



Minnesota

Child Care Provider Information Network

We SUPPORT, PROMOTE and STRENGTHEN the family child care profession.

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Milk and Cookie Disease?

Dr. Julie L. Wei, MD FAAP was a keynote speaker at the 29th National Association for Family Child Care Conference in Orlando, Florida. She spoke on a topic being addressed by changes in the Child and Adult Care Food program these past years, lowering sugar in children's diets. She started her talk with pictures and titled it "Badly Behaving Noses" and documented it with common parental statements she hears. Family child care providers often hear these same statements.



- **"MY CHILD IS SICK ALL THE TIME!"**
- "Doctor said it's "virus"
- "Doctor said it's an "X" infection" (X = sinus or ear) It's "bronchitis"
- "The doctor says its allergies"
- STUFFY and/or RUNNY nose
- Chronic cough
- Frequent colds
- My kid is/was treated for "REFLUX"
- Recurrent "CROUP"
- Asthma!!!
- Constipation



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Dr. Wei asked, “Are doctors missing something when assessing children with breathing, swallowing and nasal symptoms?” She shared that medications for a disease should work if the child has the disease. Medications **WON’T WORK IF...** the child doesn’t have the “disease” the doctor thinks you have, the dosage is inadequate or there are individual genetic variations in metabolism, drug receptors, etc. Preschoolers average 3 –6 medications **daily!!** (Examples are: Albuterol/Pulmicort/Flovent, Singulair, Claritin/Zyrtec/Allegra/Benadryl, Zantac/Prilosec/Nexium)

Dr. Wei’s next question to the parent is “What are the dietary habits of your ‘sick child’?” From working with children in her practice, this is what she summarized:

- **EXCESSIVE** dairy and cow’s milk!
- More than national AAP guidelines! (> 12-14oz/day after age 2)
- Whole milk instead of 2%, 1%, or skim after age 2
- Bedtime milk
- Milk in the middle of the night!!
- **EXCESSIVE SUGARY DRINKS** & refined carbs (donuts, Ho-Ho’s, “honey-buns”, cookies, etc.)
- **Drink little or no water!!**
- **“Picky”** eater—little variation in diet, very little fresh fruits/vegetables



It is interesting that changes in the USDA guidelines reflect several of the items on her observation list with the change to 1% or skim milk at age 2, the elimination of creditable sugar laden cereal products, the addition of a vegetable at every meal as a requirement and a fruit as a second option rather than first option, the lower amount of sugar in qualified yogurts, as well as less juices and more water.

Dr. Wei talked about the fact that doctors are not taught nutrition, how sugar and dairy breaks down into acid, how sugar increases systemic inflammation, how the 21st century diet/dietary habits impact children’s health, how to include diet/dietary habits as a key part of evaluation of a child and how to talk to parents/caregivers in a way that can influence behavioral changes.

Here are the questions that Dr. Wei now asks about the child.



- Birth and medical history?
- How many ounces of milk per day? Juices?
- What kind of milk? Juices?
- What sugary drinks? (Soda/Capri Sun/lemonade/sweet tea/sports drinks?)
- Yogurt/yogurt products? What brand?
- What time is dinner?
- What time is bedtime?
- Does child eat and drink after dinner?
- Does child eat bedtime snack? Bedtime milk or juice?

These are interesting questions, and many, we as providers ask when we see health issues with children or behavioral issues. She spoke about sugary drinks and shared the following chart from the Academy of Pediatrics which was updated in June 2017.



Age:	Recommendation:
Younger than 12 months	Do not routinely give fruit juice to infants younger than 12 months since it offers no nutrition benefit at this age.*
1 to 3 years	Limit fruit juice to a maximum of 4 ounces per day (½ cup). Do not allow your child to carry a cup or box of juice throughout the day.
4 to 6 years	Limit fruit juice to a maximum of 4 to 6 ounces per day (½ cup to ¾ cup). Do not allow your child to carry a cup or box of juice throughout the day.
7 to 18 years	Limit juice to 8 ounces per day (1 cup).

*Fruit juice offers no nutritional benefits over whole fruits. Whole fruits also provide fiber and other nutrients.

In Dr. Wei's practice she has observed the following about sugary drinks which included additions to milk such as chocolate milk. Too many sugary beverages correlate with poor eating. With too much sugary & dairy drinks children have coughs for weeks to months, medications are unlikely to stop symptoms without dietary changes, and medication(s) alone, for acid reflux, are not enough to "fix" acid reflux. So why do parents give in to sugary drinks?

1. Parental guilt
2. Lack of limits
3. Lack of awareness of sugar contents
4. Not reading nutrition labels when shopping
5. Overwhelming strategic marketing and advertisement (Dr. Wei talked extensively about the power of advertising on children's programs and television, the internet and social media venues.)
6. Our perception that we need to make our children "happy!"

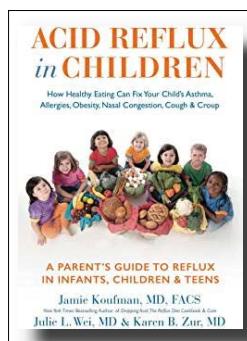
Dr. Wei's "prescription" for parents is to lower the sugar intake of both juices and sugar laden foods, lower the dairy intake, and implement some routines around meal times and sleep. That sounds like what child care providers do every day but the common problem that the routines are not carried through during parental time with children in the evenings and on weekends.

Observation of children whose parents followed this "prescription" of decreasing sugar and dairy were decreased cough, nasal congestion, runny or stuffy noses and snoring along with decreased "asthma", increased exercise tolerance, decreased or no more "croup" episodes, decreased "sinus" problems, decreased need or stopping medication(s) and the constant need to see doctors, weight loss and improved sleep. That seems like a win-win for parents, providers and most importantly, the child.

Dr. Wei has named this the "Milk and Cookie Disease" (MCD). Could milk and cookie disease be making your child care children ill? Here is a portion of the content of the presentation she shared in Orlando.

<https://video.search.yahoo.com/search/video?fr=yfp-t-s&p=dr.+wei+milk+and+cookie+disease#id=1&vid=95c5ca42ef6e1a2c-9463649ca1d4f340&action=view>

1 gram of sugar = about 1 teaspoon equivalent



A book written by Dr. Wei is "Acid Reflux in Children" and addresses the issue of acid reflux.

7 Reasons for Challenging Behaviors



MCCPIN has featured articles by Rae Pica in past newsletters. On her website, she lists seven reasons she believes we are seeing more challenging behaviors in children lately. Here's a synopsis of them:

1. **Children have almost no time to play** — something that early childhood researcher and professor Nancy Carlson-Paige calls 'nature's plan' and 'a biological drive.' Experts around the globe agree with this statement. Can you imagine if we insisted that kittens and puppies stay still? If we prevented them from frolicking and playing? The idea is ludicrous — and it should be just as ludicrous when we're discussing children...
2. **We are demanding that children accomplish things for which they are in no way developmentally equipped...**
3. **Children get little to no downtime...**
4. **We treat children as though they exist only from the neck up** and that only their brains matter, when the research shows and good sense validates the importance of the mind-body connection...
5. **We stifle children's natural creativity and inherent love of learning** through worksheets, standardized tests and curricula, and an insistence on conformity and rote — as opposed to active, authentic — learning...
6. **We pit children against one another** with our focus on competition and winning...
7. **Too many children spend hours in front of screens**, leading sedentary lives (it's the sitting thing again) filled with virtual relationships instead of interacting with real people in real life — when the research clearly shows that social-emotional development is critical in early childhood and that in-person interactions are necessary for social-emotional development. Additionally, we have research demonstrating that screen time is creating depression and aggression in children..."



Source: <http://www.raepica.com/2019/05/challenging-behavior-in-early-childhood-settings/>

Words on Wellness

YOUR EXTENSION CONNECTION TO NUTRITION AND FITNESS

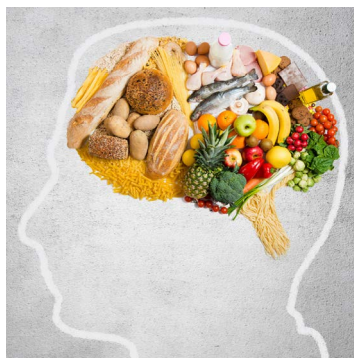
MIND Your Diet

Mother always said you are what you eat. What we eat becomes more connected to our bodies every day. Now scientific evidence suggests diet plays a bigger role in brain health than we ever knew. Following a brain healthy diet (MIND diet) can reduce your risk of Alzheimer's and dementia by 35–53%. MIND diet research at Rush University followed 923 individuals aged 58–98 for more than four years. Reduction in dementia risk among those who closely or moderately followed the diet was observed.

The MIND diet combines the Mediterranean diet pattern and the DASH (Dietary Approaches to Stop Hypertension) diet with mild calorie restriction. The MIND diet encourages minimally processed plant-based foods and limited consumption of animal foods high in saturated fat. It also encourages food found to be potentially brain protective such as green leafy vegetables, whole grains, lean meat, fish, poultry, and berries. Research continues on the effects of the MIND diet on cognitive decline in the brain.

Foods to Eat More:

- Beans, every other day
- Berries, at least twice per week
- Fish, at least once per week
- Green leafy vegetables, every day
- Other vegetables, at least once per day
- Nuts, every day
- Olive oil
- Poultry, at least twice per week
- Whole grains, three times per day



Foods to Eat Less:

- Fried food or fast food, less than one serving per week
- Pastries and sweets, no more than five servings per week
- Red meat, three 3- to 5-ounce servings per week
- Butter and stick margarine, less than one pat a day
- Whole fat cheese, one to two ounces per week

Source: *Diet for the Mind*, Dr. Martha Clare Morris, 2017.



Berry Banana Popsicles

Serving Size: 1 popsicle | Serves: 8

Ingredients:

- 1 cup strawberries, diced
- 1 medium banana, diced
- 2 cups nonfat vanilla yogurt

Instructions:

1. Stir all ingredients together in a medium bowl.
2. Pour mixture into popsicle molds.
3. Freeze for at least 6 hours. Run molds under hot running water until popsicles can pull out easily to serve.

Nutrition information per serving:

50 calories, 0g total fat, 0mg cholesterol, 25g sodium, 10g total carbohydrate, 1g fiber, 6g sugar, 2g protein

This recipe is courtesy of ISU Extension and Outreach's Spend Smart. Eat Smart. website. For more information, recipes, and videos, visit spendsmart.extension.iastate.edu.



IOWA STATE UNIVERSITY
Extension and Outreach

Refrigerated Condiment Safety Tips

- Condiments, such as ketchup, mustard, and salad dressings, are often opened and forgotten on the door or shelf of your refrigerator. Although they may last a long time, they can become expired or spoiled before they are completely used. Tips to ensure safe condiments include the following:
- Label foods with the date the container is first opened.
- Use open condiments before opening a new one.
- Check product quality and labeled date before consuming condiments (see below).
- Throw away if spoiled or expired.



WHAT DO THE PRODUCT DATES MEAN?

Best by, use by, best if used by, best before - all indicate the date a product should be used for best quality, none is a food safety/spoilage issue.

Shelf life of common condiments after opening

Olives: 2 weeks	Barbeque Sauce: 4 months
Pesto: 3 days	Gravy: 1–2 days
Pickles: 1–3 months	Horseradish: 3–4 months
Relish: 9 months	Hot Sauce: 6 months
Salad Dressing: 1–3 months	Jams and Jellies: 6–12 months
Taco Sauce: 1 month	Ketchup: 6 months
Soy Sauce: 1 month	Mayonnaise: 1–2 months
Worcestershire Sauce: 1 year	Mustard: 1 year

For more information, download [Foodsafety.gov's FoodKeeper App](https://www.foodsafety.gov/keep/foodkeeperapp) (www.foodsafety.gov/keep/foodkeeperapp)

Health Benefits of Walking

Fewer than 50% of Americans meet the minimum guidelines for moderate physical activity. Walking is the easiest and most affordable way to correct this problem. Walking can be done anywhere; all you need is shoes. Walking can be done easily and has huge benefits. Walking can be done by taking short breaks during the day; it doesn't have to be one long walk. For example, three 10-minute walks during the day will count as 30 minutes of moderate physical activity for the day. Keep your pace brisk (3 miles per hour) to meet the moderate physical activity recommendations. Take your first step today!

Visit the [Healthiest State Initiative](https://iowahealthieststate.com/5210) (iowahealthieststate.com/5210) for more information.

Vertical Learning with Classroom Walls



When conjuring up the image of a traditional elementary school classroom, most will visualize tables and desks, a teacher's desk, wall clock, pencil sharpener—and of course—a blackboard complete with chalk and erasers (now a smart board). Blackboards, because of their simplicity, are considered one of the most revolutionary educational tools ever invented.

Despite its popularity in elementary schools, blackboards are scarcely seen in early childhood classrooms. With the concentration of children's activities being on horizontal surfaces, the vertical surfaces of classroom walls are often overlooked as places for active engagement. Instead, this valuable wall space is primarily reserved for adult decoration, posting mandatory information, or possibly displaying children's artwork.

The Power of Walls

This is an invitation to view your classroom walls as a powerful tool for learning; to understand that walls are more than flat one-dimensional surfaces upon which to display children's work or hang commercially-made posters, laminated charts, and learning materials. This is an invitation to begin thinking about your classroom walls as valuable real estate (i.e., square footage), which is just as important in children's growth and development as the equipment and materials located on your floor space. Begin by critically thinking about the purpose of your classroom walls and ask these questions:

- What is currently posted on the walls and why?
- What is the purpose of the material I am posting?
- Do the posted materials honor children's work and the work of the classroom?
- Do the walls have meaningful connections to children's interests?

The most important question, however, is: Are most of the posted materials active or passive? In their book, *Through a Child's Eyes: How Classroom Design Inspires Learning and Wonder*, Dr. Sandra Duncan, Jody Martin, and Sally Haughey encourage teachers to transform passive wall materials into interactive places for young children. Rather than thinking about classroom walls solely as a place to post "stuff", start viewing walls as places for children to actively interact and engage. Begin using the classroom walls as a powerful learning tool and capture their power by creating vertical learning environments that offer children places to play, collaborate, manipulate, and learn.

The Basics of Vertical Learning

A vertical learning environment is any vertical surface covered with two-and three-dimensional objects that afford children opportunities for perception, manipulation, interaction, construction of knowledge, and representation Readdick & Bartlett (1994), p. 86.

Vertical learning environments can be designed for all age groups—even infants. Their versatility in design means that some are created in a matter of minutes while others take more time. Many vertical learning environments require materials that are easy to obtain while others need more finances, additional human resources, or may require a trip to the local hardware or home improvement store. They are made from a wealth of materials such as wood, PVC piping, metal roofing, fabric, magnetic board, carpet pieces, or curtain rods. Here are a few tips and ideas for designing effective vertical learning environments:

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- Mount apparatus at appropriate height and within children's reach. A rule of thumb is to place vertical environments at the child's eye level. To accommodate two children playing side-by-side, a width of at least 40" is recommended for infants, toddlers, and twos; 50" for preschoolers; and, 60" is recommended for young school age (Readdick & Bartlett, 1994)
- Use authentic and natural items for the construction of vertical learning spaces, shy away from objects made from plastic
- Construct durable surfaces and install sturdy objects suitable for heavy-duty manipulation and many children's hands
- Install vertical learning environments so they are not positioned in or near major traffic pathways or classroom doors
- Keep safety in mind when choosing parts and objects for the vertical learning environment, and select materials appropriate for the children's age and skill level



How to Do It:

This vertical space was created by using two hooks at the top of the door to hold the twine that has been strung through the paper roll and attached to the frame. Use an overhead projector for showing images on the picture frame.

Why Young Children Need Vertical Environments

As early childhood educators, we know the importance of providing active and hands-on learning experiences for young children. The majority of these hands-on experiences are planned for, and occur, on horizontal surfaces such as tables and floors. Why not expand children's opportunities for engagement by using the vertical space (i.e., walls) in the classroom? Here are four reasons why it is important to include vertical environments not only in our classroom design, but in our pedagogy and approaches to learning.

1. Encourages Midline Crossing.

If you were to draw a line down the middle of your body, and reach your right arm over this line to touch your left elbow, you have crossed your midline. Crossing the body's midline helps both sides of the brain to communicate and is an important component of successful development. Crossing the midline is also a precursor for learning to read, which requires the ability to move one's eyes from left to right across the page. Research has found that children who have difficulty in crossing their body's midline may experience decreased co-ordination, face challenges in higher level thinking, or struggle learning how to read. Providing opportunities for cross body movements on the classroom's vertical surfaces is a brilliant way to help both sides of the brain communicate and map properly for successful growth and development.

2. Increases Spatial Awareness.

Working on vertical learning surfaces helps children develop spatial awareness and learn basic concepts such as left, right; up, down; and high and low. Spatial concepts such as sense of distance are learned when manipulating objects on vertical surface because the working surface is at the child's eye level. In other words, the child looks directly at the surface rather than looking down on the surface (i.e., table top or floor). Pediatric physical therapist Lauren Drobnyak (2013) believes spatial concepts experienced on a vertical surface are "much easier to understand because the child can relate the words to his very own body" (p. 1). Offering hands-on experiences and active engagement on a vertical surface is an effective strategy for helping young children gain body awareness and an understanding of spatial relationships.

3. Improves Proprioception.

Proprioception is the child's unconscious perception of movement through space as well as the orientation of one's body in space. Therapists believe that proprioception can be improved through sensory integration experiences. These experiences can be as easy as lifting the arms over the head, giving bear hugs, and jumping up and down. Or, proprioceptive experiences can be heavy work activities that wake up children's muscles and put their bodies in an alert state such as

pushing a heavy log on the playground or stacking chairs in the classroom. Working on a vertical surface increases both movement and resistance (heavy work), providing a great proprioceptive experience.

4. Promotes Affordance. Psychologist James Jerome Gibson believed that visual cues in the environment suggest possibilities for one's actions. According to Gibson, there are environmental cues that invite or make offers for a person to take action upon its objects. A door handle, for example, sends an invitation of pulling, pushing, or sliding. Gibson coined these action cues or perceptions of the environment as "affordances". In the early childhood classroom, Gibson's theory of affordance aligns with vertical learning environments because they send a message of invitation for children to take action and explore the possibilities of its objects.



How to Do It:

As children weave the fabrics and ribbons through the repurposed crib rails, they instinctively cross their midline. This crib rail was attached to the wall with "L" brackets and intentionally placed at an angle to offer children different perspectives.

Inspirations for Vertical Wall Environments

Creating vertical wall environments is fun and exciting. Use the following ideas to spark your own potential in transforming discarded home furnishings, damaged furniture, or inexpensive building materials into wonderful and authentic vertical learning walls.

#1: Metal Wall

Metal magnet-type walls are perfect for both the older age group and for the very young. Metal makes a durable and sturdy element for wall environments and can withstand children's inevitable bumping and banging. Look at the body language of the two boys deeply engaged in conversation. Just imagine the concentrated thinking that is happening between them about how to manipulate objects on the metal wall.

This wall was made from a piece of metal roofing, which was purchased at the local home improvement store. Metal roofing pieces come in 8' sections and are easily cut to the needed size of the vertical learning environment with tin snips. (Be careful of the sharp edges when cutting the roofing material.) The metal piece was attached to the wall using heavy-duty screws, the sides of the metal were trimmed out with a 1"x 1" furring strip (or wood trim), and then screwed through the metal piece onto the wall. It is very important to trim out the metal piece with furring strips to cover its sharp edges. Furring strips can be purchased inexpensively from a home improvement store.

Note: A low step stool was added to the area to encourage children to take risks and reach to the very top. The stool was made from a pallet and has two steps to allow multiple heights. The basket is used to catch the balls that children use on the ramps.



How to Do It on a Metal Service:

This vertical surface (1) promotes big arm movements that improve children's arm strength and stability; (2) offers opportunities for midline body crossing; (3) encourages the body to sense itself by raising arms above the head; (4) gives multiple affordances; and, (4) gives children practice in proprioceptive processing as they navigate the two steps on the stool.

#2: Baking Pan Wall



The very young child has an essential urge to attach and detach, which is just what this vertical learning promotes.

To create this engaging vertical learning environment, the teacher used baking or cookie sheets purchased at a Dollar Store and attached them with metal screws and a battery powered drill. After hanging the metal cookie sheets, the teacher found some stray puzzle parts, attached a strip of magnetic tape to the back of the puzzle piece, and added to the vertical learning space. These pieces are perfect for little fingers to grab and practice their pincer grip as they manipulate the farm animals.

How to Do It:

This vertical learning experience offers opportunities for the (1) crossing of the body's midline; (2) matching the child's proprioceptive actions with vision while reaching for objects; and (3) bringing the child's eyes closer to the work at hand.

#3: Wall Worlds

Young children adore working with small stuff—perhaps it is because they are so small and find themselves living in a giant-sized adult world. So why not create small worlds on the classroom wall? Manipulating a small world such as the objects in the preschool dollhouse gives unlimited power to arrange, ability to make decisions, and freedom to change, rearrange, redesign, and change—over and over and over again. And this idea does not have to be limited to preschool age and is quickly changed to reflect the children's interests and ideas.

The dollhouse and barn were mounted to the wall using a battery-powered drill and wood screws. Note the drawer under the preschool dollhouse. This drawer was taken from a recycled end table and makes a perfect container for all the dollhouse's furniture and people. Add a book to the small world to inspire children's vocabulary and language development.



How to Do It:

Wall worlds help children experience (1) spatial relationships, (2) proprioception, (3) language and literacy development, and (4) affordance.

#4: Pipes & Tubes Wall

A vertical learning environment made from large PVC pipes is a perfect playing and learning experience for babies and toddlers. The repetitive action of putting the balls into the top of the pipe and watching them come out the bottom promotes knowledge of cause and effect, as well as spatial relationships and proprioception. Undoubtedly, it's hard physical and cognitive work for a toddler to pick up a ball, balance it in her hands, skillfully plop it down the PVC's opening, and finally come to understand where the ball will once again appear. Babies' core muscles grow strong as they pick up and put the balls in the tubes over and over again. As they bend over, stand up, and bend over again . . . and again, they practice balance and increase the stability of their bodies. Installing a PVC pipe vertical environment is simple. The hardest part is driving to the home improvement store and purchasing 4" PVC pipes, metal hose clamps, and screws. Once that is accomplished, simply find the perfect spot for the environment and attach the pipes to the wall with the metal hose clamps. All you need is a battery powered drill to finish off the job.

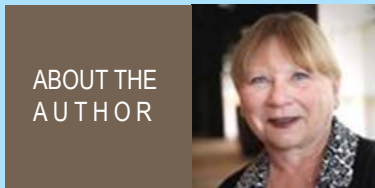


Teachers often struggle with the size or square footage of their classrooms making space a highly valued premium. Because their classrooms are not grandiose, even fitting in the required learning centers (i.e., blocks, writing, art, home living) is challenging. Quite simply, there is not enough floor space to accommodate all the furniture, equipment, toys, and learning materials, Vertical learning environments are the perfect solution to this problem. Who needs floor space when you have wall space? So, the next time you are looking for extra classroom space, try using your classroom walls.

And, by the way, don't forget the iconic blackboard! It's as simple as buying a jar of chalkboard paint from the local hardware store.

How to Do It:

Pipes and tubes vertical learning environment helps children experience (1) spatial relationships, (2) proprioception, (3) cause and effect, and (4) hand-eye coordination.



Sandra Duncan

With over 50 years of experience in the early care and education field Dr. Duncan has extensive experience in working with young children and parents, teaching at the university level (doctorate students and early childhood students), designing and writing professional development programs for practitioners, and authoring several teacher resource books. She is the proud grandma of Sierra Elizabeth, an energetic and vivacious first grader!

You can find Sandra Duncan's newest books here: [Rethinking the Classroom Landscape: Creating Environments that Connect Young Children, Families, and Communities](#) and [Bringing the Outside In](#)

Source: <http://www.communityplaythings.com/resources/articles/2019/vertical-learning-with-classroom-walls>

NEW

New Business Services and Products Page on Our Website

MCCPIN is offering to businesses the opportunity to share their services and products as a business member of MCCPIN. You will see information each quarter on Constant Contact memos from these businesses as well as being able to locate their contact information on MCCPIN's web site on the Business Services and Products page. Invitations were recently sent out and the following businesses are participating.

- Affiliated Insurance Services
- Funshine Express
- Preferred Insurance Services

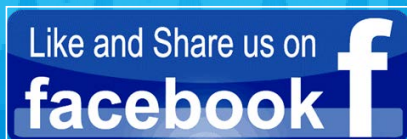
<https://www.mccpin.org/business-services-products>

MCCPIN

Is on Facebook.

Like us on Facebook to receive the latest information from MCCPIN.

The MCCPIN Facebook group is designed to support all licensed child care providers in the State of Minnesota. Supporting providers to provide professional, quality child care is our forum. Keeping providers aware of breaking news in the profession and best practices is our goal. Join the Facebook group today and support the profession of family child care through your membership with the Minnesota Child Care Provider Information Network, the new State Association for family child care providers. Your membership is a business deduction and is important for professionalism!



NAFCC Affiliation

MCCPIN applied and has been granted Affiliate Status with the National Association for Family Child Care. MCCPIN reviewed the requirements to apply for affiliate status with Bill Hudson, CEO of NAFCC, and it was determined MCCPIN had met all the requirements.

Family Child Care Providers can be accredited by a program offered through NAFCC. Sheryl Warner is the contact person for NAFCC accreditation. Call 651-636-1989 and Linda will facilitate the support Sheryl has to offer those going through the accreditation process.



Easy Ways to Support MCCPIN

Assure Child Care

Purchase liability insurance for your business from Assure Child Care and note MCCPIN as the recipient of the donation.



Thrivent Choice® program

By directing Choice Dollars®, eligible Thrivent members can recommend that MCCPIN receive charitable grant funding from Thrivent. If you have Choice Dollars available to direct, please consider directing to MCCPIN.



Amazon Smile

Just log into your Amazon Smile account, designate MCCPIN.

<https://smile.amazon.com/>

Amazon will donate 0.5% of eligible purchases to MCCPIN. This is a very easy way to donate to MCCPIN.



Raddish

A cooking kit and curriculum for kids. Get cooking lessons and educational projects delivered to your door. Inside each kit you will receive recipe guides, Quality Kitchen Tool, Creative Kitchen Project, Culinary Skill Lessons and a Complete Grocery List. Subscribe Today and Raddish will donate part of your purchase back to MCCPIN GROUP PROMO CODE: MCCPIN *valid only on 6 or 12 month membership. Use code at checkout.



Thank you for supporting MCCPIN!

It's Fall... Play Outside

"Come sit with me and wait for the squirrels! Let's make a song to call them."

"First we need to get more acorns. They won't want to come to our house if we don't have dinner ready for them."

"You're right. Let's fill the whole bag up, then we can cook and wait for them at the tree in our house."

These are the sounds of children at work and at play. Collaboration, creativity, imagination, inventiveness, problem-solving, coordination, physical strength—when children are given the space and time to freely play outdoors, truly the whole child is able to grow.

In our family child care settings, open, natural outdoor space is a treasured and limited commodity, especially in urban areas. There is a range of environments that can be referred to as "natural," from untamed forests and grasslands to nature preserves to designed and constructed public parks. Many children only have access to more structured outdoor areas, such as playgrounds, ball courts, and running tracks, which are less flexible spaces for imaginative play.

Pretend Play

WHEN CHILDREN ARE GIVEN THE TIME AND SPACE TO PLAY FREELY OUTDOORS, THE WHOLE CHILD IS ABLE TO GROW.

Studies have shown play is crucial for many areas of children's development—from physical strength to cognitive and linguistic growth. One study found that play contributes greatly to physical health—using more calories than comparable organized physical activities.

There is a growing amount of research showing that children who participate in complex, collaborative, pretend play are better able to regulate their emotions and implement

creative problem-solving. High-level, complex pretend play can significantly facilitate children's capacities for perspective taking, which can facilitate abstract thought. According to a study done in early 2016, the more complex and detailed a young child's pretend play is, the more advanced their cognitive processing needs to be—as their play stretches and grows, so do their brains. The same goes for social skills—when preschool-aged children participate in pretend play that requires more complicated interactions with their peers (cooperation, collaboration, sharing, negotiating) they are practicing and strengthening their abilities to connect to other people in healthy, productive ways.

Setting the Stage for Play

Just as we deeply consider what materials we make available to our children in the family child care home (open-ended, inclusive, differentiated), we ought to also be thoughtful about the space

and supplies we provide for our children in their outdoor play and learning experiences. When looking at what children play with outside, think about the materials in natural settings: pine cones, sticks, leaves, trees, and rocks—as opposed to more fixed materials like slides, chin-up bars, and swings. These objects, like open-ended materials in the home (fabric scraps, blank paper, blocks) have more afford-



ance. Affordance refers to the different functions each material can serve, or, afford.

For example, a stick can have a large affordance, and be used in pretend play as a wand, a ladle, or a cane. It can also be used in more game-based play as a baseball bat, or an obstacle in a course. When allowed more flexibility with materials in spaces with more affordance (i.e. in natural outdoor spaces), children tend to engage in more complex pretend play. It is worth considering that the play that occurs in greener, more "natural" spaces can be different, and possibly more complex and developmentally beneficial for young children. When natural, outdoor play areas are not

CONTINUED ON NEXT PAGE

available to you and your children, consider bringing some open-ended, natural materials to the children in the space you do have (fabric scraps, rocks, seashells, ribbon, leaves, tote bags). You will be amazed by how different their play can become with these organic and/or undefined props.

Outdoor Pretend Play THE ENVIRONMENTS WHERE CHILDREN PLAY HAVE AN EF- FECT ON THEM AND THE QUALITY OF THEIR PLAY.

According to the philosophy of Reggio Emilia, the learning environment is the “third teacher” in early childhood education, after the two classroom teachers. This environment should include not only the indoor early childhood classroom, but also the outdoor environment. The environments



where children play have an effect on them and the quality of their play.

Pretend play is a sacred part of childhood. Furthermore, it has been proven to aid in children’s development in many areas. Outdoor play, a scarce opportunity for many children living in urban areas, can provide even more benefits for children’s development—physically, socially, and emotionally. With all that hangs in tenuous balance in

our country, we as educators, caregivers, and parents must be even more vigilant about every child’s human right to play in the great outdoors.

Source:
www.ChildCareExchange.com

NAFCC Conference Updates

The following providers from Minnesota were at the NAFCC Conference in Orlando Florida, June 20-22, 2019. Sharyl Kalal (MN trainer), Linda Schesso (MCCPIN President), Svitlana Uniyat (NAFCC Accredited Provider), Deloris Friske (MCCPIN Treasurer), Rachel Eicher (MCCPIN member). Also attending were Michele Seifert from Kenyon and Nicole Groth.



Nicole Groth (left), and Michele Seifert (right)



Left to right: Svitlana Uniyat , Rachel Eicher, Linda Schesso, Deloris Friske
Front: Sharyl Kalal



LegalShield:

From the trivial to the traumatic, and everything in between. Ever have that question “what am I supposed to do?” regarding your child care business (immunization exclusions, Rule 2 interpretation, etc.), your home or personal life (will, taxes, insurance, car accidents, etc.)? You can obtain advice from friends, family members and other providers but rarely do they have true legal knowledge. LegalShield is a pre-paid program which gives you access to legal advice and representation at an affordable (\$19.95/mo. family + \$9.95/mo. business) rate. Have a lawyer at your finger tips! As a MCCPIN member you have access to this plan with a slight discount.

Contact Cyndi Cunningham:

cyndisday@comcast.net or

651-470-4857 for more information and to sign up!

MCCPIN BOARD MEETINGS

Board meetings are the *third* Saturday of the month.

When: September 21, 2019

Location: Check the MCCPIN website for location and time.

www.MCCPIN.org

You may attend the meetings in person.

(Does not apply to online meetings.)

Future Meeting Dates:

October 19, 2019

Site to be determined.

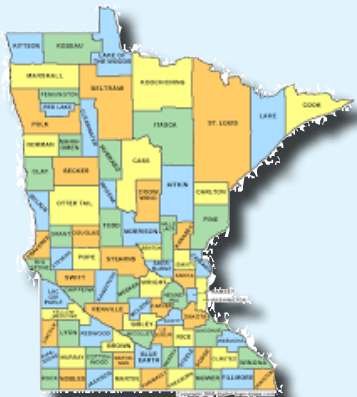
November 16, 2019

Site to be determined.



County Association Corner*

Your Association's activities, such as conferences, can be noted in this section in the future. When your association is a member of MCCPIN, your web site and contact information will be posted on the web site under Networking: County Association.



Join Today and Be Listed Here:

County Associations / Neighborhood Groups

Carver County Licensed Childcare Association

Dodge County Family Child Care Association

Provider's Pride - Champlin, MN

Ramsey County Family Child Care Association

Scott County Licensed Family Child Care Association

Check out our links to their web sites at: www.mccpin.org/networking/CountyAssociations.

***New Association Benefit:** Access to a Trainer's Directory to assist in setting up trainings for your Association/ Group.



Minnesota Child Care Provider Information Network

MCCPIN

Membership Application

Send to: MCCPIN Membership
PO Box 1136
Prior Lake, MN 55372

Share With a Peer

Member Information

- Individual Membership**
- ☐ **Provider** Initial License Year _____
- ☐ **Advocate**
- ☐ **County Association or Support Group**
- ☐ **Agency or Organization Advocate**
- ☐ **Renewal** ☐ **New Member**

First name (County Association, Agency, Organization Name)

Last Name

Business Name

Address

City

State

Zipcode

County

()

Telephone

()

Cell Phone

Email address (will not be shared or sold)

- ☐ Check here to receive information, newsletters, updates by email.
- ☐ I would prefer information sent through the U.S. Postal Service

- Accreditation/Education**
- ☐ NAFCC Accreditation ☐ CDA ☐ MLFCCA Credential
- ☐ College Degree/Early Childhood Other _____ ☐ Not Applicable

Membership Options (Check or Cash Please do not send cash via mail)

MCCPIN ☐ \$48.00 1 year ☐ \$90.00 2 years

MCCPIN & NAFCC ☐ \$88.00 1 year

Note: NAFCC membership is discounted from \$45.00 to \$40.00 per year

On-Line payment: www.mccpin.org (Membership)

For Office Use:

Total _____

Check # _____

Received _____

Initials _____

Date Added _____

Payment Method: Credit ☐ Visa ☐ MasterCard

_____-_____-_____/_____
Credit Card Number **CSC Code** **Expiration Date**

Check Enclosed _____ (Check Number)

Cash _____ (Amount)

Receipt requested ☐ No ☐ Yes

Red Leaf Press 2020 Calendar

Looking for a 2020 Redleaf Press Calendar? Look for MCCPIN's vending table at these conferences this fall:

September 14
CCNI in Marshall

September 21
Washington County in
Woodbury

October 5
PCI in Bloomington

October 26
Milestones L.E.A.F. in Duluth

October 26
SE Early Childhood in Owatonna



Parent Resources

On the **Member Only** page of MCCPIN's website is a tab for Parent Handouts. You will need to log in as a member to access the pages and print them. Here are the topics available to date prepared for MCCPIN by Theresa Pep-linski from Rochester:

- Biting
- Pacifiers
- Sleep
- Screen Time
- Toilet Training

Click here to go to our website: www.mccpin.org

Do you remember how to log into the **Member Only** page? If not, see page 18 for directions.

Putting Mindfulness on Your Plate

Have you ever looked at your plate and been surprised to find your meal gone? If so, you may benefit from eating more mindfully.

What is mindful eating? It is a purposeful awareness of the food we eat and being present during the meal experience. When we employ mindful eating, our busy lives slow down when we eat and we are aware of the flavors, tastes, and textures of the food. Our meal becomes more relaxed and enjoyable.

Here is an exercise you can do to practice mindful eating:

1. Take a grape, piece of chocolate, or piece of cheese. Observe the appearance, shape, and texture. Notice the color and indentations.
2. Smell the food. Notice the aroma.
3. Take a bite or place a small amount of the food in your mouth, but do not chew it. Describe the texture and flavor before you chew the food.
4. After 30 seconds, chew the food and describe the texture and flavor.
5. Do you notice any difference?



Your newfound awareness can put more mindfulness on your plate.

Source: www.extension.iastate.edu



Minnesota Child Care Provider Information Network

MCCPIN.org

- Membership Benefits
- Membership Form
- 2019 MCCPIN Elections
- Universal Discounts
- Training Fees for Members
- Member Page - Member Login Required
- Parent Handouts - Member Login Required
- Association Benefits - Trainer Directory
- In The NEWS !

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Home

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Public Policy and Advocacy

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Membership

Login Directions for Member Benefits

To access the Member Benefits Page on the MCCPIN website:

1. Go to the MCCPIN website: MCCPIN.org.
2. Mouseover the Membership option on the Home page (see screen shot above).
3. Click on the page you wish to visit:
 - Training Fees for Members
 - Member Page - Member Login Required
 - Parent Handouts - Member Login Required.
4. When the Guest Area box appears, type in the password: mccpinmember (all one word with lower case letters. See diagram to the right).
 - If you are an Association logging into the Association Benefits page the password is: trainers (all lower case letters).

Guest Area

Please enter the password below.

Password

TYPE: mccpinmember here.

Go

Bubble Prints

Although not a generally encouraged practice at the dinner table, what kid—given a drink and a straw—won't try blowing bubbles? Now take that passion for exploratory science and turn it into a fascinating art technique. With a drinking straw, food color, dish soap, and paper, bubble-blowing will create intriguing and unique patterns.

DIRECTIONS HERE:

1. Put a small amount of water in the bottom of a wide rimmed cup or small bowl. Add food color or liquid watercolor paint and several drops of dish soap.



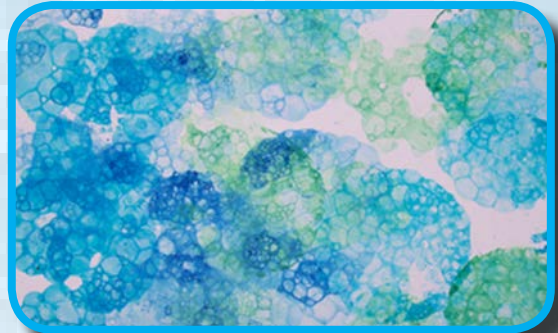
2. Blow through a straw until the bubbles rise above the rim of the container.



3. Lower a piece of paper gently down on the bubbles, then lift off. The paper will pop the bubbles, leaving unique circular patterns on the paper.



4. Repeat, until the prints cover the entire paper.



HINT: to prevent a younger child from sucking in the bubble mixture, cut a small notch near the top of the straw.



Add fish for an underwater mural!



Source: <https://www.communityplaythings.com/resources?topic=Projects-and-Activities>

Board of Directors

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507-330-3110 mccpinmarketing@gmail.com

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Open position.
If you're interested contact MCCPIN.

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952-237-7351 mccpinmembership@gmail.com

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NW Regional Representative

Open Position
If you're interested contact MCCPIN.

East Metro Regional Representative

Lisa Lindboe
612-618-2900 happyheartsrock@gmail.com

West Metro Regional Representative

Open position.
If you're interested contact MCCPIN.



NEWSLETTER SUBMISSION DEADLINES:

Summer - MayDeadline April 1
Fall - AugustDeadline July 1
Winter - November.....Deadline October 1
Spring - FebruaryDeadline January 1

NEWSLETTER CONTRIBUTORS:

Deloris Friske	Family Child Care Provider
Brenda Novak	Family Child Care Provider
Linda Schesso	Family Child Care Provider

Community Playthings, Food and Drug Administration,
Iowa State Extension

MISSION STATEMENT:

The Mission of the Minnesota Child Care Provider Information Network (MCCPIN) is to support, promote, and strengthen the profession of family child care, thereby enriching the lives of providers, children, families, and communities.

DISCLAIMER:

Minnesota Child Care Provider Information Network (MCCPIN) does not recommend or endorse any specific products or services in this newsletter, nor do the leadership and editors always agree with all viewpoints expressed by authors of articles.

OUTREACH REMOVAL:

You are receiving this electronic newsletter because you are a member of MCCPIN or you requested to join the MCCPIN mailing list. If you would like to be removed from this e-mail list, please "Reply" to this e-mail and put "Remove from list" in the subject line and we will remove you.

Newsletter submissions can be emailed to Deloris Friske at: mccpintreasurer@gmail.com.