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THE JOB COUNCIL PROVIDING WORKFORCE RESOURCES

Parent

Summer 2007

TIME NEWSLETTER

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Quenching Thirst: Healthy Drink Choices for Young Children By Bobbie Rose, RN, California Childcare Health Program

Choosing healthy drinks is an important consideration for parents and caregivers. Healthy drinks provide nutrition and hydration; unhealthy drinks can lead to childhood obesity, dental decay and anemia.

Healthy drink choices

Milk. Milk is important for bone growth. Children who are 1–2 years of age should drink 16 ounces of whole milk per day. At age two, switch to low fat milk. (AAP)

Can a young child drink too much milk? Yes! More than 24 ounces of milk per day puts a young child at risk for iron deficiency anemia, which can cause intellectual and behavior problems. Children who drink too much milk may not have an appetite for the other foods they need for growth and development. Young children need a varied diet that includes sources of iron.

Water. Active and thirsty children need water. Make sure water is available. Consider installing and maintaining a drinking fountain or provide a cooler of water in outside play areas. Drink less sugar. Limit juice to one 4–6 ounce serving of 100% fruit juice per day (most juice boxes are 8 ounces.) Sugary fruit drinks and soda add calories that have no nutritional value. Drinking soda and other sweetened drinks is linked to obesity and dental decay in children. No juice for infants under 6 months and never put soda or juice in a bottle. (AAP)

Keep children well hydrated

Fluids help with digestion, thinking and energy. Offer plenty of fluids; especially water, to help children stay well hydrated. This is especially important when the weather is warm, children are getting vigorous exercise or recovering from illness.

Marketing and children

The marketing of soft drinks is often aimed at children. Many food and drink manufacturers will use favorite movie or cartoon characters to promote their products. Since children can't tell the difference between TV shows and advertisements they usually don't understand that advertisements are trying to sell products. Be media savvy!

Sensory Integration Disorder

Do you know a child who exhibits any of the following?

- Loves to spin, swing and jump--this will seem to calm them down after several minutes.
- Complains of how clothing feels, does not like tags left in their clothing and have to have their socks on just so, or a certain kind of sock, or doesn't like the feel of different ground when barefoot
- Picky eaters--get stuck on one certain food and it's basically impossible to get them to eat anything else.
- Oversensitivity to smells. Or under-sensitivity--may sniff people, objects, food.
- Oversensitivity to bright lights or sounds--will frequently cover ears, wear hoods, hats or sunglasses, very distractible in noisy places. Or under-sensitivity.
- May have an exceptionally high pain tolerance
- Resists new situations and avoids "fun" activities like parties or the fair.
- Doesn't like hair being cut, washed or combed
- Persistently walks on toes to avoid sensory input from the bottom of the feet.

If any of this is familiar to you, you may know a child who is having difficulty with sensory integration, or in other words, the inability of the brain to correctly process information brought in by the senses.

Children with SID/DSI can be either hyposensitive or hypersensitive to outside stimuli. For example a child who is hyposensitive to touch will constantly be crashing into things seeking extra stimulation while the hypersensitive child will avoid being touched or touching things when at all possible.

Visual processing can cause individuals to have a hard time finding the words for objects they are viewing or, if asked to go get an object, they might look right at it and then say they can't find it. This is because they are seeing it but their brains are not processing that they are seeing it.

Auditory processing is the same, the child hears what you say but the brain does not process it so that the child understands, or it takes several minutes for what you have said to "click" with the child.

Information generously offered by Kid Power, www.kid-power.org Contact Child Care Resource Network if you are interested in connecting with a special needs mentor who may be able to assist you with a child in a child care setting with this or any special need. Patty 541-842-2590 or patty@jobcouncil.org.

Need Help With Child Care Payments?

You may qualify for Employment Related Day Care (ERDC).

Federal and state child care funds are available to low-income, working families from the Department of Human Services, depending on family size and income levels.

For more information, call your nearest Department of Human Services office:

Medford	776-6172	Ashland.....	482-2041
White City	864-8700	Cave Junction.....	592-4149
W. Medford	734-7516	Grants Pass	474-3101
Family Center			

Or on the web @ www.dhs.state.or.us to see if you are eligible. (follow this path)

- * Children & Teens
- * Child Care - Parent information
- * Copay estimate

If you need help with child care referrals, contact The Job Council's Child Care Resource Network at 541.776.1234 or toll free 1-800-866-9034 or on the internet at www.jobcouncil.org

EACH YEAR

Each stage of human development has its own joys, challenges and quirks. Knowing where children are in their body and brain development, and social-emotional development can help answer the question of why they are doing what they are doing.

The First Year (a very quick generalization)

- At birth, the brain is remarkably unfinished. Sights, sounds, smells, touches, language and eye contact literally “sculpt” the brain from birth into childhood
- Rapid growth, tripling of weight and doubling of length
- Lift head & chest when resting on belly, roll over
- Enjoy a variety of sights and sounds but may become over-stimulated easily
- Enjoy simple games like pat-a-cake & peek-a-boo, imitate others
- Hold a rattle, recognize familiar objects and reach for them
- Needing a great deal of attention and holding
- Developing a sense of trust by having their needs met and feeling safe
- Learning to trust the world. If physical and emotional needs are consistently met, children will learn to “self-regulate” emotions and feel safe to explore
- Increasingly aware of the social world
- Pull themselves up to a standing position, beginning walker
- Speak one or two words and understand their meaning

One Year Olds

- Able to walk more steadily & learn to run with little falling
- Curiously exploring and “getting into things”
- Climbing on everything!
- Learning to feed themselves although spills are still common
- Self-expression increases from 2-3 words to about 270 word
- Enjoys building blocks and catching & rolling a ball, very active
- Appetite may decrease because of decrease in growth rate
- Like to open and close things; explore cause and effect; make noise
- Want to do things for themselves; may tantrum when frustrated or thwarted
- Solitary play or play with adults
- Cannot be expected to understand or follow rules

Two Year Olds

- The calm before the storm, often pleasant and well-organized
- Still mostly solitary play, dislikes sharing
- Continue to enjoy imitating others, mimicking stories, peek a boo
- Needs to touch things
- Enjoys large motor activities and action
- Dawdles and concentrates attention on small area with no thought of destination
- Less likely to fall, can walk up stairs without help, likes large motor activities
- Dislikes being lead by hand, but okay with being picked up
- Likes being told in advance what's going to happen
- Does better with specific/concrete statements rather than generalities such as, “The books go on the shelf” rather than, “Let's pick up the toys”
- More able to tolerate slight or temporary frustration, and able to wait 1-2 minutes
- Beginning to occasionally do things just to please others

- Periods of independence and exploration, followed by times of needing reassurance

Two and a Half Year Olds

- A time for parents to exercise great patience and remind themselves, “This too shall pass”
- Vigorous, enthusiastic, energetic, loves to resist, not adaptable
- Likes routine, wants everything just-so, does not like changes or to be hurried
- Uses power words like “no” and “mine” frequently
- Often wants others to do things just-so, or wants a particular person to do it
- Can be redirected away from whatever is upsetting them by introducing a new but neutral focus, either an object or event
- May appear self-reliant, but cannot be relied on
- Difficulty making choices, often does better when not asked to make choices
- Likes to hit, slap, push, scream, knock or tear down things
- Still plays mostly parallel but will demonstrate to others what they have done
- Throws tantrums and does not share, exerting independence
- Cannot be expected to follow rules
- Learning to identify feelings and emotions, but has difficulty with self-control

Three Year Olds

- No longer a toddler, new sense of self and motor control
- Easy going and well balanced, wants to please
- Still wants everything done right but will sometimes accept other people's way
- Gives and takes, shares easily, not quite ready for full cooperative play
- Increased vocabulary and language use, can be controlled verbally
- Less ritualistic, “yes” becomes more frequent
- Magical thinking, may be frustrated because others cannot hear what they are thinking and so are unable to anticipate their needs
- Pretend play begins to become important. Offer dress up clothes, props for imaginative play
- Likes to make friends, often willing to share to stay in someone's good graces
- Strong command of gross motor skills for the moment
- Beginning to follow rules- at least when an adult is watching

Three and a Half Year Olds

- General emotional instability, whining, crying, boisterous or shy
- Physically uncoordinated, fine and gross motor
- Poor spatial orientation
- May express fear of monsters, height, dark, etc
- May take on nervous mannerisms such as nail biting, thumb sucking
- May shift handedness
- Likes to help out, uses toilet independently
- Can be anxious about relationships, want attention all to self, socially unpredictable (not a good member of the wedding party)
- Will play in small groups, may exclude some children, very vivid imagination
- Needs a lot of extra attention, affection and often responds better to whispers

Four Year Olds

- Goes to extremes with emotions, language, interpersonal relationships, physical activities

- Imagination out of bounds; thin line between fact and fiction; can be gullible
- Shifts subjects, activities, chatters
- Kicks, hits, throws things, breaks things, runs away
- Interested in body parts, strength, muscles
- Attention span about 10-12 minutes
- Art becomes more detailed and sometimes explores scary things
- Will tantrum if too rigidly controlled, needs to test new boundaries
- Takes part in small groups when they want
- Becoming more aware of time and “when” things will happen
- Able to remind other children and adults of the rules, but does not yet consistently follow them

Four and a Half Year Olds

- Sorting out real from make-believe, not as gullible
- Has more self-control and motivation
- Rapid intellectual growth, likes discussions, concerned with details
- Short attention span, requires lots of activities, chance to move around, not too much paper and pencil work at one time
- Improved fine motor control and a catch up time for some around large motor and language use
- Interested in letters, numbers, back/front, inside/outside
- Less outgoing and tends to try only what they know they can accomplish

Five Year Olds

- Calm, friendly, not too demanding, content to stay near home base
- Lives in the here and now, enjoys routines
- Likes repetitive behavior, such as same story or song over and over
- Likes to please adults, enjoys praise, obedient, will ask permission
- Feelings easily hurt, generally plays well with children of own age
- Very literal and factual
- Short bursts of energy, attention span of about 15 minutes and capable of longer periods of quite activity
- Visually able to focus
- Moralistic, will tell people what they should do
- Often feels mother is center of universe

Five and a Half and Six Year Olds

- Needs boundaries, ritual, flexibility in schedule
- Tends to dawdle, has difficulty making choices
- Enjoys playing in small groups
- Developing a sense of conscience, which at first tends to be strict and extreme
- Can get carried away with rules and be bossy
- Often restless, tires easily, attention span drops back to 10-12 minutes
- Awkward, clumsy, teething
- May burst into tears when unable to resolve inconsistencies
- Insecure, wants to be the center of own world
- Height of reversals of numbers and letters, vision is changing
- Responds best to impersonal techniques rather than direct commands or reprimands
- Imitates parents and other adults

Six and a Half Year Olds

- Warm, enthusiastic, eager, ready for anything, a doer
- Learns best through experience rather than by paper and pencil

- Loves to talk, likes group work, learns best when allowed to verbalize
- Likes to be given responsibility and be praised for a job well done
- Developing fine motor control, developing eye tracking skills
- Able to obey triple commands in succession but easily distracted
- Great need for attention, recognition, first in line
- Is rigid, demanding, whines, brags, tattles, difficulty accepting blame
- Places self in center of universe, rather than mother
- Needs to eat and sleep a lot
- Not always truthful so best not to ask directly to admit a wrong, instead try something like, “How did it happen?”, “When did it happen?”
- Best to respect they are having a difficult time within themselves and with relationships; work around whenever possible

Seven Year Olds

- Brash, aggressive, ready for new adventure, falsely assure of self, dramatic
- Demands too much of self, erases a lot, concerned with making mistakes
- Poor loser, blames others for everything
- Is interested in conclusions, logical ends, can be reasoned with
- Noisy, difficulty sitting still, complainer
- Works slowly, needs time to finish projects; still very tactile with learning
- Longer retention span for words, numbers
- May spend more time alone, asks for own bedroom
- Growth spurts may bring on growing pains; may become near-sighted and get headaches (have their eyes checked); carefully steer between too much sympathy and not taking complaints seriously
- More sophisticated sense of humor, likes slapstick
- Doesn't respond promptly; may not hear direction, forget what's been asked or get distracted



HOW YOU CAN BECOME A CHILD CARE PROVIDER IN SIX EASY STEPS.

Explore the opportunity of working as a self-employed individual from your own home. Child Care Resource Network offers all the technical assistance you will need to get started plus many ongoing services to support your business. Call Patty 842-2590 or Lisa 842-2591. Please, if you get our voicemail, leave only one message.