengths of all children in your family.

7. Highlight your child's strengths

Unfortunately, many youngsters view themselves in a negative way, especially in terms of school. Make a list of your child's "islands of competence" or areas of strength. Select one of these islands and find ways of reinforcing and displaying it. For example, if your child is a wonderful artist, display his artwork.



8. Provide opportunities for children to help

Children seem to have an inborn need to help others. Providing opportunities for children to help is a very concrete way of displaying their "islands of competence" and of highlighting that they have something to offer their world. Involving your child in charitable work is just one possible example. Helping others certainly boosts your child's self-esteem.

9. Have realistic expectations and goals for your child

Realistic expectations provide your child with a sense of control. The development of self-control goes hand-in-glove with self-esteem.

10. If your child has a learning disability, help your child to understand the nature of her problem

Many children have fantasies and misconceptions about their learning problems that add to their distress (for example, one child said he was born with half a brain). Having realistic information can give your child a greater sense of control and a feeling that things can be done to help the situation.

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***“When we give unconditional love to children,
we give the most valuable gift we have”***

- Katherine M. Olson

Guidelines for the Art Center

The Spring 2005 issue of the *Texas Child Care Quarterly* (www.childcarequarterly.com) observed, "the best art activities support investigation and experimentation and avoid focus on the product or end result." These were some of the many guidelines suggested to achieve this goal:

- Position the art center in good light and, if possible, near a water source.
- Focus on open-ended activities -- those that allow children to be involved in the process of creativity. Avoid closed activities -- those that have only one correct method or product.
- Encourage invention and independence. Avoid making models for children to follow.
- Buy left- and right-handed scissors that are blunt-ended, comfortable, sharp, and smooth in operation.
- Offer a variety of painting tools. In addition to standard brushes, provide sponges, feathers, combs, cotton swabs, toothbrushes, medicine droppers, spray bottles, and roll-top bottles.
- Avoid writing on children's artwork. Encourage children to sign their own art. If a child wants to dictate information about the art, write on a separate piece of paper that can be attached to the back of the art.
- Expect children to share cleanup tasks and to be responsible for their own materials. Show children how to control paint drips, wash brushes, cover dough and clay containers, hang up smocks, and wipe up spills.



Art Resources

Inner City Arts
213-627-9621
www.inner-cityarts.org

Trash for Teaching
310-324-0220
www.trashforteaching.org

National Art Education Association
www.naea-reston.org

National Association for the
Education of young Children
www.naeyc.org

Early Childhood Today
www.http://teacher.scholastic.com/products/ect/activities.html

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Important Notice!

It has come to our attention that a licensed child care provider in the San Joaquin area received a phone call

- from a solicitor identifying him/herself as being from state licensing.
- stating that there were funds available for her program and that it didn't need to be paid back.
- asking the provider for her account information and that the funds would be deposited directly to her account.
- the return phone number that was given was incorrect.

PLEASE BE ADVISED:

If you receive a call like the one described above,

- please know, the State's Licensing Division will never ask for your personal or financial banking information over the phone.
- if you have questions regarding this matter, do not hesitate to call.

**CHILD CARE RESOURCE & REFERRAL DEPARTMENT
(323)421-1029 OR (888) KIDS-247**

Partial CPR Reimbursements Available

The Resource & Referral Department is offering *partial* reimbursements up to \$65 for CPR trainings taken between **July 1, 2005** and **June 30, 2006**. (Dependent upon availability of funds) **Submissions must be postmarked by July 3, 2006.**



The following is a list of requirements:

- You must live within Crystal Stairs' Resource & Referral service area.
- Trainings must be provided by an EMSA approved organization.
- Submit a copy of your **payment receipt**, **CPR/First Aid cards** (front and back), and **Health & Safety card/certificate** (if applicable)



For more information, please call Claudia Lopez at (323) 421-2413.

Fun Activities

Go Bird Watching

Make a bird feeder out of a paper milk or juice carton. Cut out two opposite side panels and fold down to make a ledge for the birds to rest on. Let the children decorate the carton. Put a string through the top to hang. The bird feeder can be hung from a tree or clothesline near a window. Let the children add the seed when necessary.

Experiment with Water

Fill three jars with water and mark the level on each jar. Place one jar in the freezer and one in the window. Put a lid on the third jar and put it beside the jar in the window. Have the children check the jars frequently. Talk about expansion water, evaporation, and air.

Feel Box

Find an old shoe box. Cut a hole in the lid. You can ask the children to decorate the box. Put some things in the box. Let each child put one hand in the hole and try to guess what is in the box by feeling the objects.

Homemade Puppets

Old socks, mittens, and lunch bags make interesting hand puppets. Children love to talk through puppets. This gives them the chance to create their own characters. Use markers to make eyes and noses and yarn for hair. The children can even add clothes, a hat, teeth or ears.

RESOURCES

POISON CONTROL CENTER
(800) 876-4766

**NATIONAL IMMUNIZATION
INFORMATION HOTLINE**
(800) 232-2522

**NAFCC (National Association
for Family Child Care)**
www.nafcc.org

**DEPT. OF SOCIAL SERVICES/
COMMUNITY CARE LICENSING
DIVISION**
<http://www.cclid.ca.gov>

**CALIFORNIA CHILD CARE
HEALTHLINE & NUTRITION**
(800) 333-3212
www.childcarehealth.org

**TOY RESOURCE HELPLINE for
Special Needs Children**
(800) 366-PLAY

CHILD CARE LAW PROJECT
(Public Counsel)
(213) 385-2977

**NAEYC (National Association
for the Education of Young
Children)**
www.naeyc.org

FIRST 5 LA CONNECT
(888) 347-7855
www.first5LAconnect.org

**CHILD ABUSE REPORTING
HOTLINE**
(800) 540-4000

**NNCC (National Network of
Child Care)**
www.nncc.org

**CCHP (California Child Care Health
Program)**
www.ucsfchildcarehealth.org

Professional Development & Training Opportunities

APRIL



Program Evaluation— Making Improvements Overall (SPAN Workshop)

April 19, 2006
Los Angeles, CA
323-421-1412/323-421-2617

CAEYC (California Association for the Education of Young Children) Conference 2006

April 20-22, 2006
Anaheim, CA
1-800-378-2817

South Central Child Care Consortium's 14th Annual Staff Development Conference

April 21, 2006
Culver City, CA
213-748-3700

MAY



Conflict Resolution: Skills, Strategies and Attitudes toward Rewarding Relationships

May 2, 2006
Los Angeles, CA
213-385-2977 ext 310

Annual After School Leadership Conference

May 4 - 6, 2006
Palm Springs, CA
www.sdcoe.net/rtac

Tax Credits for Small Businesses and Nonprofits

May 10, 2006
Los Angeles, CA
213-385-2977 ext. 310

JUNE



Leasing Space for Your Small Business or How the Fine Print Can Hurt You

June 13, 2006
Los Angeles CA
213-385-2977 ext 310

Legal and Financial Issues for Small Businesses

June 21, 2006
Los Angeles, CA
213-385-2977 ext. 310

JULY



2006 NAFCC (National Association for Family Child Care) Annual Conference

July 28 - 29, 2006
Orlando, FL
800-359-3817