

# Child Care Chronicle

Spring 2014

From Child Care Resource & Referral  
A Program of Community Action of Orleans & Genesee

## CCR&R Staff:

- ◆ Lisa M Friesen- Supervisor
- ◆ Judy Martino- CC Specialist
- ◆ Taryn Moyle, CC Specialist
- ◆ Kari Powers- Trainer
- ◆ Cheryl Cotton- Health Care Consultant
- ◆ Bonnie Malakie- Director

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## News from the Coordinator

### Greetings Everyone,

As you all know, I am still recovering from my knee replacement, and since I am writing this letter before my surgery, I still do not know when I will be back, or what my condition is.

I do hope you all had a warm and safe winter season. I also hope that everything is going well with your facility and your relationship with CCR&R. I would like to think that I am priceless and CCR&R cannot succeed without me, but we all know that's a

bunch of hooley.

This is the beginning of the third quarter, and there are several grants still needed to be given out, but unfortunately, those will not be given out until my return.

Remember to contact your Child Care Specialists, Judy and Taryn for questions.

For a more critical issues, please contact, Director Bonnie Malakie.

Take care.

*I will see you all soon!  
With Warmest Regards,  
Lisa M Friesen  
CCR&R Supervisor*



"We love to play soccer"

Photos Courtesy of  
Jen Hughes'

## PROVIDER UPDATE TIME!

Please be on the look out for our yearly **PROVIDER UPDATE!** If you would rather a paper copy please call your CCR&R and we will be happy to mail on out to you!

## Kari's Korner

### April Showers Bring...



### May Flowers!!!

Spring is Here! One of my favorite parts of spring is of course the flowers!

### Flowers Everywhere

(Tune: Twinkle Twinkle Little Star)  
Flowers, flowers everywhere  
In the garden, in my hair  
In the vase, at the store  
On the table, on the door  
What a lovely time of year  
Flowers blooming  
Bringing Cheer!

Jean Warren

Here's some fun flower-themed ideas you can do with the children in your program!

### Hand and Footprint

**Flowers**  
Using tempera



paint, you can create these beautiful murals with your children.

## Kari's Korner (continued)



"It's Craft Time"

Photos Courtesy of Jen Hughes' Precious Gems

Friends and good manners will carry you where money won't go.  
-Margaret Walker



"It's Lunch Time"

Photo Courtesy of Community Action

### Flower Prints!



Using a paper tube, cut 1" slits around an end, and fold each tab out to make a petal shape. Use these stamps to make pretty flowers by dipping into various colored paints. Add stems and leaves when finished. Optional: use the bottom of a plastic water/soda bottle to use as a great "flower stamper" Bonus: have the children design a flower pattern on a strip of paper (red, purple, red, purple). Fit around the child's head to make a fun spring headband!

### Designing a Garden

Take your children on a walk to see spring flowers in bloom. Write down the flower names and colors you find. When you return, give the children those colors of crayon, markers, or paint to use for decorating a "garden" of their own on



a large sheet of paper. Display their gardens as a room decoration.

Bonus: Have children collect items during their nature walk such as flowers, grass, leaves, etc. Attach to a large piece of contact paper, create a border with construction paper, and

seal with another piece of construction paper to make a fun placemat!

### Family Garden

Using white doilies, have children paint with water colors on them. While they dry, cut out stems and leaves with green construction paper, and glue onto a sheet of colorful construction paper. Glue on the dry doily, and then in the center, attach a picture of each child (cut around the face to make a circle shape). Can also have family bring in pictures to create family mural. Decorate around the room for the children to enjoy!



### Fruity Flower Snacks

Have children place banana slices on small plates for centers. Then let them arrange fruits such as mandarin orange slices, sliced strawberries, pineapple chunks, sliced cherry tomatoes or grapes, etc. around the banana slices for petals:

### Flower Petal Counts

On a paper for each child, make five yellow flower centers. Number them 1 to 5. Give each child washable ink pads and then have the name the number on each flower center and stamp that many fingerprint "petals" around it. Encourage them to add leaves and stems to their flowers.

### I'm a Little Daisy

Tune: I'm a Little Teapot"

I'm a little daisy

Tall and slim (Stand on tiptoes)

Here are my petals (Place hands on side of head & wiggle fingers)

Here is my stem (hold arms down at sides of legs)

When the sun comes up (make sun with arms)

And the rain comes down (flutter hands to floor, end in crouching position)

I grow, grow, grow-up from the ground (slowly raise up bring hand over head)

### Fingerprint Daisies



On blue construction paper, have child use just their thumbprint to make yellow paint dots around the paper. That will be the center of the daisy. Then using white paint, dip their index finger and make long prints (petals) around the yellow dots.

It makes such a pretty spring-time picture!!!

### Flower FREEBIE!

Although hands-on play and discovery is as always encouraged, follow this link for a GREAT printable garden pack you can use to enhance your flower unit!  
<http://homeschoolcreations.com/gardenpreschoolpack.htm>

## Welcome to the Infant Toddler Corner

Brought to you by the WNY Infant Toddler Resource Network

### Greetings,

Games to Play emails give us the opportunity to share great activities to do with infants and toddlers. Please share this information with anyone you know who has special little people in their lives.



Children need to learn about emotions before they can be expected to understand how to handle their own feelings or begin to empathize with others. Infants and toddlers are growing up in a very fast paced world. Our days often do not naturally include much time to sit down and tune in to each individual child

the way that their developing brain requires. We must purposely carve out time in our day for exploring emotions with infants and toddlers.

### With babies:

Make a point to smile at babies while you change their diapers. Tell them how happy you feel when



they smile back at you. Add to Peek-A-Boo by switching up your facial expression and naming it when you uncover your face. When she cries, label the baby's emotion for her. For example, "I know you're sad/mad/scared".

### With toddlers:

Get down on the floor with one or more toddlers. Tell them that you are going to practice your happy and sad faces. Ask if any of them would like to help you. Smile brightly and say, "I'm hap-



py!". Then, ask the children to do it. Repeat this activity with sad, mad, scared, and surprised faces. Ask children to look in a safe mirror and make faces

Make a variety of faces without naming them and ask the children to name them.

Point out the emotions of one child to another. For example, "She looks happy to see you!" or "He looks pretty angry right now".



**"We must purposely carve out time...for exploring emotions"**



**For more information on infant and toddler care, please contact the:**

WNY Infant Toddler Resource Network

1000 Hertel Avenue

Buffalo, NY 14216

1-866-281-4739 x 3065

[www.wnyinfanttoddlersolutions.com](http://www.wnyinfanttoddlersolutions.com)

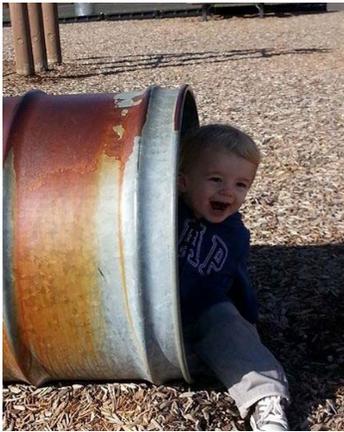
## Lisa's Labyrinth

### Panty Hose Polo

Game for Preschoolers and school agers

#### Materials:

- ◆ Panty hose
- ◆ Scissors
- ◆ Oranges



"Look at me!"

Photo courtesy of  
YMCA Eagles' Pride



- ◆ Tape

#### Preparation:

1. Cut a pair of panty hose up the middle and drop an orange into the toe of each leg.
2. Stick 2 lengths of tape to the floor about 15 feet apart for the start and finish lines,
3. Then place 2 more oranges behind the start line.
4. Tie the panty hose legs around 2 players' waists so that the oranges hang about a half inch off the floor.

#### Directions:

1. Without using their hands, players must swing the panty hose orange to knock their floor orange over the fin-

ish line.

2. The first one to do so wins.

**Variation:** For older schoolagers, winning score is 3, 5, or 10!

### Giant Marbles

Game for school agers

#### Materials

- ◆ Variety of balls
- ◆ Rope or chalk

#### Preparations

- ◆ Collect as many balls as you can (soccer, beach, playground, and basketballs),
- ◆ Make a large circle with rope on grass or chalk on blacktop.
- ◆ Place all the balls into the circle and spread them out a little.

#### Directions:

1. Players use one ball as the "**shooter**"
2. Standing 10 feet away, players take turns rolling this ball at the pile



3. The player tries to knock out as many

balls as they can without the shooter's going outside the ring.

4. If a player knocks out any balls, he keeps them & gets to go again.
5. When the circle is empty, the player with the most balls wins.

### Hula Hoop Game

For all ages over 4

#### Materials

Hula hoop

#### Directions:

1. Ask the kids to stand in a big circle, slip a hula hoop onto one child's arm, and have them all join hands.



2. They then must find a way to move the hula hoop all the way around the circle without letting go of each other's hands.

**Have fun!**

Children make  
your life  
important.  
~ Erma Bombeck

## Judy's Jamboree



### Incidental Learning Activities For Children

The following ideas were shared by teachers on this message board:

[www.childcarelounge.com](http://www.childcarelounge.com)

### Entomology

A good example of incidental learning is when a child finds a bug outside and sometimes inside! At that point, you can ask the child how many legs it has, or something similar. Ask them to identify antennae, legs, eyes, color and size. You can also ask them what kind of home it might live in. If you are lucky enough to have books about bugs, you can bring out the book and help the child identify the bug. You could compare and contrast differences in other bugs. Then as a bonus have the children draw bugs.

### Where Do Trees Come From?

While on a walk to the park one sunny day, the children were picking up pine cones. The Children were told to look at where they were finding the pinecones - (which was around the base of the pine trees). We brought back the pine cones and we looked at them under our magnifying glasses. We felt them, sorted them, shook them, smelled them. If the pine cones are kept around for a while eventually seeds will fall out of them. This is a wonderful teaching opportunity for where pine trees come from. You can even plant pine seeds and watch pine trees grow. Pine seeds can also be purchased online.



### Architecture

Another great example is visiting a neighborhood construction site. The kids can sit on the curb and observe the workers. Many topics can be discussed such as tools that are being used, measuring, the use of hand tools and electric tools, and the different building materials they see the workers using. In the near future have the children do an art project with wood, and discuss what materials homes are made of. A bucket of saw dust can be used at a sensory table

### Weather

Take a slow walk with the kids after a spring rain. They can look for worms on the sidewalks and puddles to splash in. Some may even let the rain from the overfull gutters drip on their heads. What a great time to discuss and learn about weather.

“Laugh as much as you breathe and love as long as you live.”



# TARYN'S THINGAMAJIGS

If you take responsibility for your self you will develop a hunger to accomplish your dreams.

- Lee Brown



## BACKYARD SPELLING GAME

Spell it out, outside! This game puts a super-size spin on an old classic ~ and boosts basic literacy skills ~ by transforming word-building into an active learning challenge.

### You will Need:

- ◆ Cardboard
- ◆ Letter Stickers or Paint

### Directions

1. For a 72-piece game set use cardboard cut into 8-inch squares. Can use empty cereal boxes, (have families bring them in from home!)
2. On each square apply a 6-inch press-on vinyl letter to it, or paint them on; two set of ABC's .

### Play It

1. Stack the tiles facedown in a few piles. The first player

places letters on the ground to form a word, then draws a corresponding number of new tiles. (If they are stumped, they can skip their turn and swap up to five tiles for new ones.)

2. The next player lays out a word that connects with the first, crossword style. When the tiles run out and no more words can be formed, the game ends. The player left with the fewest tiles wins.



## LADYBUG PRETZELS

### You will Need:

- ◆ Pretzels
- ◆ Candy Melts, red and black
- ◆ Candy Eyes
- ◆ Wax paper

### Directions:

1. Melt red candies and dip pretzel in. Spoon chocolate over it if needed. Poke your fingers through the holes if needed. Lay pretzels on wax paper and put in refrigerator to harden
2. Melt the black Candy Melts. Dip the tip in the chocolate, lay them on the wax paper and add the eyes.
3. Use a squeeze bottle ( found at craft store) to do the polka dots on the backs of the ladybugs.
4. ENJOY!



"Happy with all my friends!"  
Photo courtesy of YMCA Eagles' Pride

## A Quick Laugh

**Q:** What kind of band plays snappy music?

**A:** A RUBBER BAND!

**Q:** How many apples grow on a tree?

**A:** ALL OF THEM!



## News from the Director

Happy Spring! Yes, I think it is finally here!!! I know that all of you who work with children are very happy that you and the children can begin to be outside on a regular basis after this LONG winter. The CCR&R staff have provided here many ideas and suggestions that can be used outside.

I am pleased to let you know that Lisa Friesen expects to be back from her leave mid-April. We will certainly be glad for her return. Special thanks to Taryn Moyle, Judy Martino and Kari Powers who have kept things going during Lisa's absence. Thank you!

As I write this we have some information about the NYS budget. I will have Taryn send a separate article along with this newsletter.

In addition, you may have heard about the national grants for Early Head Start and Child Care Partnerships. This new national opportunity is specifically to assist agencies and programs in providing even higher infant/toddler care. As you know, we have an Early Head Start Program at Community Action. We are looking at the possibility of applying for this grant but are waiting to see what the RFP indicates. In or-

der to get a better idea of what this may involve please go to the Head Start program website ECLKC and review the information. I would love to hear from those of you that have Infants/Toddlers about your thoughts. Please email me directly at:

bmalakie@caoginc.org . April is the month of the young child and May 10 is Provider Appreciation Day! Please take some time to pay tribute to yourself for ALL YOU DO to help children learn, grow and develop! Thank you from all of us at CCR&R! *Bonnie Malakie,*

*Dir. of Children & Youth*

A warm smile is  
the universal  
language of  
kindness.  
William  
Arthur Ward

## The Strong Start for America's Children Act

### Historic Early Childhood Legislation introduced in Congress

On November 13th, Senator Tom Harkin (D-IA) and Congressmen George Miller (D-CA) and Richard Hanna (R-NY) introduced a bill for early childhood education, The Strong Start for America's Children Act of 2013.

The proposed Bill is based on the latest research that recognizes that early learning starts at birth and that disparities begin to appear as early as 18 months. By establish-

ing a high quality continuum of early learning experiences for all of our young children, the Strong Start for America's Children will assure that children are exposed to the enriching early childhood education experiences they need to be ready for school and ready to thrive."

### The bill consists of four measures that would:

- ◆ Accelerate states' efforts to provide high-quality preschool to low and moderate income families;
- ◆ Increase the quality

of infant and toddler care in center-based and family child care settings;

- ◆ Support quality improvements in the Child Care and Development Block Grant (CCDBG); and
- ◆ Encourage continued support for the Maternal, Infant, and Early Childhood Home Visiting

To read an excellent analysis on the provision of the bill, go to: <http://rally4babies.org/wp-content/uploads/2013/11/>



"We are having Lunch!"  
Photo Courtesy of  
Community Action  
Head Start- Media

## A B C Stretch

### ABC Stretch with Me!



*"Time for a walk"  
Photo courtesy of  
Campbell's Lil Angles*



Stretching is good for children's bodies and it feels great! It improves their flexibility and increases their range of motion. In this activity, children stretch in a variety of ways to form letters of the alphabet.

#### Movement Skills:

- ◆ Marching
- ◆ Bending
- ◆ Stretching
- ◆ Twisting
- ◆ Reaching

#### Materials

- a box or container filled with cards, each with a different letter written on it.
- For younger children, you may begin with uppercase letters that are easier to form, such as A, C, H, I, L, M, O, T, V, and W.)

#### Directions

- Start with a short

warm-up together. For instance, tell children, "Let's **march** in place by raising our knees high up in the air."

- You can sing the ABC song as you march!

- After the song is over, let children know that it's time for "ABC Stretch with Me!"

- Explain that stretching is good for their whole bodies.

- It helps their muscles and joints stay flexible so they can move their bodies easily.

- Take turns picking a letter from the box.

- You may want to draw the chosen letter on a board or a piece of paper for younger children to look at.

- In addition, it may be helpful for you to model how to make the letter with your own body.

- Tell children to **bend**, **stretch**, **twist**, and **reach** to form that letter.

- Let children know that they do not need to look exactly

like the letter. The important thing is that they feel their bodies stretching.

#### POSSIBLE Variations

- After children form letters, arrange them in different ways so that they spell out words with their bodies.

- Lead this as a quiet, relaxing activity with slow movements to soothing music

#### Math:



- Have children form different numbers.

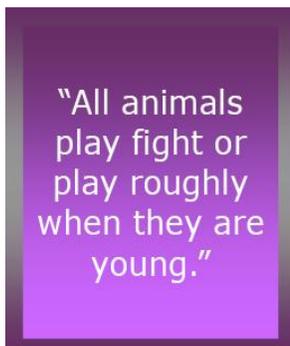
- You might also want to encourage children to use spatial words such as forward, backward, high, low, above, and below to describe where the body is stretching.

- As they stretch, children can count the number of seconds that they are in the pose or how many breaths they take.

**Next Newsletter: Small Spaces; Great Ideas**

## Rough and Tumble Play

In the past few years, the importance of interactive physical play in early childhood has gotten some attention thanks to Frances M. Carlson's, Big Body Play and Anthony T. DeBenedet and Lawrence J. Cohen's, The Art of Roughhousing. These authors point to the benefits of rough and tumble play, which is a kind of play that we struggle to allow in group child care settings due to safety concerns and not really understanding how to plan for it.



- ◆ It is nature's way of teaching them social and emotional skills as well as a way of releasing energy and gaining motor control.

- ◆ So how can we offer these great experiences to the children, in our care, in a safe way?

### Start with suggestions below:

- ◆ Hold an infant's or toddler's hands as she sits on your lap facing you.
- ◆ Bounce your legs together separately, softly and gently, and slowly and quickly.
- ◆ With toddlers and older infants, try to catch them by surprise by being unpredictable.
- ◆ With a group of children (mixed ages or all toddlers), catch one of them at a time and let them try to wiggle out of your loose grasp. Make it enough of a challenge to be fun. Note: if you are bitten by a toddler while doing this please do not punish her. Let her know that her bite hurt and tell her not to do it again.
- ◆ Let infants and toddlers touch your face. Tell them when what they are doing hurts or when a nail scratches you.
- ◆ Remind them the whole time to be gentle.
- ◆ Allow toddlers to roll around with one another. Try not to stop children from playing because you think one of them will end up getting angry or upset. Instead, try to stay nearby while it is happening and help them solve the problem when it does come up. For example, "Sara's face looked sad after your dinosaur hit her hand. I think maybe that was too rough this time." For safety concerns, the younger a child is, the sooner you will need to get involved.

**Quality Infant and Toddler Care Begins with You!**  
[www.WNYInfantTo](http://www.WNYInfantTo)



*"Hoppin down the bunny trail!"*

*Photo Courtesy of Mary Adams  
 Child Care*

## Need Help at your Site???

Do you have a screaming child, a disgruntled parent, or a curriculum that just isn't working for you. This is just a sample of problems that you may face at your child care facility. Call CCR&R and Kari or Taryn will come to your site, observe, assess and plan with you a course of action that will meet your needs.

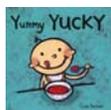


## Top Ten Books for Toddlers



**The Very Hungry Caterpillar** By [Eric Carle](#) Yup, the caterpillar's is still hungry

**We're Going on a Bear Hunt** By [Michael Rosen and Helen Oxenbury](#). Be warned: This fun read is likely to inspire many a bear hunt of your own.



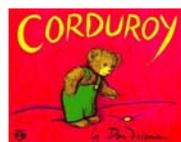
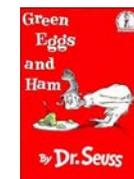
**Yummy Yucky** By [Leslie Patricelli](#) How often do you say "yucky" to the things your kid puts in her mouth? Read this book with her to explain the difference between yummy and yucky

**Where's My Teddy?** By [Jez Alborough](#) If your toddler's got a lovey, then chances are he can relate to this book's topic: Searching for a missing teddy bear.



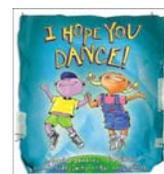
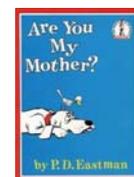
**Counting Kisses** By [Karen Katz](#) A countdown to bedtime, this book is sure to inspire lots of sweet mom-toddler snuggles.

**Green Eggs and Ham** By [Dr. Seuss](#) Try as you might, you cannot resist Sam-I-Am and his green eggs and ham. This wacky rhyming classic is as fun now as it was the first time you read it.



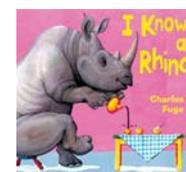
**Corduroy** By [Don Freeman](#) For any kid who has dreamed of having an empty department store all to himself, Corduroy is a dream come true.

**Are You My Mother?** By [P.D. Eastman](#) Each time the confused young bird asks a strange animal, "Are you my mother?" your kids will knowingly answer, "No!"



**I Hope You Dance** By [Mark D. Sanders and Tia Sillers](#), illustrated by [Buddy Jackson and Karinne Caulkins](#) The authors of the adult best-seller of the same title bring their witty and fun message to children. This book offers encouragement and the kind of inspiration you need to shake off a bad day or just have a real good time.

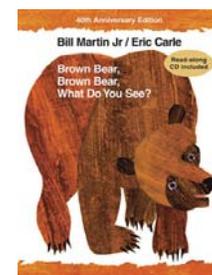
**I Know a Rhino** By [Charles Fuge](#) A little girl has tea with a rhino, a bubble bath with a giraffe, and more adventures. The crisp rhymes and lively drawings will make this one of your



**Baby Beluga** By [Raffi](#), illustrated by [Ashley Wolff](#) We love this board-book version of Raffi's most popular tune about a baby whale and his Eskimo, walrus, and dolphin friends. Wolff's lighthearted illustrations bring the song to life.

**Brown Bear, Brown Bear, What Do You See?** By [Bill Martin Jr.](#), illustrated by [Eric Carle](#)

A blue horse, green frog, and yellow duck are some of the unforgettable animals your baby will spot in this colorful book. One of bedtime favorite's.



*Carry out a random act of kindness, with no expectation of reward.*

*Princess Diana*

*Next Quarter: Top Ten Books for Infants*

## Spring Training Schedule

Fees: \$5- 0-3 hours;  
 \$10- 3.5 to 5 hours (snack provided);  
 \$20- 5 hrs. or more (prepaid, meal provided)  
 Locations- (A) =113 East State Street, Albion  
 (B)= 5073 Clinton St Rd, Batavia

### Spring 2014 Training Calendar

April 1 (B), April 2 (A)

#### **Child Abuse and Maltreatment Including SBS (6, 7, 8)**

This training is a refresher course on your role as a mandated reporter and will include important points including definitions of child abuse and maltreatment, indicators, and what to do should you suspect a child in your program is a victim of abuse or maltreatment. We will also discuss Shaken Baby Syndrome and provide you with the tools for how to advocate within your community to stop this form of preventable abuse.

April 16 (A), April 22 (B)

#### **Focus on the Regulations: Safety and Security Procedures (2, 7)**

As you are aware, the new Family and Group-family regulations take effect May 1<sup>st</sup>. Join us for part one of an in-depth series as we take a look at what you need to do in order to ensure you are maintaining a high level of safety in your program both indoors and outdoors. We will discuss what changes have been made, and what is staying the same, in order for you to maintain your program's compliance. This training is most suitable for Family and Group family child care programs, although all modalities are welcome!

April 29 (B), May 5 (A)

#### **From Preschool To Kindergarten: School Readiness Part 1, Language and Literacy (1, 3)**

Based on NYS Prekindergarten Foundation for the Common Core, participants will learn how to effectively and appropriately foster preschooler's language and early literacy development for school readiness. Topics for discussion will include phonological awareness, letter knowledge and concepts of print, early writing, and receptive & expressive language development.

May 19 (B), May 21 (A)

#### **Focus on the Regulations: Nutrition and Health Needs of Infants and Children (1, 4, 7)**

This training is part two of an in-depth series as we take a look the nutrition component of the OCFS child care regulations. We will discuss what changes have been made, and what is staying the same in order for you to maintain your program's compliance. We will also discuss nutritional guidelines set forth by the USDA to encourage healthy eating habits and exercise.

June 2 (B), June 16 (A)

#### **From Preschool to Kindergarten: School Readiness Part 2, Physical Development (1, 3, 4)**

Learn how to effectively and appropriately foster a young child's physical development for school readiness. Areas of focus include fine and gross motor skills and spatial awareness. These are developed through New York States Core Body of Knowledge and Early Learning Standards.

June 23 (B), June 30 (A)

#### **Developing a Parent Handbook for Your Child Care Program (5)**

By popular demand, this training has been developed to assist you in developing your own Parent Handbook to implement in your child care program. Features will include writing a philosophy of your program as well as a detailed discussion of what should be included in a parent handbook. Examples will be provided as well as time to allow opportunity to brainstorm and begin to write and/or update your own handbook.

#### **15 Hour NYS Health and Safety Training for New Family and Group Family Providers**

Please call our Albion or Batavia CCR&R office to schedule a time for this training!



"I am learning to read!"

Photo Courtesy of  
 Batavia ABCD

\*\*\*IMPORTANT \*\*\*  
 \*\*\*INFORMATION\*\*\*

Submitting Your EIP  
 Application:

If your course starts between  
*January 1 and June 30,*  
 You must submit you application  
*no later than June 1st*

If your courses start between  
*July 1 and December 31,*  
 you must submit your  
 application between  
*May 15th and December 1st*  
 of that year!

Applications received before or  
 after these dates will be returned!

**However, the sooner the  
 applications are submitted, the  
 better the chances of receiving the  
 scholarship!!!!**

## SUNY Video Conferences



*"Remember when it was warm outside?"*

*Photo Courtesy of  
Mary Adams Child Care*

### Videoconference Training

Videoconference training allows you to learn from experts and other child care providers while networking and sharing your experience with other professionals. These trainings consist of:

- a live broadcast;
- discussions with panelists including national and state experts as well as child care providers;
- opportunities for interaction at each training site;
- activities to apply what you have learned;
- extensive handout and resource materials;
- 2.5 hours of training and .25 CEUs.

Co-Trainers at each site will guide discussions and help you apply your knowledge and skills.

The SUNY videoconferences for the year 2014, are:

- ◆ April 24: Child Abuse and Maltreatment: Protective Factors
- ◆ May 22: Infant Feeding Practices in Child Care Settings
- ◆ June 19: Author Study: Mo Willems
- ◆ September 11: Quality Programming in Child Care
- ◆ October 23: Caring for Children with ADHD
- ◆ November 20: Continuity of Care

**6:45-9:15 pm**

**Genesee County Location:** Genesee ARC Community Center  
38 Woodrow Road. Batavia

**Orleans County Location:** CCR&R 113 East State Street, Albion NY

*To find out about the 2014 SUNY Video Conferences,  
please contact SUNY:*

**Online:** [www.tsg.suny.edu](http://www.tsg.suny.edu)

**Fax:** 1-518-472-5999

**Mail:** SUNY Training

**Strategies Group**

**State University Plaza**

#### OCFS Training Topics

1. Principles of Early Childhood Development
2. Nutrition & Health Needs of Infants & Children
3. Child Day Care Program Development
4. Safety & Security Procedures
5. Business Record Maintenance & Management
6. Child Abuse & Maltreatment Identification & Prevention
7. Statutes & Regulations Pertaining to Child Abuse & Maltreatment
8. Statutes & Regulations Pertaining to Child Day Care
9. Identification & Prevention of Shaken Baby Syndrome

## COMMUNITY ACTION OF ORLEANS & GENESEE

### Batavia Office

5073 Clinton St Rd, Batavia NY  
Phone: (585) 343-7798

### Orleans Office

113 East State St, Albion NY  
Phone: (585) 589-5605

Community Action of Orleans & Genesee operates a multi-purpose human service agency. Community Action brings together local citizens, including low-income persons, to provide their community with a voice regarding the opportunities that will best help all of their members to be self-sufficient, productive and to contribute to community life. We work in collaboration with a number of human service agencies to provide our community and its residents with programs that help local citizens become self sufficient.



[www.caoginc.org](http://www.caoginc.org)

## CHILD CARE RESOURCE & REFERRAL

### Batavia Office

5073 Clinton St Rd, Batavia NY  
Phone: (585) 343-7727  
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Email: [crrgen@caoginc.org](mailto:crrgen@caoginc.org)

### Orleans Office

113 East State St, Albion NY  
Phone: (585) 589-5605  
Fax: (585) 589-5321  
Email: [crrorl@caoginc.org](mailto:crrorl@caoginc.org)

Child Care Resource & Referral is dedicated to enrich child care providers, parents and our communities with the knowledge on characteristics that distinguish quality child care.

"Children are great imitators. So give them something great to imitate.

**Anonymous**

## Recalls from the U.S. Consumer Product Safety Division

Below is a list of children's items and toys that have been recalled by the Consumer Product Safety Commission:

- ◆ Go Gaga Squeeze & Teethe Coco the Monkey The tail of the monkey can pose a choking hazard to young children.
- ◆ Midwest-CBK rattle. The head on the rattle can detach, posing a choking hazard to young children.
- ◆ U.S. Polo Assn. girl's jackets. The jackets have a band of material at the neck that can pose a strangulation hazard to young children.
- ◆ Recalled Sugarfly-branded girls' hooded jackets. The jackets have drawstrings in the hood around the neck area that pose a strangulation hazard to young children.
- ◆ Fred & Friends Chill Baby Artiste, Volume and Panic pacifiers The beard on the Artiste and the knob on the Volume pacifiers can detach, posing a choking hazard to young children. In addition, the ventilation holes on the Volume and Panic pacifier guards are too small.
- ◆ Playtex pacifier holder clips. The pacifier holder clips can crack and a small part can break off which poses a choking hazard to small children
- ◆ Design Ideas and Neat-life Rubber Ducky Magnets, and Design Ideas Blowfish and Splat Magnets. The small magnets can easily detach from the product. If swallowed, magnets can link together inside a child's intestines and clamp onto body



For more information on recalls go the website:

[www.cpsc.gov](http://www.cpsc.gov)