

# The Child in Child Care

Children should be at the center of our lives. When we interact with children, are we focusing on talking or hearing what they have to say? Do we model kindness and helpfulness. Do we model caring behaviors to teach caring behaviors? How do you put the child at the center of what you do as a parent and a caregiver?



These full and half-sheet sized communications were designed for short announcements to parents with children in child care. They can be used in newsletters or as send home announcements places in children's cubbies or back packs in child care and in school.

They can be copied on colorful paper and even provided as masters for providers to use and duplicate themselves.

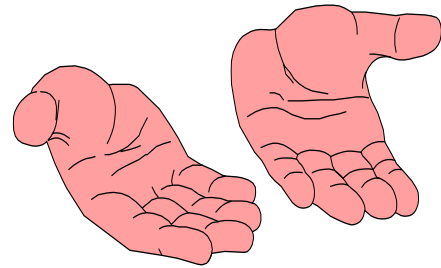
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**Topic: Parent: Caregiver Trust**  
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Dear Parents,

Thank you for giving me the opportunity to watch over your most valuable possession. I am excited to watch the growth and development of \_\_\_\_\_ which seems to pass so quickly at this age. I hope you will learn to trust me with your children. I know it isn't easy. I do not want you to trust me only because of my experience or reputation. I also want you to know my feelings about children.



Some of my feelings are that:

- Children deserve respect.
- Children should not be humiliated, hurt or embarrassed.
- A child's self esteem should be treated with loving care.
- Children learn through play experiences-to learn to "enjoy learning is very important."

Children will enjoy learning if they are allowed to develop their own interests and find successful support in their attempts. Each child has their own inner timetable and their own style. Comparisons can be non-productive.

## Adult Responses to Children's Learning



When children complete projects or ask interesting questions, responses from adults should stoke the child's *behavior*. So you would not say "I am so proud of you" but rather, "You should be proud of yourself," "Doesn't it feel good?" or "Isn't that exciting?"

When a child completes art work, adults can respond, "Look at all of those colors" or "You sure did work hard on that!"

In an open environment, such as preschool or home, there are always choices for a child. A child should be encouraged to be in charge of his/her learning. Modeling, by far, impacts a child's learning the greatest. Using warmth and sharing loves enhances learning far better than anger does.

Developing self control is very difficult for young children. Adult understanding and empathy helps lend support so we don't control the children, but to help them learn to control themselves.



## Child: Caregiver Attachment

Dear Parents,

Bonding is a term that refers to forming a relationship of trust. Parents usually bond with their children at birth. It is an intensely powerful bond and the major one for a child in his/her early years. Slowly the child forms other attachments with grandparents, caregivers, and close friends. Your child will be forming an attachment with teachers and caregivers. This attachment is very important. Until a child feels safe and secure and trusts the adults in charge of his/her care, he/she cannot be free to learn and grow. An initial goal in the first months is to make sure your child and his or her teacher have become close.

For some children it is easy. You may have seen some of the children on the first day hug and kiss caregivers and teachers as if they have known them all their lives. That is their personality. Others keep a sharp eye out and hope the caregiver will not come too near them. They want to watch and see.

Please watch and listen for signs that indicate how your child is doing in this area. Practice looking for non-verbal signs and spontaneous comments. A direct question- *Do you like your teacher-* May confuse him/her.



## Caregiver: Parent Attachment

Attachments formed with parents relate to the attachment formed with children. The more we work at developing a friendship and trust, the easier it is for your child to trust me and be free to learn and grow. This trust does not mean that you accept me unconditionally, but you feel that you can question me and that I will listen. That starts with communication.

It is also important to end a relationship appropriately. If you know you are leaving, please let me know so your child and I can discuss it. I once had a child whose mother picked him up one day and said it was his last day. I felt so angry. I didn't understand why because I could easily replace the child and I understood the mother's circumstances. Then I realized I had spent two months forming an attachment with him and in minutes he was gone. No goodbyes.

The attachments which form in early life form the basis for relationships and friendships later in life. Close attachments are healthy and reassure parents that children have the ability to form close relationships based on trust with others later in life.

## Teach Him Gently...If You Can...

My young son starts to school tomorrow... It's all going to be strange and new to him for a while, and I wish you would sort of treat him gently...

You see, up to now, he's been our little boy. He's been boss of the backyard...His mother has always been around to repair his wounds, and I've always been handy to soothe his feelings.

But now, things are going to be different...

This morning he's going to walk down the front steps, wave his hand, get on the bus, and start out on the great adventure.. It's an adventure that will probably include wars and tragedy and sorrow.

To live his life in the world he will live in requires faith and love and courage.

So, world, I wish you would take him by his young hand and teach him the things he will have to know.

Teach him, but gently...if you can.



## From a Parent: Both sides now

The first day of school...my son on a new venture, new teachers, new friends.

He will have to learn, that all people are not just, that all are not true.



But teach him also that for every scoundrel there is a hero...that for every selfish politician, there is a dedicated leader...Teach him that for every enemy, there is a friend.

It will take time, world, I know, but teach him, if you can, that a nickel earned is of far more valued than a dollar found...Teach him to lose...and to enjoy winning.

Steer him away from envy, if you can, and teach him the secret of quiet laughter.

Let him learn early that bullies are the easiest people to lick... Teach him, if you can, the wonder of books... But also give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun, and flowers on a green hillside.

In school, teach him it is far more honorable to fail than to cheat...Teach him to have faith in his own ideas, even if everyone tells him they are wrong...Teach him to be gentle with gentle people and tough with tough people.

Try to give my son the strength not to follow the crowd when everyone else is getting on the bandwagon...Teach him to listen to all men...But teach him also to filter all he hears on a screen of truth and take only the good that comes through.

## Topic: You Know Your Child the Best



We would like you to share how you feel your child is doing. No one knows your child as well as you do. Please take a moment and fill in this page and return it to us by \_\_\_\_\_ . Add anything you feel would be helpful.

\* What are your child's strengths? (circle all that apply)

- social skills (playing with children, acting appropriately with adults, getting along with others)
- fine motor skills (dressing, cutting, drawing, printing)
- gross motor skills (climbing, running, balancing)
- speech and language (understand what is being said, being understood, directions)
- readiness skills (naming/using colors, shapes, numbers, letter, attention span)
- independent life skills (zipping, buttoning, toileting, feeding)

\* Do you want us to work on particular areas with your child?  
(circle all that apply)

- social skills
- fine motor skills
- gross motor skills
- speech and language
- readiness skills

\* Do you feel your child has made a good adjustment to care?

\*List any questions you have that you feel we can help you with.



## Parent Interests

Dear Parents:

I have files on many topics and receive newsletters with interesting information, are you interested in having me share some of these?

Please check beside each topic to indicate you interest.

Moral development of a young child  
Physical development of a young child  
Emotional/social development of a young child  
Practical life experiences at home  
Intellectual development of a young child  
Building self-esteem  
Management skills with young child  
Selecting books for the young child  
Music and the young child  
Sibling rivalry  
The effect of television on children  
Planning nutritional snacks  
The value of play  
Learning activities for children

How do you like to get information?

Newsletter  
Articles  
Workshops  
Videotapes  
Audiotapes  
Other

Some other interests I have

Please return this form to me. Thanks.

# Personal Profile Sheet

Please complete this survey of your child and his/her interests. It will help me to become better acquainted with your child and better able to meet his/her needs.



Child's Full Name

\_\_\_\_\_

First

Middle

Last

Nickname \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Telephone \_\_\_\_\_

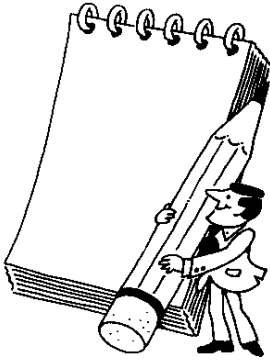
Birthdate \_\_\_\_\_

Allergies \_\_\_\_\_

Favorite things:

Least favorite things:

Things you would like to see your child do while in my care:



## Bits and Pieces

We've had a busy season and we are having lots of fun learning through play and some additional structured activities. We have learned that it is fun to be growing and gaining the ability to accomplish new tasks. One of our major goals for this year is developing the awareness that everyone in our world is important and that everyone has feelings and needs.

Here are several items to note:

1. Caregiving fees are to be paid weekly. Parents who do not keep their fees up-to-date will be terminated with no option for re-enrolling the child. All fees must be paid by check or money order.
2. Please bring your child(ren) inside each morning. No child should ever be dropped off outside. Transition with hellos and goodbyes is important.
3. Children should always be dressed appropriately for the weather. Label you child's clothing and other items this will help alleviate mix-ups.
4. If your child is ill and will not be attending on any given day, please call.
5. If your child is going home with another child or being picked up by someone else, please make certain that you have told me.
6. Several children have asked about bringing things from home to share. That's just fine. Please make sure it is something which won't break easily or with small pieces that will get lost.
7. The children may bring cookies or cupcakes for a snack on their birthday. However, please let me know before the day of the party.
8. Parents are always welcome to visit. If you wish to volunteer time and enjoy working with children, just let me know and we'll work out a time.
9. If you have any major concerns, please share those with me!





## From Your Little One

I've been learning here for several months and I want to tell you about my day.

(Name) \_\_\_\_\_

I enter into classroom activities:

At free play times, I usually spend my time in:

My favorite area is:

My favorite time of the day is:

During storytime, I:

During group time, I:

During quiet time, I:

I talk:

I use my hands to:

When I use my body, I:

One of the things I am learning to do is:

One of the things I do best is:



## Recycle Trash and Other Items

Throughout the year, various items from home are needed for projects. Sometime special requests for such articles are made. Please check for these notices so your child will have the necessary item for a specific project.

If you have anything on this list please save it for class use. Some items are always needed, while others are for special projects. Since my storage is limited, please check before sending in any items. A box or bag at home with the label "CC" could serve as a convenient temporary storage place.

The following is a list of useful items for you to save:

- A- acorns, appliance cartons, aluminum cups(from drink mixes), aprons
- B-beans, beads, buttons, belts, big boxes, burlap, baby food jars with lids, berry boxes, briefcases
- C-caps, cardboard, cotton balls, corks, carpet scraps/padding, coffee cans-one pound size, compartmentalized trays, colored cellophane scraps, computer printouts, cards (old greeting)
- D-dice, decals, dowels, doilies, dress up clothes
- E-eggshells, earrings, egg cartons
- F-funnels, felt scraps, fabric scraps, frames, floral foil, frosting containers
- G-gears, gloves, garland scraps, greeting cards
- H-hats, hinges, heart-shaped boxes (Valentine)
- I-ink, pads, ice-cream cups
- J-jewelry, jars, jacks, juice cans
- K-keys
- L-lids, L'egg's eggs, LeMenu plates
- M-meat trays, milk and cream cartons
- N-nails, nuts, newspaper
- O-oatmeal boxes, old socks
- P-pie pans, postcards, plastic, pinecones, popsicle sticks, pipe cleaners, paper clips, packing cartons, purses
- Q-quilt scraps
- R-rings, rubber bands, rocks, rope, ribbons, rick-rack
- S-screws, string, straws, stamps(from magazine sales and holiday seals), six-pack holders, seeds, styrofoam pieces, spools, spice jars, sticker, shells, scoops (from juice mixes) safety pins, scarfs, squirt bottles
- T-tubes from paper rolls, tins, trim scraps, travel-size bottles and jars
- U-utensils, uniforms
- V-valentines, velvet
- W-washers, wigs, wool, wood scraps, wallpaper scraps, wire, wipes
- X-x-rays
- Y-yarn, yardsticks, yogurt cartons
- Z-zippers

## Holiday Wish List

Dear Parents,

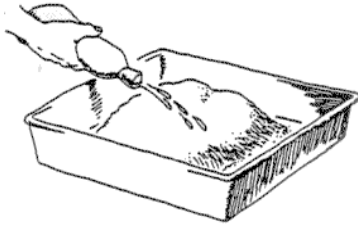
Holidays are a funtime to give, but rather than purchasing a gift for your child's caregiver, you might consider purchasing an item that will be of use to the whole group. This includes items that can be used by everyone. Two families might consider purchasing an item together from the "wish list."

Thank you and happy holidays,

### **Wish List**

- medium or large soft throw pillows
- child-size plastic painting aprons
- plastic tubs or baskets to store games and
- paper towels for cooking and art projects
- adult plastic aprons for cooking and art projects
- round or rectangular tablecloths to cover classroom tables
- child's play tent
- paint cups for the easel
- curtains for storage shelves
- paint brushes for easel painting
- books (ask for titles)
- beanbag chair
- 3-ring pool for summer
- load of summer sand
- file folders, paper pads
- washable markers, new crayons
- easel paper
- puzzles (24,60,100 pieces)
- games (ask for titles)





## What Can I Do Now? Holiday Gift Ideas

During snow days, weekends and holidays often children are heard saying "What Can I Do?" "I'm Bored." What they really want is your attention and time. Your special attention is worth more than any bright present or new toy. Take time to make cookies, trim the tree, go for a walk with your child-this they will

remember and value in future years.

Creating fun at home can be simple. Activities a child can play with-that needs his or her action or imagination to work.

Some suggestions:

- plastic bottles, sponges, spoons for water play
- sewing cards made from magazine pictures pasted on cardboard
- puzzles (24,60,100 pieces)
- pasta, macaroni to string as beads
- magnets, magnetic clips to play with on the refrigerator
- puppets
- bowling pins made from empty milk cartons
- clothes for dress-up
- strainers, colanders, ladles for bath toys
- clothes hanger bent into hoop with Nerf toys to throw through
- flour, water, salt for playdough (foodcolor)
- liquid starch and newspaper for paper-mache
- big cartons from new stoves or refrigerators to play in
- empty food cans and boxes for playing store
- table covered with sheet for playhouse
- thread spools to string
- discarded mail



## Holiday Gift Ideas (2)

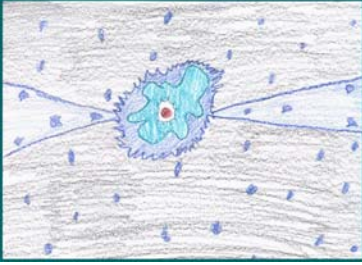
Dear Parents,

When you are looking for toys this Holiday season, here are a few items children enjoy, please keep these goodies in mind:

1. lots of paper and pencils
2. easel, drawing paper, scissors, paint
3. clay, playdough
4. magic slate
5. jacks
6. jump rope
7. paddle ball
8. roller skates
9. hula hoop
10. puzzles
11. checkers
12. ring toss
13. horse shoes
14. chalkboard and chalk
15. books
16. bubbles
17. puppets
18. globe
19. musical instruments
20. wipe-off books
21. flashlight
22. sand box
23. dress-up clothes
24. kaleidoscope
25. riding toys

\*The best gift - your time and love.

## Children's Art



Dear Parents,

When your child brings home a painting, you may find yourself thinking, "Good grief! What is this?" But don't say it. A good beginning is "Tell me about this."

Art work is an expression of language. Many times a child won't be able to tell you what it is that he/she has painted. Please observe how your child's art work develops as the year progresses.

Many children will paint one color over another. This is the child's way of exploring with paint. Some will start out with a specific idea in mind, and then gradually cover every figure on his/her paper. In other words, some of these paintings have a completely different painting underneath.

Please enjoy your child's art as his/her own self-expression. Give him/her a place to display this work, preferably at his/her eye level. Help your child develop an appreciation of self and the unique quality of his/her own art work.

Sincerely,

## Between Parent and Child

The most readily available tool parents and teachers have for dealing with children is the ability to communicate by listening and with the spoken word.

Good communication helps children develop confidence, feelings of self-worth and good relationships with others. It makes life with them more pleasant and helps them grow into adults who have good feelings about themselves and others.

Talking with children involves the exchange of words, ideas and feelings between two people. Communication is what we say and how we say it. We communicate with looks (scowls and smiles), with actions (slaps and hugs), with silence (warm and cold) as well with words (kind and unkind).



## How can we be successful in communicating with children?



1. Listen and pay attention-if you are busy, tell the child, "I'm busy, but let's talk about it later." Be sure to follow through.
2. Use "you-messages" to describe the child's feeling and encourage him/her to express his/her troublesome feelings. "You are upset because you didn't win the game."
3. Use "I" messages- "I need help in picking up now", instead of "You sure made a mess." This gives the child responsibility for changing his/her own behavior.
4. Phrase it positively. Tell the child what to do rather than what not to do. "Hold your coat up so it won't drag on the ground." instead of "Don't drag you coat on the ground."
5. Make requests simple-young children have a hard time remembering several orders at a time.
6. Get the child's attention before speaking to him/her - "Eric, (wait until he looks at you) it is time to put the book away."
7. Make important requests firmly - give a reason why he/she must do this thing at this particular time.
8. Communicate at eye-level.
9. Try not to interrupt and scold children when they are telling you their stories.
10. Slow down and take time to probe new ideas, thoughts, give children an open door.



## Art Stages

Dear Parents,

Children love art and they do so much of it, I thought sharing the developmental stages that children pass through in their drawings would be interesting to you.

There are basically five of these stages that can take place between the ages of two and six. By observing, we..and you, can learn a lot about how your child is developing.

**Stage One:** Random Scribbling...The very young child makes large arcs on the paper. They have no "visual" control over where the marks go. Here, however, the motor activity of using the entire arm is very important to their development.

**Stage Two:** Controlled Scribbling...Now, there is a greater variety of scribbles. The arcs get smaller because the child is using the wrist. Now, there is visual control. The child looks at the drawing until it is finished.

**Stage Three:** Names Scribbling...There is no doubt in the child's mind about what his or her picture is. Adults, however, can't recognize it. Drawings are symbols of the objects, events or experiences that the child has had. This is an important step because the child is using abstract thought. The child can see the relationship between the marks on the paper and the symbol or object.

**Stage Four:** Early Presentation...The drawings start to look like the objects they represent. There will be distortions in size. Usually, the most important part of the drawing will be much larger than the rest. There drawings are still not adult pleasers, but they are very important to the child. Also, by this time, the child has naturally changed the grip on the drawing instrument to an almost adult grip. Objects that are important to the child will appear.

**Stage Five:** Preschematic...The progression goes on very naturally. Now, objects are more relative to size. There is a right side up to the paper and a base line develops such as for grass, green for grass, blue for sky. By this time, the child is using the wrist and fingers and has mastered an adult grip on the drawing instrument. Authorities have observed that when a child is doing closed form in his or her drawings, the child will also be able to use closed forms in writing his or her name. If the child is in the early scribbling stages, the name will also be scribbled. If this is the case, the child should not be forced to print letters because he or she is not ready.

# Lines of Communication

Dear Parents,

To keep lines of communication open, let's share about your child. If you fill out this form, I will too. Then we can compare in the child's interest.

1. My child communicates the following to me at home about daycare.

a. relationships with children and adults

b. favorite activities and areas of play

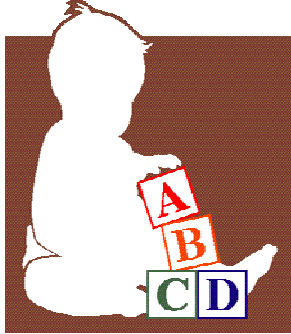
2. I see my child's areas of strength as:

3. I feel that my child needs to develop skills in:

4. I would like to discuss or have more information on:

Have you considered the whole child-social, emotional, physical and intellectual?





## Lets share

Dear Parents of \_\_\_\_\_

What is your child's attitude toward care?

What are his/her at home interests and activities?

Is there anything else you might tell us about you child which will help us to know him/her better?

Are there things we need to work on? Circle them.

follows directions    health    friends    numbers

gets along well with others    art

respect for authority    music    movement

respect for other people's property

self-confidence    reading readiness    self-control    habits

working with a group

listening/paying attention    other \_\_\_\_\_



## How I Manage Your Child's Behavior

Many parents wonder what I do with a child whose behavior is out-of-control, aggressive or disruptive. In all cases I try to uphold the child's sense of self and not be neglectful, corporal, humiliating or frightening. No child shall be physically restrained unless it is necessary to protect the safety and health of the child or others.



Removal of a child from the group for disciplinary or health reasons shall be to a location where I can still see and supervise the child.

Generally, I will take a child aside and speak to him/her about the behavior. Children may be asked to choose a different activity for a while until materials can be used with more care. Children may be separated to reduce aggression but I'll stay with him/her using kind strokes and a soft voice until they regain control.

A "time-out" may be an option, asking a child to be alone briefly and observe. Behavior which continues after these measures, has a high degree of intensity or causes injury to other children is cause for concern and intervention. We would then need to discuss the behavior and agree on a mutual strategy.

If we can identify behavior which is causing a child to be unhappy, participating at less than the usual level or stressed. These "symptoms" may require additional patience, understanding and intervention which is not punishing. It is always imperative that home and school cooperate with mutual goals and procedures.

Thank you for your cooperation.



## All Those Kids Seem To Do Is Play

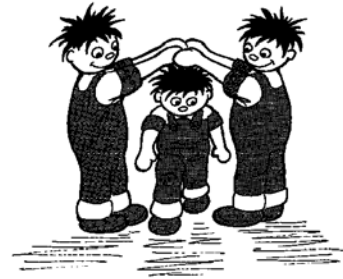
Play is a child's work. Through play, children are:

- meeting friends
- playing with toys
- exploring how things work
- looking at books
  
- listening to music
- sharing
- pouring and measuring in the sandbox
- having different experiences in a mostly child group situation vs. a mostly adult situation
- developing and expanding their language abilities
- having creative art experiences
- having cooperative play experiences
- learning to share the adult's attention
- learning social skills needed to play games and make friends
- building with materials that may not be available at home
- using "messy" art materials in a space provided for experimentation
- trying on different personalities with different clothing
- becoming independent
- comparing and contrasting different experiences
- learning from others while broadening their horizons

**SO YOU SEE, WHAT LOOKS LIKE PLAY IS REALLY HARD WORK!**

## Discipline Policy

We believe that children learn best through experiences. We believe that the teachers must lovingly guide and redirect the children to help them to learn to cooperate with their peers and to have positive, educational experiences to encourage and enhance their growth and development while in our care. We believe that we can best accomplish this by:



1. Having a variety of activities for the children.
2. By the use of group management techniques, limiting the number of children in each area of the room to avoid overcrowding and to allow for sufficient materials and the opportunity for constructive interactions.
3. By using a below the state recommended ratio of adults to student (the state requirement for three year olds is 1:10 we provide 1:7. The state requirement for four year olds is 1:15, we provide 1:9.
4. By speaking with a child if their behavior is inappropriate for the area or material that they are using, i.e., we take the blocks down; this is the way we use the paint brush; walking only please; etc.
5. By using positive language with the children to give praise for appropriate behavior, i.e., "I like the way John is sitting"; we say "only walking" instead of "don't run."
6. After using the above techniques, if a child is having a problem cooperating in an area of the room, he/she is asked to go to another area for awhile, i.e., "Peter, I'm sorry but that is not how we play in the sandbox, please go into the other room to the puzzle table or the house corner." As the year progresses, the children are just redirected to another area; they know that it means the behavior was not appropriate.
  - If group behavior is a problem, the area that has become a problem for the group to handle is closed and the group is broken up and redirected to other activities in the room.
  - If cleaning up is a problem for the entire group, we discuss it, and incorporate the "logical consequence" technique, which is, "If we take a long time to clean up, because the teachers have to remind, redirect and put the children back on task, then we run out of time for the fun things, like singing, story, outdoor play, etc.." This helps the children realize and internalize responsibility and what can happen.
7. Sometimes just a touch on the shoulder can let a child know of your presence and this will in turn put him/her back on task, such as attending to the lesson at circle time.
8. After exhausting these methods, if a child still has a problem with appropriate behaviors, the child is asked to sit on the thinking chair, which is a time out place to think about what he/she has done and with the help of teacher's discussions with him/her, what might be a solution to solve the problem and learn from it.