

# Quiet times



Issue 2, 2014

a newsletter for Home-Based Caregivers

## Online Learning Has Arrived in Brant!

*Submitted by: Ontario Early Years Centre: Brant*

As a busy home child care provider, it can be difficult to find the time to take workshops and get training on new trends and research in the field of Early Learning. Evenings and weekends are often too busy with family and other commitments. Preparing activities for the next day is a very important part of home child care, so when do you find time to continue your professional development?

We have the answer. Online learning has come to Brant. In order to access this convenient new service, you must be a current provider with the City of Brantford Home Child Care Services or Wee Watch Enriched Home Child Care in Brant.

To begin the process or find more information on eligibility, simply go to [www.eycbrant.ca/ece](http://www.eycbrant.ca/ece). Using the Desire2Learn platform, courses developed and delivered by Lansdowne Children's Centre, Ontario Early Years Centre: Brant and other professional workshop developers are now online and available 24/7. Workshops currently accessible on the BrantLearn website are:

- A Participant Training Tool
- Introduction to ELECT
- Uniquely You: Discovering Temperament Traits
- Partnering with Parents
- Teaching Kids to Care



Coming Soon:

- Following the Professional Path
- Observing in the Classroom
- Attachment

Keep looking to see what is currently being offered as new workshops will be added on an ongoing basis. Just imagine the convenience of being able to take training all in the comfort and convenience of your own home.

Lifelong learning is important throughout our profession. Professional development is a basic expectation of all professions and is valuable in supporting your career and the children, families and community members in your circle.

If you are not eligible for online learning, you can access professional development in person at the Ontario Early Years Centre: Brant. We offer a variety of professional development workshops. To view what is currently being offered, go to [www.eycbrant.ca/oeyc](http://www.eycbrant.ca/oeyc), pick up a hard copy of the Professional Development newsletter at the Ontario Early Years Centre: Brant, 30 Bell Lane, Brantford or call 519-759-3833 for more information.

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# Temperament: A Factor in Determining Who We Are

Submitted by: *Affiliated Services for Children and Youth*

Temperament, along with our abilities, interests, home life, child care/school, cultural life and our daily interactions, determine who we are as a person.

Temperament is the emotional traits of a person which determine feelings, temper and actions. There are nine traits that affect a person's temperament. Each trait can be of a high, medium or low intensity within a person's temperament.

The nine temperaments are as follows:

- **First Reaction:** how a person approaches or withdraws from a new situation
- **Rhythmicity:** the regularity or irregularity of a person's daily routine including eating, sleeping and bowel movements
- **Adaptability:** how quickly or slowly someone adapts to change
- **Distractability:** how easily a person is distracted from a feeling or behaviour
- **Mood:** whether the person is generally of a cheerful or serious nature
- **Intensity of reactions:** how intensely a person reacts to events; do they exhibit a high or low level of excitement, anger, intensity of crying, how loud or quiet are they in daily activities
- **Sensitivity:** how a person reacts to heat, cold, itchy clothing, people's remarks, noise, light, etc.
- **Activity Level:** is a person highly active or less active
- **Persistence:** whether the person persists at a task for short or long periods of time including whether they persist when frustrated

Each of the nine traits shape a person's outlook on life, their behaviour and reactions to daily life. There are all kinds of different babies, children and adults in our lives. One child in your care may be highly active,



serious, sensitive to noise, low in rhythmicity but high in adapting to new situations. Another can be of low activity, serious in nature, persistent, high in daily rhythmicity but has trouble adapting to new situations. Indeed, each person in your family or working environment will have a unique set of temperament traits that shape who they are.

Sometimes the traits of others suit your temperament and getting through a day is easy. Other times you may be confronted with people of very differing temperament and they seem totally opposite to you. This can provide challenges in your daily interactions.

Some children seem to always get along with certain other children and others can have more volcanic-type interactions.

It is important to realize that all of these children are acting the way they are based on their temperamental traits. Temperament is not good or bad but some types of temperament may be harder to handle. You cannot change the temperament traits within a person; they are innate. However, you can help a child to alter his or her behaviour in response to their innate reactions.

There are also steps that you, as a caregiver, and parents can do together to help children. Getting to know the

*continued on Page 3*

## Temperament (continued)

individual temperaments of each child in your care can help you to support the individual needs of each child. Ask parents to tell you about their child in your interview before beginning care. Ask parents questions to help you have a key to each child's temperament. Sometimes caregivers and parents have to change their behaviours in order to best help a child with their specific temperament. Acknowledging children's feelings by naming and describing what you think they are feeling shows children you are empathic towards them and helps them to express their feelings in verbal or non-verbal ways.

If a child is slow to adapt or tends to withdraw in new situations, then several short visits with a parent prior to starting care with you might be in order. You may also want to start care with a shorter day and increase the amount of time they are there over a few days. It may be helpful to give children with low adaptability ample warning of a change whereas a child that is highly adaptable can be given just a few minutes warning. It would be wise to realize that he or she will take longer to adjust to the routine of the day than a highly adaptable child would take. A slow to adapt child may need you to be near them during play for longer than a child who is quick to adapt to new situations.

Temperament can cause conflict with children. A highly active child who reacts with high intensity may need an adult's help expressing his emotions when confronted with someone else who wants the same toy. Alternately, a child who is quiet and low in intensity of feelings may just give up a toy and will need some help to use words such as "mine" or "my toy". A calm, gentle and immediate approach from adults when conflicts begin helps to settle situations and hopefully avoid a child from being hurt in the conflict. Older infants and toddlers often want to play with the same thing, so having two toys the same or similar may be helpful.

Children who are louder in their approach to life will make their wants known and you will know when they want you to interact with them. You may need to watch for facial clues or observe a quieter child to determine



what interests him. If a quieter child is looking at a puzzle on the shelf, you could ask him if he would like to try putting this puzzle together with you. Quieter children can be overlooked in a group setting as they don't do anything to request your attention but it is important that adults spend time with them.

Although temperament can cause challenges, it also allows us to be unique and have different perspectives and reactions to life which in turn allows opportunity for all kinds of experiences. Day-to-day interactions allow caregivers to constantly learn more about each child's temperament, what makes them tick and allows you to enjoy your days together.

### *Sources:*

Roots of Empathy, Changing the World Child by Child Mary Gordon, 2001 Thomas Allen Publishers

Temperament: Who We Are Roslyn Duffy, Child Care Information Exchange, January 2003



## How to Teach Children about Empathy

*Submitted by: Ontario Early Years Centre: Haldimand-Norfolk*

Empathy is the emotional skill that allows us to be kind, caring and compassionate. When we are empathetic, we are able to put ourselves into someone else's shoes, imagine what they are feeling and help them to feel better.

In order to be able to show empathy, children first need to understand and recognize their own feelings and those of others. Some of the first feelings they usually identify are happiness, sadness, surprise, anger, disappointment and hurt.

How do they learn about these feelings? The first step is to talk to children about what they are feeling or tell them about our feelings and also by reading books and talking about the characters in the story.

Empathize with them when they are hurt or scared. I like the example of a child who might be afraid of a dog. You can say something like, "Are you afraid of the dog? He's a nice dog but he is pretty big. Here, I'll hold you till he goes by."

When something sad happens to a friend, when they are hurt or upset, by setting a good example and by engaging the child in helping their friend feel better, the child will show empathy.

Recently a friend of mine was recovering from the flu. The two little girls who lived next door asked their mom if they could put together a care package for my friend. They decorated some baskets and filled them with goodies (an apple, tea, gingerale, and a solo cup) that might help my friend feel better.

Talk about other people's feelings and get them to help you make things better, "Jimmy hurt his head and it's made him sad. Let's get him some ice. Can you hold it for me while I get a cloth to wrap it in? Here, now can you give it to Jimmy?"

Be a good role model. When you have good relationships with others, children see that and they mirror what they see.

Give them dolls to play with. Encourage them as they play and talk about feelings, "You are such a good mommy to your baby, look how gentle you are being."

Don't get them to apologize by saying, "I am sorry". This just teaches them to say "I am sorry" without showing any remorse. It's better to involve them in making things right. If they pushed a friend, get them to help their friend back up, "Sally, you pushed Jenny and now she is crying. Here, let's help her up." By having Sally by your side while you help Jenny up on her feet and comfort her, she sees the connection between her actions and Jenny's feelings and your actions to make Jenny feel better.

If a child or parent is sick or has a new baby at home, as a group, you can create a gift or card for the occasion. Children will feel important and it will teach them that they can have an impact on someone else's feelings.

I remember my daughter's kindergarten teacher once told me she could pick out which children in her class were the ones who had attended my home child care. (This would have been the third year that she would have had children from my centre in her class). She said that the children who attended my home child care were the first ones to step in and help someone with their coat or boots or to volunteer to help someone.

To learn more about Empathy and young children, read the book, "Roots of Empathy. Changing the World Child by Child" by Mary Gordon.

# Supporting the Social and Emotional Needs of Diverse Families

*Submitted by: Affiliated Services for Children and Youth*

Facts about cultural practices and beliefs can be learned relatively easily by “googling” information or going to the library to get a book about a certain culture. However, this does not give us completely accurate information about a family’s structural make-up. It is the “lens or mindset” through which we absorb this information with all of our personal predispositions and our own cultural influences that create our reactions and interpretations of the information we have obtained. I remember having children of all ages attend my program (I taught ESL for newcomer children from birth to 5) and most of them had bottles, even the 5 year olds. I found this unusual and wanted to understand why the children would still have a bottle at older ages which, to my mind, meant anyone over 2 years of age. I learned by asking questions that many of the parents/grandparents used a bottle to help soothe the child as they left their countries of origin (some escaping, others just having many stops and starts to leaving and finally arriving in Canada) and did not want to disrupt the child more by taking the bottle away. I couldn’t imagine all the changes these families had already gone through so all of a sudden the fact that a child over two years old still had a bottle didn’t seem like such a big deal. I made it my responsibility to help the children in my program become comfortable and feel safe in the program. My greatest reward was in seeing all their bottles lined up on a shelf and the children busily playing in the room.

A first step in supporting families with social and emotional growth starts with us looking at ourselves and how we are interpreting and reacting to those around us. Feeling valued helps build trust in relationships and a willingness to examine how we think about what we observe in other families and show respect for them no matter what our own beliefs, allows us to build trust and a line of open communication with the families we serve. This is not to discount our own beliefs but to leave room to understand why someone would parent differently. With this consideration for another person, you communicate to them that they are valued. By showing respect for the children and families, you build the emotional and social connections they have with you and strengthen the children in your program. By your actions, interactions and communication, you

build the understanding that the families are capable and competent and want what is best for their child as do you.

“Caregivers need to understand the values and experiences that inform parents’ thinking before assessing the child’s development and needs. We must make an effort to understand and respect the family’s perspective in order to truly understand and serve the child.” Barrera, Coroso and Macpherson (2003)

When first meeting a family, a first goal is to listen and deepen your understanding of this family. Be aware of our societal tendency to make assumptions and instead seek to clarify and confirm perceptions in an open and respectful way. It is only by asking questions and having non-judgmental acceptance of the family’s actions that true understanding occurs. For example, a person may focus too intently on a child’s obvious, to a caregiver, need to learn to feed herself independently. In turn, that person may miss the parent’s deeper need to feel that they can take care of their children competently. The caregiver perhaps may miss the rich trust and emotional connection between the parents and their child.

You may want to use the following questions to reflect on ways you engage parents in your home child care program:

- In what ways are families invited to be active participants throughout all areas of the program?
- What barriers exist within the program that may be discouraging families from participating?
- What can I do to build stronger relationships with families?

Questions from Ministry of Education, Think, Feel, Act: Lessons from research about young children Parent Engagement <http://www.edu.gov.on.ca/childcare/engage.html>

Source: Skilled Dialogue Strategies for Responding to Cultural Diversity in Early Childhood

Isaura Barrera, Rober M. Coroso with Diane Macpherson Paul H Brookes Publishing Co 2003



## Challenging Behaviours...The Toughest Part of Teaching and Parenting

*Submitted by: Ontario Early Years Centre: Brant*

One of the main questions and concerns that providers often share is around behaviours that children display. Providers often find that teaching children in home child care programs can be very challenging given the diverse personalities of the children in their care and parental views and abilities in parenting their young children. So, as educators, how should we meet these challenging behaviours? What is our goal?

One of the important things to remember as educators of young children is that punishment actually comes from the word “punitive”. The Thesaurus also uses “vindictive” and “retaliatory” to describe punishment. Research shows that when children experience punishment as their primary behavioural support model, they often learn to be sneaky about their actions to avoid being punished or become aggressive if they are treated with aggression for their mistakes. This is because when they receive a punishment, they often focus on how angry they are at their parents or caregivers rather than thinking about how they can learn from their mistake.

Discipline, on the other hand, has a totally different approach to supporting children and understanding their behaviours. Discipline actually means to “teach” or “educate”. It focuses on teaching children new skills, such as how to manage their behaviours, solve problems, make good choices and deal with their feelings. Discipline focuses on helping kids to learn from their mistakes and find better ways to solve problems in the future. When children have caregivers who use a positive disciplinary method that supports their self-awareness, they are better equipped to take on new challenges in the future that may test their emerging emotional and social abilities...AND THAT’S OUR JOB! Helping children to grow to be the very best that they can be!

One of the ways to keep us on track is to always keep in mind a mental picture of who we hope this child will grow up to be. What skills and abilities do we hope to

see in the children who we are teaching in our home environments? Do we want them to become good problem solvers, have a positive self-esteem and able to take on what life throws at them? Do we want them to grow to be kind, empathetic and very socially aware? Of course we do! These skills are learned from loving parents and caregivers who use a positive discipline approach that allows children to learn from their mistakes while guiding them towards adulthood in a positive and nurturing learning environment.

In order to do this, you need to take time every day to connect to and spend time with every child in your home child care program. Provide lots of positive attention and use descriptive praise so the children understand the qualities they should aspire to. Descriptive praise is different from “evaluative praise.” Evaluative is vague and for that reason, it does not shape behaviour. Descriptive praise is very specific and thus is the most powerful motivator and teaching tool. It is the best way to prevent problems because children want your support and approval. Research shows that children are really motivated by descriptive praise because it shapes positive behaviour and conveys a set of values. Children feel more confident and motivated when they get descriptive praise as it guides them towards “what to do” rather than just telling children what “not to do”.

Triple P, which stands for Positive Parenting Program, has a list of 10 valuable tips to help providers in their role as caregiver and to share with their childcare families:

1. When your child wants to show you something, stop what you are doing and pay attention to your child. It is important to spend frequent, small amounts of time with your child doing things that you both enjoy.
2. Give your child lots of physical attention – children like hugs, cuddles and holding hands.

## Challenging Behaviours (continued)

3. Talk to your child about things he/she is interested in and share aspects of your day with your child.
4. Give your child lots of descriptive praise when they do something you would like to see more of. For example, "Thank you for doing what I asked right away."
5. Children are more likely to misbehave when they are bored so provide lots of engaging indoor and outdoor activities for your child such as play dough, colouring, cardboard boxes, dress ups, blanket tents, etc.
6. Teach your child new skills by first showing the skill yourself, then giving your child opportunities to learn the new skill. For example, speak politely to each other in the home. Then prompt your child to speak politely (e.g. say "please" or "thank you"), and praise your child for their efforts (e.g. "Thank you for using your polite words".)
7. Set clear limits on your child's behaviour. Sit down and have a family discussion on the rules in your home. Let your child know what the consequences will be if they break the rules. Rules should be few, fair, easy to follow, enforceable, and positively stated (e.g. Stay close to dad in the store; Use a pleasant voice; Wash your hands before meals.)
8. If your child misbehaves stay calm and give them clear instruction to stop misbehaving and tell them what you would like them to do instead. (e.g. "Stop throwing. Play with the truck on the ground.") Praise your child if they stop (e.g. "Thank you for playing with the truck on the ground.")
9. Have realistic expectations. All children misbehave at times and it is inevitable that you will have some discipline hassles. Trying to be the perfect parent can set you up for frustration and disappointment.
10. Look after yourself. It is difficult to be a calm, relaxed parent if you are stressed, anxious or depressed. Try to find time every week to let yourself unwind or do something that you enjoy.



Thanks to Triple P International for the use of 10 Tips For Parents used in this article.



## Social & Emotional Developmental Milestones

*Submitted by: The Early Childhood Community Development Centre*

Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings describes how young children learn and develop and provides a guide for curriculum in Ontario's early childhood settings. It includes a tool to support practitioners' understanding of child development known as the Continuum of Development.

Along with the Continuum of Development, it is important for educators to consider the Statement of Principles in their work with young children. The following is a list of the six overarching principles:

- Early child development sets the foundation for lifelong learning, behaviour and health.
- Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
- Respect for diversity, equity and inclusion are prerequisites for honouring children's rights, optimal development and learning.
- A planned curriculum supports early learning.
- Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.
- Knowledgeable, responsive early childhood professionals are essential.



The Continuum of Development describes the progression of development for infants, toddlers, preschoolers and school-age children. There is overlap in the age ranges, reflecting that the sequence of developmental skills will be achieved within a broad range of time.

The chart on page 9 will highlight a few of the social & emotional developmental milestones as outlined in the Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings Continuum of Development for children up to age six.

### **THE PROPOSED CHILD CARE AND EARLY YEARS ACT, 2013**

The Child Care and Early Years Act, 2013 received first reading in the Ontario Legislature on December 3, 2013. This bill needs to receive three readings before being passed into law.

If passed, a date of implementation would then be set.

If this Act is passed, we will outline changes to information and licensed home child care in subsequent issues of Quiet Times.

The proposed legislation is available on the Legislative Assembly website at:  
<http://www.ontla.on.ca/bills/bills-files/40 Parliament/Session2/b143.pdf>



## Social & Emotional Developmental Milestones (continued)

<b>Infants (birth to 24 months)</b>	
<b>Social</b>	<ul style="list-style-type: none"> <li>1.1 <b>Social Interest</b> – smile at adults, seeking adults to play, observing peers</li> <li>1.2 <b>Imitation</b> – Imitate adult behaviour, engage in pretend play</li> <li>1.3 <b>Simple Turn Taking</b> – play simple one-to-one games (peekaboo)</li> <li>1.4 <b>Maintaining Connection across Space</b> – use gestures to keep connected to adult across the space</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>2.1 <b>Expression of Emotion</b> – express comfort/discomfort, show anxiety at separation from parents</li> <li>2.2 <b>Self-Regulation</b> –recover from distress and overstimulation in a secure relationship</li> <li>2.3 <b>Sense of Self</b> - suck fingers, begin to distinguish between known people and strangers</li> <li>2.4 <b>Empathy</b> – notice and respond to distress of others, offer comfort by touch</li> <li>2.5 <b>Agency</b> – begin to sense that their behaviour can have an effect on others</li> </ul>
<b>Toddler (14 months to 3 years)</b>	
<b>Social</b>	<ul style="list-style-type: none"> <li>1.1 Social Interest – observe and imitate peers, offer toys, engage in short group activities</li> <li>1.2 Perspective Taking – in simple situations, begin to take the point of view of others</li> <li>1.3 Parallel Play – play in the proximity of others with similar playthings</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>2.1 <b>Expression of Feelings</b> –express aggressive feelings and behaviour, express feelings in language</li> <li>2.2 <b>Self-Regulation</b> – seek out adults as secure base, respond to cues to stop actions</li> <li>2.3 <b>Empathy</b> – show awareness of own feelings, show concern for others</li> </ul>
<b>Preschool / Kindergarten (2.5 to 6 years)</b>	
<b>Social</b>	<ul style="list-style-type: none"> <li>1.1 Making Friends – seek out others to play with, sustain play with others</li> <li>1.2 Conflict Resolution and Social Problem-Solving Skills - begin to identify solutions to conflict, begin to identify consequences</li> <li>1.3 Peer Group Entry Skills - observe before entering play, offer objects or ideas that are relevant to play</li> <li>1.4 Helping Skills – offer assistance, identify emotions of others, offer comfort</li> <li>1.5 Interacting Positively and Respectfully – begin to become aware of stereotypes, begin to show respect for other children’s belongings and work</li> <li>1.6 Co-operating – exchange ideas and materials during play, invite others to join in play</li> <li>1.7 Empathy – begin to see the world from other’s perspective, put themselves in another’s shoes</li> <li>1.8 Taking Another Person’s Point of View –recognize that others have ideas and emotions</li> <li>1.9 Interacting with Adults – see adults as resources in exploration and problem solving</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>2.1 Self-Concept – see self as competent and capable of self-direction, develop responsibility for himself/herself</li> <li>2.2 Identity Formation – notice own abilities, express curiosity and sensitivity to physical characteristics</li> <li>2.3 Self-Esteem – judge themselves as worthy individuals, act responsibly towards others</li> <li>2.4 Recognizing and Expressing Emotions – identify emotions, express negative emotions in a way that is not harmful to others</li> <li>2.5 Regulation Attention, Emotions and Behaviour – focus attention, increasingly express emotion appropriately</li> <li>2.6 Positive Attitudes Towards Learning – cope with defeats and errors, ask for and accept help</li> </ul>

To see the full document, please visit [www.children.gov.on.ca/htdocs/English/topics/earlychildhood/early\\_learning\\_for\\_every\\_child\\_today.aspx](http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/early_learning_for_every_child_today.aspx)



## Caregiver Asks: Getting Started in Mindfulness

Submitted by: Ontario Early Years Centre: Haldimand-Norfolk

**Q: I am a home child care provider. Recently, I have heard the term Mindfulness used in conversation with other caregivers. I wonder if you could provide some information on what mindfulness really is?**

A: So what is mindfulness? It is basically the practice of living in the moment, being attentive to what is happening right here, right now and not getting emotionally caught up in the experience. Often we are thinking about what happened in the past or worrying about what is going to happen in the future. When we are living mindfully, however, we are fully in the present moment and it opens us up to appreciate what is happening right here and now. Being mindful allows us to have compassion for ourselves and the people in our lives.

The website “mindfulnesshamilton.ca” explains that by living mindfully, we have:

- Greater ability to cope with daily stress
- Lasting decreases in physical and psychological symptoms of stress
- Greater ability to learn and focus
- Greater energy and enthusiasm for life
- Increased professional resiliency
- Enhanced interpersonal communication and relationships

So now would be a good time to show you how easy it is to achieve and practice.

The National Post article, “Is meditation the new antidepressant? Mindfulness practice may be more effective than drugs for anxiety, depression” – published January 12, 2014, provides a simple introductory explanation.

This technique can be used whenever you feel unbalanced, anxious or simply would like to feel more present. It takes no more than three minutes and can be practised at home, in the office, on the train... anywhere.

1. With eyes closed, sit in a straight-backed chair, upright, alert but relaxed. Bring your attention to your feet. Notice how they feel resting on the floor. Then, notice physical sensations in the body – on your skin, in your muscles. Next, become aware of

your thinking; notice thoughts as they come and go without getting involved with the content of the thought. Then turn your attention to any emotions you may be feeling. Be curious about how you’re feeling. There’s no need to fix or change how you experience it; simply notice it.

2. Now, focus your attention on your breathing. Notice the sensation of air entering the nostrils and then exiting. Keep your awareness on the natural flow of your breath for a minute or so, being really interested in the quality of each breath, texture, temperature, length... If your mind becomes distracted, don’t worry. Simply bring your attention back to your breathing.
3. Now, expand your attention outwards so you feel your whole body breathing. Feel the breath flowing through all parts of the body. You can then extend your awareness beyond your body. Become aware of sounds around you, layers of sound, different pitches, volumes, textures.

Mindfulness meditation taught me how to live in the moment and all the small stuff became just that... the small stuff. When I feel overwhelmed or even just irritated by things, I give myself three minutes just to allow myself to sit and listen to my breath. I believe that by being mindful, I have become a better parent, friend and co-worker. My children have learned by my example and have also become calmer and more focused. Mindfulness can be developed in young children.

Home Child Care can be very busy with few, if any, off moments. If you take three minutes during the time the children are napping to regroup and be quiet in mindfulness, it could rejuvenate you to proceed and enjoy your busy afternoon with the children.

For free online resources such as guided meditations and more information about mindfulness for yourself, visit [www.mindfulnesshamilton.ca](http://www.mindfulnesshamilton.ca).

For information about cultivating mindfulness in young children and families including parenting, go to [www.mindfulfamilies.ca](http://www.mindfulfamilies.ca)

# Sparkle Up Your Day

Submitted by: *Affiliated Services for Children and Youth*

A collection of seasonal ideas to use/adapt in your Home Child Care setting.



## A Little Garden Flower

*(author unknown)*

Some little garden flowers are lying in their bed.

*(have some children bend heads)*

The warm spring sun is shining overhead.

*(have one child stand and raise arms)*

Down come the raindrops, dancing to and fro.

*(have one or more children move fingers in sprinkling motion)*

The little flowers waken and start to grow and grow and grow!

*(have those bending heads slowly stand and raise arms high)*

## Be Scientists by Observing, Collecting Data and Communicating Data

Watch for and listen for birds.

Number of Birds We See

Number of Birds We Hear

Make a tally or mark on a paper chart for each bird you see or hear.

You are observing and collecting data using your eyes and ears and marking it on the chart. You could also make a chart with sticks in the sandbox, dirt area and take a picture of it.

Communicate your data by posting your chart for parents to see at pick-up time.

Do the same experiment the next day. Predict if you will have more, less or the same number of birds that you see/hear.

Extend your science activity by taking photos and uploading to your computer, drawing pictures of or painting birds or putting items that birds could use for nests in the play area.

Check the Internet, Public Library or your Professional Resource Centre for additional ideas or network and share with other Home Child Care Providers.



# Professional Resource Centres

## ASCY

Resource Library & Program Support:  
JEANETTE DAY & JAN SMITH  
(ext. 222) library@ascy.ca



REGISTRY INFORMATION  
(ext. 222) hccss@ascy.ca

Affiliated Services for Children and Youth  
526 Upper Paradise Rd., Unit-A, Hamilton, ON L9C 5E3

Tel: 905-574-6876  
Fax: 905-574-8843

www.ascy.ca

## ECCDC

JENNIFER MOSHER  
Early Learning and Child Care  
Resource Consultant  
jmosher@eccdc.org



Early Childhood Community Development Centre  
3340 Schmon Parkway, Thorold, ON L2V 4Y6

Tel: 905-646-7311  
Fax: 905-646-2692  
Email: eccdc@eccdc.org

www.eccdc.org



## OEYC: Brant

JUDY BAILLIE  
jbailie@eycbrant.ca



Ontario Early Years Centre: Brant  
30 Bell Lane, P.O. Box 25040  
Brantford, ON N3T 6K5

Tel: 519-759-3833 ext. 107  
Fax: 519-759-0173

www.eycbrant.ca/oeyc



## OEYC: Haldimand-Norfolk

KAY HOLMES  
kholmes@hnreach.on.ca



H-N R.E.A.C.H.  
12 Colborne St. N.  
Simcoe, ON  
N3Y 3T9



Tel: 519-429-2875  
1-866-463-2759

## An Informal Caregiver Is:

In the province of Ontario, you may provide care for up to 5 children under 10 years of age in addition to your own children at any given time in your home.

**Example 1:** If you provide care for 1 infant plus 2 preschool children during the day, you may also provide after-school care for 2 school-age children in addition to your own.

**Example 2:** If you provide care for 1 infant, 2 toddlers, and 2 preschool children during the day, you are at your maximum number of children; hence you cannot care for any additional school-age children after school. Should you wish to care for more than 5 children plus your own at any given time in your home, you would require to be licensed under the Ontario Day Nurseries Act and meet all of its regulations.

\*The Professional Resource Centres are sponsored by different agencies in each of the four communities. Affiliated Services for Children and Youth (ASCY) in Hamilton, the Early Childhood Community Development Centre in Niagara and the Ontario Early Years Centres: Brant and Haldimand & Norfolk provide these services in their respective communities.

Quiet Times is published three times a year. Affiliated Services for Children and Youth, Hamilton; The Early Childhood Community Development Centre, Niagara; the Ontario Early Years Centre: Brant, Brantford; and Ontario Early Years Centre: Haldimand-Norfolk assume no responsibility for any errors and/or omissions. Opinions expressed in this publication are those of the contributors and do not necessarily reflect those of the sponsoring organizations. All articles submitted will be subject to editorial review. For information on reprinting material from Quiet Times, contact your area representative at the location listed on the cover of this publication.

"HCCSS" is funded by the respective City or Municipality and/or the Ministry of Education.

**We are interested in hearing your comments. Your input is important to us to ensure we are providing information that is useful to you. Please feel free to contact us.**

Circulation #: 2100  
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