

# CFR Connection

2014, Issue 1



**Child & Family Resources, Inc.**

SERVING CHILDREN AND FAMILIES IN ONTARIO, SENECA AND YATES COUNTIES

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## ??? SCHOOL READINESS ???

Advertisements abound that say this toy or this item will help your child's school readiness skills. These lead parents and providers to question if they are doing enough for their children and the children in their care. The concern is so great that some parents are requiring providers and caregivers to implement programming and activities that are not developmentally appropriate for their age groups. One center staff said that a parent commented to her that her child had a 3 year old cousin who could already write his name so why couldn't her child do this? This mom knew that her child was smarter! Older infants and toddlers are having flash cards become the norm in their day! Is this how children learn? What do they need to be learning?



What are the skills that children need to have as they enter into school-based programs?

- ◆ Self help skills such as toileting, attempting to clean oneself after an accident, blowing one's nose and then knowing to wash and how to wash hands after these situations;
- ◆ Common courtesies for each other like please, thank you, excuse me, etc.
- ◆ Answering when spoken to, eye to eye contact, etc.

These sound fairly simple, correct? So how do we make sure that children develop them? The adults in their lives need to guide them through adult/child interactions, modeling, and most important, experience!

How do we do this? We allow the children the freedom to play! Play? Yes! It is not flash cards with colors or shapes or counting the days on the calendar or making a project to look just like the adult's. We give them time, objects, and ourselves. So what kind of play do children need? A few examples are social play, physical play, constructive play, dramatic

play and games with rules (if age appropriate). Play also needs to happen outdoors as well as indoors. It needs to be both solitary play and group play. Play can be quiet and it can be loud. All provides many opportunities for children to learn their colors, numbers, shapes, language skills, how to get along with others, how to listen, how to talk, etc.

*"Children learn as they play. Most importantly, in play children learn how to learn." O. Fred Donaldson*

As an example, let's look at constructive play. This is when children manipulate their environment to create things. This play occurs when children build towers out of blocks, play in the sand, use straws to make a road. It allows them to experiment with objects to see what can work and what doesn't work. It gives children a strong base for gross motor, fine motor, cognitive, social, sensory and emotional skills. These skills increase the chances for success in elementary school and beyond. Refining this even more, in constructive play a child learns the social skills of how to share, take turns, negotiation and compromise. As adults we may need to guide them with developing these skills. As these develop, we then can step back.

*"Play is the highest form of research." Albert Einstein*

While playing with others they are also developing language skills through conversation which includes both speaking and listening. If their "project" works, constructive play also gives them a great sense of accomplishment which leads to positive self-esteem skills. If the project doesn't work, that is okay, too. One of the most interesting skills that children learn is that it is okay for something to not work. It is safe to fail. In fact, they don't even see this as failure. It is just something that didn't work. Children will just pick up and start over. *Continued on page 11*

staff & site...

### **Penn Yan Staff**

**Alicia Avellaneda** — Early Childhood Educator, ext. 312  
**Julie Champion**—Executive Director, ext. 304  
**Heather Fiero**—Executive Assistant, ext. 306  
**Michelle Oppelt**—Family Educator, ext. 305  
**Amanda Hines**—CACFP Administrator, ext. 310  
**Mary Jepsen**—Registration Coordinator, ext. 313  
**Rhi Murphy**—Office Manager, ECE Assistant, ext. 301  
**Cheonna Miller**—Family Educator, ext. 308  
**Anetta Oppelt**—Finance and Administration Director, ext. 303  
**Edie Strong** — CCRR Specialist-Referrals/Grants, ext. 314

### **The Children's Center Staff**

**Edie Strong**—Early Childhood Assistant, (315) 531-3438  
**Abby Townley**—Director/Early Childhood Educator, CACFP Monitor (315) 531-3438

### **Geneva Staff**

**Natalie Ball**—Family Support Worker, ext. 219  
**Tammy Bursley**—Infant/Toddler Specialist and Professional Development Education Coordinator, ext. 207 (messages)  
**Amanda Everett** — Family Educator  
**Debra Hartman**—Referral & Outreach Coordinator, ext. 202 (messages)  
**Amy Hickey**— Family Educator, ext. 222  
**Teresa Kennedy**—Family Educator, ext. 217  
**Terri Knight-Miller**—Registrar/Legally Exempt Coordinator, ext. 210  
**Millie Ortiz**—Office Manager ext. 201  
**Joan Diaz**—Family Support Worker, ext. 204  
**Sarah Scorsone**—Healthy Families Coordinator, ext. 211  
**Yvonne Vazquez**—Family Resource Educator, ext. 220  
**Dawn Waite**— Geneva Site Coordinator/Family Educator, ext. 203

### **Gorham Staff**

**Lynette Gage**—Early Childhood Educator  
**Barb Owens**—Early Childhood Coordinator/CCRR Specialist-Training & ITA

### **Seneca Falls Staff**

**Teresa Bryan** — Office Manager, CCR&R Specialist-Referral & LE, ext. 401  
**Bette Somerville**—CCRR Specialist-Referral, Training and ITA, ext. 405  
**Shelly Wilcox**— Seneca/Ontario Registrar/Seneca Falls Site Coordinator, ext. 403  
  
**Joni Gustafson**—Health Care Consultant, cell phone only 315-345-7093

**General Email:** [cfr.info@cfresources.org](mailto:cfr.info@cfresources.org)  
**Website:** [www.cfresources.org](http://www.cfresources.org)

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### **Penn Yan Center\***

263 Lake Street  
Penn Yan, NY 14527  
315-536-1134  
Fax: 315-536-9918

### **Children's Center**

at Yates County Courthouse  
Monday, Tuesday, Thursday  
9am—5pm  
415 Liberty Street  
Penn Yan, NY 14527  
315-531-3438

### **Geneva Center\***

41 Lewis Street  
Suite 103  
Geneva, NY 14456  
315-781-1491  
1-800-881-5786  
Fax: 315-781-1493

### **Gorham ECE**

Gorham Elem. School  
Gorham, NY  
585-526-6351

### **Seneca Falls\* Center**

115 Fall Street  
Seneca Falls, NY 13148  
315-568-0945  
Fax: 315-568-0978

\*Regular office hours are  
Monday-Friday, 8:30-4:30

## agency highlights. . .



Hello! I'm Michelle Oppelt, the new Family Educator in the Parenting Skills Program at the Penn Yan site. I began here in mid-October and am loving getting to know more about the agency, the job and a new community! I graduated from The New School University in New York City in 2010 with my Bachelors in

Psychology. I then moved back upstate and worked for the University of Rochester's Mt. Hope Family Center doing very similar work to this current job, but in a very different, and much more urban setting. I then transitioned to Strong Hospital's Psychiatric Emergency Room where I worked as a Psychiatric Technician up until I returned to my rural roots, (I may try & deny it, but I was born and raised in the boondocks,) and came to CFR! My experiences, both personal and professional, have developed within me a passionate belief that everyone deserves a chance to live their best life, regardless of circumstance, and I look forward to continuing to work towards the 'best life' goals of these families. In my free time I enjoy going to concerts, traveling, theatre, being a 'crazy cat mama' and living life as it comes!



My name is Rhiannon, and I just recently graduated from Keuka College with a Bachelor of Arts in Educational Studies. I have been working at Child and Family Resources for the past year as the ECE assistant in the Penn

Yan office. Just recently I was offered the position as the new office manager in Penn Yan and so now, I am both the ECE assistant part time and the office manager!

I am expecting my first baby this Spring and we just found out we are having a baby boy! ...and we cannot wait for this new addition to our family! I have been with my fiancé for over eight years, we have two dogs whom we love with all of our hearts. When I am not in school, I love to read, take our dogs for walks, veg out watching food network and I love spending time with my family. I love traveling to Texas every year to visit my older sister and her family. Now that school is finished, I cannot wait for the baby to be here and to finally be a mom.



Hello, my name is Amanda Everett. I have recently started in the PSP/SV program in the Geneva office. I have worked with children and families in different areas since my first job out of high school. I have two children of my own, a son, Malaki, who is ten and

in the Fifth grade and a daughter, Kora, who is five and in Kindergarten. Currently I hold an Associates Degree in Health and Human Services from Finger Lakes Community College. I am in my last year of Keuka College where I will graduate with a BSW. I am looking forward to taking on a big gardening project with my family in the spring and we might even add a couple of chicken's to our back yard. I look forward to meeting everyone- and please any gardening tips are welcome!

*We extend our sincere gratitude to every person who supports Child and Family Resources with contributions of time and money. Thank you.*

Alexander and Co.  
Cam's New York Pizzeria of Geneva  
Once Again Shoppe  
Colleen Ribble

Brad Anderson Memorial Scholarship Fund donations from:  
Mary Ann and Brad Anderson and William Mitchell Jr

### Our Mission Statement

Child & Family Resources is dedicated to providing affordable and accessible programs that enhance and support the education of parents, caregivers, and child care providers, as well as encourage the highest quality of care and positive learning experiences for young children.



## Start School Days with Special Times

On busy school day mornings, we try to send our children off with love. We sandwich “I love you. Have a good day!” between “Where’s my homework?” and “Can you pick me up after soccer practice?” We’ve got a suggestion that can help you build the feel of your love into a child’s morning routine, so you can actually accomplish your goal.



Set the alarm fifteen minutes early. Five minutes is for you to enjoy the quiet of the morning before the stampede begins. Ten minutes is for pajama-clad Special Time before anybody has to rush anywhere. First thing in the morning can be a wonderfully effective time to connect with children, especially children going to school where they won’t get to see you all day.

Fill them up with your warm, playful attention before worrying about their balanced breakfast. Turn the snooze alarm into the snuggle alarm. Make sure everyone in the house knows they are loved and cared for, and welcomed into this new day, before any of the many mundane chores gobble up your attention. Even ten minutes of your undivided attention can bolster a young child who is anxious about the separations morning often brings.

Children often experience sleep as a separation. Much of the morning’s usual dawdling is often a child’s reluctance to let go of you now that they feel reunited after the long time away in Dreamland.

Allowing a child to experience morning as a happy reunion, rather than a disconnected push toward yet another separation, can change the tone in the house and set them on a path toward a happier day.

You’ll be amazed how much more effective and cooperative children can be when their need for affectionate connection is given first priority. A happy, confident child is much easier to wrangle out the door to face the busy activities of the day. And a child who feels emotionally connected and relaxed is better able to transition into the school environment and to absorb the day’s learning.

### Here is how it can work.

When my son started preschool, getting used to the new routine was hard for us all. We were all used to our laid back mornings where my son would sleep until he woke up on his

own. When he did wake up, we would hang out in pajamas and play for a while and not worry about breakfast until he said he was hungry or get dressed until we were ready to go out.

Of course preschool changed all this! Now I was giving orders all morning: Time to get up, eat your breakfast, we need to get dressed, and worst of all, “We don’t have time to play, we have to go!” All this happened even though I’m actually pretty relaxed about having to be at school “on time.” As I said to a friend, there are no tardy bells in preschool!

My son didn’t like this scenario at all. He became frustrated easily and I listened to many tantrums around trivial issues like the shoes he wanted to wear, or whether I put milk on his cereal (or not!). I understood that it was good to listen to his feelings, and was OK about doing that (most of the time). But I was still feeling like a drill sergeant, and I could tell that my son was left feeling like he never got to do what he wanted to do in the mornings. It was a lousy way to start the day for us all!

After reading a success story in which the parent did Special Time for five minutes every night, it occurred to me that we might try Special Time in the mornings. We already do Special Time with him several times each week, but usually in longer chunks. It hadn’t occurred to me that such a small amount of time would be useful, but it certainly seemed worth a try.



When we introduced Special Time into our mornings, I made a chart with pictures of all the things we have to do in the morning, including Special Time. As I was making the chart, I thought about where to put Special Time in our morning routine. The temptation was to put it after all the “business” had been

taken care of, but I realized that in order to build a good current connection with my son, it would be best if Special Time was first thing we did.

The changes have been tremendous. Where before just getting out of bed was sometimes a struggle, now when he wakes up (even if he has to be gently woken) he hops up and says, “Let’s do Special Time!” Our struggles over getting dressed and ready to go are significantly diminished. Now when I need to get him moving, I can just ask him to look at the list and tell me what we need to do next.

Julianne Idleman from [www.handinhandparenting.org](http://www.handinhandparenting.org)



Dear Child Care Providers,

On November 14<sup>th</sup> the OCFS Video Teleconference training entitled: [Administration and Management with a Focus on Child Day Care Regulations](#) took place. As stated on the OCFS website, "This video conference training outlined the newly adopted and proposed child care regulations. The major changes to the adopted Family Child Care and Group Family Child Care regulations were discussed in detail. The regulations will go into effect on May 1, 2014, so it's important that you become familiar with the changes and reviewing these changes will help you be prepared for implementation. This video also reviews the proposed changes to the Child Daycare Center and School-Age Child Care regulations so you are familiar with these anticipated changes. Many questions and concerns from providers were also addressed during a live question and answer segment."

As of December 2<sup>nd</sup>, OCFS made this video conference training available to you for viewing at [www.ocfs.state.ny.us](http://www.ocfs.state.ny.us). Please note you will not obtain training credit for viewing this training on-line.

The staff here at Child and Family Resources, Inc. encourages you to view and/or review the conference training on-line. If viewing the conference training on-line is not an option, our office will present two additional viewing opportunities: **January 27, 2014 at our Penn Yan Office 6:30 – 8:30 PM** and **March 11, 2014 at the United Church in Canandaigua 6:30 – 8:30 PM**. Upon viewing the conference training, questions or concerns may be forwarded to your Registrar or Licensor.

The November Dear Provider letter from OCFS is also posted on the OCFS website. If you have not received the letter via mail or email, please take a look at the website. The purpose of this letter is to provide guidance about the New York State Justice Center and clarify how it affects your day care program's employment process. All modalities of child care are addressed in this letter. An additional employment check by the Justice Center called a **Staff Exclusion List (SEL)** check and is similar to the process to get a Statewide Central Register (SCR) database check. This SEL employment check identifies persons who are former employees of programs serving people with special needs who have been found to have committed an act of abuse or neglect regarding those service recipients. Knowing that a candidate for employment in a child day care program is listed on the SEL will further protect employers like you, and the children you care for, from hiring unqualified caregivers.



On another note, winter has arrived. **SAFETY FIRST!** Please remember that your egress routes must be clear of *snow and ice*. Doors must open easily, steps, stairs, decks, porches and sidewalks must not contain a surface that is icy or snow covered. Meeting places must be easily accessible in the event of an emergency evacuation. If you use a wood or coal for heating, make sure the pipe is being cleaned regularly to prevent fires.

With Regards,  
*Mary Jepsen*  
Registration Coordinator

*Hats off to...*

*New CACFP  
Participants:*

*Anna Morreale*

*New  
Providers:*

*Jennifer Ford*

*Stephanie  
Gardner*

*Lorraine Green*

*Damiana  
Vargas*

# child care training reminders . . .

## **M.A.T.**

### **Medication Administration Training**

**February 1 or April 5 — Geneva**

Non-Refundable Registration/Materials Fee: \$50

Classroom Training Fees: \$150

Independent Study Competency & Test: \$75

Independent Study Competency & Test  
with M.A.T. binder if requested: \$125

Topic Areas covered: SDC-2 hrs., NH-5 hrs., SS-1 hr.

*Training topics awarded upon successful  
completion of competencies testing.*

For specific curriculum questions contact  
Joni Gustafson at 315-435-7093

To register contact Rhi Murphy ,315-536-1134 ex 301



## **ON-LINE TRAINING OPTIONS for Child Care Professionals!!**

In conjunction with Child Care Aware Training Academy, Child and Family Resources now offers professional development programs that are completely online, so the media-rich, interactive courseware can be accessed any place or time via the internet. Once you purchase your course package, you have a year to complete your training at your own pace.

### **Course Offerings:**

- Multiple options to fulfill required training hours
- Initial and Renewal Training for CDA
- 100+ Individual courses approved by OCFS

### Including but not limited to:

- Early Childhood Program Accreditation
- Ethics and Ethical Behavior
- Stress Management for Child Care Professionals
- Bullying: Identification and Prevention
- Childhood Anger and Anger Management
- Conflict Management in the Early Childhood Classroom
- Discovery of Math
- Documenting Children's Behaviors
- Enhancing Children's Self-Esteem
- Experiencing Music in the Classroom
- Guidance and Discipline in a Child Care Setting
- Learning Styles
- Multiculturalism
- Nurturing Toddlers
- Physical Activity
- Physical Activity for Children with Disabilities
- Positive Solutions for Challenging Behaviors
- Recognizing Levels of Social Play
- Risk Management
- Special Care: Inclusion
- Stranger and Separation Anxiety
- Stress in Young Children
- Supporting Young Children's Dramatic Play
- Teaching Tolerance
- Transitioning to Kindergarten
- Using Portfolios in Early Childhood Programs
- Using the Arts as a Teaching Tool
- Using Visual Arts to Enhance Development
- Working with Children with Disabilities
- Design and Use of Child Oriented Spaces
- Communicating Effectively with Parents
- Encouraging Parental Involvement
- Planning and Conducting Open Houses
- Relating with Parents



You can find the link to the  
Training Academy at  
[www.cfresources.org](http://www.cfresources.org)  
From the Professional Development tab, click "[Online/Distance Learning](#)"

## **WE CAN COME TO YOU!!**

Our Intensive Technical Assistance Project is uniquely geared to individual registered and licensed providers or center staff located in Ontario, Seneca or Yates Counties. This is free to providers and is funded by the Office of Children and Family Services. Professional facilitators come into your program during your business day to offer tips, information and hands-on practice. Providers wanting to address program concerns may also request this service. Providers interested in investigating topics not covered in group classes or as a follow up to a training attended can request this program. Your participation in the ITA program may also include training hours. Contact Tammy Bursley at 315-781-1491 ex 207 for more information.

# child care training reminders ...

## CACFP Child and Adult Care Food Program

**ATTENTION Child & Family Resources  
CACFP PARTICIPANTS**  
February 13th—PY- Lyons National  
Bank 6:00—7:00pm

- CACFP participants are required to attend one CACFP training per contract year (10/1—9/30).
  - CACFP Training can also be used toward the regulatory training topic area of “NH”
  - There is no cost to CFR CACFP participants.
  - \$15 fee for non-CFR CACFP participants
  - Registration is required.
- CFR CACFP Participants: Please contact  
Amanda Hines, CACFP Administrator  
at 315-536-1134, ext. 310 to register

**All Specialized Training — \$35**  
Contact the Penn Yan office to register  
315-536-1134, ext. 301

**Tax Tips (BR, SDC)**  
6:30-7:30pm

January 22nd, 2014  
United Methodist Church— Corner of Rt. 332  
and County Road 41, Farmington

Come ask those nagging tax and business questions! Come join us with guest accountant, Mark Jacobs and get those questions answered. Participants will walk away with answers to some of those common questions related to owning a family child care business. This will be a lecture based workshop with the opportunity for participants to ask questions that you won't want to miss out on at tax time! *(Identified Audience – new providers, experienced providers, potential providers, FDC, GFDC)*

**CBK: 6, 7 CDA: 6** Trainer: Tammy Bursley, Credential #1367

## Creating Learning Activities for Infants & Toddlers (CD, PD)

February 26, 2014 6:30 – 8:30

United Church of Christ — 11 Gibson St.  
Canandaigua

Are you looking to enhance your daily routines and help children reach developmental milestones with songs, finger plays, games, and cognitive development activities? This workshop is for you. Come join us for a variety of activities that encourage social, emotional, physical & cognitive development. Walk away with a variety of quiet, active and developmental activities to add to your daily routine bag of tricks. *(Identified Audience – FDC, GFDC, DCC, LE)*

**CBK: 1 ELG: 1, 2, 3 CDA: 2, 3, 8**  
Trainer: Tammy Bursley Credential # 1367



**Free Training  
Regulation Review (SDC)**  
January 27, 2014,  
Penn Yan or

March 11, 2014,  
United Church of Christ  
11 Gibson Street,  
Canandaigua  
Both sessions: 6:30-8:30pm

Beginning May 1, 2014 FDC and GFDC will be operating their programs under new regulations. OCFS is anticipating DCC and SACC will be having their new regulations by the end of 2014. Participants in this training will have the opportunity to view the November 14, 2013 video conference training and discuss the changes with a child care Registrar. *(Identified Audience – new providers, experienced providers, potential providers, FDC, GFDC, DCC and SACC)*

**CBK: 7 CDA: 5, 6**  
Trainer: Mary Jepsen, Registration Coordinator

**More on page 10....**

## Save the Date!!!!

If you are interested in advancing your professional career in childcare, obtaining your **Child Development Associate (CDA)** is a great plan.

Tammy Bursley will be hosting a **CDA Overview on March 5, 2014** at the United Church, 11 Gibson, Canandaigua from 6:30—8:30pm.  
Coursework will begin on March 26, 2014 from 6:00—9:00pm.



## Responding to Differences

Suppose that caregivers do have the knowledge they need to understand and appreciate cultural differences. Does knowledge alone guide response? Does sensitivity to diversity mean that caregivers must adopt the parent's way even if it differs from program policy? No. Caregivers must not abdicate their professional responsibility but must make considered decisions with each family and child about what is best to do. And that is not easy when parents and caregivers have conflicting views.

There is no simple rule to follow when caregivers and parents do not see eye to eye. Standing firm on all policies and practices is too rigid, and caregivers changing what they do each and every time a parent asks them too is flexible. Sometimes a family's practices are in conflict with their goals for their children. Sometimes a family practice is risky or actually harmful.

When a caregiver perceives a negative consequence of a particular practice, it is his or her responsibility to help a family sort out and understand the implications. Of course, in a case of obvious harm to the child that fits the legal definition of child abuse, it is the caregiver's responsibility to report to authorities.

When the family and the program do not agree about some practice or policy, the caregiver should ask 10 questions:

1. What is the cultural perspective of the family on this issue?
2. How do the family's child care practices relate to its cultural perspective?
3. What are the family's goals for the child, and how has the family culture influenced its goals?
4. In view of the goals, is the family's practice in the child's best interest?
5. Is there any sound research data indicating that the family's practice is doing actual harm?
6. Is the program's policy universally applicable, or is it better suited to a particular culture?
7. Did the family choose the program because of the particular philosophy, even if it is based in a different culture from the family's own?
8. Have I attempted to fully understand the family's rationale for its practice's, the complexity of the issues, and other factors that contribute to the practices?
9. Have I attempted to fully explain to the family my rationale for my practices and looked at the complexity of the issues and at how my own culture influences my rationale and perspective?
10. What are some creative resolutions that address both the parents' concerns and my own?

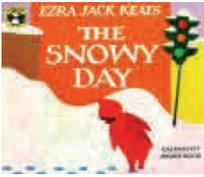


Looking for a creative solution that incorporates both the parents' and the caregivers' concerns fits right in with 'both/and thinking' explained in [NAEYC's revised \*Developmentally Appropriate Practice\*](#) in Early Childhood Programs (Bredekamp & Copple 1997). Caregivers can and should avoid the polarization of *either/or* choices and explore more thoroughly how two seemingly opposing views can both be right. It may be hard to explore a situation in which there is a clear conflict of values between what's behind program policy or caregiver's belief and what's behind parental practices. But even in the case of a value conflict, those devoted to both/and thinking may find a win-win solution. Such solutions usually come from dialogues and often surprise those involved because neither party would have thought of the solution without the other.

Caregivers should be sensitive to differing practices and yet still be professionals and share their expertise. They must recognize that as families outside the dominant culture come in contact with it, they change. But it is equally important to realize and acknowledge that the dominant culture also changes through contact. Cross culture contact is a two-way process. Some old values and practices remain intact, some remain but are modified, and some are shed for newer ones. This process opens up both families and caregivers to operate flexibility in two or more cultures.



## The Snowy Day by Ezra Jack Keats



**“One winter morning Peter woke up and looked out the window. Snow had fallen during the night. It covered everything as far as he could see..”** These are the first words

in this Caldecott Award winner that was written in 1962. At the time it was published it broke the color barriers of children’s publishing as Peter is a young black boy (In fact, Keats wrote numerous books with children of varying ethnicities). Those words open up a wonderful world for Peter and the adventures he had that day. Using this classic, both parents and providers can interest children for many hours with fun activities and learning experiences. This book keys in on Peter’s imagination, the magic he sees in this first snowfall, his wonderment and the cold snowy weather. All children love the snow and Peter is no exception. The following are some ideas that you can do with your children here in the snowy Finger Lakes.

**One aspect of this book is that it is a book that children can relate to, at least in areas where it snows like here!** Read the book before you go out to play in the snow. Lead the children in a conversation about what Peter and they need to wear in order to go out in the snow — and why. This is a great time to teach the younger children how to dress themselves!

**When you are all out in the snow, what are some of the things that Peter did?** See if the children can reflect back on the book. Most children love to make snow people and angels but what about snow tracks? Peter made tracks by walking with his toes pointing out, walking with his toes pointing in, by dragging his feet slowly, and by dragging a stick behind him. **What other tracks can they make?** Also, what about the differences in the tracks that each child’s boots make? What about the different sizes of boots? **By comparing sizes (small to large), you have put math into your program!** Also, who can make the biggest steps or the farthest jump? Measure the distance between 2 trees by the number of boot prints. Have several different children do this. Why are the numbers different? Once again you have just had several different math lessons — the children didn’t even know it and it was lots of fun! **If you have pets or wildlife where you live look for**



**those tracks, too. (You just added a bit of science into their play!).** If you don’t know, look it up later on the computer. This is okay with the new regulations as it is a part of your programming.

**This book also is a great way to introduce children, especially school age, to a fun word — onomatopoeia.** The word is even fun to say. Onomatopoeia words are words that describe sounds. They imitate the sound associated with something, like buzz or hiss. What words are in this story? Crunch. Plop. Have the children think about other words they know that fit the same thing.

**And we can’t forget all the things that we can do with snow — even indoors.** In the last newsletter I wrote about using sensory bins in your home or program. The simplest is to just bring in some snow and add a few items just like you would for sand or rice. Dumping, shoveling, stirring, touching can lead to many hours of fun. Who knows, maybe they will use the cups and other containers to make a snow fort or castle. It is also fun to use pipettes/eye droppers with colored water and make beautiful designs in the snow. Great way to see how colors blend together to make other colors, and as you add and add and add to make brown!

**What happened to the snow in Peter’s pocket?** Would that happen in everyone’s house? A fun idea would be to make several snowballs and then bring them into the house. After putting them in containers, place them in different areas of the house. Have the children predict which one would melt first and which one would melt last? Write it all down on a chart and then as the time passes, make note of each snowball melting. Ask why some melted sooner than others.

**And we can’t leave our snowy day without talking about what we need to do to get warm again.**

**What did Peter do?** His mom helped him take off his wet clothes and take a warm bath. This may not be something that we can all do in our programs (families can) but a cup of hot chocolate would really warm us up. How about making whole wheat tortillas into a snowflake and munching on that, too?



# Super Saturday

**March 22, 2014**  
8:30-3:00, Geneva  
5.5 hours of training

For more information see 2014 training catalog at  
[www.cfresources.org](http://www.cfresources.org)

## Effective Strategies for Special Needs Children (PD, CD)

More and more providers are caring for children with special needs. Come learn effective program strategies providers can use to create a successful program for those children that may have additional care needs. Using lecture, experienced-based activities, videos and behavior management strategies, this training gives tools that every provider can use to enhance their program.

*(Identified Audience – new, experienced & potential providers, FDC, GFDC, DCC, SACC, LE)*

## Core Body of Knowledge (PD)

All training descriptions are now coming with the letters CBK followed by numbers – but what does that mean? Core Body of Knowledge (CBK), is a document that outlines recommended practices for professionals who work in the field of childhood education. In this training we have an overview of the 7 core competency areas (see page 8 in this catalog) and then break in to small groups to spend time delving into one or two areas for reflection and growth. This is a great way to discover the effectiveness of your program whether home-based or center-based – and incentive for improvements.

*(Identified Audience – new, experienced & potential providers, FDC, GFDC, DCC, SACC, LE)*

## Setting the Stage for Terrific Transitions (CD, PD)

What is a transition? Why do we have transitions? What is the difference between order and chaos in your program? This could be the workshop for you! Come join us for discussing transitions and what they are and why we use them. This exciting workshop will provide provoking ideas and activities for transitions for setting the stage, attention grabbers and settlers for any age appropriate environment. Walk away with a sense of peace and extra energy with doable transitions in this make-n-take workshop creating transitions for your daily routine.

*(Identified Audience – new, experienced & potential providers, FDC, GFDC, DCC, SACC, and LE)*

## Family Child Care 101 New format! New FCC Providers!



*Come get the start-up training  
you need to begin your own business.  
Includes CPR/First Aid and other required topics.*

### Geneva Site

*All classes are Mondays from 6:00—9:00  
unless otherwise noted.*

- February 3 - Intro to Health and Safety (SDC, SS)
- February 10 - Creating a Safe Environment (SDC, SS)
- February 24 - Creating a Healthy Environment  
part 1 (NH, BR, SDC)
- March 3 - Creating a Healthy Environment, Part 2 (NH)
- March 10 - Protect and Prevent (CA, SCA, SBS, SS)
- March 17 - Emergency Preparation (SS, NH)
- March 24 - Profit and Papers (BR)
- March 31 - CPR/First Aid– Part 1 (SS, NH)
- April 7 - CPR/First Aid– Part 2 (SS, NH)
- April 21 - Infant/Toddler Development and  
Programming (CD, PD). **6:00-8:00**
- April 28 - Preschool/School Age Development  
and Programming (CD,PD), **6:00-8:00**

*Cost for the series \$250  
\$40 non-refundable registration fee  
\$50 for individual classes (sessions 1-6 only)*

*These classes are designed for potential providers.  
If space is available in sessions 1-6, registered/licensed  
providers may attend as needed.  
To register, contact Rhi Murphy  
315-356-1134 Ext. 301*

*For grant applications or questions  
Contact Edie Strong  
315-526-1134 ext 314*

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Another example of learning during play is watching children during dramatic or fantasy play. Here children learn to try out new roles and possible situations. They experiment with language and emotion. They stretch their imaginations, use new words and word combinations in a risk free environment. They practice math skills and science skills. Providing them with the tools such as toy food, dolls, various hats, construction tools can lead to many hours of adventure and learning.



So how do children learn colors, shapes, numbers, letters? As adults we do not just sit back and let them play with no involvement on our part. Earlier it was mentioned that we need to provide guidance, interaction and opportunity. As the child is interacting with his/her environment we can comment on the red

car, the blue block, the play cookie that is shaped like a circle. We can ask how many blocks are in your tower? Let's count them together. How many red ones did you use? At snack time we can have the child place one napkin at each chair. We can tell the children they can look at 2 books before naptime.

It is also important that we also allow the child to guide us. When you sit down to play with the child see how involved the child wants you to be in his play. This may be a time that the child wants to play by himself or it may be the time that you can enhance his play with your participation.

Learning through play is just not for the very young. All ages learn this way. David Elkind, author of *The Power of Play*, states this, **“Play is not a luxury but rather a crucial dynamic of healthy physical, intellectual, and social-emotional development at all ages.”**

Written by: Barb Owens

## get connected ...

### You could qualify for the EI Tax Credit!

**Did you work in 2013?  
You may be eligible for the Earned Income Credit -  
even if you don't owe income tax.**

If you worked in 2013:

- ⇒ Did you have one child living with you? Did you earn less than \$37,870\*? You can get an EIC up to \$3,250.
- ⇒ Did you have 2 children living with you? Did you earn less than \$43,038\*? You can get an EIC up to \$5,372.
- ⇒ Did you have 3 or more children living with you? Did you earn less than \$46,227\*? You can get an EIC up to \$6,044.
- ⇒ If you had no children living with you, did you earn less than \$14,340\* in 2013? Were you between the ages 25 and 64? You can get an EIC up to \$487.

\*Income limits for married workers are \$5,340 higher.

### You could get a CTC refund too!

Many families that earned more than \$3,000 may qualify for the Child Tax Credit (CTC) refund — up to \$1,000 for each qualifying child under age 17.

### File a Federal Tax Return to get the EIC and CTC: Get Free Help!!!

VITA — Volunteer Income Tax Assistance — helps people fill out returns for free.  
For a site near you, call 1-800-906-9887.

### Ask About New Health Insurance Coverage!

Enroll Oct. 1, 2013 – Mar. 31, 2014.  
1-800-318-2596 or [www.HealthCare.gov](http://www.HealthCare.gov).

## CHILD & FAMILY RESOURCES, INC.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State Zip: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

Enclosed is my/our gift to Child & Family Resources, Inc. in the amount of \$ \_\_\_\_\_

This contribution is a Memorial Gift Honoring: \_\_\_\_\_

Please call me to discuss my gift through my will of estate plan



## January 2014

Jan 20 **CFR—closed — all sites—  
Martin Luther King Jr. Day**  
Jan 21 **National Hug Day!!!**

## February 2014

Feb 11– 17 **Random Acts of Kindness Week!!**  
Check out: [randomactsofkindness.org](http://randomactsofkindness.org)

Feb 17 **CFR—closed — all sites—  
Presidents' Day**

## March 2014

Mar 2-8 **Celebrate Your Name Week!**  
Check out: [www.namesuniverse.com](http://www.namesuniverse.com)

Mar 28 **CFR—closed — all sites—  
Staff Development Day**



Have you liked our page on Facebook? You will discover some great ideas, thought provoking articles, news you can use and the latest in recalls. It is a great way to stay connected to other providers as well as Child & Family Resources...And when you like what you see... let us know and click on LIKE!!

### **Parenting Meetings and Support!!**

*(Child Care Provided-Registration Required)*

#### **Penn Yan Site:**

Wednesdays - 6-7:30pm, ongoing group  
P4L — Parenting For Life

#### **Geneva Family Resource Center**

##### **Open Play Hours**

Tuesdays — 9:00—11:30

Wednesdays —1:00—3:30

Call 315-781-1491 ex 201 for more information

Child & Family Resources, Inc. is an official Child Care Resource and Referral Agency affiliated with the New York State Office of Children and Family Services, Division of Child Care Services, Regional Office, 259 Monroe Avenue, Rochester, NY 14607.  
585-238-8531 [www.ocfs.ny.gov](http://www.ocfs.ny.gov)



Child & Family Resources, Inc.  
263 Lake St.  
Penn Yan, NY 14527

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PENN YAN, NY 14527**

*Children need the freedom and time to play.  
Play is not a luxury. Play is a necessity.*  
Kay Redfield Jamison  
Contemporary American Professor of Psychiatry



Community Partner

