

# Child Care Services Newsletter

Summer 2004

## CCSU Phone #s

Calling from out of town? Please call toll free, 1-800-661-0408 and ask for the extension of the person you wish to speak with.

Brad Bell, *Manager*

*Early Childhood and Prevention* 393-7082

Jean Nikon, *A/ Financial Clerk* 393-7123

Wendie Howe, *CCSU Clerk* 667-3492

*Child Care Inspectors/Program Consultants*

Carol Oberg 667-5091

Tammy Reinhart 667-3493

Lesley Gardiner-Falle 667-3447

Ann Gedrose 667-8851

Fax: 393-6250

You can email us:

[bradley.bell@gov.yk.ca](mailto:bradley.bell@gov.yk.ca)

[jean.nikon@gov.yk.ca](mailto:jean.nikon@gov.yk.ca)

[wendie.howe@gov.yk.ca](mailto:wendie.howe@gov.yk.ca)

[carol.oberg@gov.yk.ca](mailto:carol.oberg@gov.yk.ca)

[ann.gedrose@gov.yk.ca](mailto:ann.gedrose@gov.yk.ca)

[tammy.reinhart@gov.yk.ca](mailto:tammy.reinhart@gov.yk.ca)

[lesley.gardiner-falle@gov.yk.ca](mailto:lesley.gardiner-falle@gov.yk.ca)

*Child Care Services Unit (H-12)*

*Yukon Territorial Government*

*Box 2703*

*Whitehorse, Yukon Y1A 2C6*

*Please visit our website:*

<http://www.hss.gov.yk.ca/prog/fcs/ccare.html>

*Or drop by 9010 Quartz Road*

CCSU is open Monday through Friday  
8:30 – 5:00.

CCSU will be closed for our regular unit meeting Thursdays 9:00 am until noon unless this falls on the last day of a month, in which case the office will be open to distribute cheques.

**Yukon**  
Health and Social Services

## News from CCSU

Congratulations to Louise Paulin who has licenced ***Kids R Us Family Day Home*** in Watson Lake. Please join us in welcoming her to licenced child care.

**Child Care Centres and Family Day Homes are reminded to please be sure that each eligibility form is attached to a billing form not to a subsidy application.**

A reminder also to everyone regarding **Universal Precautions** Practicing Universal Precautions prevents transmission of blood-borne diseases. Following these methods in your Child Care program will help protect everyone.

**Wash your hands** for 30 seconds after contact with blood and other body fluids contaminated with blood.

**Wear disposable latex gloves** when you encounter large amounts of blood, especially if you have open cuts or chapped skin. Wash your hands as soon as you remove your gloves.

**Discard blood-stained material in a sealed plastic bag** and place in a lined, covered garbage container

**Cover cuts or scratches** with a bandage until healed

**Use disposable absorbent material** like paper towels to stop bleeding

**Immediately clean up** blood-soiled surfaces **and disinfect** with 100% bleach

**Put blood-stained laundry in sealed plastic bags. Machine-wash separately** in hot soapy water

NEVER DELAY EMERGENCY ACTION BECAUSE YOU CAN'T APPLY UNIVERSAL PRECAUTIONS. THE RISK OF TRANSMISSION OF BLOOD-BORNE DISEASES IS TOO SMALL TO JUSTIFY ENDANGERING A CHILD.

Source: [http://www.cfc-efc.ca/docs/cccf/00025\\_en.htm](http://www.cfc-efc.ca/docs/cccf/00025_en.htm)

## **SUPPORTED CHILD CARE PROGRAM**

### ***What is the Supported Child Care Program?***

The Supported Child Care Program provides funding to assist licenced daycare and family day home programs to work with children whose needs are special. The Child Care Services Unit administers the program

### ***Who Qualifies for the Program?***

Children may qualify for assistance from the program if they have any of the following special needs that may prevent age appropriate participation in a child care setting:

- severe and debilitating behavior disorder
- physical disability
- global developmental delay
- severe and debilitating language disorder

### ***What Is the Goal of the Supported Child Care Program?***

The major goal of the program is to realize the child's best interest, and to promote a child's fullest participation in his/her community and child care placement with supports which are identified by an individual program plan.

More specific service goals include:

- To provide access to a community child care program and appropriate early intervention strategies for children whose needs are special.
- To facilitate a child's development through collaboration and cooperation among parents, child care workers, representatives from referring agencies, and other professionals involved with the child and family in the development of individual program plans.
- To use the existing program and daily schedule of the child care program, including activities provided in small and large groups, and activities representative of a full range of experiences that encourage the ongoing development of the children.
- To foster respect and acceptance of individual differences, and to provide other children, staff, and parents with opportunities to learn from those with special needs.
- To prepare children for full participation in the community.

### ***What are the Principles of the Supported Child Care Program?***

- Parents maintain the right and the responsibility to make program choices for their children.
- Families require child care services that meet their needs.
- Child Care facilities need support to respond to the child care needs of families of children who need extra support.
- Every child has a right to a program that has been developed to meet his/her needs.
- Early provision of support services and program planning contributes to each child's optimum development.
- Families, child care professionals, and referring professionals work as a team.

### ***What can the Supported Child Care Grant be Used For?***

Funding is available to assist a child care program to develop supports which facilitate the child's full participation in daily programs and without which, the child's participation is curtailed. The emphasis is on the strengths and needs of the child and the support required by the child care setting to meet those needs. The definition of "support" is flexible, as the program is designed to meet the needs of individual children and their families. Some examples of supports are:

**Staffing-** Funding can be provided for additional staff support to a child care program. It can range from full time staff support, to support only for special activities. Some examples could be going on a fieldtrip, assistance during meal times, assistance to administer medications or therapies, and for providing substitute workers so primary staff can attend meetings and training.

**Physical and Equipment Improvements-** Funding can be provided for renovations, equipment, and educational materials needed to accommodate a child with special needs.

**Specialized Services-** Funding can be provided for transportation, staff training or professional services related to the care of the child with special needs.

**Reduced Child Staff Ratios-** Funding can be provided to reduce the child staff ratio in a group of children to better accommodate the child with special needs. For example, a three year old child with special needs may be supported better if the child staff ratio was lowered to 6:1; rather than staying at a ratio of 8:1. The fund could cover the loss of revenue from the child care spaces that would be eliminated.

***What is the Process to Receiving Funding from the Supported Child Care Fund?***

The child's family, referring agency, and staff from the child care program are involved developing an Individual Program Plan for the child. The purpose of this collaboration is to review the child's needs so that an appropriate level of support and resources can be offered in the child care facility. It is an opportunity to review staffing needs, discuss strategies to provide services in an integrated way, to determine if specialized equipment or renovations are needed, and to develop a plan to provide resources at the facility for the child.

The child care program then completes a Supported Child Care Application, using the Individual Program Plan that was developed. The application must describe the supports that are required, the reasons for the supports, and the length of time that the supports may be needed. This is the funding amount that is applied for. The Individual Program Plan must accompany the application.

The application is submitted to Child Care Services and reviewed by the unit. If more information is required, a unit member will contact you. Alternative programming ideas or supports may also be discussed with you at this time.

If the application is approved, the financial clerk at Child Care Services will contact you with the process for payment. You will be required to sign a contract, and invoice the Child Care Services Unit for payment. An initial meeting will be held with the child care facility operator; child care worker; CCSU Inspector; author of the IPP; and , where possible, the parent. The purpose of the meeting is to ensure that everyone is familiar with the IPP and that all understand the implementation plan.

If possible, the assigned inspector will directly observe the child and child care worker in the child care setting. Program notes are to be submitted with the monthly invoice by the program to demonstrate that the goals are being worked on. If there are any questions, the assigned inspector will follow-up with the any of the players. Progress of the Individual Program Plan will also be reviewed by Child Care Services Unit staff during inspections.

Face to face meetings with the players identified above take place at the beginning of the agreement, at three months and at 6 months (this may vary if the agreement is of a shorter duration). The purpose is to review the progress toward the goals identified in the IPP and make any changes/adaptations as required.

Subsequent applications, for children who have accessed the supported child care fund, will require an updated IPP, and an evaluation of the previous approval period.

***Where Can I Get More Information?***

Please contact the Child Care Services unit at 667-3492 or toll free 1-800-661-0408, extension 3492. Or write to:

Child Care Services Unit H-12  
Yukon Government  
Box 2703  
Whitehorse, Yukon Y1A 2C6

## Television and Your Children

Many research studies have linked television viewing to higher incidents of aggression in growing children. Robinson et al found that reducing the amount of television children watch reduces their aggressive behaviour. This study of third and fourth grade children reduced TV viewing by about one-third and found a corresponding one-quarter reduction in aggression a one-half reduction in teasing or threatening their peers.

Television viewing has also been linked to obesity and poor physical development. Watching TV is more likely to be associated with obesity in children for 2 reasons.

- 1) Watching TV is a sedentary activity. More time seated in front of the TV means less time in physical activity.
- 2) Children tend to snack while watching TV and the snacks are more likely to be high in fat and sugar.

Recent recognition of the complexities of early brain development has raised questions about the impact of television viewing on children's developing brains. Christakis et al found early exposure to television (between ages one and three) is associated with attention deficit problems by age seven. Young children's brains are rapidly developing and the type of stimulation the child is exposed to influences this development. Exposure to television provides rapidly changing sights and sounds; stimulation that is unnaturally quick and fragmented, something like real life on "fast forward". Christakis theorized that this overstimulation during toddler years is associated with ADHD in school age children. The study clearly shows this link.

### References:

<http://www.mindfully.org/Health/2004/ADHD-TV-Ped4apr04.htm>  
<http://www.caringforkids.cps.ca/>  
<http://news-service.stanford.edu/news/2001/january17/kidstv-117.html>  
<http://www.region.peel.on.ca/health/obesity/how/media.htm>  
<http://www.region.peel.on.ca/health/obesity/how/media.htm>

## Healthy TV Habits

These tips are adapted from The Canadian Pediatrics Society's "Promoting good television habits"

- Make sure your child watches programs you are familiar with. Avoid programs that show violence, sex and offensive language.
- Watch television with your child.
- Discuss the teaching value of a program with your child, such as the importance of sharing, giving, loving or doing the alphabet together. Programs like *Mister Rogers' Neighborhood* and *Sesame Street* are positive for your child's development. Use follow-up activities that further develop material presented on the programs.
- Be careful with the example that you set as a parent. Children learn many of their values and ideas from their parents. Also, explain the rules of television watching in your home to nannies, babysitters or grandparents.
- Limit daily television watching to one hour or less for preschoolers and two hours or less for early school-aged children. Use the other time available to teach skills such as reading and writing, or to visit museums, zoos and aquariums.
- Give older children the opportunity to plan their weekly viewing schedule in advance, while you continue to supervise their choices. Praise your child for making good choices, and encourage him or her to criticize and analyze what he or she sees on television.
- Help your child understand the differences between fantasy, make-believe and reality. Discuss and explain the reasons why he or she cannot watch certain programs. Use this as an opportunity to raise a child who is aware of the values you feel are important.
- Set a bedtime for your child that does not change according to the television schedule. If your child is interested in a program that airs past his or her bedtime, consider using a VCR to record it.
- Television is a powerful tool for selling or promoting toys and products. Discuss commercials with your child. Help him or her identify high-pressure selling techniques and exaggerated claims.
- Turn off the television during meals. Turn off the television when visitors arrive and during study time. Do not use the television as background sound.
- Make a rule that homework and chores must be finished before your child can watch television.

## Legislation Review

### Reporting of child in need of protection

#### Yukon Child Care Act

37(1) Any person providing a child care program, or a person employed by a person providing a child care program, who has reasonable grounds to believe that a child enrolled in the program may be a child who is abused, neglected or otherwise in need of protection within the meaning of the *Children's Act* shall immediately report the information on which they base their belief to the director, an agent of the director, or a peace officer.

(2) No legal action of any kind, including professional disciplinary proceedings, may be taken against a person who reports information under subsection (1) because of the person's so reporting, unless the reporting was done maliciously and falsely. *S.Y. 1989-90, c.24, s.38.*

## Child Abuse Protocol - Roles and Responsibilities

### Child Care Facility

#### Board of Directors or Family Day Home Operator

- ensure staff are aware of their legal obligation to report any suspected child abuse or neglect
- participate in establishing clear policies and procedures around reporting suspected abuse
- ensure regular performance appraisals are done for all staff
- ensure pre-employment documentation requirements are met

#### Child Care Provider

- know your responsibility to report suspected child abuse or neglect as legislated in the Yukon Child Care Act
  - make it your practice to record information about the children on a regular basis, recording typical development, behaviours, and habits of each child
  - regularly share information with parents about their child's day
  - be familiar with the facility procedure and protocol for reporting suspected abuse or neglect
  - know what information to document
  - document any suspected abuse or disclosure in a factual, organized fashion
  - maintain confidentiality
  - regarding disclosure: listen to the child, avoid asking leading questions
  - report any suspected abuse to Social Services (or call if you have questions)
  - cooperate with Social Services, RCMP and other agencies
  - be familiar with resources that may be available to parents
  - provide support and understanding to the family in the ongoing relationship with the family
  - participate in ongoing training (formal education & workshops) in Early Childhood Development (to be familiar with stages of development and what normal or typical development is)
  - be aware of indicators of abuse or neglect
  - provide pre-employment requirements: RCMP clearance, medical clearance, TB test results, immunization record, first aid certification,
  - participate in regular performance appraisals

### Health and Social Services

#### Child Care Services Unit 667-3492 or 1-800-661-0408, ext: 3492

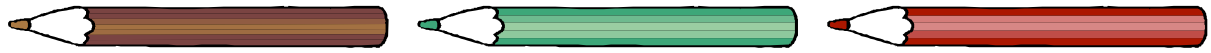
- licensing and ongoing monitoring of child care facilities
- notified if the alleged perpetrator is a Child Care Provider, in which case they participate as member of the Investigative Team
- receive "child development" inquiries

#### Regional Services / Child Protection Services (Intake Unit) 667-3002

- consult with Child Care Providers & monitor information as requested
- receive referrals of children who may be in need of protection
- participate as a member of the Investigating Team
- intervene in order to determine if child abuse has occurred
- determine the degree of risk if the child remains in the present environment
- protect the child or children involved

### RCMP

- investigate & interview
- participate as a member of the Investigative Team
- apprehend as "Peace Officers" if a child is at risk or in an unsafe situation



### SAMPLE Child Care Daily Information Sheet

Date:

Staff:

Hours:

Attendance:

Name	Time In	Time Out	Comment

Snack:

Lunch:

Snack:

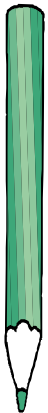
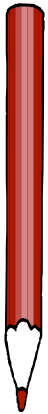
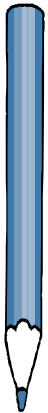
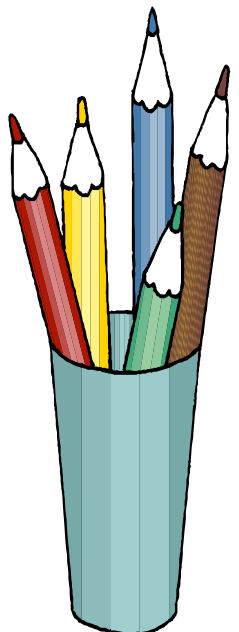
Program:

AM:

PM:

Special Event:

Cleaning:



How to develop the quality and scope of their art programs:

- Consider the process of art-making. Examine how it is encouraged or discouraged in your program.
- Value children's collections. Create classroom collections of aesthetically pleasing objects.
- Encourage the sharing of ideas about visual images created by children and adults. Value individual responses to art-making and personal preferences for specific images. Ask children to share why they like an image or the feelings an image evokes.
- Connect reasons for making art in your centre with some of the reasons artists create (e.g. to express an idea or emotion, illustrate a story, explore visual relationships or record what they see).
- Encourage children who are creating recognizable forms in their drawings to draw from observation, not just from imagination or memory.
- Provide opportunities for children to observe adults creating art.
- Provide role-playing opportunities related to artists, architects and designers.
- Visit art galleries or art in the community. Five-year-olds may enjoy making a sketch of their favourite work, which they can share after the trip. Involve children in creating an art gallery in the centre.
- Compare the form and function of everyday objects (e.g. chairs, cups and shoes).
- Build a collection of visual images of famous works of art and art from diverse cultures to create a rich, visual environment. (Watch for art calendars on sale at the beginning of the year.)

Source: <http://www.cfc-efc.ca/docs/cccf/0000980.htm>

## Jim Robb and Chris Caldwell pay a visit to Mountain Avens Montessori Preschool

Teachers and students at Mountain Avens Montessori Preschool recently had the pleasure of hosting an afternoon of discussion, interaction and instruction with artists Jim Robb and Chris Caldwell. I must admit that at first, there was some concern on my part, that my younger students might have difficulty sitting and paying attention. No need to worry! They sat perfectly still and were totally absorbed with Jim and Chris, as they talked about their work and conducted a brief art class. The students had been studying the artistic styles of Van Gough, Salvador Dali, Monet, Renoir, Georgia O'Keeffe, Jim Robb and Ted Harrison since January. This recently acquired knowledge provided the inspiration to ask some very interesting questions!

One student asked Mr. Robb if he knew Van Gough! Another wanted to know what painting of Van Gough's he liked best, 'Starry Nights' or 'Sunflowers'? Jim and Chris both said they liked 'Starry Nights'. Finally an age appropriate question was asked: Mr. Robb, what's your favourite colour? Jim replied, I like yellow.

The next morning I talked about the visit with the class:

**Teacher:** What did you think of Jim Robb and Chris Caldwell?

**Student #1:** I liked them cause they were both alive! (Most of the artists we studied have passed on).

**Student#2:** I liked his wife's cowboy hat . . . is she a cowboy? One of the student's grandparents spoke to me the following afternoon about the visit and said he had a very interesting discussion with his grandson: **Grandfather:** So what did Jim Robb have to say. **Student:** He told us to practice, practice, practice. **Grandfather:** What else? **Student:** Then him and his wife drew a picture for the class! (This child also thought that Chris Caldwell was Jim's wife).

In closing I would like to say that it was a wonderful experience for students, parents and teachers to have Jim and Chris visit our school. It was a great opportunity for the students to see the work of a 'living artist' from their own community. Jim and Chris said they both had a very enjoyable time and were interested in coming back for another visit in the future.

Wendy Thompson

Director, Mountain Avens Montessori Preschool

## Programming Ideas

### Activity Ideas from Yukoners

At Jasbir's and Jasmina's Family Day Homes we have a discussion on a regular basis with our children about the dayhomes, the things they like and things they would like to do differently. For the older children we've had them write up 3 or 4 things that they enjoy about the dayhome and 3 or 4 things that they would like to see changed or done more of. For the younger children we've had them draw pictures what they thought were the best things about the dayhome and, if they could think of something that they would do more or less of.

It was important for us to carry out this exercise as the feedback from the children is essential, after all the program is for them. It also ensures that the children feel that they have an important role in their own dayhome where they spend most of their time.

Some of the comments and pictures are priceless. Comments such as:

“There is too much food to eat.”

“Lots of toys.”

“I like my friends” and

“I love coming to my dayhome.”

Basically they love the environment.

*Please send your innovative programming ideas to us, we'd love to include them in our next newsletter.*

