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Fall NEWSLETTER 2021


Newsletter for Niagara County Child Care Providers, Parents & Child Advocates



I love Winnie the Pooh and his friends. Each one brings a unique personality, gifts and talents along with quirks to their friendship circle. If just one was missing from the cast of characters, it wouldn't be the same.

 It would leave a hole in their Hundred Aker Wood.



I wonder what it would be like to live in the 100 Aker Wood? We do. We call it earth. The concept is still the same. We bring our special self to the group called humanity. Like Pooh's friends, we have a place and a purpose. If one of us is missing,  it leaves a hole in our Hundred Aker Wood.



Thank you, it can't be said enough. Everything you do for the children in your care as well as their family helps to fill  the hole in our Hundred Aker Wood.



From a "Critter" in our Hundred Aker Wood, 





To our newest staff member, Jameela Masaed!

Jameela is our new Infant Toddler Mental Health Consultant.

The focus of an infant toddler mental health consultant is to promote positive interactions between adults and children to assist in making informed decisions and strategies.

The goals of this early intervention practice are to:

- 🍎 Enhance the competence and skills in child care professionals so that they can effectively and responsively address the social and emotional needs of infants and toddlers.
- 🍎 Provide child care professionals with strategies that will help prevent and minimize the impact of challenging behaviors in the classroom.
- 🍎 Enhance the staff's competence on trauma-informed care and provide helpful trauma-informed approaches.
- 🍎 Promote self-confidence in staff to help them build upon the abilities and positive qualities of young children.
- 🍎 Focus on healthy relationship building and healthy growth in the social and emotional development in infants and toddlers.
- 🍎 Practice communication skills to help build self-advocacy skills in infants and toddlers.
Educate staff on the importance of self-care.
Provide staff with techniques and strategies to minimize stress and prevent burnout.
Assist with referrals to special education services for a child who may need one.
- 🍎 Promote a positive classroom/program climate.



With the events of this past year, parents and child care providers have noticed an increase in challenging behaviors with children.

For more information, please contact:

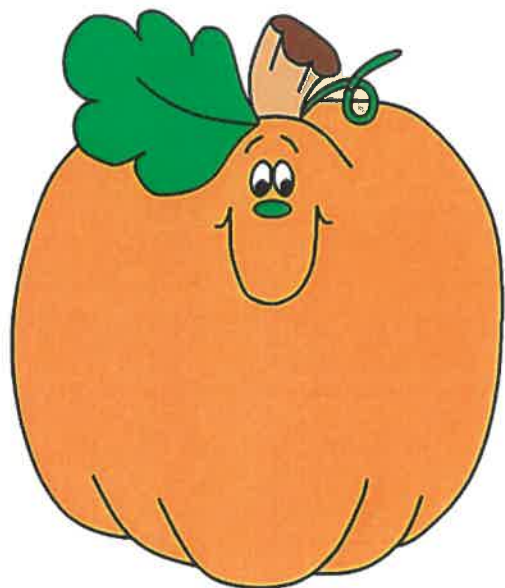
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Have You Ever Seen a Pumpkin

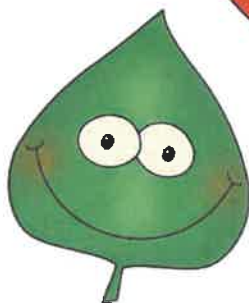
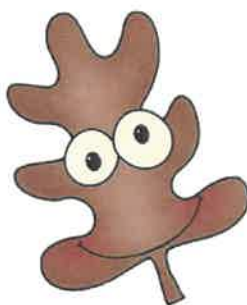
Tune of Have You Ever Seen a Lassie

Have you ever seen a pumpkun, a pumpkin, a pumpkun
Have you ever seen a pumpkun, that grows on a vine?
A round one, a tall one, a fat one, a small one
Have you ever seen a pumpkun, that grows on a vine?



Five Fall Leaves

Five fall leaves, hanging from a tree
The first one said, "Very soon we will be free."
The second one said, "I'm falling to the ground!"
The third one said, "I'm floating to town."
The fourth one said, "Let's not wait."
The fifth one said, "Fall sure is great!"





Fatherly

The Five Stages of Self-Awareness Explain What Kids See in the Mirror

Parents often wonder what, exactly, babies see when they look in the mirror. Well, there's a somewhat spooky developmental stage that children go through as they develop theory of mind, during which they're apt to demonstrate a creepily splintered sense of self. Daniel Povinelli of the University of Louisiana captured this moment in 2001 when he showed 3-year-old Jennifer a video of herself sitting, with a sticker on her forehead. He asked her what she saw. "It's Jennifer. It's a sticker," she began, correctly. "But why is she wearing my shirt?"

Self-awareness, it turns out, comes in stages. While Jennifer could comprehend the actions in the video, there was a disconnect when it came to understanding the little girl in the video was, in fact, her. A little boy gazing into a mirror may understand that he's looking at his own reflection, for example, but not grasp that the image is what he looks like all the time. An older girl might comprehend the permanence of her image, but not fully understand that this is also the image that other people see.

At some point, of course, we all level up to this fundamental sense of self, but it unfolds through a long and complex set of milestones, many of which go unnoticed. So, when do babies become self-aware? In 2003, Emory University's Philippe Rochat scoured developmental studies to construct his Five Stages of Self-Awareness, describing how children learn to identify themselves and their loved ones as distinct entities, from birth until age 5.

Each of Rochat's stages revolves around the mirror test for babies, an assessment of self-awareness that rose to prominence in the 1970s. Chimpanzees, dolphins, and elephants have all passed the most basic mirror test, which means they can look in a mirror and gesture toward a tiny, odorless mark that was painted on their faces while they were sleeping. But the mirror test does not end with dotted dolphins. Rochat crafted his Five Stages based on studies of how newborns and toddlers interact with mirrors, photographs, and video recordings.

Stage 1 (Birth): The Baby in the Mirror

The most primitive stage of interacting with a mirror involves slamming into it, unaware that it's a mirror. Fortunately, studies suggest humans skip this stage entirely, which Rochat calls Level 0, or "confusion." Although the 19th-century philosopher William James wrote that infants are born in a state of "blooming, buzzing, confusion," Rochat argues that infants can almost immediately differentiate between self and non-self-touch. There's a basic self-awareness that this is *my* body.

That only goes so far, however, in achieving Level 1 ("differentiation"). A newborn knows that there's a difference between his image and the background images in the mirror, and between himself and his environment. But a deeper sense of self-awareness will have to wait. "Infants do not come to the world with the exclusive expression of self-obliviousness," Rochat writes. "It appears that immediately after birth, infants are capable of demonstrating already a sense of their own body as a differentiated entity: an entity among other entities in the environment."

Stage 2 (2 Months): Manipulating the Mirror Image

Only two months after birth, infants achieve Level 2 ("situation"). Now, the baby not only recognizes the difference between herself and the environment, but also gains a sense of how her body is situated relative to that environment. Although studies suggest even newborns can copy facial expressions, it isn't until about 2 months that a baby figures out how to manipulate their own body to respond to the environment. This is perhaps best illustrated by a 1992 study that found that 2-month-olds could mimic an adult sticking his tongue out to either the

left or right. “In addition to differentiating their own actions from those of the model,” Rochat writes, “they are also capable of mapping their own bodily space to the bodily space of the model.”

But it doesn’t take a tongue study to demonstrate that a 2-month-old has achieved situational awareness. Ask any parent: Babies this age reach for *everything*. The simple act of estimating the distance to an object in the environment and reaching for it is a self-awareness milestone. Because you don’t reach for an item unless you recognize that objects external to yourself exist.

Stage 3 (18 Months): Basic Self-Awareness

This is when babies first pass the basic mirror test. Between the ages of 18 months and 2 years, children learn that the image in the mirror is not only distinct from the rest of the environment (Level 1) and not only distinct from the in-mirror environment (Level 2), but a representation of themselves (Level 3, “identification”). At 18 months, an infant will reach for a mark painted on his or her body, using only the image in the mirror as an indication that something on the “self” is amiss.

This may also be why 18 months is when most children begin to develop language skills. Language demands, “a theory of the self as distinct from other people, and a theory of the self from the point of view of one’s conversational partners,” cognitive scientist Elizabeth Bates wrote in 1990.

Stage 4 (2 to 3 Years): The Ups and Downs of Object Permanence

The next few years are developmentally awkward, as perhaps best captured by Jennifer, the 3-year-old who wondered why her image was wearing her clothes. Rochat calls this the “Me-But-Not-Me” dilemma. On the road to full self-awareness, toddlers begin to identify the image in the mirror as “self”, but still frequently revert to seeing the image as an odd third-person version of self. That can be hard to grasp (and a bit terrifying to imagine), but it means that if the researchers had asked Jennifer who she saw in the mirror, she would have probably said “me.” And yet, if asked to describe three figures in the mirror, she might have responded “Mommy, Daddy, and Jennifer.”

Stage 4 (“permanence”) comes slowly. “They appear to still oscillate between an awareness of the self and an awareness of seeing someone else facing them,” Rochat writes.

Stage 5 (4 to 5 Years): The Dawn of Self-Consciousness

The final stage hits us like a ton of bricks around age 4 and is known as “meta self-awareness” — or self-consciousness. At this age, a child first realizes that the image in the mirror is not just “me” (Level 3) and not just “me” permanently (Level 4) but the “me” that everyone else sees. Four-year-olds often respond to this realization by becoming mirror-shy, hiding their faces whenever they see their reflections. Now that they know that’s what everyone else sees, they’re unsettled.

Adults also hover at Level 5 and though we can be easily unsettled by our reflections, we’re largely adapted to the permanent self that’s there for everyone to see. Indeed, when the legendary anthropologist Edmund Carpenter presented a mirror to Papua New Guinea tribesmen in 1975, they jumped straight to Level 5, but with all the disappointment that one would expect from a newcomer to mirror-based Meta self-awareness. “They were paralyzed” Carpenter wrote. “After their first startled response covering their mouths and ducking their heads, they stood transfixed, staring at their images, only their stomach muscles betraying great tension.”

That, right there, is self-awareness in a nutshell: That’s a mirror (Level 1); there’s a person in it (Level 2); that person is me (Level 3); that person is going to be me forever (Level 4); and everyone else can see it (Level 5).





WHAT TO DO WITH KIDS IN THE FALL?



Visit an apple orchard.



Build a scarecrow stuffed with newspaper.



Have an apple cider "tea" party.



[Learn The Facts - School-Age Children \(masskids.org\)](http://masskids.org)

It's important to understand the many needs felt by children on the long road to adulthood:

The need to preserve life and health.

The need to feel safe.

The need to feel pride in accomplishment.

The need to assert themselves.

The need for independence.

The need to be loved.

The use of physical force as punishment crashes destructively onto all of these needs, greatly upsetting the child's world. It confirms his own weakness, the fears for his safety, and the unreality of his yearning for independence. He is torn by the love-hate actions of the adult, who is supposed to be his protector. The result can be confusion, instability, loss of self-confidence, distrust and fear of adults and authority. Perhaps worst of all is the lesson learned that "might makes right," that physical force is an acceptable means of teaching children and settling disagreements. Later the child is more likely to harshly discipline or physically or verbally abuse his own children, perpetuating the cycle of violence.

If no hitting or yelling, then what do we as parents do? We can try to keep calm and control our emotions. We can look to understand the reason for the bad behavior and explain why the behavior is unacceptable. We can discuss changes in behavior and, if justified, discipline appropriately without using physical force. We can try to make our child an understanding participant in the process of improving her behavior.

The above information is an excerpt from "Parenting Through All the Ages and Stages", a Massachusetts Citizens for Children publication.

Some Tips for Parenting School-age Children from the Center for Effective Discipline

Focus on DO rather than DON'T.

Children need to know what is expected of them. Keep instructions simple. Only saying what not to do doesn't give children a clear idea of what you expect. Example: Say "Please hang up your coat," rather than "Don't throw your coat on the floor."

Be kind but firm.

Children often turn off repeated requests or nagging. Make eye contact, get down to your child's level, touch him gently, and give a short firm instruction, such as "I want you to go to bed now."

Be consistent.

A child will be more respectful when adults follow through on agreements or rules. If a child believes you don't mean what you say, or that you might change your mind if she pushes you enough, she will certainly act accordingly. Once you have told her, for example, that she cannot have candy when she gets to the grocery store, you must follow through. If she begs and pleads, and you give in and say, "Ok, just one piece," she will remember that and try again next time. If you don't give in, she will increasingly be less likely to ask or plead.

Use reasoning and problem solving.

Reasoning with the child and having the child help develop a solution often makes the outcome successful. If your child's room is a mess, sit down with him, explain your concern and develop a room-cleaning contract, for example. After a while, it becomes a routine. Do not nag about it.

Use routines.

Routines help a family run more smoothly and prevent discipline problems. For example, have a usual time for bedtime, meals, waking up, doing chores, and homework. Negotiating daily on times to fit everyone's needs and wishes makes life more difficult for everyone.

Have a few simple rules.

Children feel more secure when they know what is expected. Parents can be more consistent when they have thought out what they want to happen, and children will be better able to meet expectations. Have a consequence for not following the rule. Avoid having no rules, having too many rules, or having children guess or negotiate rules on a daily basis. Some examples: No fighting. Be kind and respectful. No sassing or whining.

Give children choices.

Children will grow in responsibility as they are given the opportunity to make choices, and as they mature. Let them make choices beginning at a young age and increase choices as they grow. For example, rather than choosing her outfits for her, let her pick out what she wants to wear.

Use consequences.

Natural and logical consequences allow children to learn through their own actions or for their failures to act. An example of a natural consequence: A child consistently wants to spend his allowance the first day he gets it and then asks for more. Letting him live with the problem of not having money left is likely to make him a better planner. An example of a logical consequence: A child wrecks his brother's toy. In this case, the adult often must step in. The child and adult might plan how to right the problem such as having the child buy a new toy for his brother with his allowance.

Do NOT use physical punishment.

Physical punishment, such as hitting, slapping, pinching, pushing, or spanking, teaches that "might makes right." It is ineffective because it doesn't teach children what to do instead. Children obey out of fear and become alienated from parents who hit. Children who hit often grow up to hit their own children and their spouses. It is wrong to hit children just as it is wrong to hit adults. Other discipline methods are safer more effective.

Some Resources & Links:

[Parents Helping Parents](#) offers free and ongoing self-help groups to support families and prevent child abuse. Groups meet throughout Massachusetts and are open to all parents. Also runs a 9AM-5PM hotline for parents 1-800-882-1250.

Some parenting tips from [Circle of Parents](#)

Learn about effective discipline, without corporal punishment & spanking, and why spanking doesn't work, at the Center for Effective Discipline web site, www.stophitting.com

Safety Tips & Resources from the [National SAFE KIDS Campaign](#).

Family Concerns: [The Parenting Resources for the 21st Century online guide](#) is an initiative of the Coordinating Council on Juvenile Justice and Delinquency Prevention (the Council)

Resources for parents from [Parents Place](#), a project designed to give parents and families a chance to learn more about raising and educating their children. Includes articles and lists of links.

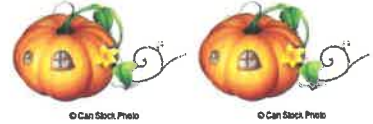
[Talk With Your Kids](#) Tips for discussing difficult topics with your children - talking to your kids about sex, HIV & AIDS, drugs, alcohol, and violence.

[Families First](#) promotes the secure and nurturing parent-child relationships that are the foundation of every child's well-being and future success.



Supplies:

Mini pumpkins



MELTED CRAYON PUMPKINS

Crayons



Crayons may be used and/or broken.

Blow Dryer





Fall



LUNCH BOX JOKES



How do leaves get from place to place?

With autumn-mobiles



What do you get when you drop a pumpkin?

Squash



How do trees get onto the internet?

Easy, they just LOG on.



What reads and lives in an apple?

A bookworm.



What did one leaf say to another?

I'm falling for you.



Why shouldn't you tell a secret in cornfield?

Because the corn has ears.



What has ears but can't hear a thing?

A cornfield



What's an elephant's favorite veggie?

Squash



If there are three apples and you took away two, how many do YOU have?

Two, because YOU took two.

FREE PRINTABLE HALLOWEEN LUNCH BOX JOKES

How do you fix
a broken jack o lantern?



With a pumpkin patch.

What does a ghost
like to throw?



A BOO-marang.

Why do witches
wear
name tags?



To know
which witch is which!

What did one bat
say to another?



Let's hang around together.

What is the best way to
speak to a monster ?



From far away.

How did the
skeleton know
it was going to rain?



She could feel it in her bones.

What is as sharp as a
vampires fang?



His other fang.

Why did the Cyclops
give up teaching?



Because it only had one pupil.





The Growing Child: School-Age (6 to 12 Years)

[The Growing Child: School-Age \(6 to 12 Years\) \(stanfordchildrens.org\)](http://stanfordchildrens.org)

Children progress at different rates. They have different interests, abilities, and personalities. But there are some common milestones many children reach from ages 6 to 12.

What can my child do at these ages?

As your child grows, you'll notice him or her developing new and exciting abilities.

A child age 6 to 7:

Enjoys many activities and stays busy	Likes to paint and draw
Practices skills in order to become better	Jumps rope
Rides a bike	

A child age 8 to 9:

Is more graceful with movements and abilities	Jumps, skips, and chases
Dresses and grooms self completely	Can use tools, such as a hammer or screwdriver

A child age 10 to 12:

Likes to sew and paint

What does my child understand?

As children enter into school age, their skills and understanding of concepts continue to grow.

A child age 6 to 7:

Understands the concept of numbers	Knows daytime and nighttime
Knows right and left hands	Can copy complex shapes, such as a diamond
Can tell time	Can explain objects and their use
Can repeat 3 numbers backward	Can read age-appropriate books
Understands commands that have 3 separate instructions	

A child age 8 to 9:

Can count backward	Knows the date
Reads more and enjoys reading	Understands fractions
Understands the concept of space	Draws and paints
Enjoys collecting objects	Can name the months and days of the week, in order

A child age 10 to 12:

Writes stories	Likes to write letters
Reads well	Enjoys using the telephone



How will my child interact with others?

An important part of growing up is learning to interact and socialize with others. During the school-age years, you'll see a change in your child. He or she will move from playing alone to having multiple friends and social groups. Friendships become more important. But your child is still fond of you as parents, and likes being part of a family. Below are some of the common traits that your child may show at these ages.

A child age 6 to 7:

- | | |
|---------------------------------------|---|
| Cooperates and shares | Can be jealous of others and siblings |
| Likes to copy adults | Likes to play alone, but friends are becoming important |
| Plays with friends of the same gender | May sometimes have temper tantrums |
| Is modest about his or her body | Likes to play board games |

A child age 8 to 9:

- Likes competition and games
- Is modest about his or her body
- Starts to mix friends and play with children of the opposite gender
- Enjoys clubs and groups, such as Boy Scouts or Girl Scouts
- Is becoming interested in boy-girl relationships, but doesn't admit it

A child age 10 to 12:

- Finds friends are very important and may have a best friend
- Has increased interest in the opposite gender
- Likes and respects parents
- Enjoys talking to others

How can I encourage my child's social abilities?

You can help boost your school-age child's social abilities by:

- Setting limits, guidelines, and expectations and enforcing them with appropriate penalties
- Modeling good behavior
- Complimenting your child for being cooperative and for personal achievements
- Helping your child choose activities that are suitable for his or her abilities
- Encouraging your child to talk with you and be open with his or her feelings
- Encouraging your child to read, and reading with your child
- Encouraging your child to get involved with hobbies and other activities
- Promoting physical activity
- Encouraging self-discipline and expecting your child to follow rules that are set
- Teaching your child to respect and listen to authority figures
- Encouraging your child to talk about peer pressure and setting guidelines to deal with peer pressure
- Spending uninterrupted time together and giving full attention to your child
- Limiting screen time (TV, video, and computer)





Muffin Tin Eggs

Supplies: Eggs, oil, piece of tissue, butter knife, salt & pepper

Oven: Pre-heat oven to 390 degrees (or 200 Celsius)

- Use tissue to grease muffin tin with olive oil or substitute
- Crack eggs into the muffin tin
- Season with salt and pepper

Cook eggs in the oven between 10 to 12 minutes, depending on how firm or runny you prefer them.

Once eggs have set, remove muffin tin from the oven, run a butter knife around the edges and remove them from the tray to serve.

WEBSITE:

<https://www.msn.com/en-us/foodanddrink/foodnews/egg-cooking-hack-that-will-save-you-time-and-energy-in-the-mornings/ar-BB1g7Cqo?ocid=msedgdhp>



Pizza Green Beans

Recipe courtesy of USDA.

2 cups diced tomatoes, drained 1 quart green beans, with liquid
 1/8 cup dried oregano 1 1/2 tsp fresh garlic, minced
 Salt and pepper to taste

Combine all ingredients in a medium saucepan and stir well. Bring to a boil, uncovered over medium high heat for 5-10 minutes. Reduce heat and simmer for 5 minutes.

Serve 1/2 cup for 1/4 cup vegetable and 1/4 cup other vegetable.

fall is
 proof that
 change is
 beautiful.



BE SURE TO CHECK WITH YOUR CHILD'S HEALTH CARE PROVIDER BEFORE MAKING CHANGES IN FEEDING.



What is baby-led weaning and should I do **that** instead of spoon-feeding?

The first thing parents should know about baby-led weaning is that the name can be confusing.

Weaning typically refers to getting a baby off of breast milk or formula. Yet, when people say the phrase baby-led weaning, they're referring to giving a baby solid foods to eat on their own instead of spoon-feeding them purees.

"If I were to rename this, I would call it baby-led feeding,"
Moorjani said.

"If you think of the traditional way to feed babies, how I (the author) fed my kids. I sat them in a high chair and they had a bowl of pureed food. I would scoop it up with the spoon and do the cute little airplane or choo-choo train and fed them," she continued. "Baby-led is kind of the opposite of that. It's really letting baby take charge of what they're eating."

This method is as simple as putting age-appropriate foods in front of a baby and letting him or her have at it.

Related: [From avocado to fish to nut butter, here's the scoop on healthy foods for babies.](#)

While there's not much research on baby-led weaning, letting a baby learn to eat on their own may have many benefits, experts and advocates say.

"When someone is feeding you, you're just eating the food and you stop when they stop, but when baby is leading it, they know when they're full," Moorjani said. "They recognize, OK, I'm not hungry anymore, and they stop eating. So they learn a sense of fullness better."

Using their fingers and hands to pick up food and put it in their mouths may also improve their motor skills, and eating solid foods instead of purees introduces them to more tastes and textures, she said.

"It can be an overall sort of sensory experience," said Dr. Lauren Crosby, a pediatrician in Los Angeles.

Crosby added that some studies have shown that introducing babies to a wide array of foods early on may also reduce their chances of having food allergies later in life.

But first, it's not for everyone

While baby-led weaning may be a popular choice these days, doctors want parents to know that it's definitely not a requirement.

"If you have a baby who is just digging in and shoveling food in, fine, but if you have one that kind of looks at the broccoli and throws it on the floor, you're going to say, 'Hmmm, no, I'm not comfortable with this,'" Crosby said. "So it also depends on the parents' level of anxiety, and how into it the baby is."

It's also perfectly fine to give it a try, and if it doesn't work, to go back to spoon-feeding. After all, babies have been eating purees with success for a very, very long time. Or, some parents may find a combination of both spoon-feeding and baby-led weaning works best.

"If you don't want to do it, don't do it," Crosby said. "Your kid is going to eat those foods eventually, so I don't want people to think that is the only way to feed the baby."

How to start baby-led weaning

While it's important to remember that breast milk or formula will continue to be a baby's primary source of nutrition until they are a year old, the American Academy of Pediatrics says that parents can begin to introduce solid foods when a baby is around six months old, although every baby is different.

Signs that a baby is ready for solid foods include having good head and neck control, being able to sit up on their own and showing interest in the foods that adults are eating around them. Babies with developmental delays or underlying neurological disorders may have to follow a more traditional feeding method, both doctors said.

Once your baby is ready, the AAP recommends introducing one new food every three to five days, and watching out for allergic reactions in the meantime. The food is up to parents, but it should be a single-ingredient food. For example, a strawberry not a strawberry shortcake.

Start with a small amount of food at first, and understand that your baby may not be interested right away and that's OK. Eventually, they'll get more comfortable with eating.

Baby-led weaning foods

There are many, many options for what a baby can eat, but there are some important rules to follow.

"The most important thing is that foods are cut into small pieces and that if you're holding it in your hand, you can squish it," Moorjani said.

Soft foods like banana and avocado are popular first foods for babies. But any fruit or vegetable that you can steam until it's soft works, too, broccoli, cauliflower, carrots, apples or pears, for example. Babies can also eat soft cheeses and bread, pureed meats, eggs, oatmeal, tofu, rice and more.

"You can even do soft, flaky fish," Moorjani said. "A lot of people don't think about giving fish as an option, but most fish, when you cook it, is actually softer than chicken or beef."

There are also some foods that parents should ***not*** feed their babies: whole grapes or cherries, hot dogs, raw vegetables, large globs of peanut butter, popcorn and nuts.

Experts say that it's important to expose children to a wide array of food textures and flavors, and that many babies and toddlers need to be exposed to foods multiple times before they'll accept them.

Related: [Keep your baby safe and well-fed with these 6 finger foods for older infants and toddlers.](#)

Things to watch out for

Some parents may be worried about choking when their baby starts eating solid foods. But experts say that there's no evidence that babies who feed themselves have more choking incidents than those who are fed purees.

That said, there are some things to look out for.

First of all, every parent should take a CPR class before starting baby-led weaning or even if they aren't, Crosby said. Parents should also watch their babies the entire time they are eating.

"You can't go off and do the dishes when they have giant chunks of food," Crosby said. "Don't let them eat when they're crawling or running around or in the car in the backseat."

There's also one big downside to baby-led weaning, the mess. It's no surprise that putting a tray of food in front of a 6-month-old usually ends up with most of the food on their face, in their hair or on the floor. While some parents may find the benefits of baby-led weaning outweigh the negatives, Crosby said, that it's not for everyone.

"It's not something where there's enough data out there to say, 'Yes, do it, it's better,'" she said. "It's sort of mixed. I think you have to do what you're comfortable with."

Website: [What is baby-led weaning and should I do that instead of spoon-feeding? \(msn.com\)](http://www.msn.com/health/parenting/what-is-baby-led-weaning-and-should-i-do-that-instead-of-spoon-feeding?hpid=hp_hp-top-table-main-baby-led-weaning%3Ahomepage%2Fstory)



Please Note:

BE SURE TO CHECK WITH YOUR CHILD'S HEALTH CARE PROVIDER BEFORE MAKING CHANGES IN FEEDING!



HALLOWEEN GREETING

I thought I'd like to be a witch
And ride up in the sky
I'm doomed to.....
disappointment CAWS
I don't know how to fly.





Bake Apple Chips

Apple chips are thinly sliced apples that are lightly sprinkled with cinnamon, then baked until pleasantly crisp. Unlike their store-bought counterparts, this apple chips recipe uses no sugar and the chips are baked, not fried.

How to Make Apple Chips:

These do take a while to bake (2 to 3 hours of low and slow), but your home will smell magnificent by the end. Your cinnamon baked apple chips will be crispy.

Ingredients:

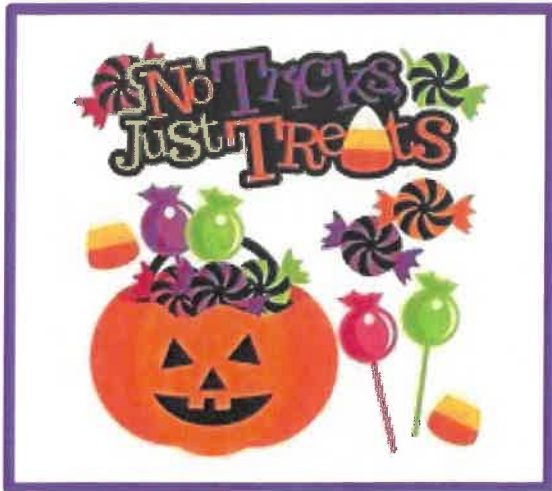
Apples: Any sweet-crisp apple; Pink Lady, Gala, Fuji, and Honeycrisp as well as Macouns, Cortlands. Aside from being totally delicious, apples contain vital nutrients like vitamin C, fiber, and antioxidants that have been shown to boost heart, brain, and digestive health.

Cinnamon: An apple's BFFE. You just cannot beat the aroma and flavor of cinnamon with apples.

Directions:

1. Preheat oven to 200 degrees F.
2. Wash, core, and thinly slice apples.
3. Arrange on parchment-lined baking sheets, sprinkle with cinnamon and bake. The apples are ready when a single apple chip removed from the oven is crisp when set out at room temperature for 2 to 3 minutes.
4. Turn off the oven and let the apples cool in the oven for 1 hour.





Spider Eggs: Deviled eggs with Black Olives



Spaghetti Face



Tacos



(Just an idea: place a small plastic spider on top of a "pumpkin" or two.)





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Your kid is holding your iPhone hostage and you need it back. “Can you please give mommy back her phone, sweetie?” you ask, in your most agreeable voice. Except this seems to have the opposite effect, as your kid manically runs away from you while still gripping your device. This time, you use your I-mean-business-voice “Noah, mommy needs her phone back, now!” But this just seems to empower your toddler even more as he skips right past you and into the bathroom, all while screaming “My phone!” Sound familiar?

If you find yourself constantly engaged in the toddler power struggle, then you need this clever hack from clinical psychologist and parenting guidance provider Dr. Becky Kennedy. She calls it the “closing your eyes technique” and says it’s one of her favorite strategies for helping engage your child’s cooperation and helping them be more likely to listen.

Because listening isn’t really listening, argues Dr. Becky. Instead, when parents want their kids to listen, what they’re really asking for is compliance. Hence why your kid never has a problem “listening” when you shout that it’s time for ice cream.

And what’s one tried-and-true method to get your kid to do something that they don’t really want to do? Give them a little bit of control. “It’s really important to give small kids agency when you’re asking for something from them,” explains Dr. Becky. Enter the “closing your eyes technique.” Here’s how it works:

“After you make a request, assuming that you’re kind of connected to your child and you’re calm yourself, play a little game where you close your eyes and then wonder with them what they’re going to do.”

In the example above, it might look like this: “I’m just going to close my eyes, I wonder what’s going to happen if I close my eyes and I put my other hand out, I wonder what Noah is going to do? If I open my eyes and the phone is in my hands then wow, I am going to freak out!” And voila, phone returned to its rightful owner.

Dr. Becky claims that this technique will work for your child more times than you think? Five skeptical moms test it out with their kids ranging from 18 months to 5 years old and we’re happy to report a three times out of five success rate.



Example: “I closed my eyes and asked my 3-year-old to go upstairs and brush her teeth. This usually ends up being a meltdown but she actually loved it!”

[This Therapist-Approved Hack Cut Our Toddler Power Struggles in Half \(msn.com\)](https://www.msn.com)

No Peeking



No Peeking

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Was your child care program affected financially by COVID-19?

Grant funding is available through New York State to stabilize your program.



Child Care Stabilization Grant

Apply Today



For more information visit:
OCFS.NY.GOV

NOTE: You must apply online.

If you have any questions or need assistance, please contact:

Monday – Friday: 8:00 AM – 4:00 PM:

Donna 716-285-8572 ext. 106
Debbie 716-285-8572 ext. 107
Angela 716-285-8572 ext. 105

Extended Hours: 716-531-1421

Tuesday & Thursdays: 4:00 Pm – 8:00 PM
Saturday's: 9:00 AM – 1:00 PM

What You Can Use Your Stabilization Gant For:

Rent, Mortgage, Utilities	Mental Health Support	Payroll & Benefits
Health & Safety Training	Facility Maintenance	Goods to Continue Care
Equipment Related to CVID-19	PPE, Cleaning, & Sanitizing Supplies	

Grant funding is available through New York State to assist your child care program.

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Infant & Toddler Technical Specialist:	Kelly Janese
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Infant Toddler Mental Health Consultant:	Jameela Masaed
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Legally Exempt:	Debbie Perricelli Donna Striffler
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CC Referrals:	Carolyn Jacobs
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CACFP:	Betty McCarthy
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Mission Statement:

Niagara Community Action Program, Inc. is a countywide agency dedicated to reducing poverty in a collaborative effort by initiating and conducting programs of self-sufficiency. Our ultimate goal is to empower individuals and families to reach their fullest potential.

Office Closings:

- September 6, 2021
- October 11, 2021
- November 11, 2021
- November 25 & 26, 2021

Contact Information:

Community Child Care Clearinghouse
of Niagara
1521 Main Street
Niagara Falls, NY 14305

Phone: 716-285-8572
Toll Free: 1-800-701-4KID (4543)
Fax: 716-285-9693
E-mail: ccrniagara@niagaracap.org
Web: www.childcareofniagara.com

Facebook:

<https://www.facebook.com/CCRandR/>



Child & Adult Care Food Program (CACFP)

CACFP is a nutrition education and meal reimbursement program to help providers serve nutritious and safely prepared meals and snacks to children in day care settings. The income from this program is tax free.

For more information call: Angela Burns
716-285-8572 ext. 105

This institution is an Equal Opportunity Provider (EOP).



Do you have a screaming child, a disgruntled parent, or a curriculum which isn't working for you?

This is just a sample of the problems you may face as a child care provider. If you would like help with these issues in your day care, contact either Beverly McArthur (children aged 3-12 years) or Kelly Janese (children aged 6 weeks up to 3 years).

This may include: Observations Assessments Trainings
Quality Improvement Plan Technical support

To make an appointment with:

Beverly 716-285-8572 ext. 115 (children aged 3-12 years)
Kelly 716-285-8572 ext. 104 (children aged 6 weeks-3 years)



If you haven't returned your provider update form, please send it as soon as possible. In the changeover to our new database, some information did not carry over. When the update form is returned, your record can be updated and checked for missing information. If another update form is needed, let me (Carolyn) know.

I may be reached by:

Phone: 716-285-8572 ext. 109 (a voice message is sufficient)
E-mail: ccrniagara@niagaracap.org

