

Early Childhood Education and Care



Volume 14, Number 1, Winter 2016

ECEC NEWSLETTER

We would love to feature your ECEC program in our newsletter. Or maybe you have expertise to impart. Please consider sending us an item you'd like to share with the other ECEC programs in the Union. Let's stay connected across the wide territory that is the Pacific Union!

To submit an item, e-mail copy and pictures (have parents sign a photo release form) to: cheryld@puonline.org.

To view previous issues of the newsletter, visit our website: <https://pauearlychildhood.adventistfaith.org/>

Compiled and edited by:

Julie Yamada

Associate Director

Early Childhood Education

Pacific Union Conference

Office of Education

Phone: (805) 413-7342

Fax: (805) 413-7319

You can't teach children to behave better by making them feel worse. When children feel better, they behave better.

Pam Leo
Connection Parenting

BEHAVIOR DOESN'T NEED TO BE CHALLENGING

By Jamie Sanbonmatsu

One of the biggest challenges I have found that we have as teachers is 'challenging behavior'. A child's behavior is usually reflective of a need and if that need is being met or not. Most challenging behavior has a cause and can be dealt with in appropriate ways focused on a reason, development, or the child's needs.

"Young children are constantly taking in information. Sometimes it is too much or not relevant to what they are interested in at the moment. Children are very 'self' oriented during the preschool years and learn over time and through experiences there are other factors or people to consider. Children continue to develop and refine perceptual skills as they get older. It is how a child perceives our expectations and remembers them that demonstrate their understanding." (Marion, M. 2015, p.65)

The most important part we have in helping children prepare for the larger world they will enter is helping them learn how to become confident, caring, and active participants. Behavior can derail this and set children up for challenges. As teachers, it is our responsibility to recognize different behaviors and objectively seek a reason or trigger for the reactions a child displays. Observation is vital for identifying specifics, but understanding developmental expectations and having a relationship with the child are equally important in reaching a resolution.

We use observation as a tool to evaluate information about a child or children. This information can tell us where there is a need or if what is happening in the

environment is relevant to the children and meeting expected goals or care and education. Observing children and their behavior in a situation can tell us what the child knows, what their interests are, and where we can provide more attention to help them succeed and grow in the social world we live.

In observing with an objective and open mind, we can paint a clear picture of what the child understands, where they are developmentally and how they relate to their peers. If a child is having difficulty, we can, through observation, determine if there is an underlying cause and create a plan of action to set them up for success.

I believe we can forget that a child is hit with so many experiences that often they can only deal with one event at a time. When it is a conflict, they are in self-preservation mode. We, as teachers, are here to help them learn to avoid conflicts when possible, but more how to resolve them. I have often found myself, in the busyness of the day, forgetting to just take time with the children and slow down.

To be continued in the Spring issue...

Reference and Resource:

Marion, M., 2015. *Guidance of Young Children*, 9th Ed. Upper Saddle River, New Jersey, NJ: Pearson Education Inc.

Jamie Sanbonmatsu
Director
Valley View
Children's Center
Arroyo Grande, CA



WHEN TODDLERS BITE

By Julie Yamada

It is fairly typical for a child between the ages of one and three-years-old to go through a biting stage. This stage can cause concern for the parents and teachers. It is important to remember that a child who bites is usually trying to cope with a challenging situation or is trying to fulfill a need. A challenging situation might be wanting a toy that another child has or another child standing too close, eliciting a feeling of being crowded. A need could be to soothe gums because new teeth are coming in. Most likely, toddlers who bite lack the vocabulary to express how they are feeling so they react to their feelings instead.

The following are ways teachers and parents can help a child deal with situations that may cause them to bite.

- * **Observe** when the child typically bites and try to be a step ahead, redirecting and preventing the biting. This will help reduce the child's stress and get them engaged in other activities.
- * Once you become aware of the triggers that cause the child to bite, **give the child words to help them express their feelings**. For example, if you notice a child is uncomfortable when other children are too close, give specific words for them practice saying. "Kai, you are too close to me and I do not like it when you touch my arm." The number of words used also depends on the child's age. "Stop, no touch" is effective for younger children. Continue giving them the words, and they will add more as they are ready.
- * **Know the child's limits** and be aware of the atmosphere. Excitement for what is happening around them, overstimulation by noises and lights, and being overly tired can cause biting incidents.
- * **Talk with the child about biting and how it hurts others**. Explaining this when the child has just bitten another child will help them correlate biting and how it hurts and makes the other child sad or mad. If possible, have the bitten child tell that biting hurts them and that they do not like it. If the bitten child cannot verbalize, then you can hold the child who was bitten and say to the one who bit, "Joe, when you bite Kai you hurt him. See how sad he is?"
- * Once the children have "talked" through the biting situation, **help them move on to other activities**.
- * Share stories with the child or children about how their feelings can sometimes make them feel like

they want to bite another person. **Read them books which give them other solutions that will not hurt others.**

- * **Set up a quiet area for children to go to when they are feeling overwhelmed** to help them calm down and have some time alone. This area could have soft pillows, books, a "Calm Down Jar" filled with water and glitter, a squishy ball to squeeze so they can take out their frustration on the ball and not a person.
- * **If the child is biting because they are teething, give them something safe to chew on** such as a teether tied to a pacifier holder and clipped on to their shirt. This way they can chew on the teether and not another child.

It may take some time for the child to learn not to bite, but it is important to be consistent and use phrases such as, "Biting hurts" or "Biting is not okay". This sends a clear message, and will help them remember not to bite. **If you notice that the child has begun to use their words or to wait their turn, be sure to let them know you noticed.** "Joe, I noticed that when you started to get frustrated with Kai you used your words and asked him to stop touching your arm. Nice job using your words!" Children will gain the confidence they need to resolve issues with others when they have the support and tools they need to do so.

Reference

Why Do Toddlers Bite? Finding the Right Response. (n.d.). Retrieved from <http://www.zerotothree.org/child-development/challenging-behavior/chew-on-this-resources-on-biting.html#Why>.

Calm Down Jars

<http://www.preschoolinspirations.com/2014/11/13/6-ways-to-make-a-calm-down-jar/>



Books to share about biting:

- * *Teeth Are Not for Biting* by Elizabeth Verdick
- * *No Biting* by Karen Katz
- * *No Biting*, Louise by Margie Palatini

DIRECTORS' CORNER

New California Immunization Law for Children

Under a new law enacted by SB 277, beginning January 1, 2016, personal beliefs exemptions will no longer be an option for the vaccines that are currently required for entry into child care or school in California. Personal beliefs exemptions already on file will remain valid until the child reaches the next immunization checkpoint at transitional kindergarten/ kindergarten or 7th grade.

For more information about SB 277, please see the Frequently Asked Questions available at: <http://www.shotsforschool.org/laws/sb277faq/>.

For more information about school immunization requirements and resources, please visit: <http://www.shotsforschool.org/>.

SB 792 – Day Care Facilities: Immunizations: Exemptions (California)

This new law will take effect September 1, 2016, which gives ECEC's time to make sure all their employees are in compliance. The law states that "...a person shall not be employed or volunteer at a day care center if he or she has not been immunized against influenza, pertussis, and measles". It also lists exemptions to this law. One exemption to this law is that "The person submits a written declaration that he or she has declined the influenza vaccination. This exemption applies only to the influenza vaccine".

For more information on this law and list of the exemptions, visit: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB792.

Healthy Schools Act (HSA) Amendments

California Department of Pesticide Regulation's website has many resources for child care centers. DPR's School IPM Program promotes the adoption of integrated pest management in schools and child care centers and provides support for Healthy Schools Act compliance. There are workshops, necessary forms, and videos for staff training right in the comfort of your own facility.

Join their e-list to receive updates and stay informed. A link to their website is on the PUC ECEC website or visit: <http://apps.cdpr.ca.gov/schoolipm/main.cfm> for all the details on how you can stay in compliance.

In September, 2014, Governor Brown signed into law Senate Bill 1405 (DeSaulnier), making amendments to

the Healthy Schools Act (HSA) which went into effect on January, 2015. These amendments are in addition to the current requirements. Under the new law, schoolsites (licensed child care centers and public K-12 schools) must meet three new requirements.

1. **Develop an Integrated Pest Management Plan**
2. **Report Pesticide Use**
3. **Receive IPM Training**

For those centers not in California, the EPA has guidelines for child care centers. Visit <http://www.epa.gov/childcare/information-child-care-providers-about-pesticidesintegrated-pest-management> for details on how you can protect the children at your center. Also refer to your state's licensing regulations.

Model Parent Handbook

The Parent Handbook has been updated with revised/new policies. A PDF sample is available at: <http://paucearlychildhood.adventistfaith.org/administration>.

Besides being a requirement of Licensing and ECEC Policy #5640, having a current Handbook can provide you with the backing needed to address issues with staff, parents and children. It has been created as a tool for you. Please use it if you need guidance in creating one for your ECEC program.

Professional Growth Opportunity

Would you like to earn professional development hours for FREE and at your convenience? It is easy! Just visit the PUC ECEC website [https://](https://paucearlychildhood.adventistfaith.org/marketing-tips)

paucearlychildhood.adventistfaith.org/marketing-tips to watch the webinar or the slideshow titled "Growing Your Preschool Program: First Impressions Count!" After you have completed the webinar, you may download the PDF certificate, fill in your name and the date, and print it.

Filling Out the Opening Report

Oh the challenge of those Opening Reports! How do you know if your program is school-based or church-based? What qualifies as a part-time or full-time client? And how do you figure FTE's? We have the answers to these questions and more at <https://paucearlychildhood.adventistfaith.org/opening-and-closing-reports>. Click on the slideshow (or PDF). And let's make 2016 the year of perfect reports!

JOB OPENINGS IN THE PACIFIC UNION CONFERENCE

Northern California Conference

Foothills Christian Preschool and Infant Center, located in the beautiful city of St. Helena, is looking for a full-time, outstanding infant and toddler teacher's aide, with California State qualifications for an infant teacher and knowledge of good practice in the field of ECE, a passion for teaching young children and excellent communication skills.

Experience: California State qualifications for a teacher, first aid and CPR, and a minimum of one year experience; successful teaching experience with infants and toddlers; minimum of 15 ECE units with infant class.

Kingdom Kids Christian Preschool, the newest preschool in the Northern California Conference, (near Sacramento) has increased staffing needs as it continues to grow. This preschool is looking for a part-time ECE teacher, with California State qualifications as a teacher.

Experience: ECE degree or has completed at least 16 units in ECE, child development or a related field; successful teaching experience at a preschool or a child development center preferred.

Discoveryland Preschool, located in the beautiful city of Pleasant Hill, is looking for an ECE teacher. This is a great opportunity to work with a wonderful staff in a well-established preschool adjacent to Pleasant Hill Adventist Academy (K-12). The school offers a loving, nurturing, and caring environment that prepares children for the next step in life. Applicants must have a good understanding of child development, good communication skills, the ability to work well with others, and must love children.

Experience: ECE teaching experience, a degree in ECE or at least 16 units in ECE or related field required; CA Child Development Teacher Permit, Pacific Union Conference Early Childhood Education and Care Professional Achievement Level 2 preferred.

All applicants should submit a resume, application and three references. The application and reference forms can be found at <http://www.nccsda.com/article/48/about-us/job-opportunities>. Download the "ECEC Application" and the "ECEC Reference Form". For more information, please contact Mrs. Coreen Hicks, Associate Superintendent; (925) 603-5064; coreen.hicks@nccsda.com.

Southern California Conference

A Plus Adventist Children's Center, located in Glendale, is looking for a Pre-K teacher.

Experience: ECE or Child Development degree or have completed the core classes (Child/Human Growth & Development; Child, Family & Community; and 6 SU/8 QU ECE Program/Curriculum). All applicants please fax your resume ASAP to Malisa Smith at 818-547-4824.



A Toddlers Rules of Possession

1. If I like it, it's mine.
2. If it's in my hand, it's mine.
3. If I can take it from you, it's mine.
4. If I had it a little while ago, it's mine.
5. If it's mine, it must NEVER appear to be yours in any way.
6. If I am doing or building something, all the pieces are mine.
7. If it looks just like mine, it's mine.
8. If I saw it first, it's mine.
9. If you are playing with something and put it down, it automatically becomes mine.
10. If it's broken, it's yours.