

# Early Connections

A Newsletter for the Addison Early Childhood Community  
Summer 2010

## **TODDLERS AND THEIR CHALLENGING BEHAVIOR: WHY THEY DO WHAT THEY DO AND WHAT TO DO ABOUT IT**

The year between age 2 and age 3 is an exciting one. Toddlers are realizing they are separate individuals from their parents and caregivers. This means they are driven to assert themselves, to communicate their likes and dislikes, and to act independently (as much as they can!). Toddlers are also developing the language skills that help them express their ideas, wants, and needs. At the same time, toddlers do not understand logic and still have a hard time with waiting and self-control. In a nutshell: Two-year-olds want what they want when they want it. This is why you may be hearing things like “no” and “me do it” and “no diaper change!” more than ever before.

**Learning to Handle Strong Feelings:** As a parent or provider, your job is to help your young toddler navigate the tide of strong emotions she is experiencing this year. This is no small task, since the emotional lives of 2-year-olds are complex. This year they are beginning to experience feelings like pride, shame, guilt, and embarrassment for the first time. Older toddlers are a lot like teenagers. Their feelings may swing wildly from moment to moment. They may be joyful when getting a popsicle and then despair when it drips on their hands. **So toddlers really need your loving guidance to figure out how to cope with their emotions.**

### **Your child is struggling with this when:**

- ◆ He has a meltdown when you can't understand his words
- ◆ She says no when she means yes (you are offering her a favorite treat)
- ◆ He gets so angry he might throw a toy
- ◆ She cannot settle for a substitute—if the purple pajamas are in the wash, she is inconsolable (even though you have offered the pink ones, the polka dot ones, the ones with the cupcake patch on the front, etc.)
- ◆ He acts out when frustrated—will give up or get angry when he can't figure out how to make the jack-in-the-box work

### **Your child is learning to manage strong feelings when he:**

- ◆ Uses words or actions to get your attention or ask for help
- ◆ Talks to himself in a reassuring way when he is frustrated or frightened. For example, he might say to himself, Daddy will come back, after you drop him off at child care. Or, I can build this again after his block tower collapses
- ◆ Re-enacts a stressful event, like a doctor's visit
- ◆ Uses words like I'm mad rather than throwing or hitting
- ◆ Tells you the rules or shows she feels badly about breaking rules. For example, your child might say no to herself as she does something off-limits, like opening the fridge. Or he might tell you at the park, Don't walk in front of the swings.

*Continued on page 6....*

**Addison County Child Care Services**

81 Water St., Middlebury, Vt. 05753

Phone: 802-388-4304

Fax: 802-388-3063

**Protective Services/Family Support:**

Doumina Noonan

Email: [FS-PS@mjcvt.org](mailto:FS-PS@mjcvt.org)

**Resource Specialist:** Amethyst Peaslee

Email: [resource@mjcvt.org](mailto:resource@mjcvt.org)

**Subsidy Specialist:** Jane Reilly

Email: [subsidy@mjcvt.org](mailto:subsidy@mjcvt.org)

**Referral Specialist:** Ginny Sinclair

Email: [referral@mjcvt.org](mailto:referral@mjcvt.org)

**Food Program:** Susie Pidgeon

388-2853 or [cacfp@mjcvt.org](mailto:cacfp@mjcvt.org)

**Schoolage Programs:** Anne Gleason

388-2853 - [schoolage@mjcvt.org](mailto:schoolage@mjcvt.org)

**RESOURCES FOR CHILD CARE PROVIDERS:**

**Need your Fire Extinguisher checked?** Drop it off at **Auto Paints Plus** on Mondays, pick it up on Tuesday afternoon. Cost \$10—20 depending on what needs to be done. **388-9019**

**D & M Fire & Safety Equipment** will come to your program to inspect and tag your Fire Extinguishers for \$35.00 per visit. **434-5005**

**Helpful Websites:**

- ◆ <http://www.vanderbilt.edu/csefel/> (social/emotional dev.)
- ◆ <http://www.earlyliteracylearning.org/> (literacy)
- ◆ **Northern Lights:** <http://northernlights.vsc.edu/>
- ◆ **The Child & Family WebGuide:** [www.cfw.tufts.edu](http://www.cfw.tufts.edu)
- ◆ [www.Bornlearning.org](http://www.Bornlearning.org)
- ◆ [www.familyeducation.com](http://www.familyeducation.com)
- ◆ [www.zerotothree.org](http://www.zerotothree.org)
- ◆ [www.commercialfreechildhood.org/](http://www.commercialfreechildhood.org/)
- ◆ [www.vtpic.com](http://www.vtpic.com)—**VPIC** is a statewide network of support and information for families who have a child with special needs or disabilities, and the professionals who work with them.
- ◆ [www.redleafinstitute.org](http://www.redleafinstitute.org): information & resources for Family Child Care, including taxes and deductions

**COMMUNITY RESOURCES**

**Children’s Integrated Services (CIS):** If you have concerns about your child or a child in your care, birth—3 years old, or if you have concerns about the social emotional development of a child birth—5 years old, please contact the **CIS Team at 388-3171**.

**Your local Early Education office:** If you are concerned that your preschool age child or a child you care for has a developmental delay, contact your local **Early Education** office. They can answer questions and provide support/resources and guidance for talking with parents:

- \* **Addison Central/ Middlebury: 382-1760**
- \* **Addison Northeast: Bristol: Carol Birdsall/Cindy Kuhns: 453-3674**
- \* **Addison Northwest: Vergennes: Deb Angier: 877-2867**

**VERMONT’S CHILD PROTECTION LINE:** Call 1-800-649-5285 — 24 hours a day, 7 days a week to report suspected child abuse or neglect .

**CHILD CARE CONSUMER LINE:** To report concerns about a child care provider, call 1-800 540-7942 or go to [www.brightfutures.dcf.state.vt.us](http://www.brightfutures.dcf.state.vt.us) and click on ‘Contact’ in the upper right corner.

**PARENTS’ STRESS LINE:** 1-800-CHILDREN (1-800-244-5373) - for more information see page 10

**DIAL 2-1-1** for free and confidential information and referrals for help with food, housing, employment, health care, counseling and more. 211 is a service of the United Way.

# Addison County Child Care Providers Networks

**Bristol/Vergennes: 3rd Monday of the month - 6:30 PM @ Discovery Hill**

*Provider Leaders: Ann Duclos-Collier - 453-7324 & Gerri Barrows - 453-3707*

**Middlebury: Monday June 7th at 6:30 p.m.** for all provider's interested in creating a successful network that meets your needs.

**Orwell: 4th Tuesday of the month @ 6:30 PM @Muffy's**

**June 22: Weaving with children & other Messy Play activities. Training hours.**

*Provider Leader: Muffy Kashkin-Grollier - 948-2561*

**Brandon: Last Thursday of the month -6:30 PM @ the Brandon Fire Department**

**May 27: TBA—please call for details.**

*Provider Leaders: Tracy Bruce 247 - 5427 & Connie Woods 247-6278 Please RSVP*

**All Child Care Providers (Home and Center) are invited to Network meetings.**

**Network meetings offer time to share the challenges and joys of providing early care and education with others who truly understand. Each group is free to pursue its own definition of support. Newcomers are always welcome!**

*Sponsored by a Starting Points grant from Child Care Services Division in Waterbury.*

## **MIDDLEBURY PROVIDER NETWORK OPEN-HOUSE**

**Monday June 7th 6:30 p.m.**

**At Mary Johnson Children's Center**

Hello, I would like to introduce myself. I am Michelle J. Sherwin, and I have been a family childcare provider for thirteen years. During this time, I have attended several networks. It is my vision to create a network in your area that includes all the positive aspects of various successful networks.

Childcare provider networks have gone through many changes over the years, and once again are changing. I feel networks advocate for professional development, and offer peer support to adults who understand the dedication and responsibilities that go along with their job. Peer support promotes social time to problem solve, share wisdom and sincerity of the joys we have in all that we do. Research shows provider's getting together improves the quality of childcare.

**Please join Michelle for an opportunity to create a provider support network in the Middlebury area which addresses your needs.**

**DOOR PRIZES AND REFRESHMENTS PROVIDED.**

## **CONGRATULATIONS!**

**To Gerri Barrows of Discovery Hill Family Child Care  
For achieving an Associates Degree in Early Childhood Education  
And for achieving 5 Stars in the STARS Step Ahead Recognition System**



## 10 TIPS TO ENHANCE YOUR OUTDOOR ENVIRONMENT

1. **Build a Sunflower House-** Plant sunflowers in a square, circle, or any other shape you'd like, to create a living playhouse for hiding and hanging out. Read Eve Bunting's, Sunflower House, for inspiration.
2. **Willow Dome-** Create a permanent 'living' room for children to play in outdoors. Plant it in the winter so when spring comes the willow will start sprouting new roots and leaves.
3. **Mow a Meadow Maze-** Let your lawn grow. You can create a fun, natural play space for your children to play. Carve out a maze or zigzag path with your lawnmower.
4. **Plant Some Bulbs-** This is a strange and mysterious experience for children. Plant the bulbs in strategic, fun ways that act as colorful accents to your play space features and pathways.
5. **Boom Drums-** Use plastic barrels and trim them to whatever size you want. Bolt them to the ground or not and encourage kids to bang on them. Instructions for all of these enhancements can be found in Rusty Keeler's book, *Natural Playscapes*. A 26 page excerpt, including the above Do-It-Yourself Playscape Projects can be found at: [www.earthplay.net](http://www.earthplay.net).
6. **Pumpkins-** Place small pumpkins outside for children to touch, carry, and explore. Encourage children to take turns carrying and pushing them in a wheel barrel.
7. **Loose Parts-** Use blocks, boards, "tree cookies" (log slices), and milk crates for outdoor construction play. Give children chalk, fabric, paintbrushes, or water for enhanced imaginative play.
8. **Build a Vine Teepee-** Add a hideaway to children's play space and naturalize their outdoor environment. Do-It-Yourself instructions can be found at: [www.naturalearning.org](http://www.naturalearning.org).
9. **Color-** Brighten and create a welcoming environment by adding painted rocks, mosaic stepping stones, windsocks or pinwheels to your play space.
10. **Recycled Materials-** Use your imagination. Add some cardboard boxes or pipes for construction play. Add tins, buckets, or bottles for children to bang on to create music and movement opportunities.

For more information go to:

- ◆ <http://www.planeteearthplayscapes.com/>
- ◆ **Head Start Body Start** at: <http://www.aahperd.org/headstartbodystart/toolbox/index.cfm>
- ◆ <http://www.childrenandnature.org/>
- ◆ <http://www.childrenandnature.org>
- ◆ <http://www.kidsgardening.com/>



## **GO GREEN! DO YOU KNOW WHAT IS IN YOUR HOUSEHOLD CLEANERS?**

- ◆ Ingredients in traditional cleaners used in schools and homes can harm your child's health and the health of staff, visitors and peers.
- ◆ The World Health Organization estimates that 80% of all cancers are environmentally related.
- ◆ Cleaning chemicals can cause headaches, asthma, burns, permanent eye damage, major organ damage, and even cancer.
- ◆ The World Health Organization estimates that 30% of all buildings experience indoor air quality (IAQ) problems. Cleaning products can be a key contributor.
- ◆ Manufacturers are not required to list ingredients that make up less than 0.1% of listed carcinogens or 1% of listed OSHA chemicals.
- ◆ The World Health Organization states that indoor air pollution is attributable to the deaths of 1.6 million people per year – one death every 20 seconds.

**Learn about the potentially hazardous ingredients found in many common cleaners at:  
[www.dienviro.com/](http://www.dienviro.com/)**

## **IS YOUR LAWN SAFE FOR CHILDREN?**

The world is rapidly changing and with it are perspectives on the use of toxic lawn chemicals and the hazards they pose to our children, families, neighbors, wildlife, and drinking water sources. Public concern over the potential hazards associated with chemical lawn care products and services has been on a steady rise. And with good reason. Some 100 million pounds of pesticides are used by homeowners in homes and gardens each year, even more when commercial companies are added in. Suburban lawns and gardens are known to receive far heavier pesticide applications per acre than most other land areas in the U.S., including agricultural areas.

Studies show these hazardous lawn chemicals are drifting into our homes where they contaminate indoor air and surfaces, exposing children at levels ten times higher than preapplication levels. **Of 30 commonly used lawn pesticides \***, 19 are linked with cancer or carcinogenicity, 13 are linked with birth defects, 21 with reproductive effects, 26 with liver or kidney damage, 15 with neurotoxicity, and 11 with disruption of the endocrine (hormonal) system. Of those same 30 lawn pesticides, 17 are detected in groundwater, 23 have the ability to leach into drinking water sources, 24 are toxic to fish and other aquatic organisms vital to our ecosystem, 11 are toxic to bees, and 16 are toxic to birds. With numbers like this, the only logical question becomes: is this really necessary and what can we do to stop or prevent this kind of contamination?

Members of the National Coalition for Pesticide-Free Lawns are working to halt senseless exposure to lawn pesticides and to educate the public, landscapers, and policy makers on the use of non-toxic and least-toxic lawn care practices and products. Change begins at local level. The public plays an extremely important role in lawn pesticide reform – not only in the way it perceives the use of toxic pesticides in homes and communities but also in the way it demands safe alternatives from retailers, organic services from lawn care providers, and better protection from pesticide exposure from local policy makers. Currently, a Burlington city-wide ordinance requires approval from the Board of Health before lawn chemicals are used at child care centers, child care homes or schools. For your own health and the health of children in your care, please refrain from using lawn chemicals. And as my mother used to say.... May all your weeds be wildflowers!

- ◆ <http://www.beyondpesticides.org/pesticidefreelawns/>

*Continued from page 1 Toddlers and Challenging Behaviors...*

**Practicing Self-Control:** When you see challenging behavior, it usually means that your child can't figure out how to express her feelings in an acceptable way or doesn't know how to get a need met. What helps your child learn is when your response shows her a different, more constructive way to handle these feelings. Learning to cope with strong feelings usually happens naturally as children develop better language skills in their third year and have more experience with peers, handling disappointment, and following rules. **While children won't completely master self-control until they are school-age (and practice it all their lives!), here are some ideas for helping your toddler begin to learn this important skill:**

- ◆ **Talk about feelings and how to cope.** Read books and notice aloud how the characters are feeling: The dog is really happy he got a bone. And share your own feelings: I just spilled the baby's milk. I feel really frustrated! Will you help me wipe it up? Wow, it feels so good to have your help. When your child can label how he is feeling, it helps him gain control over his emotions and communicate them to others.
- ◆ **Once your child has named his feelings, you can suggest what he might do to feel better or solve the problem.** This helps him learn what to do in the future when he faces a similar challenge. For example, if he is sad because his grandparents just left after a two-week visit, you can suggest looking at photos of them or drawing them a picture.
- ◆ **Offer your child ideas for how to manage strong emotions.** Young children need guidance when it comes to figuring out how to deal with big feelings like anger, sadness, and frustration. So when your child is really angry, validate what he is experiencing: You are really angry right now because I said no more television. Then suggest that he jump up and down, hit the sofa cushions, rip paper, cuddle up in a cozy area for alone time, paint an angry picture or some other strategy that you feel is appropriate. What's important is to teach your child that there are many ways to express his feelings in healthy, non-hurtful ways.
- ◆ **Empathize with your child.** It's okay to let her know that you understand the choices she is being offered are not the ones she wants: We have to leave now to go to Ms. Kelly's house. I know you want to stay home with daddy. You miss me and I miss you during the day. But staying home is not a choice today. Daddy has to go to work. But when we get home, we will finish the puzzle we started and have a yummy dinner. Do you want to get into the car seat yourself or do you want me to put you in?
- ◆ **Give your child a visual aid to make waiting easier.** If your child has to wait until his oatmeal has cooled down, show him the steam rising from the bowl. Tell him that when the steam goes away, you can test the oatmeal on a spoon to see if it is cool enough. If you need to help your child brush her teeth for 2 minutes each day, use an egg timer so she can watch the countdown. Need 10 minutes to fold some clothes? Set a kitchen timer so that your child can keep track.
- ◆ **Timers are also great tools for helping children learn to share.** Give them each a few minutes—using the timer—to play with a toy they both want, like the shiny new tricycle parked out back. It's also helpful to state the obvious: It's hard to wait sometimes, isn't it?

- ◆ **Let your child make choices appropriate to her age**—about what to wear (perhaps offer 2 choices) and what to eat (within reason), what to play, who to play with. This gives her a feeling of control and supports her growing confidence and sense of competency (the belief that “I can do it”). **Offering choices** also helps head off the “Not That One” game where you keep offering your child different things and he keeps saying “Not that one, the other one!” Instead, try giving your child 3 choices and let him pick: You can have an apple, a string cheese, or a bagel for snack. What sounds good to you?
- ◆ **Look for ways to help your child “practice” self-control.** There are many daily moments when you can teach your child this skill. For example, games that require turn-taking are great for practicing how to wait and share. Rolling a ball back and forth is an example. This game gives children the chance to wait and control their impulse to grab the ball. You can also take turns hitting a soft foam ball off a tee. Or try acting out a story. **Pretend play offers many chances to wait, take turns, and negotiate** as children decide how the story will unfold. Another idea is playing “sharing music” where each of you chooses an instrument to play and set an egg-timer for 1 minute. When the timer goes off, switch instruments and set the timer again.

**For more information go to: [www.zerotothree.org](http://www.zerotothree.org) and [www.vanderbilt.edu/csefel/](http://www.vanderbilt.edu/csefel/)**

### **PROFESSIONAL DEVELOPMENT**

The **CCV Child Care Certificate** prepares students for work in the childcare industry and early education environment. Earning the certificate is also excellent preparation for continued study in education and child development. Participants take a total of 24 credits, ranging from Child Development to Introduction to Nutrition and Communication in the Early Childhood Education Workplace. The certificate is also aligned with the Child Care Apprenticeship sponsored courses, the Program Director Credential for early childhood and afterschool program directors, and the Afterschool Professional Credential. For more information about the CCV Child Care Certificate, other child care credential programs and the Vermont Early Childhood Career Ladder, go to: **[www.northernlights.vsc.edu](http://www.northernlights.vsc.edu)**

**Looking for professional development over the summer?** You can search for workshops and classes on the Bright Futures Course Calendar at: **[www.brightfutures.dcf.state.vt.us](http://www.brightfutures.dcf.state.vt.us)**

**For information regarding NEW! bonuses from the Child Development Division for achieving Northern Lights Level certificates and credentials.** If you have received a CDA, an Associates, Bachelors or Masters degree in Early Childhood Education or a related field in the past two years, you may be eligible for a professional development bonus. Check it out at **[www.northernlights.vsc.edu](http://www.northernlights.vsc.edu)**



**Interested in participating in the STARS program but don't know where to start?** Contact **Amethyst** at **388-4304** or **[resource@mjcvt.org](mailto:resource@mjcvt.org)** I will visit your program at a convenient time, such as naptime. Together we can walk through the application and begin the process.



**CULTIVATING HEALTHY LIFESTYLES...** begins in the early years... Having your preschooler help you in the kitchen is a good way to get your child to try new foods. Kids feel good about doing something “grown-up.” Give them small jobs to do. Praise their efforts. Children are much less likely to reject foods that they helped make.

As preschoolers grow, they are able to help out with different tasks in the kitchen. While the following suggestions are typical, children may develop these skills at different ages. Remember to make sure they wash their hands before helping.

**At 2 years:**

- ◆ Wipe tables
- ◆ Hand items to adult to put away (such as after grocery shopping)
- ◆ Place things in trash
- ◆ Tear lettuce or greens
- ◆ Help “read” a cookbook by turning the pages
- ◆ Rinse vegetables or fruit
- ◆ Snap green beans

**At 3 years:**

*All that a 2 year old can do, plus:*

- ◆ Add ingredients
- ◆ Talk about cooking
- ◆ Scoop or mash potatoes
- ◆ Squeeze citrus fruits
- ◆ Stir pancake batter
- ◆ Knead and shape dough
- ◆ Name and count foods
- ◆ Help assemble a pizza



**At 4 years:**

*All that a 3 year old can do, plus:*

- ◆ Peel eggs and some fruits, such as oranges and bananas
- ◆ Set the table
- ◆ Crack eggs
- ◆ Help measure dry ingredients
- ◆ Help make sandwiches and tossed salads

**At 5 years:**

*All that a 4 year old can do, plus:*

- ◆ Measure liquids
- ◆ Cut soft fruits with a dull knife
- ◆ Use an egg beater



**Check out <http://www.mypyramid.gov/> Explore ways to help your children**

- ◆ Grow up healthy.
- ◆ Develop healthy eating habits
- ◆ Try new foods.
- ◆ Play actively everyday.
- ◆ Follow safety rules.

**Learn more:**

- ◆ Sample meals patterns, meals and snacks.
- ◆ Kitchen Activities for children.
- ◆ Search for more information.
- ◆ Be a healthy role model.

**Join First Lady Michelle Obama,** community leaders, teachers, doctors, nurses, moms and dads in a nationwide campaign to tackle the challenge of childhood obesity. Learn more at: <http://www.letsmove.gov>

**Let’s Move! has an ambitious but important goal: to solve the epidemic of childhood obesity within a generation.** Let’s Move will give parents the support they need, provide healthier food in schools, help our kids to be more physically active, and make healthy, affordable food available in every part of our country.

**For More Resources: HeadStart BodyStart: [www.aahperd.org/headstartbodystart/](http://www.aahperd.org/headstartbodystart/)**

# be a healthy role model for children

## 10 tips for setting good examples



**You are the most important influence on your child.** You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it's easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

### 1 show by example

Eat fruits, vegetables, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.

### 2 go food shopping together



Grocery shopping can teach your child about food and nutrition. Discuss where fruits, vegetables, grains, milk, and meats come from. Let your children make healthy choices.

### 3 get creative in the kitchen

Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve "Janie's Salad" or "Jackie's Sweet Potatoes" for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.

### 4 offer the same foods for everyone

Stop being a "short-order cook" by making different dishes to please children. It's easier to plan family meals when everyone eats the same foods.



### 5 reward with attention, not food

Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need "extras"—such as candy or cookies—as replacement foods.

### 6 focus on each other at the table

Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make meals a stress-free time.

### 7 listen to your child

If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask "Which would you like for dinner: broccoli or cauliflower?" instead of "Do you want broccoli for dinner?"

### 8 limit screen time

Allow no more than 2 hours of TV a day, as recommended by the American Academy of Pediatrics. Get up and move during commercials. Get some physical activity and avoid the marketing.

### 9 encourage physical activity

Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.



### 10 be a good food role model

Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

# cut back on sweet treats

## 10 tips to cut back on added sugars



**Cut back on buying foods and beverages with added sugars.** If you don't buy them, your kids won't get them very often. Eating too many sweet treats can contribute to tooth decay and overweight. So, it is important for kids, and adults, to limit eating sugary foods and drinks.

### 1 serve small portions

It's not necessary to get rid of all sweets and desserts. Instead, teach your child that a small amount of sweets or a treat can go a long ways. Use smaller bowls, plates, and utensils for your child to eat with. Children can practice serving from small bowls as you help them.

### 2 skip the soda

Soda is high in calories and contains a lot of sugar. Skip the store's soda or sweetened beverage aisle completely. Remind your child that you've already picked out a juice together. Make fresh fruit smoothies together by blending fresh or frozen fruit with fat-free or low-fat milk and yogurt or 100% juice.



### 3 use the check-out lane that does not display candy

Most grocery stores will have a candy-free check-out lane to help moms out. Waiting in a store line makes it easy for children to ask for the candy or gum that is right in front of their faces to tempt them.

### 4 choose not to offer sweets as rewards

By offering food as a reward for good behavior, children learn to think that some foods are better than other foods. Reward your child with kind words and comforting hugs or non-food items, like stickers, to make them feel special.

### 5 offer fruit for dessert

Serve baked apples, pears, or enjoy a fruit salad. Or, serve yummy frozen juice bars (100% juice) as a healthy option instead of high-fat desserts.



### 6 make food fun

Sugary foods that are marketed to kids are advertised as "fun foods." Try making nutritious foods fun by preparing them with your child's help and being creative together. Make a smiley face with sliced bananas for eyes, raisins for a nose, and an orange slice for a mouth. Or, cut fruit into fun and easy shapes with cookie cutters.

### 7 encourage children to invent new snacks

Make your own trail mixes from dry cereal, dried fruit, and nuts or seeds. Provide them with a table full of fresh and nutritious foods, and allow children to pick and choose what they want in their "new" innovative snack.



### 8 name a food your child helps make

Serve "Dawn's Salad" or "Peter's Sweet Potatoes" for dinner. The food will be nutritious and your child will be proud of the meal he or she helped create. They will also be more willing to try new things if they get involved in meal planning.

### 9 play with food

Let your child make towers out of whole-grain crackers or make funny faces on plates with pieces of fruit.

### 10 if meals are not eaten, kids do not need "extras"

Candy or cookies are not replacements for foods not eaten at meal times.

## WHAT'S HAPPENING

**STORY TIMES**--check w/ your library for days & times of story hours & special events.

### **RECREATION**

- **Bristol** for information **453-5885** or visit **www.bristolrec.org**
- **Middlebury** for information **388-8104** or **388-4041**
- **Vergennes** contact **Tara Brooks @877-1159 T&W, 8 am -12 pm** or **recreation@vergennes.org**

**SUMMER PLAYGROUP: Quarry Hill School—Mondays and Wednesdays, 9:30-11:30.**  
\$2/child suggested donation, snacks provided Monday June 21st-July. Generously supported by BBF, Parent Child Center and Neat Repeats

**AUTISM SUPPORT DAILY** is a parent-led support group open to parents, families and friends of those on the spectrum. New members are always welcome. For info 802-660-7240 or **lynnmgeorge@adelphia.net** or **www.autismsupportdaily.com**

**VERGENNES AREA RESCUE SQUAD** has 3 technicians for fitting car seats—Beth Bannister, Chuck Welch and Becca Webb. They are holding “fitting station” hours on the first **Thursday of each month from 3:00-6:00 pm** and on the **third Saturday from 9:00 am to 1:00 pm**. Phone **877-3683**

**THE PARENTS' STRESS LINE** is available in Vermont to parents, professionals, and community members for parenting support, resources and referrals. **What types of issues do people call about?** People call for a variety of different reasons. Some are having a particularly difficult day with a child and just need a listening ear, for some it's an ongoing problem and they are wondering where to turn next for more professional assistance. Often, calls have come because of the many stresses of being a single parent or difficulties dealing with a former partner. Sometimes people call because they want to find out where the nearest parent education programs are located. Or they call because they don't want to abuse their children anymore and are looking for help. **Is this a counseling service?** The support team is available to provide a listening ear, resources and referrals, but they are not trained counselors. **The Stress Line is open Monday - Friday from 9AM - 5PM.** The phone number is **1-800-CHILDREN (1-800-244-5373)** you can also e-mail us at: **pcavt@pcavt.org**

The **VERMONT FAMILY NETWORK (VFN)** is the merged organization of Parent to Parent of VT and the VT Parent Information Center (VPIC) **1-800-800-4005** or **www.VermontFamily Network.org**

### **SCHOOLAGE CARE NEEDED IN BRIDPORT**

Are you interested in caring for schoolage children in your home after school? We are looking for someone in Bridport with a love of schoolage children and an understanding of their needs and development. If you would like more information regarding how to become a registered family child care provider, please contact Amethyst at 388-4304 or **resource@mjcvt.org**

Addison County Child Care Services  
81 Water Street  
Middlebury, VT 05753



Kaplan Early Learning Company now offers discounts for Vermont programs participating in Vermont's STARS Step Ahead Recognition System - [www.dcf.vermont.gov/cdd/stars/](http://www.dcf.vermont.gov/cdd/stars/) You can receive discounts on purchases and shipping for the following STARS levels:

- One Star – free shipping on a minimum order of \$100**
- Two Stars – 10% discount & free UPS shipping with a minimum order of \$100**
- Three Stars – 15% discount & free UPS shipping with a minimum order of \$100**
- Four Stars – 15% discount & free UPS shipping with any order**
- Five Stars – 17% discount & free UPS shipping with any order**

**To receive the discount, fax your STARS certificate with your first order to the Kaplan customer service 800-452-7526. For mo information visit [www.kaplanco.com](http://www.kaplanco.com)**

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