



**Southgate Medallion
Family Day Homes**

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for the Kids and You!

Volume 28 Issue 10



**ANNOUNCEMENTS &
UPCOMING EVENTS.**

Holiday Reminder

- Thanksgiving Day,
Monday, October 12th

*SMFDH office is closed all
holidays*

Provider Celebration

- Many Faces, One
Heart, Friday, October
2nd, Old Timers'
Cabin, 9430-99 St,
7pm to 8:30pm

Provider Workshop

- Fire Safety Workshop,
Saturday, October
24th, 3058-106 St,
10am to noon,
Ermineskin
Neighbourhood
Centre 3058-106 St

For Your Information

- Back to Standard
Time, Sunday,
November 1st

Nature XXVII, Autumn

by Emily Dickinson

The morns are meeker than they were,
The nuts are getting brown;
The berry's cheek is plumper,
The rose is out of town.

The maple wears a gayer scarf,
The field a scarlet gown.
Lest I should be old-fashioned,
I'll put a trinket on.

Fire Safety Workshop

We are pleased to have Jim Czelenski the Fire Inspector to lead the Fire Safety Workshop, Saturday, October 24th. He will talk about fire safety in day homes with small children in care, what are the important safety concepts to teach the children, and answer any questions you may have about fire extinguishers, smoke alarms and any other concerns. All providers should plan to attend. Call the office to reserve a space.

Wellness

Being well means to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. How are you doing with keeping your life in balance? Here is a list of areas to consider

1. Physical wellness—taking care of your body
2. Emotional wellness—taking care of your mind
3. Social and cultural wellness—taking care of relationships
4. Career and Academic wellness—taking care of your future goals
5. Spiritual wellness—taking care of your values and beliefs
6. Financial wellness—taking care of your finances
7. Environmental wellness—taking care of what's around you

Day Home Protocol for the Prevention and Management of Influenza-Like-Illness (ILI) including H1N1 Influenza Virus

This document will be distributed to the providers this month as part of the Emergency Preparedness focus. Please read it carefully. The Day Home Precautions should be posted on your bulletin board close to the door.

Inside this issue:

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Taxes and Your Day Home—

Organizing records and bookkeeping, completing a business tax return.

NorQuest Continuing Education 10205-108 St
12 hours, 2 Saturdays, 10 am to 4:30
Nov 7&14 2009 or Mar 6&13 2010
Cost \$101 +college fee and GST
Call for info or to register 780 644-5875

Southgate Medallion Tribute

Guiding Behavior—

Do you constantly find yourself engaged in child management during the day home day? One author calls it “the boring stuff of petty management” (Katz, 1993). Are you most often saying “No” or “I need you to ...” or “Don’t do that” and so on. If so, you need help to make your day and the children’s day more interesting and exciting and positive.

What is it that happens in a day home where the provider spends little time managing and correcting children’s behaviour and where a provider’s interactions with the children are interesting to her and to the children?

1. Children are seen as competent, capable, and resourceful. Providers who have this view have a more respectful relationship with children. Conversations are about ideas, projects that are interesting to both the child and the adult. With the adults help the children’s interests are expanded and nurtured.
2. The environment is seen as an important part of the day home. The aesthetics in the home reflects the provider’s values. Toys are not crammed into containers but are placed in a pleasing manner on low shelves. (A regular rotation of materials is better than all of them in disarray.) There is space for large motor play in the home. Children need many different sensory opportunities in the day and so the day is filled with many different possibilities. *“The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.”* Loris Malaguzzi. And the more interesting and rewarding for the provider.
3. The provider collaborates with the children. What happens in the day home emerges from the interests and ideas of the children and the provider’s support.



Accentuate the Positive

- *Focus on specific things rather than on generalities.* “Your collage has a lot of sparkles,” “The ending of your story surprised me.”
- *Emphasize the process, not the product,* and let the child know that mistakes are part of learning. “You worked on that dinosaur for a long time. Can you show me how you finally made it stand up?”
- *Point out how a child’s action affects his peers.* “Look at Caitlin’s smile! You really made her happy when you let her be a firefighter!”
- *Be sincere and direct.*
- *Be clear.* “You may not bite Susie! That hurts! You can bite the apple.”
- *Be consistent.*
- *Be honest.* Follow through with your promises and guidelines. For example, “You waited while I set the table, and now I will read the story you wanted to hear.”
- *Take social conflicts seriously.* Listen to children; physically get down to their level. Empathize equally with all children involved in a conflict.
- *Deliver your encouragement privately.*
- *Use your natural voice,* but be aware that some children may need quieter or more intense encouragement.
- *Avoid comparisons between children.*
- *Help children appreciate their own behaviour and achievements.* “You must feel proud of the way you shared the markers with Lan Ying,” rather than “I like the way you. . .”
- *Use a positive approach for guidance.* For example, “Please give John some blocks” instead of “Don’t take all the blocks.”
- *Give young children adequate time.* Children need to process and then act on the information they are given.
- *Give children a chance to try again.*

Creating a Flow Chart—One Providers Story

TRANSPORTATION - I sat at the table with the children with a piece of paper and told them that we were going to do a flow chart, and explained what a flow chart was from the newsletter. I asked them what kinds of things they would like to learn about, and wrote down their suggestions. On the list there were cars, trucks, airplanes and others. So we combined them together and came up with transportation. Then I picked the subtitles and we branched off from there.



tation and put them all around the play room. I also got some small flash cards that the children sit and look at.

I just started going with the flow, and the children were very interested and had some good ideas and suggestions. We sang Wheels On The Bus, did magnetic stories. The children also did a lot of block play like building roadways and driving cars on it.

Because of summer time, whenever we had time we would work on the flow chart. Children started observing a lot of things outdoors and started naming trucks like flatbed, cement, garbage, etc. We read a lot of books outside on the deck, and they suggested that next time we take some cars and trucks to the park for sand play. They would count how many cars pass by and say the colours.

Children played a lot indoors with vehicles too; on the road carpet, masking tape roadways, garages, gift wrap rolls and ramps.

One of the child's parents let us borrow a lot of books on vehicles, and another parent let us borrow some puzzles and she even photocopied pictures of cars, trucks, traffic lights and roadways for arts and crafts. Parents were very supportive and helpful.

I bought lacing cards of cars and trucks that the children enjoyed for fine motor skills and I purchased big flash cards on transport-

After six weeks of summer outdoor activities and doing the flow chart, the children decided that they wanted to do a different flow chart, so we had circle time and discussed it and came to the conclusion to end the transportation flow chart and start a different topic.

Using and creating a flow chart had many advantages. The children learned many things about trucks, such as the job of each truck. They learned many new words adding significantly to their vocabulary. We all worked together on it which meant cooperation, listening to each other, and collaborating on projects. All this helped the children improve their thinking skills.

As a provider I felt very proud of the children's accomplishments. It was very rewarding to see how much the children learned. Although in some ways it was more work for me as I had to do research, I learned many things myself. It was a great experience to work together with the children and use their ideas. The input from the parents was a wonderful benefit too.

Contributed by Nargis J.

Listening

“The child never listens.” “Listen to me.” “You didn’t listen to me and now look what happened.” Providers who say these types of statements are projecting the responsibility for the events in their day home outward rather than being reflective and taking responsibility for what is happening in the day home. *A provider cannot blame the child for what happens in the day home. It is her responsibility.*



Think connection before direction. Connect with the child first by getting down to her level, look into their eyes, talk about what the child is doing, then tell her what is necessary.

When it appears the child is “not listening” take a moment to reflect before reacting. Make a connection, focus on the child and go from there.