



Provider Resource Organization

Fall Newsletter 2009

Supporting Oregon's Family Child Care Providers



Oregon Registry: Pathways to Professional Recognition in Childhood Care and Education

The Oregon Registry: Pathways for Professional Recognition in Childhood Care and Education is a voluntary, statewide program to document and recognize the professional achievements of people who work in the childhood care and education profession.

The Oregon Registry recognizes two pathways for professional development:

1. A degree or certificate pathway
2. A college course credit or community based training pathway

The Oregon Registry recognizes that individuals may use a variety of sources to gain increased knowledge in the core body of knowledge for the profession.

The Oregon Registry Steps are the sequence from Enrollment through Step 12 in the Oregon Registry. Each step represents increased training and education in the Oregon Core Body of Knowledge for the Childhood Care and Education Profession.

The Oregon Registry:

- Promotes life-long learning for childhood care and education professionals.
- Recognizes the training and education of childhood care and education professionals.
- Recognizes the professional experience, personal attributes, and commitment to a professional code of ethical conduct.
- Contributes to a professional, well trained, and educated workforce.

The Oregon Registry:

- Provides a structured way for people to enter into and to advance within the field.
- Provides a basis for status, benefits, and incentives for professionals in the field.
- Promotes quality of care through learning a core body of knowledge.

The Oregon Registry recognizes the professional enhancements of:

- length of professional experience
- achievement of personal attributes
- commitment to the professional code of ethical conduct

If you have any additional questions or comments about the Oregon Registry, you may contact the Oregon Registry staff:

Toll Free: (877) 725-8535;

(503) 725-8535

Fax: (503) 725-5430

Email: occdregistry@pdx.edu

Swine Flu: What Child Care Providers Can Do



Prevent the spread of illness:

- First and most importantly, remind parents and enforce policies for having ill children stay at home during their illness.
- for 5-7 days.

Inform workers not to come to work while ill. A child may be infectious for up to 10 days after illness onset with influenza

while adults are generally infectious for 5 –7 days.

- Develop and implement a system to track illness and absence due to illness among children and staff if one is not already in place. The system should be simple and easy to maintain but should record the number of persons with various illnesses (e.g. respiratory, diarrhea, rash) by day or at least by week.

Let parents know what they can do to prevent the spread of flu:

- Provide information to parents on steps that they could take to prevent flu. (See fact sheet on page ? that could be distributed to each parent or posted on a door to the facilities with providers calling attention to the posted fact sheet).

Make a plan:

- Review their plans for responding to a pandemic and make sure they are up to date.
- Know local/state plans for child care in the event of a mild or severe pandemic. This information may be available from state or local health authorities, child care licensing agencies or resource and referral agencies.

Take action:

- Review and implement *CDC Guidelines and Recommendations for Preventing the Spread of Influenza (the Flu) in Child Care Settings: Guidance for Administrators, Care Providers, and Other Staff*. (which can be found at the Center For Disease Control website)
- Make sure staff are familiar with the above guidelines and that they are being followed in your program. Remind child care staff to clean/disinfect frequently touched surfaces within the facility.

Who can answer questions for me?

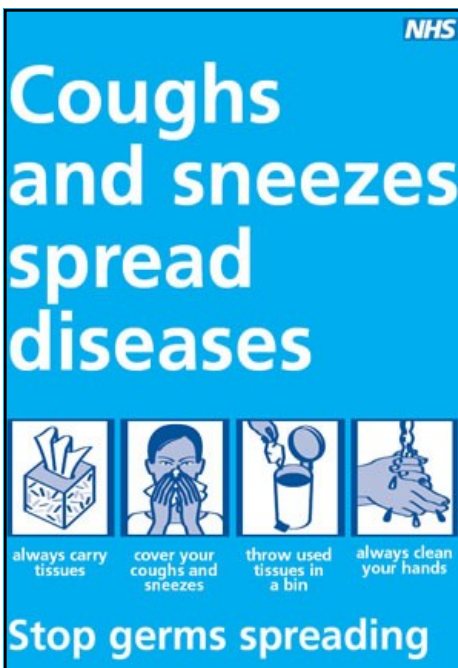
- Contact your local public health department if you have questions or suspect someone in your care has the flu. If someone in your care has Swine Flu, you will receive advice and support from the local public health department.



What if child care facilities are closed?

- Talk with parents about planning for the possibility of closure of child care and encourage them to make plans for that event.
- Monitor the postings on the Oregon Department of Human Services website, www.flu.oregon.gov to see if child care facilities should begin preparing for possible closure or changes in operation.
- If child care facilities need to close to protect the public's health, the state public health officer, in coordination with local public health authorities, will make the decision to close child care facilities.

It is recommended at this time that if you are required to close your child care facility because a child in your care has swine flu, that you stop providing child care until 7 days after the last child became ill with advice from the local public health department about reopening. If you continue to care for children after closure, your child care license could be in jeopardy.



Child care and preschool program staff and families can protect children and themselves from the flu with every day disease prevention habits, including hand washing. Covering coughs and staying home when sick. Please consider posting or distributing the fact sheet on the following page in your child care facility.

Preventing the Flu: Good Health Habits Can Help Stop Germs

Fact Sheet

There are everyday actions that can help prevent the spread of germs that cause respiratory illnesses like influenza. Take these everyday steps to protect your health:

Cover your mouth and nose.

Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.

Wash your hands often.

Wash your hands often with soap and water, especially after you cough or sneeze. Alcohol-based hand cleaners are also effective.

Avoid close contact.

Try to avoid close contact with sick people.

Stay home when you are sick.

Always stay home from work or school when you're sick, and limit contact with others to keep them from getting sick.

Avoid touching your eyes, nose or mouth.

Try to avoid touching your eyes, nose or mouth and always wash your hands if you do.

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NEW MEMBERSHIP CATEGORY ADDED FOR PROVIDERS WITH EMPLOYEES

The PRO Board has been working with our members who have employees and we have come up with a membership that will benefit them. The new membership category inspired us to change the names of the other two membership categories as well. Our memberships are now Bronze Membership (Basic), Silver Membership (Premium) and Gold Membership. The Gold membership will allow providers to add additional employees at \$25 each. Employee membership cards will not have employee names on them so they can continue to be used if employees change. All PRO members may upgrade their membership at any time. Call Misty Slater at 503.679.8539 for details.

PRO MEMBERSHIPS

Bronze Membership	\$35.00
Silver Membership	\$45.00
Gold Membership - Provider plus 1 employee	\$70.00
Add for each additional employee	\$25.00



~Welcome, New Chapters~



The PRO Board is proud to announce three new chapters. If you live in any of these areas and would like to become a part of one of these chapters, please contact the facilitator.

Douglas County: Facilitator: Kelly Heichel 541-440-9365

Medford/Ashland: Facilitator: Heather Hoeber 541-778-8244

Umatilla County: Facilitator: Mary Shaver 541-567-2002

Or contact our Membership Coordinator, Misty Slater @ 503.679.8539

Warm Apple Sandwiches

These are like apple mini-pies, except you use pizza dough instead of high fat pie crust. The result is a warm, satisfying apple sandwich, perfect for a preschool snack. A small piece of dough to knead and roll out will keep your preschoolers busy while you whip up these quick and tasty treats.

Warm Apple Sandwiches

Whole wheat pizza crust dough

One quarter of one apple (for each sandwich)

Cinnamon sugar mixture (about 1/2 cup sugar + 1 table spoon cinnamon)



Step 1:

First, prepare the whole wheat pizza crust. You can make the dough ahead of time and refrigerate for a few days or freeze for up to a few months or use store-bought dough.

Step 2:

Preheat the oven to 425 degrees. Tear off a small piece of crust and roll it into a ball 1 1/2" - 2" in diameter.

Step 3:

On a lightly floured surface, roll the dough into a thin circle.

Step 4:

Prepare the apples. Start with about one quarter of an apple for each sandwich. Using your choice of peeled or unpeeled apples, prepare thin slices of apple or small chopped pieces. Arrange the apple pieces on one half of the dough circle, keeping them about 1" from the edge.

Step 5:

Sprinkle about 1/2 teaspoon of a cinnamon-sugar mixture over the apples. Fold the non-apple side of the crust over on top of the apples and press the edges together, crimping like a pie crust edge. Make sure there are no openings or very thin areas in the crust.

Step 6:

Bake on a pizza stone sprinkled with corn starch or on a greased baking sheet for 10-13 minutes, until crust is dry and golden. Remove from oven and let cool at least 10 minutes.

The Eyes Have It!

Here are observation skill ideas that come from excerpts from the book “Playing to Learn” by Carol See-feldt.

Developing Observations Skills



Materials: Mirror, Paper, Markers, Stapler and Construction Paper

Ask the children to examine their own eyes. Encourage them to look into the mirror and talk about their eyes. Help them use words that describe the color and shape of their eyes. Name the parts of the eye—pupil, whites, eyelashes, lids and eyebrows. Then ask each child to draw, write or dictate something about his/her eyes. Staple together the pages between two pieces of construction paper to make a class booklet. Title it “Our Eyes”.

Animal Eyes

Materials: Books with close-up pictures of animals

Encourage the children to look at the animals’ eyes in the book. Ask them where the eyes are different on animals’ heads. Some animal, such as dogs and cats, have eyes in the front of their face. Others, such as rabbits have eyes on the side of their heads so they have a wide field of vision and can see predators.

Look and Magnify



Materials: magnifying glass, Objects to view

Put magnifying glasses and items that children can examine with the aid of magnification on a table. Encourage them to use the glasses to look closely at the objects. For example if they look at a flower, they can see how petals are attached to a flower or the tiny hairs that make a leaf feel fuzzy.

Viewing Tubes

Materials: Empty paper towel tubes, paper, paste or tape, crayons or markers

With children over the age of three, make “viewing tubes”. Collect paper towel rolls and ask the children to decorate their own. They can paste or tape pieces of paper to the rolls and draw on them, or add stickers. Go outside with the children and demonstrate how to view specific things through the tube with one eye.

Magic Mud* (It will disappear before your eyes)

Mix a box of cornstarch with enough water to achieve the consistency of bread dough. Say to the toddlers, “Let’s be very quiet and watch some magic.” If you roll the mixture, it forms a ball. If you let it rest, it dissolves to liquid. Sing to the tune of “Row, Row, Row Your Boat” as you roll the cornstarch.

*Take some magic mud,
And roll it in a ball.
Now we will sit so very still,
And watch it disappear.*



*Taken from the book, Games to Play with Toddlers, by Jackie Silberg.

PRO LENDING LIBRARY

Interested in checking out items from PRO's Lending Library or need a list of items in the library

Contact info@providerresource.org for information.

NEW IN THE LENDING LIBRARY

Great for a chapter meeting or individual use. Limit one DVD per person. DVD may be kept for 35 days. Late fee is \$2.00 a day. Your chapter will be charged for the cost of the DVD if it is not returned within 40 days. These DVD's include: Downloadable Handouts, Workshop Resources and Lisa's Booklist

Lisa Murphy Presents:

What if Today was Their Only Day? In this motivational keynote address Lisa shares the powerful story of her first day of school and how, and why, that one day solidified her decision to become an educator. This inspiring keynote gets participants excited and motivated and gets them thinking... How was it possible for one day to be this powerful?

Identifying and Creating Child Centered Environments: The Five Key Points of Child Centered Classrooms Lisa will lead you through an exploration of what it really means to be child-centered. She will discuss the five key points and explain why each of these points is a necessary ingredient of a child-centered environment.

Mother Goose is on the Loose! In addition to being a fun workshop about how to bring fairy tales and nursery rhymes back into story hour and circle time, this workshop will provide you with some hands-on activity ideas that connect popular nursery rhymes to various kindergarten content standards!

Taming the Media Monster Our stand is that computers and TVs do not belong in early childhood classrooms. Although designed to be a dissemination of the information supporting our position this material is especially appropriate for a school or center that is either: A) receiving a lot of pressure to start using computers or TVs in the classroom or B) considering decreasing and/or eliminating the use of computers or TVs in the classroom. Our goal is to provide groups and individuals with the information needed in order to "back up" their screen-free position.

Process Oriented Art with Young Children This workshop is a unique and creative experience for all participants!! Following a brief discussion on the differences between "process art" and "product art", participants will have an extended period of HANDS-ON, HANDS-IN time with the materials, paint, paper and other creative media.

Fizzle Bubble Pop and WOW! Does the thought of doing "science" bring up intimidating images of Bunsen Burners, chemical equations and half dissected frogs? This workshop will reassure you that you do not need a degree in biology or chemistry to have an engaging science program in your classroom!

Many Kinds of Smart: Multiple Intelligences Theory During this workshop Lisa presents, in her own unique and energetic way, the nine kinds of smart and what parents, teachers, and providers can do to tap into the many kinds of intelligences thus allowing our children to show how "smart" they really are.

The Importance of Early Experiences: Strengthening the Foundation that Supports the House of Higher Learning This workshop is designed to reinforce the importance of hands-on, play-based learning in the early years and discusses how play is "getting them ready." During this session Lisa will identify the seven things we need to do with children each day in order to encourage a love of life long learning and create the foundation which will support future school success.

Ooey Goey Activities This one-of-a-kind workshop will supply you with oodles of hands-on art and science ideas as well as the "science words" that support their use in your classroom!

Preschool Plant Activity - Pressed Flower and Leaves Nature Book

With this preschool plant activity, your preschooler can actually create a homemade nature book. You will also be creating an educational moment for your preschooler with this preschool plant activity. By pressing your own flowers and leaves and noting the names of the plants, your preschooler can learn all about flowers, leaves and plants.

What your Preschooler will Learn by Pressing Flowers and Leaves:

1. The various parts of leaves
2. The various parts of flowers
3. How to dry flowers and leaves to preserve them for always

What you will Need for a Nature Book:

1. Leaves and flowers
2. A phone book or another heavy book
3. Tissue paper or parchment paper
4. Construction paper
5. Glue
6. Sheet protectors
7. 3 - ring binder



What To Do:

Step one: Go for a walk with your preschooler and have them collect attractive leaves and flowers. If the weather is poor, go to a local indoor garden, hothouse or arboretum.

As your preschooler collects the flowers, point out the different parts—the petals, the anthers (the inside fuzzy looking bits,) the stigma (the vase shaped inside), the stem and any pollen. Point out that flowers start off as buds and over time gradually open into flowers. Teach your preschooler that flowers contain the tiny seeds that will grow new plants.

Explain the different parts of a leaf. Point out the blade (the main part of the leaf) and the veins. Teach your preschooler that leaves help the plant get sunlight and air that they need to grow big and strong.

Step two:

After you and your preschooler have collected enough leaves and flowers, you'll want to press them between two pieces of tissue paper or parchment paper. You can put several leaves and flowers together to use the same piece of tissue paper, but try not to let the flowers and leaves touch.



Step three: Put your tissue paper between the pages of your heavy book. Leave your book alone for a week to ten days.

Step four: After a week or ten days, take your tissue paper out of the book. Your flowers and leaves should be perfectly dried out and ready for your greeting cards.

Step five: Have your preschooler glue the flowers and leaves onto your construction paper. Write down the common names of the plants beneath the pressed flowers and leaves

Step six: Slide the pages into sheet protectors

Step seven: Arrange the sheet protectors in a 3-ring binder your preschooler has decorated.

Step eight: Have your preschooler continue to add to it.

Variations:

1. Don't feel you're limited to just pressing flowers and leaves to make a nature book. Have your preschooler create homemade thank-you notes, greeting cards, holiday cards, gift tags or simply art with their pressed flowers and leaves.



Taking the Nightmare Out of Nap Time

By Sandra Crosser Ph.D.



The center rules for nap time were: 1. No talking and 2. Stay on your cot. Sonia followed the rules. First she sat on her cot and made faces. Then she knelt with her head on the pillow and hummed. She squatted, stood, and bounced on the cot. She stripped the case off her pillow and crawled inside. She flopped onto her back and rhythmically kicked the canvas covering. Sonia always followed the rules for nap time.

If nap time was a difficult part of the day for Sonia, it was a nightmare for her teacher. Does this simple daily routine need to be so difficult?

Nap Time as Curriculum

It has become an accepted proposition in education that we must provide for the development of the whole child-cognitive, social, emotional, and physical. Perhaps it would be helpful to think about nap time as a learning opportunity-part of developing the physical aspect of the whole child.

In half-day programs it is usually inappropriate to plan sleeping time into the schedule. By varying the quiet and active experiences, teachers can provide children with the necessary physical recovery time after engaging in stimulating activities. However, Sonia was awake early each morning so she could be dropped off at child care before Mom had to be at work. Sonia played and worked energetically all morning. By afternoon she should be ready to rest. Her developing body needs rest, so nap time is an important part of a developmentally appropriate curriculum.

If we view nap time as an opportunity to learn, we then need to consider how we can plan for that part of the program as carefully as we plan for social interactions and literacy experiences. We need to consider individual differences and engagement of children in purposeful, age-appropriate activities as we schedule transitions and implement a time for rest.

Making the Transition

Scheduling rest time at approximately the same time each day takes advantage of the child's biological rhythms and helps children know what to expect. Make napping a regular routine children can count on for stability.

Moving from active to more quiet experiences requires that we give children time to change gears. Activities should begin slowing down well in advance of nap time. It is difficult for a youngster to go to sleep at home right after a session of tickle games with Daddy. It is equally difficult to get into the rest mode after stimulating play at child care.

To make the transition, children might move to the book and puzzle center after lunch. Soothing background music would enhance the decelerating mood. A teacher might read a quieting story or poem.

As children approach the area where they are to nap, the environment should be prepared in advance and should be conducive to quiet relaxation. If children are expected to set up their own cots, it should be done before lunch. When children enter the napping area, it should be dimly lit, with cots arranged ready for them to rest. White noise such as tapes of ocean sounds, a ticking metronome, tinkling wind chimes, or a muffled vacuum cleaner running in a nearby room can be soothing.

Pillows and blankets should be available on cots. In some areas of the world preschoolers typically nap in their undershirts and underwear. But even if children nap fully clothed, they will need to remove their shoes and have a blanket available.

Planning for Individual Differences

Just as we plan for individual differences in other areas of the curriculum (Wallace, 1995), we need to take advantage of what we know about individual children as we plan for nap time. Some children prefer one sensory modality over the others (Dunn & Reckinger, 1982). Therefore, the thoughtful teacher will plan for ways to take advantage of the visual, auditory, kinesthetic, tactile, and olfactory preferences of children during napping time.

For example, the teacher could add fragrance to the napping area by putting out a basket of pot-pourri, setting a solid air freshener where children can smell but not reach it, or using one of the many plug-in scented air fresheners. If the air is dry, try adding a drop of cinnamon or lemon oil to the cool mist humidifier. Invite children to sleep in the good smells and tell you after nap time what they thought they were smelling.

The tactile child may find it helpful to sleep cuddled up with a favorite stuffed animal. It may also be soothing to rub his hands over various textures in a small feel book as he settles down to rest (Heath, 1994).

Children with auditory preferences may find it quieting to listen to soft music or tapes of lullabies. They may also enjoy repeating favorite rest time rhymes and finger plays as routines before nodding off. After hearing Margaret Wise Brown's *Goodnight Moon*, Kevin put himself to sleep saying good night to his own room full of playthings. Children might also join the teacher in repeating relaxation rhymes such as the following:

Good Night

Good night, elbows.
Good night, nose.
Good night, eyebrows.
Good night, toes.
Good night, hair.
Good night, feet.
Good night, fingers.
Good night, cheeks.
Good night, shoulders.
Good night, head.
Good night, ankles.



The Giant

The big, enormous giant
Scratched his nose,
Took off his shoes,
And rubbed his toes;
Leaned back in his chair
And closed his eyes.
Can't stop snoring

The visual child might prefer settling herself with a tiny book tucked under her pillow. And both visual and auditory preferences are addressed if the teacher uses a guided imagery strategy (Myrick & Myrick, 1993). In guided imagery, the teacher invites children to close their eyes and imagine themselves in various scenarios as she guides them through the image in a soothing, hushed voice. Ideas for guiding imagery are unlimited, but for starters you might try images of lying on the beach:

Imagine that you are at the beach. You have been playing in the water and your arms are tired. Your legs are tired. You lie down on the warm, soft sand. A breeze blows over you. It feels so good. You close your eyes and listen to the waves softly washing up on the shore.

Other images might include floating inside a bubble; becoming a balloon floating through the clouds; gliding with the fish in a lake; rocking in a boat anchored at the shore; soaking in a bubble bath; sleeping in a bed of marshmallows; or riding a kite on a hot summer day.

The kinesthetic child will also enjoy the visual imagery if he is permitted to sway and rock with his mental pictures. Children who need to feel their bodies move may comfort themselves with their own rhythmic body movements. You might even offer a hammock or glider as an alternative napping spot for those children with kinesthetic preferences.

Try pretending to be various animals snuggling down to rest. Pigs wiggle into the mud. Turtles glide into their shells. Ducks hide their heads under soft wings. Rabbits snuggle into downy nests. Butterflies land on a bush and close their wings. Bees cuddle into their hives. Deer lie down in soft, tall grass.

Most children will enjoy repeating special sleeping verses you find or create together. For example, during a group meeting start the children out with the following verse and invite them to add to the pattern. Repeat the newly revised version at nap time.

Animal Good Night

"Good night. Sleep tight,"
said the cow with a lazy moo.
"Good night. Sleep tight,"
said the owl with a quiet whoo.
"Good night. Sleep tight," said the
cat with a dreamy mew.



Another suggested activity involves creating short relaxation exercises children can do as they lie down on their cots. Start with something like this: Stretch your arms; now stretch your legs; yawn; put your chin on your chest; close your eyes and take a deep, deep breath.

Conclusion

Try including a lesson plan for resting in your daily schedule. Thinking about nap time as curriculum and planning carefully for individual differences can help take the nightmare out of nap time and make it an enjoyable time of the day for both teachers and young children.

Sandra Crosser, Ph.D., is associate professor at Ohio Northern University in Ada, Ohio.

PROVIDER RESOURCE ORGANIZATION

P.O. BOX 4826

PORTLAND, OR 97208-4826

Website: www.ProviderResource.org

Email: INFO@ProviderResource.org

Please remember **ALL OF OUR BOARD MEMBERS ARE ALSO FULL-TIME CHILD CARE PROVIDERS.**

When you send a message we will get back to you as soon as possible.

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Tracy Avalon -Conference Liaison

MISSION STATEMENT

Provider Resource Organization provides opportunities, resources, and recognition for the professional development of family child care providers. This support encourages providers to strive for excellence in caring for children.

GOALS

PUBLIC OUTREACH - To build support for family child care providers through education and cooperative action of the people who influence child care issues and those who benefit from family child care.

PROFESSIONAL DEVELOPMENT - To provide and promote opportunities for professional growth and development to increase quality care.

BOARD AND STAFF DEVELOPMENT - To make the organization more effective by strengthening the process and structure of the board and staff.

FUNDRAISING AND FINANCE - To ensure financial stability through sound financial reporting and identifying new sources of funds and how to raise them.

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For classified advertisement order form, contact info@providerresource.org

About Provider Resource Organization

We are a statewide non-profit information and support organization of family child care providers in the state of Oregon.

As such, we are open to all child care providers statewide. (Associate memberships are also available for non-providers and organizations that support our mission.)

Our goal is to encourage child care professionalism by providing and/or promoting provider training for quality child care, good business practices, and risk reduction by actively cooperating with other public and private organizations to increase the resources, opportunities, and stature of family child care in Oregon.

P R O

Provider Resource Organization



Support Networking Education

Oregon's Family Child Care Association

MEMBERSHIP APPLICATION FORM

One year membership in Provider Resource Organization

Please visit www.ProviderResource.org for online payment information

Send fee and application to:

Provider Resource Organization

P.O. Box 4826

Portland, OR 97208-4826

_____ **Bronze Membership - \$35.00** benefits include Chapter Meetings, Quarterly Newsletter, one admission to the PRO Conference at the member price, Lending Library, list of name in newsletter & website.

Please mark: ___ exempt ___ Registered ___ Certified ___ In Process ___ Other

_____ **Silver Membership - \$45.00** benefits include Chapter Meetings, Quarterly Newsletter, one admission to the PRO Conference at the member price, Lending Library, list of name in newsletter & website, 25% discount on a rental of a PRO conference vendor table, and hyperlink to your business website and/or email address on the PRO website.

Please mark: ___ exempt ___ Registered ___ Certified ___ In Process ___ Other

_____ **Gold Membership - \$70.00** benefits include Chapter Meetings, Quarterly Newsletter, one admission to the PRO Conference at the member price, Lending Library, list of name in newsletter & website, 25% discount on a rental of a PRO conference vendor table, and hyperlink to your business website and/or email address on the PRO website and one employee membership.

Please mark: ___ exempt ___ Registered ___ Certified ___ In Process ___ Other

_____ **Employee Membership - \$25.00** benefits include all Chapter Meetings and one admission to the PRO Conference at the member price.

REQUIRED INFORMATION

Name _____

Address _____

City, State, Zip Code _____

Phone Number _____

Email _____

Is this a renewal? ___ yes ___ no **Chapter** _____

Please visit www.ProviderResource.org for online payment information

Office use only

Date processed _____

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Process date _____

By _____

Help PRO Grow! Take this to your next class or training and pass it on to another provider who could benefit from a PRO membership!