



Please post newsletter and training calendar!

Child Care Resource Network wants to reach **EVERYONE** in our early childhood community!

To receive the newsletter, training calendar, and helpful articles by email contact CCRN at CCRN@soesd.k12.or.us or call (541) 842-2575 to be added to our distribution list.

Be sure to add CCRN's email to your contacts!

We want to stay in touch!

Winter 2019

Inside this issue

Page

When Is It Too Cold To Go Out? 2

Fidgets and How to Use Them 3

August Birthdays and ADHD 4

Boys are Struggling 4



Oregon's Quality Rating and Improvement System Update

Empowering early educators to inspire children.

CCRN is sending a message to all early learning programs: If you have not gotten on board with Spark yet, now is the time! Revisions are underway, but programs that start the process before the revisions are in place will be able to complete using the current system.

Show your commitment to quality with Spark participation and receive support to strengthen your program to meet Spark standards. Once you begin the process you can access resources and funds, receiving from **\$1,000 to \$2,000**, depending on number of children served.

Call CCRN with questions or more information and attend an Increasing Quality Training as a first step. If you started the process and got stuck it may be simpler than you think to move forward and achieve a Star rating.

Check out the Spark website for resources and updates and take a look at the list of programs in Jackson and Josephine Counties that are Spark rated at <http://triwou.org/projects/qris>.

By participating in Spark you demonstrate your commitment to offering quality early learning programs for children and parents. We hope to have your participation!

Contact CCRN for Spark support by email at CCRN@soesd.k12.or.us or call 541-842-2575.



Save the Date!

Winter Conference February 22nd & 23rd

SOUTHERN OREGON CHAPTER

oraeyc

Oregon Association for the
Education of Young Children

The annual **2019 Together for Children** winter conference, presented by SOC-ORAEYC (Southern Oregon Chapter of

the Oregon Association for the Education of Young Children) will be held on Friday, February 22nd and Saturday, February 23rd.

This is one of the best professional development opportunities in Southern Oregon, offering longer in-depth workshops on Friday and a wide range of trainings on Saturday.

Lisa Daly, author of *Loose Parts: Inspiring Play in Young Children*, will be a featured speaker and also present two workshops, providing inspiration and information on how everyday materials can support open-ended learning, enhance play, and empower children.



Mark your calendar and watch your email, details will be coming soon.

When Is It Too Cold To Go Outside?



Opinions vary! Determining what temperature is too cold may depend on location, personal preference, and in some cases, licensing regulations. However, there is wide agreement that children benefit by being outside every day, whenever possible. In Oregon, regulations allow programs flexibility, stating only that programs should include “daily outdoor experiences when weather permits.”

The National Association for Sport and Physical Education (NASPE) has developed guidelines for children’s physical activity at different ages. Based on the recommendations for preschoolers of **“at least 60 minutes – and up to several hours -- of unstructured physical activity each day,”** many programs would not measure up - and when children are not able to go outside it is even more difficult to find adequate time for active play and exercise. (See full list at [Physical Activity Guidelines](#))

The question about what is too cold came up on an NAEYC Open Discussion forum recently. Rae Pica, nationally known early childhood specialist and author of many books on child development and active play, posted this:

I conducted a staff development training in Virginia yesterday and was told that they're not allowed to take the children outside when it's below 40 degrees. Essentially, that's the entire winter -- at least!

Children need to spend time outdoors, where they can burn more calories, practice and refine their large motor skills, engage in messy and boisterous behavior, and reap the rewards of the outside light. I would love to see teachers push back against policies such as this one...

Teachers who work in places where cold weather is the norm reported different experiences. A post from Wisconsin: *Our policy is to go out every day unless the wind chill is 0 or below. I have a friend who taught in Minnesota near the Twin cities. They went outside up to -10 degree wind chill.*

Windchill/frostbite guide some programs use:

<https://modernsurvivalblog.com/weather-preparedness/wind-chill-frostbite-chart/>

A teacher from Colorado: *We are in Denver and our guidelines are 20 degrees to 90 degrees. There is a sliding scale for wind chill as well. We go out almost every day. I do shop thrift stores and keep extra clothes on hand in case someone doesn't have mittens, hats, etc.*



From North Pole, Alaska: *I think it depends on where you live and what the normal winter climate is. Here in the interior of Alaska we go outside until -20. Yes, 20 degrees below zero. For us it's all about layers and ensuring the children still get outside in the winter months. No matter what temperature your program decides on the biggest key to outdoor play in the winter is knowing how to properly dress .*

Sheila Williams Ridge, director of the University of Minnesota Lab School, has published a book with a chapter on this subject. She commented: *Keeping children safe and comfortable in the winter is important to encourage play and learning. Determining how cold is too cold has more to do with the gear that children and teachers wear than just a temperature gauge. If children and adults are wearing several layers, water and windproof outerwear, warm socks, warm hats with earflaps, insulated boots and water-and windproof mittens, then they should be safe and comfortable in most temperatures.*

The takeaway from most early childhood experts and from teachers in cold climates comes down strongly on the benefits of going outside even in cold weather, as long as children - and teachers! - are dressed appropriately. That may mean educating parents on the value of going outside when it’s cold and making sure that parents know they need to provide warm clothing, mittens, and boots.

Children need many opportunities to be active, be outside, have fun, and develop skills. Playing outside in all kinds of weather is an experience all children should have, almost every day.



FIDGETS! What They Are and How To Use Them

Are there children in your class who struggle with sitting without touching something or someone next to them?

Fidgets, like squeeze balls and key chains, are self-regulation tools that can help children:

- * Calm their mind and body.
- * Focus attention.
- * Promote active listening by using movement and sensory input to enhance learning.



“Many children feel an uncontrollable urge to fidget and move around,” explains William DeMeo, PhD, in his book, *When Nothing Else Works*. “This need for movement is often a distraction to both the child and to those nearby. Manipulating a fidget provides the tactile stimulation the mind is craving, which can calm the child and help focus attention.”

Typically a fidget is a small object (preferably fitting in a child's hand) that can be squeezed, pulled, or moved around as the child sits and listens to the teacher. They are quiet tools that can be used without distracting others.



For children with sensory processing issues, fidgets are great to use at circle time, during small group work, waiting for a transition, rest time (for children who no longer nap), or other times when a child may need help focusing.

To use fidgets productively it's important to teach kids how to use them.

- * Introduce them as one way to help improve focus, be better listeners, pay attention, wait more easily, and calm their body and mind. A fidget is a tool, not a toy.
- * Have children feel the movement and tactile experiences that fidgets provide by letting them touch, feel, and try them out.

- * Discuss specific times when using a fidget might be helpful.
- * Set clear rules for how to use fidgets and discuss the rules together.



Rules might include:

- Before you grab a fidget, think about whether you need it -fidgets are to help with focus and attention or to calm down, otherwise it will be put away.
- Fidgets must not distract others or interfere with what others are doing. If the fidget distracts, use a different fidget or strategy.
- Every time you're done with a fidget, put it back where it belongs. Decide together on a designated place, such as a labeled basket.

If you want to try using fidgets there are many options to choose from. Fidgets are not technical tools and are commonly available online and in stores. They should be durable, don't bounce, have no sound, don't pop, and are non-toxic.

It's important to remember that a fidget that might be calming for one child may have the opposite effect on another child - experiment to find what works best for each particular child. For children who do not have challenges with self-regulation or paying attention, fidgets may just be a distraction.

Watch the short (3 minutes) video below for more information and suggestions.

Video: A Fidget or a Toy?



Information and resources at:
Inclusive Partners, <https://inclusivepartners.org/>
Understood, <https://www.understood.org>

Kids Born in August are Diagnosed with ADHD a Lot More Than Kids Born in September

Aimee Cunningham, excerpted from *Science News* November 2018, [Science News ADA Diagnoses](#)

Children who turn 5 just before starting kindergarten are much more likely to be diagnosed with attention-deficit/hyperactivity disorder (ADHA) than their oldest classmates. The finding bolsters concerns that ADHD may be overdiagnosed.



“We think it’s the relative age and the relative immaturity of the August-born children that increases the likelihood that they’re diagnosed as having ADHD,” says Anupam Jena, a physician and researcher at Harvard Medical School.

The study found that in states that require kids to be 5 years old by September 1 to begin kindergarten (Oregon is one), children born in August were 34 percent more likely to be diagnosed with ADHD than those born nearly a year earlier in September, just after the cutoff.

While ADHD diagnoses vary by state, in 2011, 11 percent of U.S. children aged 4 to 17 were reported to have an ADHD diagnosis.

“Greater recognition of ADHD is a good thing,” says Stephen Hinshaw, a clinical psychologist at the University of California, Berkeley, but a brief office visit may result in an inaccurate diagnosis, if other factors or conditions aren’t ruled out.



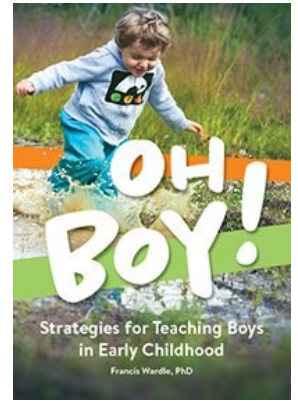
“Children mature at different rates,” Hinshaw says. Many issues in childhood, from anxiety to dealing with overcrowded classrooms, may resemble ADHD.

“We don’t want to overreact when a child is very active and impulsive or lacks focus,” he says. “We need to understand the child’s other skills as well.”

Oh Boy! Boys are Struggling

Excerpt from *ExchangeEveryDay*
October 31, 2018

In his new book, *Oh Boy! Strategies for Teaching Boys in Early Childhood*, Francis Wardle, PhD explains, “My intent with this book is to suggest that many of the struggles young boys have in our early childhood programs and schools are not simply a result of bad behavior. Rather, boys struggle because of a much more fundamental problem: a mismatch between how most young boys develop, grow, and learn, and the kinds of expectations, activities, and discipline approaches used during the early years.”



For many young boys, the early childhood experience is not a positive, empowering one. Too many are suffering, and we need to make major changes at every level of the field—from expectations, the environment, instructional approaches, and discipline methods—to policies regarding school readiness and special education.

Rather than seeing these changes as simply reacting to current early childhood practices, we need to view them as needed improvements to everything we do with young children, especially young boys.”

Child Care Resource Network

Email: cccrn@soesd.k12.or.us

Molly Clement

Warm Line Inclusion Specialist
molly_clement@soesd.k12.or.us / 541-842-2590

Devon Finley

Child Care Provider Consultant/QI Specialist/Grant Coordinator
devon_finley@soesd.k12.or.us / 541-842-2575

Martha Ibarra

Preschool Promise Coordinator/QI Specialist - English, Spanish
martha_ibarra@soesd.k12.or.us / 541-842-2595

Lorena Juarez

Child Care Specialist/QI Specialist - English, Spanish
lorena_juarez@soesd.k12.or.us / 541-842-2610

Jill Ramirez

QI Specialist/Focused Child Care Network- English, Spanish
jill_ramirez@soesd.k12.or.us / 541-842-2625

Mary Wolf

Child Care Resource Network Manager
mary_wolf@soesd.k12.or.us / 541-842-2593