

Summer 2013

Connections

**Community
Partnerships:
Health and
Safety**

**Save a Life:
Food Allergies
in Child Care**

**A Collaborative
Partnership Combating
Obesity in Marin and Beyond**





YOUR MOMENT »

TO TURN EXPERIENCE
INTO EXPERTISE.

***Children never stop growing.
Neither should you. Discover the
newest insights in early childhood
development at Pacific Oaks'
School of Education.***

For more information, visit pacificoaks.edu



Summer 2013

Connections

association news

- 2 CAEYC Contact Information
- 3 Affiliate Meetings Schedule
- 4 NAEYC News
- 4 In Memoriam—Remembering Christine Lamm
- 7 Marin AEYC
- 8 Beach Cities AEYC
- 9 Peninsula AEYC
- 10 Reflections on the 2013 CAEYC Conference

committee updates

- 12 NAEYC Accreditation
- 15 Nominations and Elections
- 15 Call for Nominations

community partnerships: health and safety

- 16 “Would This Happen To Me?”—Helping Children with their Emotional Needs after a Disaster
- 18 Shasta County Promotes Early Literacy as a Means of Health Equity for all Citizens
- 21 Call to Action: Healthy Kern, Healthy You
- 22 A Collaborative Partnership Combating Obesity in Marin and Beyond**
- 23 Community Collaboration Par Excellence
- 24 Save a Life: Food Allergies in Child Care**
- 26 Salve una vida: Alergias alimenticias en el cuidado infantil

for the children

- 28 Early Learning Advocacy Day

resources

- 1 CAEYC Meetings & Events Calendar
- 15 Resource Guide
- 15 CAEYC Social Networks
- 18 Save the Date: 2013 The Forum for Professional Development
- 21 Looking for a Career in the ECE Field?
- 30 Save the Date: 2014 CAEYC Annual Conference & Expo
- 30 Make Your Connections
- 31 More benefits for CAEYC Members
- 32 Literature Reviews

CAEYC has adopted NAEYC’s Code of Ethical Conduct and Statement of Commitment. Therefore, all articles, materials, publications and advertisements (pictures and text) shall support CAEYC’s values and definitions of developmentally appropriate practices, anti-bias curriculum and nurturance of diversity.

journal staff

Tracy Brown
Art Director

Wendy Fardanesh
Senior Designer

Diana Granger
Advertising Coordinator
Granger Marketing Works
(530) 642-0111

CAEYC executive staff

Sandra Giarde, CAE
Executive Director

Deidre Bryant
Director of Professional Development

Micheyl Barnett
Director of Conferences & Events

Michele Holcomb
Director of Membership & Marketing

Lynn Ronsee
Administrative Assistant

CAEYC 2013-14 executive committee

Elected Officers

- Ellie Kaucher.....President
- Cary Larson-McKay.....President-Elect
- Shu-Chen Jenny Yen.....Vice President
- Birgit Monks.....Secretary
- Kathy Thompson.....Treasurer
- Carolyn Sanders.....Member-at-Large
- Kelly Lake.....Immediate Past President

CAEYC meetings & events calendar*

Fall 2013

2013 Forum for Professional Development

April 3–5, 2014

Annual Conference & Expo
Pasadena, CA

Thursday, April 3: Leadership Day

*Friday, April 4–Saturday, April 5:
Conference & Expo*

*Subject to change.

CAEYC Connections is the official journal of the California Association for the Education of Young Children, an affiliate of the National Association for the Education of Young Children. Connections is published two times per year. CAEYC membership dues include a subscription to *Connections*.

Articles, letters, and calendar items may be submitted to the CAEYC office or sent via e-mail to the editor at info@caeyc.org. Please provide contact name, phone number and e-mail address.

Affiliates of the National Association for the Education of Young Children may reprint any and all articles, provided that full credit is given to the author and to CAEYC. All others must obtain permission to reprint from the author and CAEYC.

The California Association for the Education of Young Children assumes no responsibility for any statement of fact or opinion appearing in Connections. Acceptance of advertising implies no endorsement of any products or services by the Association.

Copyright © 2013 by the California Association for the Education of Young Children. All rights reserved.



950 Glenn Drive, Suite 150
Folsom, CA 95630
(916) 486-7750 • (916) 486-7765
info@caeyc.org

www.caeyc.org

CAEYC Contact Information

AFFILIATE PRESIDENTS



Region 1

California Cascade	Cindy Dykstra	CCAeyc@aol.com
El Dorado	Elizabeth Ferry-Perata	eferry4111@pacbell.net
Gold Country	Sarah Cammon	sarahcammon@yahoo.com
Humboldt	Leah Sanders	leahherb@msn.com
Mendocino Coast	Georgia Collin	collin@mcn.org
Redwood Empire	Jill Carey	jillkcarey@sbcglobal.net
Sacramento Valley	Patricia Alexander	misspatdc@aol.com
Twin Cities	Tonya Byers	tonya.byers@yubacoe.k12.ca.us

Region 2

Contra Costa	Elsie Witt	elsiejwitt@aol.com
East Bay	Marva Lyons	happymarva57@yahoo.com
Marin	Sandra Jacklin	sandyjacklin@comcast.net
Peninsula	Shalek Chappill	paeyc_communication@yahoo.com
San Francisco	Vacant	
Solano-Napa	Becky Billing	becky.billing@gmail.com
Sonoma County	Lia Thompson-Clark	thompsol@sonoma.edu

Region 3

Central California	Estefana Antonio	estefana_05@yahoo.com
Central Coast	Eileen McCourt	eileen@praxisconsultant.com
Central Valley	Bettina Engelman	bengelman@ehsd.cccounty.us
Stanislaus	Leticia Sida	sida3008@yahoo.com

Region 4

Kern	Stacy Lynne Barnett	slkclassic@gmail.com
Pacific Coast	Terri Allison	terri@storytellercenter.org
Ventura County	Tammy Grodt	grodtfamily@att.net

Region 5

Beach Cities	Lindsey Leigh Evans	lindseyleighvans@gmail.com
Foothill	Laurene Herrera	laurene@serendipityschool.com
Los Angeles Metropolitan	Gloria Davis	gloriadavi@aol.com
Southern California	Fran Chasen	fran.chasen@gmail.com
Southern California Valley	Michelle Ventimiglia	michellevee@earthlink.net
Verdugo Hills	Vacant	

Region 6

Arrowhead	Yolanda Carlos	aaeyccarlos@gmail.com
Orange County	Shelia Arnold	sarnold@ocde.us
San Diego	Cynthia Cesena	cjcesena@rocketmail.com

affiliate meetings schedule

AFFILIATE	ID#	DAY	TIME	LOCATION	CONTACT	PHONE	E-MAIL
REGION 1							
California Cascade	179	TBD	TBD	TBD	Cindy Dykstra	Not available	ccaeyc@aol.com
El Dorado	451	4th Wed./month	6:00-8:00pm	Location varies	Elizabeth Ferry-Perata	(916) 204-2722	eldoradoeyc@gmail.com
Gold Country	304	TBD	TBD	TBD	Sarah Cammon	(530) 477-5772	sarahcammon@yahoo.com
Humboldt	223	3rd Wed./month	6:30pm	Location varies	Leah Sanders	Not available	leahherb@msn.com
Mendocino Coast	337	Quarterly Mtgs.	Time varies	Location varies	Georgia Collin	(707) 937-4913 (707) 877-3419	collin@mcn.org
Redwood Empire	287	1st Thur./month	5:45pm	Mendocino Office of Education 2240 Old River Rd., Ukiah	Jill Carey	(707) 972-5999	jillcarey@sbcglobal.net
Sacramento Valley	10	3rd Mon./month	7:00-8:30pm	SMUD Building, Sacramento 6201 S Street, Sacramento	Pat Alexander	(916) 691-6821	misspatdc@aol.com
Twin Cities	83	2nd Mon./month	6:00-8:00pm	Child Care Planning Council	Tonya Byers	(530) 749-4041	tonya.byers@yubacoe.k12.ca.us
REGION 2							
Contra Costa	566	1st Wed./month	6:30-8:30pm	Contra Costa Child Care Institute 1035 Detroit Ave., Concord	Elsie Witt	(925) 935-0463	Elsiejwitt@aol.com
East Bay	6	2nd Tues./month	6:30-8:30pm	1151 Harbor Bay Pkwy., Alameda	Marva Lyons	(510) 521-3997	happymarva57@yahoo.com or ebaeyc@gmail.com
Marin	421	2nd Mon./month (No mtg. July-Aug)	6:45-8:00pm	MC3 555 Northgate Blvd., San Rafael	Sandra Jacklin	(415) 272-2442	sandyjacklin@comcast.net
Peninsula	9	Monthly	6:30-8:30pm	Location varies	Shalek Chappill	Not available	paeyc_communication@ yahoo.com
Solano-Napa	131	TBD	TBD	TBD	Becky Billing	(707) 745-0949	becky.billing@gmail.com
REGION 3							
Central California	904	2nd Tues. or Thur./mo.	6:30-8:00pm	Location varies	Estefana Antonio	Not available	estefana_05@yahoo.com
Central Coast	333	TBD	TBD	TBD	Eileen McCourt	Not available	eileen@praxisconsultant.com
Central Valley	75	4th Sat. (Sept/Nov/Jan/ Mar/May/June)	10:00am- 12:00pm	Panera Bread Co., Stockton	Bettina Engelman	(209) 601-9467	bengelman@ehsd.cccounty.us
Stanislaus	159	1st Thur./month	5:30-7:30pm	Location varies	Leticia Sida	Not available	sida3008@yahoo.com
REGION 4							
Kern	323	2nd Wed./month	4:00-6:00pm	Community Connection for Child Care, 2000-24th Street	Kern AEYC	(661) 412-2392	kernaeyc@gmail.com
Pacific Coast	408	Every third month	TBD	TBD	Terri Allison	(805) 682-9585	terri@storytellercenter.org
Ventura County	354	2nd Wed./month (Jul/Aug – no meeting)	7:00-9:00pm	Location Varies	Tammy Grodt	Not available	grodtfamily@att.net
REGION 5							
Beach Cities	905	2nd Tues./month	6:30-8:00pm	Long Beach City College, 1305 E. Pacific Coast Hwy.	Lindsey Evans	Not available	lindseyleighvans@gmail.com
Foothill	322	TBD	TBD	TBD	Laurene Herrera	Not available	laurene@serendipity preschool.com
LA Metropolitan	325	2nd Mon./month	7:00-8:30pm	Girls Club of L.A.	Gloria Davis	(323) 754-2122, ext. 19	gloriadavi@aol.com
Southern California	903	3rd Sat./month	TBD	CDCLA, 315 W. 9th, Suite 500 Los Angeles	Fran Chasen	Not available	fran.chasen@gmail.com
Southern California Valley	330	2nd Sat./month	9:00-11:00am	Location Varies	Michelle Ventimiglia	(818) 497-8800	michellevee@earthlink.net
REGION 6							
Arrowhead	901	Every other month	6:30-8:30pm	Chaffey College, Children's Center Rancho Cucamonga	Yolanda Carlos	Not available	aaeyccarlos@gmail.com
Orange County	900	Quarterly Mtgs.	12:30-3:30pm	Santa Ana College, B-33	Shelia Arnold	Not available	sarnold@ocde.us or visit www.oceaeyc.org
San Diego	902	Jan/Mar/May/Sept/Nov	6:00pm	Location varies	Cynthia Cesena	Not available	cjcesena@rocketmail.com or visit www.sandiegoaeyc.org

To update or add your affiliate meeting information, please contact CAEYC at info@caeyc.org or (916) 486-7750.

NAEYC News

NAEYC announces new Executive Director—Rhian Evans Allvin



The National Association for the Education of Young Children announced that Rhian Evans Allvin has accepted the position as the Association's next executive director. Evans Allvin will assume leadership of the organization effective August 12, 2013 following the retirement of Dr. Jerlean Daniel.

"We are delighted that Rhian has accepted the position of NAEYC Executive Director," said Gera Jacobs, President of the NAEYC Governing Board. "We believe she has the vision and expertise to effectively lead the organization into the future."

In Arizona, Evans Allvin was instrumental in launching the statewide ballot initiative known as First Things First, where she currently serves as CEO. Her leadership has focused on advancing early childhood policy and quality in the early childhood system through a statewide network of local councils.

As CEO of First Things First, Evans Allvin has successfully managed a \$150 million annual budget while working with 31 local councils, including 19 of Arizona's 21 federally recognized Native American tribes, to ensure expanded early learning services for all of Arizona's young children and families. She has shepherded the development of Quality First—Arizona's voluntary quality improvement and rating system for early child care and education.

"This is an extraordinary time in the field of early care and education, and I believe NAEYC is poised to advance early childhood policy and practice across the country," Evans Allvin said. "I look forward to leading the NAEYC team into its next era of service on behalf of America's youngest children."



In Memoriam-Remembering Christine Lamm



On June 11, 2013, the early childhood world lost one of its brightest lights. Dr. Christine Lamm passed away while relaxing with some of her closest friends and colleagues after the Concerned Educators Allied for a Safe Environment (CEASE) retreat in Massachusetts.

Most of us knew her simply as Chris, the earnest, passionate, collaborative, affirming, constructive and "Sí se puede" presence in whatever setting we encountered her. Educator, activist, and community organizer, we found her in so many settings in our ECE life seemingly simultaneously: Professor at Fullerton College's Child Development and Educational Studies Department, CAEYC Board (Chair of Peace and Environmental Issues), the CAEYC Conference Advocacy Center (which she founded), Non-Violence in the Lives of Children Project, the Orange County Peace Camp (Founder), CEASE, and Stand for Children. At the same time, others would find her at the Fullerton Collaborative (Co-Founder), Faces of Fullerton, Fullerton College Food Bank Collaborative (Founder), Fullerton KinderCaminata,

Faculty Senate and the Umoja Advisory Committee. Her energy and life force touched so many of us, questioning, encouraging, collaborating, and most of all, doing; working together to make a better world for our children, for those less fortunate and for the larger community. Lao Tze, the ancient Chinese philosopher said, "of the great leader, the people will say, we did it ourselves." Those of us who experienced working with Chris recognize her leadership in this saying. She invested everyone around her with personal responsibility, personal power, and the tools and opportunity to work with others to achieve their goals, never taking credit for herself. Chris could find the best in each person. We knew she cared about us all individually, that she loved to share personal stories, to laugh together and to share our triumphs or frustrations. She leaves behind hundreds of educated, motivated teacher/activists who will undoubtedly carry on the work Chris cared about for many years to come.

When asked why she put so much of herself into the many projects she worked on, she would often paraphrase Marian Wright Edelman, one of her many mentors, "The rent you pay for living is the service you give back to your community." Although she lived modestly, Chris paid a lot of "rent" during her life. She tirelessly strove to educate children and teachers, to wipe out bias in human relations, to make our physical and social environments safe and nurturing, to improve educational outcomes for special needs children, to improve equity and opportunity for all by eliminating the educational achievement gap, by connecting community members with each other, and even by simply seeing that people had enough to eat. Chris was willing to fill whatever role she perceived would advance her mission. She could be a tenacious and articulate activist speaking truth to power, an engaging educator requiring critical thinking and excellence from her students, an encouraging collaborator, and a warm, loyal, supportive friend. Chris's impact on our early childhood world will stay with us for a long time, not only due to her accomplishments, but because so many of us will continue implementing what she taught us in our work and in our lives.





SCHOLASTIC

BIG DAY

Scholastic **BIG DAY** is a comprehensive early learning program that embraces children's natural curiosity and encourages them to explore and connect to the world around them. **BIG DAY** helps children work toward mastery of the new Common Core State Standards and aligns seamlessly with Kindergarten programs currently in use in California schools.

Only in BIG DAY will you find these five BIG elements of success!

1 **Big Experiences** launch learning in every lesson.

Meaningful Conversations build oral language and vocabulary.

2

3 **The Best Children's Literature and Nonfiction** provide access to all.

Innovative Technology engages children, teachers, and families.


4

5 **Comprehensive Curriculum** offers total equity in English and Spanish.



Scholastic.com/bigday
(800) 387-1437





SchoolChapters

We are proud to support Early Childhood Programs demonstrating quality.

Create your portfolios for accreditation by the
National Association for the Education of Young Children
online with SchoolChapters.

www.schoolchapters.com
1-800-604-9465



Winner!  **Zoo-phonics®**
Teacher's Choice Award!



Zoo-phonics
Preschool Kit

only
\$299.95*

Zoo-phonics will reach every child, close your
classroom's achievement gaps, and accelerate your
special needs, ELL, and talented and gifted students.

WE GUARANTEE IT!



Order Online: www.zoo-phonics.com or call 800.622.8104

***Use Discount Code CAEYCA3**

Training Available!



Marin AEYC

Marin AEYC hosted its third annual bus tour in May. The tour focused on schools with different educational philosophies; Waldorf, Montessori and Reggio Emilia. At each of the three stops we were greeted by the Director of the school, who talked to the group about the program philosophy and then we toured the classrooms asking questions of both the teachers and directors.

The yearly bus tour takes place on a Saturday from 9:00am-2:30pm, making it accessible to most teachers in our community. Our tour was attended by teachers from varying schools around the Bay Area. Participants enjoyed a catered picnic lunch at the second tour stop. In walking around during this time I was pleased to see participants meeting new people and discussing ideas gained from the classrooms that we visited.

1st Tour

Marin Waldorf School was our first stop where we learned about the philosophy of Rudolf Steiner. What amazed me about the setting was the neutral colors and wood in the classroom. These were classrooms that encouraged dramatic play and life skills, such as making snack and cooking. I also noticed that there were no books displayed in the classroom. At the beginning of every week, the teacher prepares a simple story, accompanied by rhyme, song and puppetry, which the children sit and listen to. The underlying purpose is to cultivate the child's imagination and to strengthen memory skills that will be further developed in the Waldorf kindergarten.

2nd Tour

Marin Montessori is a beautiful campus filled with natural light and wood. The children are grouped in multi-aged classrooms (3-6 year olds) and then elementary (6-12 year olds). The key components of this philosophy are:

- Practical life "exercises that instill care for self, for others and for the environment"
- Sensorial materials which "serve as tools for development"
- Language
- Mathematics
- Geography
- Science: biology, botany, zoology
- Arts: drawing, painting, and music

The Montessori classrooms provided a prepared environment where children are free to respond to their natural drive to work and learn. Each of the classroom "communities" was organized with different centers for math, writing, science and music. I was surprised to see that young children are taught to write in cursive, rather than then printing and that there were no children's art work displayed on the walls. The art work is sent home.

3rd Tour (not pictured)

Kumora School focused on the philosophy of Reggio Emilia in which "Teachers guide children in their quest for social, emotional, physical and cognitive development by providing them with meaningful, concrete and hands on experiences. These experiences inspire the children to continue to play, question, explore and discover." The school is set in a house-like setting, with classrooms that are natural wood. The project work focused on recycled materials and there was much documentation on the walls, as well as displays of the students work. The students had worked on using paper mache and things found in nature to make bowls and recycled objects to create mobiles that hung from the ceilings. Documentation was displayed in the classrooms and portfolios were available for participants of the tour to study.

1st Tour



2nd Tour



BCAEYC—Early Education Action League Explore Nature with Lakeshore and Nature Explore

The morning of May 11 was warm and sunny. On the Lakeshore Kids and Company playground, the birds were chirping and the bees were buzzing about. It was a perfect day for a “Learning with Nature” workshop.

During registration, participants were given the opportunity to explore the Kids and Company playground. The playground’s natural environment provides children with a variety of experiences to connect with the natural world, including gardening and planting areas, a messy materials area (dirt and wood), and natural materials (bricks, tree trunks, etc.) available for use around the yard.

Lakeshore Learning Materials opened their doors and allowed the use of their Conference Room for our workshop. Ellen Veselack, from Nature Explore, provided the participants with personal exploration and hands-on activities, which allowed us to connect to the natural world. During one such activity, Ellen asked participants to choose an item that “spoke” to us, connect with the item, and creatively explain how the item made us feel. Items to choose from included sea shells, tree bark, pine cones, and more. Lynnette Slocomb wrote the following poem to describe her hermit crab shell:

“I wish I were a little shell floating in the water. Along comes a wave and swished me upon the shore. Sitting alone on the white sand, I wonder whose home I will become.”

The workshop was a great blend of hands-on activities and research-based information. A special thank you to Ellen for opening our eyes and hearts to the importance of providing children with opportunities to experience the natural world.

~ Lindsey Evans, BCAEYC President



Food for thought...

DID YOU KNOW? Appropriate interactions with nature help children develop powers of observation and creativity.¹

DID YOU KNOW? Children’s play in natural environments contains more imaginative and creative components that foster language and collaborative skills.²

DID YOU KNOW? Children who spend time in well-designed nature-filled outdoor spaces with nurturing adults develop valuable skills across all learning domains.³

DID YOU KNOW? Children who regularly have positive personal experiences with the natural world show more advanced motor fitness, including coordination, balance and agility.⁴

DID YOU KNOW? A little dirt is good for young children. When a child puts things in his mouth, he is allowing his immune system to explore his environment and practice responses. This is necessary to build a healthy immune protection system.⁵

Reference

¹Crain, William (2001). How nature helps children develop. *Montessori Life*, Summer 2001

²Fjortoft, I. & J. Sageie (2000). The natural environment as a playground for children: Landscape description and analysis of a natural landscape. *Landscape and Urban Planning*, 48(1/2) 83-97

³Miller, D.L. (2007). The seeds of learning: Young children develop important skills through their gardening experiences at a Midwestern early education program. *Applied Environmental Education and Communication*, 6(2)

⁴Fjortoft, Ingunn (2001). The natural environment as a playground for children: The impact of outdoor play activities in pre-primary school children. *Early Childhood Education Journal*, (2): 111-117

⁵Ruebush, M (2009). *Why dirt is good*. New York: Kaplan

BCAEYC—From the Table to the Floor Workshop with Steve Erwin

On a Tuesday night in April 2013, a group of forty local ECE teaching professionals gathered at The Launching Pad in Redondo Beach to explore how children learn science every day at the workshop titled, “From the Table to the Floor,” led by long time early education teacher, advocate, and Kaplan presenter, Steve Erwin.

Through group discussions about participants’ own early experiences learning science and their observations of the ways children engage with science, Erwin led us to confirm the understanding that young children begin learning science as they play curiously in and out of the home as well as wonder freely and make connections about the world in which they live with the support of an enthusiastic adult.

Erwin implores teachers to be guided by the processes and learning foundations of science (classification, number concept, time and space, etc.), but to also remain vibrantly aware of the countless ways children encounter science. For example, children climbing trees, collecting rocks, dropping twigs into rain puddles, and noticing their popsicles melting quicker on a sunny day are natural opportunities for us to seize and use to expand children’s learning about their world that they are so eager to learn about.

Participants were then given a chance to create a list of hands-on activities they would share with their classes to create intentional interactions with science that were sure to spark further questioning and exploration in the children.

~ Jessica Thill, BCAEYC Secretary



Peninsula AEYC Spring Recap

Positive Guidance Series

This spring we held a Positive Guidance series that included more than 15 participants. Over the course of four workshops, participants learned more about identifying, observing, and problem solving for challenging behaviors. Thank you to Lynn Sowers at Carillon Preschool for hosting us all spring! We hope that participants are implementing what they learned in their classrooms and look forward to seeing them at future events. Thank you to everyone who participated for giving up four of your Saturday mornings!

Month of the Young Child Events

PAEYC was proud to participate in two local MOYC events. We had our annual bubble booth at San Jose’s Month of the Young Child Faire and we found that bubbles were equally as popular at National Hispanic University’s El Dia Del Nino event. Thank you to all of our volunteers who made both of these events possible! We connected with providers, parents, and children at both of these events. We can’t wait for next year!

Bright Horizons Tour

We held a tour of one of Bright Horizons’ local mega centers on a Saturday afternoon this May. We had the opportunity to meet staff members, get an overview of the site and its history, and see classrooms. Thank you to everyone at Bright Horizons who made this possible! Though we had a small group attend the tour, we hope to have events like this in the future. Keep an eye out for what’s coming next!



Membership Meeting

PAEYC held its annual election at our Membership Meeting on May 28th. Congratulations to newly elected Board Members, Tammy Tanner (VP of Membership), Debbie Montenegro (Member at Large), and Jennifer Underwood (Member at Large)! We do still have a vacancy for Secretary of the Board. If you are interested in being appointed to this position, send an email to paeyc_communication@yahoo.com. Thank you to Sandra Perez (current VP of Membership) for hosting us at your Downtown Scholars Child Development Center!



Reflections on the 2013 CAEYC Conference

The 2013 CAEYC Conference has come and gone in San Jose this last March. There were approximately 3,000 folks in attendance over the three educational days. Some of the highlights were the engaging keynote presentations by both Dr. Deborah Estes (on Leadership Day) and Patti Digh.

From the surveys you completed we heard that you were pleased with the conference venue, caliber of workshops offered, the expo hall and most of all the opportunity to network with colleagues and make new acquaintances.

Save the Date for next spring where we will do it all over again in Pasadena from April 3-5, 2014. We're looking to make some changes for a better and bigger event that you surely don't want to miss.

We'll see you there!



This was one of the best conferences I have attended in a long time. It was great—from the Keynotes to the workshops.



I loved the presenters that reaffirmed and furthered my views of young children's social-emotional, behavioral and brain development. I thoroughly enjoyed visiting Stanford Bing Preschool!



I love being validated for the work I do with young children.

What I loved: Dr. Este's Keynote; meeting up with old friends; connecting with staff; learning from others from the field.



The timing was well planned, enough time between sessions and for lunch, there was a good variety of workshops and I really got some good ideas.



I liked being able to extend my workshop information by talking personally to presenters at their booths in the exhibit halls.



Excellent conference! Well-organized, welcoming, great presenters, and workshops in close proximity.



I like the enthusiasm of the presenters, especially of Sharon Krull. Her workshop was full of great information on having a successful circle time.

The workshops and expo hall were terrific! It was a great networking opportunity!



Reconnecting with colleagues and attending some great workshops!



Excellent workshops this year. I loved the layout at the convention center. It was so convenient moving from one workshop to the next and there was enough time to move to the workshops without rushing.

I was able to come back with specific tools for the classroom, as well as some inspiration for being a calmer, more content teacher thanks to Patti Digh.

Wiggles and giggles workshop was motivating! I also attended an outdoor classroom workshop, exclusionary play, active play and all were very helpful. I really enjoyed the Keynote speaker on Friday.



I loved the connections with other people who care about children. This conference really helped me validate my passion educating young children. The presenters did a wonderful job. My favorite was a workshop on brain development and was extremely useful. I just cannot wait to share with my peers!



My best experience was seeing Patti Digh, Ronald Mah, Norman Jones, Rebecca Walsh and Jocelyn Halili. It was a magical moment in which I was able to learn not only professionally but personally, too. I had a great time!



Both keynote speakers, Deborah and Patti, were outstanding. I have learned so much from them. Most of the workshops I attended were also very informative.



I like the workshops the best: they were unique, different, hands on and the speakers knew what they were talking about.

The conference was well-organized, easy to navigate, and had lots of speakers and workshops that interested me. It was close to my home in Fresno which made it easy for me to get to.

2013 Conference Sponsors

CAEYC proudly thanks its conference sponsors in recognition of their generous financial support and other donations which contributed to the success of this event.

DIAMOND



PLATINUM



GOLD



SILVER



TOPAZ



NAEYC News

NAEYC Accreditation



NAEYC Accreditation represents the mark of quality in early childhood education. It can provide valuable insights into how a preschool, kindergarten, or child care program emphasizes learning, along with good health and safety.

By engaging in self-study and pursuing NAEYC Accreditation, programs discover that they create a stronger and more committed team of teachers, administrators, and families who work together to continually improve program quality. Teachers and administrators find their work more rewarding. Families appreciate and seek out these programs for their children.

NAEYC Accreditation is the nation's leading system for ensuring high quality settings for all children from birth to kindergarten. For more information about NAEYC Accreditation, please visit www.naeyc.org/accreditation.

NAEYC Accredited Centers in California

CAEYC proudly recognizes the following California centers which achieved NAEYC Accreditation in December 2012, January, February, March, April and May 2013. For a current listing of accredited programs by city or zip code, visit www.naeyc.org/accreditation/search.



Alameda

USCG Alameda Child Development Center

Arcadia

Kathy Kredel Nursery School

Beverly Hills

Temple Emanuel Early Childhood Center

Burbank

Warner Bros. Studios Children's Center

Burlingame

Peninsula Temple Shalom Preschool

Carlsbad

La Costa Valley Preschool and Kindergarten

Claremont

Claremont UCC Early Childhood Center

Concord

Concord Child Care Center, Inc.

Culver City

Sony Pictures Child Development Center

Davis

Russell Park Child Development Center

Folsom

Children's Creative Learning Centers Inc., Folsom

Fremont

Kidango Little Washington Township

Fresno

Hansel and Gretel I & II
Parlier Migrant Child Care Center

Hacienda Heights

Shepherd of the Valley Preschool

La Palma

Stepping Stones School

Los Angeles

Children's Institute, Inc., Vista Nueva
St. Sebastian Preschool
The Jeffrey Foundation
UCLA Early Care and Education, Krieger Center
Westwood Presbyterian Church Preschool

Monrovia

Serendipity Early Care and Education Center

Monterey

Children's Creative Learning Center

Rancho Santa Margarita

Country Village Preschool

Redondo Beach

Lincoln Child Development Center

Redwood City

Beresford Montessori, Inc.

Ridgecrest

Inyokern State Preschool
Pierce State Preschool

Sacramento

Shalom School Early Childhood Education

San Carlos

Trinity Presbyterian Nursery School

San Diego

Bright Horizons Kids on Broadway
Chollas Heights Child Development Center
Patrick Wade Child Development Center
Rancho Bernardo Community Presbyterian Church Preschool
University City United Church Preschool

San Mateo

Laurel Head Start
Magnolia Head Start
Moonridge Child Development Center

Santa Barbara

Santa Barbara Unified School District – Child Development McKinley and Early Years Preschools

Santa Clarita

College of the Canyons Center for Early Childhood Education

Santa Monica

The Growing Place, Ocean Park

Selma

Opportunity Through Education, Inc.

Sherman Oaks

Woodcrest Preschool Sherman Oaks

South San Francisco

Gateway Child Development Center

Tarzana

Woodcrest Preschool

kiddos love

SLEEPING ON A RAINBOW



FREE
SHEETS
OFFER

RAINBOW
REST MATS ARE
DURABLE, CLEAN & COMFY!

Includes all five vibrant colors!



Free! Buy five or more Rainbow Rest Mats and receive an equal number of **free sheets!**

Visit: www.ecr4kids.com/freematsheets3



Promotion valid through September 30, 2013.
Minimum purchase required.


www.ecr4kids.com

ECR4Kids Rainbow Rest Mats are available from these Premier Partners.
Additional partners can be found at www.ecr4kids.com/freematsheets3











Advance Your Education

BRANDMAN UNIVERSITY

School of Education is committed to helping the next generation of teachers embrace technology and innovate in the classroom. We offer relevant degree options for your career path in Early Childhood Education which embed opportunities to apply the CA Learning and Development Foundations and Common Core State Standards.

Fall Term Dates:

September 3, 2013

October 28, 2013

Spring Term Dates:

January 6, 2014

March 3, 2014

LEARN MORE TODAY

Brandman.edu/teach

- ▶ **BA Early Childhood Education**
 Builds on the Curriculum Alignment Project Eight (CAP 8)
 Aligns with the NAEYC Standards and CA Early Childhood Educator Competencies
- ▶ **MA Education, Leadership in Early Childhood Education**
 Path to becoming an administrator, director, college instructor
 Focus on theories, issues and trends
- ▶ **MA Special Education**
 Early Childhood Emphasis
- ▶ **MA Teaching**
 Elementary Education
- ▶ **Credentials**
 Multiple Subject



CHAPMAN UNIVERSITY SYSTEM

Nominations and Elections

On behalf of the Nominations and Elections Committee, we are pleased to announce the results for the positions of President Elect and Secretary for the CAEYC Board of Directors. Based on the votes of the membership of CAEYC, Cary Larson-McKay was elected President Elect and Birgit Monks was elected Secretary.



Cary Larson-McKay,
President Elect



Birgit Monks,
Secretary

Both Cary and Birgit will bring a sense of energy, commitment, and knowledge to CAEYC. These newly elected officers will be serving CAEYC members from July 1, 2013 through June 30, 2015.

resource guide

EARLY LEARNING PRODUCTS

Bloomers! Schoolyard
(323) 855-6756
www.bloomersschoolyard.org
SEE OUR AD ON PAGE 20

CA Destination Imagination
(858) 864-7172
www.pathways.caldi.org
SEE OUR AD ON PAGE 31

ColorSoundation
(310) 441-8311
www.colorsoundation.com
SEE OUR AD ON PAGE 20

Kaplan Early Learning Company
(800) 334-2014
www.kaplanco.com
SEE OUR AD ON BACK COVER

Rowland Reading Foundation
(800) 433-3182
www.superkidsreading.org
SEE OUR AD ON PAGE 20

Scholastic
(800) 387-1437
www.scholastic.com/bigday
SEE OUR AD ON PAGE 5

Zoo-Phonics, Inc.
(800) 622-8104
www.zoo-phonics.com
SEE OUR AD ON PAGE 6

EMPLOYMENT SERVICES

Search Associates
(253) 301-4027
www.searchassociates.com
SEE OUR AD ON PAGE 31

INDOOR/OUTDOOR FURNITURE

Drymate
(800) 872-8201 ext.
www.drymate.com
SEE OUR AD ON PAGE 20

ECR4Kids
www.ecr4kids.com/
freematsheets3
SEE OUR AD ON PAGE 13

PROFESSIONAL EDUCATION AND TRAINING

Brandman University
www.brandman.edu/teach
SEE OUR AD ON PAGE 14

Bright Horizons
www.brighthorizons.com/
careers
SEE OUR AD ON PAGE 29

Cambridge College
(800) 695-4707 ext. 1564
www.cambridgecollege.edu/
inlandempire
SEE OUR AD ON PAGE 19

Child Development Training Consortium
(209) 572-6080
www.childdevelopment.org
SEE OUR AD ON PAGE 19

Latino Family Literacy
(877) LECTURA
www.LatinoLiteracy.com
SEE OUR AD ON PAGE 29

Mexican American Opportunity Foundation
(323) 890-1555
www.earlyed@maof.org
SEE OUR AD ON PAGE 29

North American Montessori Center
(877) 531-6665
www.montessoritraining.net
SEE OUR AD ON PAGE 29

Pacific Oaks College
www.pacificoaks.edu
SEE OUR AD ON
INSIDE FRONT COVER

School Chapters
(800) 604-9465
www.schoolchapters.com
SEE OUR AD ON PAGE 6

Note: Resources listed are paid advertisers in this issue of Connections journal.

Call for Nominations CAEYC Board

Greetings to Everyone! As one program year for CAEYC is getting ready to end and another one will begin soon, it is never too early to think about the nomination and election process.

For the 2013-2014 program year, the Committee on Nominations and Elections will be asking CAEYC members to consider nominations for and the election of the following positions:

Vice President
(two-year term beginning July 1, 2014)

Treasurer
(two-year term beginning July 1, 2014)

As with all CAEYC Board of Director positions voted on by the membership of CAEYC, these two positions are important in accomplishing the mission and goals of the association. So it is important that each of you think about yourself or someone you know to nominate. CAEYC needs qualified candidates to continue the work all of us are passionate about.

The nomination forms and job descriptions for the positions of Vice President and Treasurer will be available on the CAEYC website (www.caeyc.org) in the Fall.

If you have any questions, please contact Cary Larson-McKay, chair of the Committee on Nominations and Elections, at cary_mckay@yahoo.com.

CAEYC Social Networks

facebook

www.facebook.com/caeyc

twitter

www.twitter.com/caeyc

YouTube

Broadcast Yourself™
www.youtube.com/califaeyc



“Would This Happen To Me?”—Helping Children with their Emotional Needs after a Disaster

Most recently there have been many natural disasters and man-produced tragedies that have occurred around the world including typhoons in Taiwan and the Philippines; earthquakes in Chile, Indonesia, and China; a Tsunami in Japan; shooting in Connecticut, the Boston marathon bombing, and recently 19 firefighters in Arizona, died while fighting with a wild fire. With the abundance of hand-held devices (e.g., smart phones, tablets, iPods, etc.) young children today are exposed to a variety of news like the above without appropriate parental control. When viewing traumatic videos or pictures on the news, young children may not understand the story completely and may be afraid that the same disaster would happen to them. In their minds, they might be scared and are not sure how to communicate with adults or even ask for help. The purpose of this article is to inform early childhood educators about children’s typical reactions towards a disaster, to share some work I have done with Taiwanese children, and lastly to share resources and strategies on how to assist children with their emotional needs after a disaster.

In 2009, Morakat, the deadliest typhoon in Taiwan’s recorded history, struck Taiwan and took the lives of more than 619 people. The total damage of one single natural disaster was about \$3.3 billion (Taiwan Government Information Office, 2009). When I learned about this disaster, I worried about Taiwanese children’s basic living environment and their emotional needs. Working with the Asian Interest Forum (AIF) advisors of NAEYC, we translated information related to coping with natural disasters into Chinese in a timely manner. In addition, we worked with Ministry of Education, and the Child Welfare League Foundation (CWLF) in Taiwan, for information dissemination. We also worked with a major bookstore in Taipei, Taiwan, to launch a book fair offering resources to help children and families cope with natural disasters. I created a social story with an artist explaining to children about typhoon Morokat. I flew to Taiwan, and worked with local experts to lead trainings for early childhood teachers and volunteers on how to help children and families deal with the aftereffects of the disaster (Yen, Baba, & Junn, 2010).

While aiding the Taiwanese children’s emotional needs after the typhoon, I found one strategy that was particularly useful, which was the social story approach, originating in the special education field to assist children with special needs learn certain basic skills (e.g., classroom routines) (Briody & McGarry, 2005). The authors provided detailed instruction on how to create a social story to assist children dealing with particular challenging tasks or life events. Many ECE teachers started to create stories to assist children with emotional or behavioral issues in early childhood classrooms (e.g., separation anxiety) and found it to be effective. I wrote a social story with the intention to compose a culturally appropriate storybook explaining to children the cause and the typhoon’s damage to their friends, families, schools, and homes. The storybook reassured children of their safety and taught them how to cope with their fears. The social story had successfully helped to teach many young Taiwanese typhoon victims to deal with fears and learn how to deal with the after-typhoon challenges.

Magination Press, the children’s book imprint of the American Psychological Association (APA), also published books to help children, teens, and adults deal with life challenges, difficulties, and crisis (<http://www.apa.org/pubs/magination/>). Most of the books started with an age appropriate storyline, explained the facts and causes of certain natural disasters,

explored common emotions children may feel, and offered strategies working toward identified emotions. In the endnote, the author typically provided research outcomes on children’s emotional disturbance, and offered helpful strategies and resources for parents and adults aiding young children to cope with a natural crisis, trauma, or disaster. For example, Susan Farber Straus (2013) published a new book, *Healing Days: A Guide for Kids Who Have Experienced Trauma*, assisting children who experience a certain trauma to understand their feelings, thoughts, and behaviors after scary things happen. Children were able to understand their response to the traumatic event and learn strategies for feeling safe, relax, and confident. The Magination Press also offered a variety of book titles including divorce, death, bullying, and more.

Keeping developmentally appropriate practices (DAP) in mind, teachers should understand that children may show different emotional reactions toward a disaster, and possess a variety of coping skills/strategies. In addition, teachers should consider the following when dealing with children’s aftermath of a disaster: children’s age, gender, maturity, experience of trauma, and exposure to the media of the disaster. Parents and teachers should be advised on observing signs for young children’s stress responses during or after a disaster. For example, children may show some of the signs including thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal from friends and routines. On page 17 is a summary of developmentally appropriate strategies on how to support children’s emotional needs after a disaster or traumatic experience.

References

- Briody, J., & K. McGarry. (2005, September). Using social stories to ease children’s transitions. *Young Children*, 60(5), 38–42.
- Greenman, J. (2005). What happened to my world? Helping children cope with natural disaster and catastrophe. Retrieved from www.naccrra.org/docs/emergency/what_happened_to_my_world.pdf
- Ippen, C. G, Lieberman, A.F., & Van Horn, P. (2005). After a disaster: Helping young children heal. Retrieved from [www.zerotothree.org/site/DocMinistry_of_Education_Taiwan_Republic_of_China_\(2009\).Retrieved_from_http://english.moe.gov.tw/mp.asp?mp=1](http://www.zerotothree.org/site/DocMinistry_of_Education_Taiwan_Republic_of_China_(2009).Retrieved_from_http://english.moe.gov.tw/mp.asp?mp=1)
- NACCRRRA. (n.d.). Tips for helping preschool children. Retrieved from www.naccrra.org/docs/emergency/Tips_for_Helping_Pre_School_Children.pdf
- Taiwan Government Information Office, Republic of China (2009). Retrieved from <http://taiwanreview.nat.gov.tw/ct.asp?xItem=70383&ctNoDe=1337&mp=1>
- Yen, S. C., Baba, S., & Junn, E. (2010, September). Aiding young children in Taiwan’s typhoon disaster: How an NAEYC interest forum takes action, *Young Children*, 65(5), 62–64.

Dr. Shu-Chen Jenny Yen is an Associate Professor in the Department of Child and Adolescent Studies at California State University, Fullerton. She is the Vice President of CAEYC. Jenny Yen has been working in the field of Early Childhood Education for over 17 years.



How to Support Children After a Disaster

(Greenman, 2005; Ippen, Lieberman, & Van Horn, 2005; NACCRRA, n.d.)

Infants/toddlers

- Stay calm when around children and speak in soft tones.
- Give children lots of attention, hugs, and physical contact.
- Maintain a predictable routine, at the very least for bedtime.
- Redirect children's aggressive behaviors into positive activities (e.g., reading books).

Preschoolers

- Resume normal routines and favorite rituals, and keep children physically active.
- Provide children ample time with calm, loving, reassuring adults.
- Give children plenty of physical/verbal reassurance that they and you will be OK (but acknowledge their scared or upset feelings).
- Have children express how they feel via storytelling, play, or art.
- Encourage children to help one another and to improve their immediate environment.

School-age children

- Encourage children to talk about their feelings by asking questions such as, "What worries you most?" Provide reassuring, realistic answers.
- Stress that this incident is rare, but avoid making false promises.
- Help children support others, such as donating money or toys.
- Redirect children's attention to the positive, such as noting that lots of people are helping out, and conditions are improving.
- Share selected positive news stories.



Typhoon Morakot Social Story
 Author: Shu-Chen Jenny Yen and Shu-Nu Yen
 Illustrator: Yu Ju Chen
 Permission to reprint images granted by author.

Shasta County Promotes Early Literacy as a Means of Health Equity for all Citizens

In April of 2010 a meeting was convened by Shasta County Public Health Department that was a Leadership Summit called "Roots of our Health." Invitees to this meeting included Physicians, educators, employers, community leaders and those with an interest in improving the health of the community. The summit focused on the jobs, level of education and ability to provide enriching environments to young children and how that has an effect on a community's health.



At the summit, data on Shasta County population revealed alarming information that pointed to the fact that early literacy was a key indicator of a child's success in school, and later life outcomes. For children who are not reading on grade level at third grade (when reading becomes not just "learning to read," but "reading to learn"), statistics show that there is a greater risk that students will remain behind. However, the fact is that the

school readiness gap mirrors the achievement gap and addressing literacy starting in Kindergarten does not prevent lack of school success. Shasta County wanted to look at the child from birth in terms of prevention of school failure.

As a result of that summit, the Shasta Early Literacy Project (SELP) was formed. This interagency task force created several approaches to addressing the importance of early literacy. Committee members come from public and private organizations including service club representatives.

The first task the committee took on was kicking off a community wide reading event. On October 10, 2010, the first "Take 10 and do it Again" event took place. Community leaders and local celebrities read in over 50 locations to approximately 650 children. Children were given books at each of the locations. This event has become an annual one and happens on October 10 and March 20 of each year.



Following the Take 10 event, the group started an intense messaging campaign. They partnered with the local newspaper and television stations to run articles and commercials encouraging reading to a child for a minimum of 20 minutes (throughout the day), from birth. Studies have shown that this makes a significant impact on a child's vocabulary, concepts of print, letter recognition, and phonemic awareness.

The next efforts were to raise funds to provide books to children in the community who might not otherwise have them. Book drives and book promotions have allowed SELP to provide thousands of books to children since 2010. Now SELP attends many community events, one of the largest is project "Homeless Connect" which draws approximately 5,000 individuals each year. They provide books to children or parents who request them at this event.

SELPs latest efforts are to promote "Little Free Libraries" throughout Shasta County. So far, 54 of these libraries have been built and are being sponsored by agencies, community groups and private individuals. The libraries are accessible in neighborhoods, clinics, and other places where families gather.

See Shasta Early Literacy Project on Facebook at <https://www.facebook.com/ShastaEarlyLiteracyProject>.

Kathy Thompson is the Assistant Superintendent of Early Childhood Services for the Shasta County Office of Education. She is a member of the Shasta Early Literacy Project and is the Treasurer for CAEYC. Kathy has been working in the field of early education for more than 30 years.



THE FORUM
FOR PROFESSIONAL DEVELOPMENT

COMING SOON — FALL 2013

SAVE THE DATE

The **Child Development Training Consortium (CDTC)** provides financial and technical assistance to child development students and professionals to promote high quality early education to California's children and families.

SERVICES INCLUDE:

- **Child Development Permit Project** pays the permit application and reimburses fingerprint processing fees to the California Commission on Teacher Credentialing.
- **Community College Program** provides financial support and guidance to students of 102 participating community colleges.
- **Career Incentive Grant** provides reimbursement of tuition and book costs at 4-year college/university.
- **Training Portal** provides information on an array of high quality trainings and online early childhood education/child development courses.
- **California Community Colleges Curriculum Alignment Project (CAP)** supports faculty across the state to develop a lower-division program of study supporting early care and education teacher preparation. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early care and education professionals.



Child Development Training Consortium

1620 N Carpenter Road, Suite C-16

Modesto, CA 95351

209.572.6080

www.childdevelopment.org

Funded by California Department of Education,
Child Development Division

For more information about eligibility criteria, or to request a Child Development Permit application call 209.572.6080 or visit the website at www.childdevelopment.org.

it's time Begin your next chapter today



Join us at an information session to learn about programs designed for adult learners.

Held the first Tuesday of every month at 6:00 p.m.

Cambridge College
Inland Empire Regional Center
8686 Haven Avenue – Suite 100
Rancho Cucamonga, California 91730

Programs include

UNDERGRADUATE

- B.A. in Multidisciplinary Studies – (Early Education and Care, or Family Studies concentrations optional)
- B.A. in Psychology
- B.S. in Human Services
- B.S. in Management Studies

MASTER OF EDUCATION

Non-credential programs

- Autism Specialist
- Behavior Analyst Certificate (BCBA)

- Early Education and Childcare
- Interdisciplinary Studies
- Teaching Skills and Methodologies

MASTER OF MANAGEMENT

- Health Care Management
- Management

Benefits include

- convenient weekend classes
- unique adult learning model
- flexible transfer credit policy
- affordable tuition

Contact us now to learn more!

Admissions
inlandempireinfo@cambridgecollege.edu
800.695.4707 x1564

INLAND EMPIRE REGIONAL CENTER



Cambridge College

www.cambridgecollege.edu/inlandempire • 800.695.4707 x1564

Cambridge College is accredited by the New England Association of Schools and Colleges (NEASC) and voluntarily complies with the California Bureau for Private Post-Secondary and Vocational Education. Applicants are responsible for reading the academic catalog and getting all the information needed to make informed decisions.

Bloomers!® Schoolyard



The hands-on gardening and healthy eating program designed specifically for early learners.

57 Bloomers! Schoolyard programs going and growing!

Be a part of the movement.

Contact us to find out more:
BloomersSchoolyard.org
323-855-6756



ColorSoudation™

ColorSoudation is a groundbreaking method of music instruction that uses color recognition, fun characters, an engaging story, sound, movement, technology and singing to teach music literacy to children while developing their musical ear.



Whether you are an independent teacher or a learning center,
YOU CAN TEACH COLORSOUNDATION!

Contact Us!



info@colorsoudation.com
(310) 441-8311



Download the ColorSoudation game
FREE from the Apple App Store

In practice for over a decade, the ColorSoudation method offers a structured, yet nurturing environment for children ages 3-8 to learn music literacy, rhythm, and pitch perception.

www.colorsoudation.com

SUPER START!

From Readiness to Reading

For Transitional Kindergarten & Kindergarten

Meet Superkids, a two-year early literacy curriculum that prepares all children for first grade.

- Fully aligned to California Preschool Learning Foundations and Common Core State Standards
- Develops strong oral language skills and academic vocabulary
- Unique phonics-based instruction that integrates reading, spelling, comprehension, fluency and writing into one program
- Research-based, research-proven
- Free in-classroom coaching for all teachers

Superkids moves students from readiness to reading. Let us show you how!

VISIT US AT THE
CAEYC ANNUAL
CONFERENCE!

For more information:
Sandra McCartney 800-433-3182
Sandra.McCartney@rowlandreading.org
superkidsreading.org

ROWLAND READING FOUNDATION

Sensory Table Mat

Keeps Floors Clean, Dry & Safe



Kaplans
800-334-1024
School Specialty
888-388-3224
Becker's School Supplies
800-523-1490

Size
Shown:
54" x 72"
CPSIA & PROP65
Compliant

1. Absorbs 5X Its Weight in Water
2. Non-slip Waterproof Backing Prevents Soak-Thru
3. Dries Quickly • Durable • Washable

Blue or Green • Medium: 45" x 58" or Large: 54" x 72"

www.drymate.com
800-872-8201



Call to Action: Healthy Kern, Healthy You

Call to Action for a Healthy Kern (CTA), originally Kern County's Call to Action on Chronic Disease and Obesity, was established in 2010 by concerned individuals, communities, and organizations which came together to work on preventing chronic disease and obesity and promoting a culture of health. The CTA Coalition believes that a supportive environment is necessary for individuals to make healthy choices. It looks at the physical and social environments and how they interact with people at the individual, interpersonal, organizational and community levels.

The CTA developed seven different working groups to promote a culture of health in the following areas in our community:

- Worksite Wellness
- Community
- Early Childhood Education
- Government
- Healthcare
- Education
- Communications and Outreach

Each working group has strategies to move towards improving the health of its domain. The Call to Action's goal is to facilitate a process where the working groups can find strategies that are inclusive of more than one domain. By doing so, sustainable community-level changes can be achieved. CTA focuses on changing policies (i.e. encouraging smoke free multi-unit housing), changing systems (i.e. helping schools find more ways to integrate physical activity and nutrition education into the classroom setting), and changing environments (i.e. converting empty lots into community gardens and recreational spaces).

Specific to Early Childhood, the CTA's goals are to engage the early childhood education community to address children's health through training, providing culturally and linguistically appropriate resources to share with parents and assisting center directors and family child care providers with health related policy development for their programs. This work group consists of representatives from the private and funded ECE sectors, the Local Planning Council, the United Way of Kern County and CSU

Bakersfield. For more than two years, a quarterly Child Health News Bulletin has been distributed

to child development centers throughout Kern County. This one-page, electronic newsletter provides web resources, links to health documents for parents and providers, strategies and tips that providers can print out and share with staff and the families they work with. A simple guide has been developed to provide resources to providers interested in creating gardens with their children and a partnership has been formed with the UC Cooperative Extension to conduct School Garden Workshops that have been very well attended. Currently, the ECE work group is developing a "Gold Standard Wellness" assessment program for centers that is to be piloted in the late fall of 2013. This program will include a self-assessment, document review, as well as technical assistance to providers wishing to improve their program's health policies and practices. Funding will be sought to implement the program county-wide and include both center based programs as well as licensed family child care homes.

Through these combined efforts, we are making health achievable for all; making the healthy choice, the easy choice. Together, we can create a Healthy Kern, Healthy You.

For more information about Call to Action for a Healthy Kern, please call (661) 868-1285 or email CalltoAction@co.kern.ca.us.

Tammy Burns is the Local Planning Council Coordinator for Kern County. Her position includes oversight of the Planning Council, AB 212 project and shares the Early Learning System Specialist position for the Child Signature Program through First 5 California. She holds a BA in Child Development and has been in the early childhood field for 29 years. She served on the Kern AEYC Board member for 18 years and truly enjoys working with those in the ECE field.



Looking for a Career in the ECE Field? Check out CAEYC's Job Board!

Whether you are searching for a job or have a job to post, check out the CAEYC job board at: www.caeyc.org/main/caeyc/jobs

Job searchers can post up to three résumés online and view all job postings for free. Employers can view résumés and post jobs using a variety of price structures as listed below:

	Job Postings	Duration	Type	Price
Annual Unlimited	1,200	365 Days	Job Postings	\$1,800
One Month Unlimited	100	30 Days	Job Postings	\$199
1 Job, 30 Days	1	30 Days	Job Postings	\$35
View Résumés	2,000	Unlimited	Résumé Views	FREE



For more information about the job board, contact CAEYC staff at (916) 486-7750 or info@caeyc.org.

A Collaborative Partnership Combating Obesity in Marin and Beyond



Childhood obesity is a major public health crisis impacting communities across the United States. It threatens the health of our children, vitality of our communities, affordability of our healthcare system and overall quality of life. According to the Center for Disease Control, today more than one third of U.S. children are overweight or obese.

Obesity is a complex social problem, inter-linked with a variety of issues including our built environment and access to nutritious foods and areas for physical activity, marketing, technology, familial and social norms, and genetic factors. It cannot be addressed through the efforts of one organization. Curbing the childhood obesity epidemic requires collaborative efforts by diverse stakeholders, sustained commitment, and lasting policy change.

First 5 Marin Children and Families Commission realized this need for collaboration as well as the need to include traditional and non-traditional partners. Thanks to the hard work of Barbara Clifton Zarate, Program Manager at First 5, the *Marin County Early Childhood Obesity Prevention Plan* was published in the fall of 2012. The plan identified each domain of influence and the need for a multi-sector, collaborative effort to greatly reduce childhood obesity with a primary goal to develop more comprehensive and equitable “upstream” policies, which are preventive, cost effective and community-based.

First 5 Marin Children and Families Commission and Marin County Department of Health and Human Services joined many other residents and stakeholders in the Marin Countywide Healthy Eating Active Living (HEAL) initiative to form the “**Marin Children and Youth Wellness Collaborative.**” One collaborative arm of this initiative, “Healthy Kids From Day 1” (HKFD1), has been working on specific obesity prevention activities for more than a year. The project aims to influence the early development of healthy food and activity habits in the early care and education setting through policy, practice and environmental changes, nutrition education, physical activity and family support. Leveraging resources and expertise from its varied partners including non-profit LIFT – Levántate, First 5 Marin, Marin Child Care Council, Marin Head Start, Marin County Office of Education and the Marin County Department of Health and Human Services Nutrition Wellness Program, HKFD1 offers evidence-based prevention interventions and emerging best practices to reduce the rates of overweight and obese children in early care settings through training, capacity building and technical assistance.

In its landmark report of 1988, the Institute of Medicine (IOM) emphasized the importance of collaboration between public health agencies and different community stakeholders in improving community health. Collaborations such as HKFD1 have the advantage of avoiding duplication of services while

leveraging public health activities with private resources, using the knowledge, trust, and reputation of its partners promoting a common message county-wide, and the built in capacity to maintain sustainability over time.

Today, more and more funders are supporting collaborative projects. The more seamless the collaboration, the more successful its work will be. In his inaugural address, President John F. Kennedy challenged the nation to “Ask not what your country can do for you, but ask what you can do for your country.” In that same vein of questioning, we as stakeholders in improving community health must ask ourselves: What can we as a community, county, and nation do for our children, students, our profession, our schools, and our organizations to advocate for quality health?

Though collaborations are often comprised of diverse groups with unique tasks, one critical unifying point they share in the face of the current childhood obesity epidemic is their focus on health. Coalition politics are often the key to paradigm shifts and Marin’s Children and Youth Wellness Collaborative and all of its collaborating partners are working together to step out of our silos and re-examine how we are taking care of the children—all of the children—in Marin County, and throughout the nation. Changing the way we work takes time, but the Wellness Collaborative and the HEAL Initiative are off to a good start.

What Can You Do?

- Build a collaborative with all sectors that have a stake in the problem: non-profit, health care, government, education community, entrepreneurial, etc. Also include a mix of personalities: visionary, pragmatists, conservative, etc.
- Leverage the diverse range of ideas, funding streams, best practices, and relationships of the collaborative.
- Develop consistent messaging and culturally sensitive social marketing and education campaigns. Distribute information through multi-lingual media.
- Share best practices and resources generously.
- Engage in policy advocacy.
- Remain sensitive to the fact that members of collaborations are often leaders of their own agencies. With a decision-making model that emphasizes consensus all voices can be heard.
- Follow existing Best Practices when forming your collaboration.

For more information on the HKFD1 collaborative, visit <http://www.marinkids.org/policy/obesity/healthy-kids-from-day-1/>.

For the Marin Countywide Healthy Eating Active Living Strategic Framework, visit www.marinheal.org.

This article was written collaboratively by the HKFD1 collaborative:

~ Andie Notch, Project Coordinator, LIFT – Levántate,

~ Carol Barton, Early Education Program Manager,
Marin County Office of Education

~ Jody Windisch, Program Director, Marin Child Care Council

~ Kathleen Wilson, Resource and Referral Specialist, Marin Child Care Council

~ Kelsey Lombardi, Staff Support and Outcomes Manager, Marin Head Start

~ Rebecca Smith, Resource Development Coordinator, County of Marin

~ Richard Waxman, Executive Director, LIFT – Levántate

~ Shane Valentine, Shane Valentine, LLC

Community Collaboration Par Excellence

One of the most outstanding examples of community collaboration is the Multi Agency Resource Centers (MARC) organized by the American Red Cross to help survivors of disasters. I recently spent two weeks working in the MARC in Moore, south of Oklahoma City, caring for children after the disastrous tornadoes they had recently experienced. Our work was to care for the children so that parents/caregivers could spend their time and energy getting their lives in order without worrying about their children.

At any one time there were nearly 30 organizations at the MARC, whose representatives were stationed in one large room at tables ready and willing to help in every way possible. We used a corner of that room for our drop-in child care center. We provided care for the younger children and Save the Children had programming for older ones. FEMA was there with loan possibilities. The Social Security Administration had a space nearby to be able to immediately replace Social Security cards that might have been blown away with the wind. Other organizations provided such services as: small monetary gifts, free legal advice and assistance, free cleanup crews, one organization gave away blankets (made out of 72 plastic water bottles, but feeling like wool), psychological counseling was available as was chaplain services, the YMCA provided scholarships for summer camp, others brought food for those who were hungry and another provided clothing, personal hygiene items, toys and bedding. The room was always teeming with activity—especially when the therapy dogs visited. Our children were both excited and frightened by Scooby Doo and the Lion when they appeared. Outside the high school where the MARC was located, the Salvation Army and Red Cross feeding trucks were stationed during the day to provide meals for people as well as snacks and water.

Many of the volunteers working at the MARC were from out of town—Texas, New York City, Arkansas, Missouri—and other areas of the country, but over 55% of the responders were local Oklahomans! Local churches and other organizations provided food and shelter, clothes, transportation, crews to clean up debris and rebuild, schools provided space for clothing banks, hosting volunteers from out of town. Some local people even made wonderful brownies for folks. It was truly a community collaborative effort—more extensive than many Red Cross workers had ever seen!

Everything was focused on helping survivors get back to more normal living and a more normal life. Children, in particular can have a difficult time recovering from a disaster. Not only did our program—Children's Disaster Services—provide care for children so their adults could do their work without having to worry about their children, but our program had therapeutic activities for the young ones to do. Many loved the play dough, others built with blocks, while others were able to control a tiny part of their lives by working with the puzzles. Since water was difficult to use in the space we had, we substituted rice in the water tray. Some children spent a great deal of time there, pouring, filling small buckets and running the rice through their hands—time and time again. Of course, painting and drawing were popular activities. Others managed to take naps amid the other activities. Several of our caregivers were local volunteers; others came from North Carolina, Missouri and Seattle.

What was most important for me in the experience?

There were two things—seeing children enter our small space looking tense, sometimes crying, getting involved in activities, and then not wanting to leave when their caregivers came to pick them up. The other feeling of great satisfaction was to accept the thanks of the children's parents and caregivers as they expressed their appreciation for our being there for their children. They were able to go about their business knowing their children were safe and receiving the best care and protection from trained persons who were committed to helping.

And what do I take away from the experience?

Every community should be ready to respond when a crisis occurs. For instance, every AEYC chapter—country-wide—should train their local members to be ready. It takes special training to work with kids immediately after disaster. But every child caring community should get that training so that we can join others in serving those families and children when the time comes. And it will come...

Former teacher, Beryl Cheal, has taught preschool, elementary and middle school children as well as adults. She has also worked with children in the US, Canada, Eastern Europe, SE Asia and the Middle East after disasters. Realizing that children who have experienced traumatic events such as natural disasters or war and violence may have special needs, she founded the 501(c)(3) non-profit organization—Disaster Training International—to help train adults to help children in preparedness, response and recovery.



Beryl's academic background (MEd in Education and MA in International Studies, both from the University of Washington) as well as the many courses she has taken in emergency/disaster issues has prepared her to assist parents as well as child caring organizations in working with their children. The International Trauma Studies Program at Columbia University, has been particularly helpful.

Resulting from her academic study and her experiences working with children, Beryl has written several documents: *142 Ways to Help Your Children Prepare, Respond and Recover from Disaster*; a staff development DVD – "Helping Children Cope with Frightening Events, What You Can Do!"; 2 workbooks on *Developing Emergency Management Plans*, one for family child care homes, the other for preschools and early education settings; and "Rebuilding Communities after Disaster" in *Comparative Emergency Management, Examining Global and Regional Responses to Disaster*, edited by Miller and Rivers, Taylor & Francis publishers. Two documents are yet to be published: an interactive children's story on a mythical community and their coping with the "sky falling" and *CHILDREN OF DISASTER, The Role of Schools after Disaster, A Total-Child Approach to Recovery*.

Beryl can be contacted at: disastertraining@gmail.com or through the website <http://www.disastertraining-org>.

Save a Life: Food Allergies in Child Care



Three years ago I was a college instructor, and even though previously a child development program director, in the field for twenty years I knew little about food allergies in children. I once had a child in my program who was allergic to eggs and broke out in a rash if she was exposed. No big deal and nothing I had to do to make a change in my program. Three years ago my life changed forever. While on a cruise I had a life threatening anaphylactic reaction to shrimp. I

was diagnosed with severe food allergies including shellfish, fish, coconut and cilantro. I now make my own food and can no longer eat in restaurants, carry an Epi-pen at all times and wear a medical alert bracelet. This life changing event opened my eyes to not only how food is prepared or how to keep myself safe, but how little is known about food allergies in child care and how we can make changes to protect children in our programs.

What is a food allergy?

A food allergy involves an interaction between a food protein and the immune system. Food allergies are a growing problem among children attending early childhood programs. Over the past ten years food allergies have increased and many times young children may have their first food allergy reaction while in child care. The majority of foods associated with food allergies in young children are dairy, soy, egg, wheat, peanuts, and tree nuts. With fish and shellfish (usually adult on-set allergies), these items comprise the top eight food that may cause a serious reaction. Children however may be allergic to any food and parents may or may not be aware. Those who work with young children usually have limited medical experience regarding recognition and intervention of potentially life threatening food reactions. Many child care settings do little to train professionals in the field and are confronted with children with different nutritional needs but also variations on staff experience and access to medical facilities.

Background

Food allergies affect up to 10% of all children under the age of five. Half of them are at risk for anaphylaxis. Food allergic reactions can range from mild skin or gastrointestinal symptoms to severe, life-threatening reactions. A delay in the administration of life-saving emergency medication, particularly epinephrine, is a major factor in death from food allergy. It is essential that child care facilities have detailed plans for avoiding accidental exposures to food allergens and promptly treating reactions for all food-allergic children. There is no cure for food allergy. Strict avoidance of the food is the only way to prevent an allergic reaction.

What Is A Food Allergy Reaction?

Every reaction is different; not all reactions show the same symptoms. Symptoms may include:

- Hives or rash on the face, neck or body
- Nausea; abdominal cramps; bloating; vomiting; diarrhea
- Inconsolable crying, listlessness, looking scared, or pointing to the throat, ears, chest, etc., particularly if the child can't verbalize symptoms.
- Flushed feeling or redness in face and neck, tingling or lips, tongue, face, itchy skin; swelling of lips or joints; sweating; paleness (children often state their tongue itches).
- A lump, itch or tickle in the throat; throat tightness; hoarseness; difficulty swallowing
- Nasal congestion; runny nose; a feeling of "fullness" in the ears.
- Chest tightness; wheezing or high-pitched sounds from the lungs; shortness of breath.
- Sense of impending doom (more often felt in adults)
- Lightheadedness; faintness; irregular or rapid heartbeat; confusion; passing out.

A severe reaction is called an anaphylactic reaction. This allergic reaction affects multiple systems in the body. Upon contact with a food allergen, the body releases chemicals into the tissues of the heart, lungs, digestive system, or skin. Blood vessels widen so much that blood pressure plummets. This is a life threatening event. Keeping a child from exposure to an offending food is the most important way to prevent life-threatening anaphylaxis. Most anaphylactic reactions occur as a result of accidental exposure to the allergen.

What can you do?

It is important for child care programs to work with families to include all documentation and training to keep a child safe. These include:

- Develop policies and procedures to prevent anaphylaxis and manage food allergy emergencies and train staff in these procedures.
- Staff should be trained by a health care consultant to prevent and manage anaphylactic reactions, even if no food allergic child is enrolled.
- In conjunction with parents, staff should know how to handle food. Four options include: 1) give the child only foods provided directly by the parent; 2) give the child foods approved by the parent; 3) give the child foods approved by trained staff; and 4) prevent the allergic food from being served at the center.
- Inform and educate every adult who may come in contact with children including teachers, volunteers, other parents, bus drivers or yard-duty teachers.
- Work with the family to prepare a Food Allergy Action Plan (FAAP) that includes instructions from the child's doctor and steps to be taken if a reaction should occur.
- Be sure the parent provides all medications including the method, dosage and administration if needed.
- Storage of medication should be placed in a safe easily accessible place for emergency response. **DO NOT** lock an Epi-Pen in your medicine cabinet.



A few tips to help:

- Staff should be trained to recognize the different names by which foods may be identified in a list of ingredients.
- Read labels EVERY time a food is used. Ingredients of a given food may change.
- Prohibit food sharing among children.
- Prohibit eating on buses used to transport children.
- Wash children's hands and faces before and after eating, to avoid spreading of food particles.
- Wash all surfaces before and after contact with food.
- Do not use foods to which children are allergic in art, craft, science, cooking, or other classroom projects. EVER!
- Avoid food allergens in meals and snacks provided. The safest policy is not to allow the allergic food on the premises.
- Notify parents of all children in the class/school to avoid bringing any known allergens in class treats or special foods into the child care setting.
- Post individual children's food allergies (including names and photos of children, with parents' permission) in a designated area in the classroom and/or wherever food is served. Parents of children with allergies usually don't mind if you post this everywhere.
- Make copies of the Allergy Action Plan to be routinely carried on field trips or transport out of the child care setting.
- Train staff regarding cross-contamination of food allergens—the cooking, serving, or clean-up of different foods with the same utensils or cleaning supplies. Cross-contamination poses a serious risk to a child with food allergies and can occur very easily.



In order to prepare for and manage a food allergy emergency staff should:

- Be equipped with a cell phone or other communication device at all times for emergencies.
- Contact Emergency Medical Services (EMS) and alert them that you have a food-allergic child in your setting.
- Train and designate staff to administer the Epi-Pen in the event of an allergic reaction according to the instructions in the AAP.
- Notify the parents of ANY suspected food allergy, even if a serious reaction does not occur.
- Call EMS immediately whenever epinephrine has been administered. DO NOT DELAY.
- Conduct practice drills periodically.
- Conduct peer education before and after a food allergy emergency.

Following these guidelines helps support the children in your program and makes you better prepared in handling an emergency. There are many agencies and programs that provide training and support for programs. Contact your local agency, become informed and share information.

Be sure you know what to do...just in case—you could save a life.

Additional Resources

The Food Allergy Research and Education (FARE) "School Guidelines for Managing Students with Food Allergies" online resource provides important information on the role of families, schools and students in minimizing risks and providing a safe educational environment for students with food allergies.

www.foodallergy.org/page/food-allergy--anaphylaxis-network-guidelines

FARE's "Food Allergy Action & Emergency Care Plan" form can be completed to detail a student's food allergy and medications, as documented by their personal physician to communicate with school medical professionals.

<http://www.foodallergy.org/document.doc?id=125>

AllergicChild.com is the creation of Nicole Smith, the mother of a severely food allergic child, which provides information on a variety of food allergy issues.

www.allergicchild.com/foodallergyandschools.htm

This comprehensive resource from the New Hampshire Department of Education provides several downloadable documents regarding special dietary needs and child nutrition programs.

www.education.nh.gov/program/nutrition/spec_diet.htm

References

Leo, H.L., & Clark, N.M. (2012). Addressing food allergy issues within child care centers. *Current Allergy and Asthma Reports*, 12 (4), 304-310.

Houle CR, Leo HL, Clark NM. A developmental, community, and psychosocial approach to food allergies in children. *Current Allergy and Asthma Reports*. 2010 Sep;10(5):381-6.

Leo HL, Clark NM. Managing children with food allergies in childcare and school. *Current Allergy and Asthma Reports*. 2007 Jun;7(3):187-91

Munoz-Furlong, Anne. Child Care and Preschool Guide to Managing Food Allergies. The Food Allergy and Anaphylaxis Network 2005.

Marcy Davidson, M.A, is a Department Chair, College Instructor and Lab School Coordinator for the Reedley College Child Development Department. She has been working in the field of early care and education for twenty two years and serves as a Director Mentor and Trainer with the California Early Childhood Mentor Program. She is an adult living with severe food allergies.



Salve una vida:

Alergias alimenticias en el cuidado infantil



Hace tres años era profesora universitaria y, a pesar de que antes me había desempeñado como directora del programa de desarrollo infantil, y llevaba veinte años en el campo, poco sabía de las alergias a los alimentos en los niños. Una vez tuve un niño en mi programa que era alérgico a los huevos y estalló en una erupción si que estuvo expuesto. Nada importante; nada que me exigiese cambios en mi programa. Hace tres años, mi vida cambió para siempre. Mientras estaba en un crucero, tuve una reacción anafiláctica a los camarones que puso en riesgo

mi vida. Me diagnosticaron alergias graves a alimentos, incluidos mariscos, pescado, coco y cilantro. Ahora me preparo mi propia comida y ya no puedo comer en restaurantes, llevo un Epi-pen conmigo en todo momento, y uso un brazalete de alerta médica. Este suceso que cambió mi vida me abrió los ojos, no sólo sobre cómo se preparan los alimentos o cómo mantenerme a salvo, sino en cuanto a lo poco que sabía de alergias alimenticias en el cuidado infantil y qué cambios podemos hacer para proteger a los niños de nuestros programas.

¿Qué es una alergia alimenticia?

Una alergia alimenticia implica una interacción entre una proteína proveniente de alimentos y el sistema inmunológico. Las alergias alimenticias son un problema creciente entre los niños que asisten a los programas de la primera infancia. En los últimos diez años, las alergias alimenticias han aumentado, y muchas veces los niños pequeños podrían tener su primera reacción alérgica a los alimentos mientras están bajo el cuidado infantil. La mayoría de los alimentos asociados con las alergias alimenticias en los niños pequeños son los lácteos, la soja, los huevos, el trigo, el maní o cacahuete y las nueces. En el caso del pescado y los mariscos (por lo general, alergias que surgen en la adultez), son productos que forman parte de los principales ocho alimentos que pueden causar una reacción grave. Sin embargo, los niños podrían ser alérgicos a cualquier alimento, y es posible que los padres no lo sepan. Quienes trabajan con niños pequeños suelen tener una experiencia médica limitada respecto del reconocimiento y la intervención en reacciones alimenticias con potencial riesgo de vida. En muchos entornos del cuidado infantil se hace poco para capacitar a los profesionales en el campo y se enfrentan a niños con diferentes necesidades nutricionales, pero también a variaciones sobre la experiencia del personal y el acceso a centros médicos.

Antecedentes

Las alergias alimenticias afectan hasta al 10% de todos los niños por debajo de los cinco años. La mitad de ellos corren riesgo de anafilaxia. Las reacciones alérgicas a los alimentos pueden variar desde síntomas cutáneos o gastrointestinales leves a reacciones graves con riesgo de vida. El retraso en la administración de medicamentos de emergencia para salvar la vida, en particular la epinefrina, constituye un factor elemental en la muerte por alergia alimenticia. Es esencial que los centros de cuidado infantil cuenten con planes detallados para evitar exposiciones accidentales a alérgenos alimenticios y para tratar oportunamente las reacciones en todos los niños alérgicos a alimentos. La alergia alimenticia no tiene cura. El único modo de prevenir una reacción alérgica es evitar estrictamente el alimento.

¿Qué es una reacción alérgica por alimentos?

- Toda reacción es diferente; no todas las reacciones manifiestan los mismos síntomas. Los síntomas podrían incluir:
- Urticaria o sarpullido en rostro, cuello o cuerpo
- Náuseas; calambres abdominales; hinchazón; vómitos; diarrea
- Llanto inconsolable, desgana, aspecto temeroso o señalar la garganta, los oídos, el pecho, etc., en particular si el niño no puede verbalizar los síntomas.
- Sensación de sofoco o enrojecimiento en rostro y cuello, hormigueo en los labios, la lengua, el rostro y picazón en la piel; hinchazón de labios o articulaciones; sudor; palidez (los niños suelen manifestar que les pica la lengua).
- Un bulto, picazón o cosquilleo en la garganta; opresión en la garganta; ronquera; dificultad para tragar
- Congestión nasal; goteo nasal; sentir que los oídos están “colmados”.
- Opresión en el pecho; resuello o sonidos agudos provenientes de los pulmones; falta de aliento.
- Sensación de fatalidad inminente (más frecuente en adultos)
- Mareos; desmayos; ritmo cardíaco irregular o acelerado; confusión; pérdida del conocimiento.

Una reacción grave se denomina una reacción anafiláctica. Esta reacción alérgica afecta a múltiples sistemas corporales. Al contacto con un alérgeno alimenticio, el cuerpo libera químicos en los tejidos del corazón, los pulmones, el sistema digestivo o la piel. Los vasos sanguíneos se dilatan tanto que la presión arterial se desploma. Es un evento que pone en riesgo la vida. Evitar la exposición del niño a un alimento nocivo es la manera más importante de prevenir la anafilaxia con riesgo de vida. La mayoría de las reacciones anafilácticas derivan de la exposición accidental al alérgeno.

¿Qué puede hacer usted?

Es importante que los programas de cuidado infantil trabajen con las familias para incluir toda la documentación y capacitación destinadas a mantener seguro al niño. Estas incluyen:

- Desarrollar políticas y procedimientos para impedir la anafilaxia y controlar las emergencias por alergias alimenticias, y capacitar al personal sobre estos procedimientos.
- El personal debe estar capacitado por un consultor del cuidado de la salud para prevenir y controlar reacciones anafilácticas, aún si no se inscribe ningún niño alérgico a alimentos.
- En conjunto con los padres, el personal debe saber cómo manipular los alimentos. Cuatro opciones incluyen: 1) darle al niño sólo alimentos provistos directamente por el padre; 2) darle al niño alimentos aprobados por el padre; 3) darle al niño alimentos aprobados por el personal capacitado; y 4) impedir que el alimento que provoca la alergia se sirva en el centro.
- Informar y educar a todos los adultos que puedan entrar en contacto con niños, incluidos maestros, voluntarios, otros padres, conductores de autobuses o maestros que supervisan el patio de recreos.
- Trabajar con la familia para preparar un Plan de acción para las alergias alimenticias (FAAP, por sus siglas en inglés) que incluya instrucciones del médico del niño y pasos a seguir en caso de una reacción.
- Asegurarse de que los padres presenten todos los medicamentos, incluidos el método, la dosis y administración, si fuese necesario.



- El medicamento debe almacenarse en un sitio seguro y de fácil acceso para responder ante emergencias. **NO** guarde con llave la Epi-Pen en su botiquín.

Algunos consejos útiles:

- El personal debe estar capacitado para reconocer los diferentes nombres bajo los cuales se pueden identificar los alimentos en una lista de ingredientes.
- Leer las etiquetas CADA vez que se usa un alimento. Los ingredientes de un alimento determinado podrían cambiar.
- Prohibirles a los niños que compartan su comida.
- Prohibir que coman en los autobuses que se usan para transportar a los niños.
- Lavar las manos y los rostros de los niños antes y después de comer, para evitar la propagación de partículas alimenticias.
- Lavar todas las superficies antes y después del contacto con los alimentos.
- No usar alimentos que provoquen alergia en los niños en arte, artesanías, ciencia, cocina u otros proyectos del aula. ¡NUNCA!
- Evitar los alérgenos alimenticios en las comidas y refrigerios provistos. La política más segura es no permitir el alimento que provoca alergia en las instalaciones.
- Notificar a los padres de todos los niños del aula o la escuela para evitar que ingrese cualquier alérgeno conocido en los regalos o alimentos especiales del aula dentro del entorno del cuidado infantil.
- Publicar las alergias alimenticias individuales de los niños (incluidos los nombres y fotos de los niños, con el permiso de los padres) en un área designada del aula y/o donde se sirvan alimentos. A los padres de los niños con alergias suele no importarles si usted publica esto en todas partes.
- Elaborar copias del Plan de acción para las alergias para que se lleve a cabo en forma rutinaria en las excursiones o el transporte que se retira del entorno del cuidado infantil.
- Capacitar al personal sobre la contaminación cruzada de alérgenos alimenticios (cocinar, servir o lavar los distintos alimentos con los mismos utensilios o suministros de limpieza). La contaminación cruzada implica un riesgo grave para el niño con alergias alimenticias, y puede ocurrir con mucha facilidad.



- Llevar a cabo simulacros de práctica periódicamente.
- Llevar a cabo una educación entre compañeros antes y después de una emergencia por alergia alimenticia.

El cumplimiento de estas directrices ayuda a apoyar a los niños de nuestro programa y a usted lo prepara mejor para controlar una emergencia. Hay muchas agencias y programas que ofrecen capacitación y apoyo para programas. Comuníquese con su agencia local, infórmese y comparta la información.

Asegúrese de saber qué hacer... por si acaso: podría salvar una vida.

Recursos adicionales

El recurso en Internet de "Directrices escolares para controlar a los estudiantes con alergias alimenticias" de Food Allergy Research and Education (FARE) brinda información importante sobre el rol de las familias, las escuelas y los estudiantes en cuanto a la minimización de riesgos y a brindar un entorno educativo seguro para los estudiantes con alergias alimenticias. www.foodallergy.org/page/food-allergy--anaphylaxis-network-guidelines

Se puede completar el formulario del "Plan de acción y cuidado ante emergencias por alergias alimenticias" de FARE para detallar la alergia alimenticia de un estudiante y los medicamentos, conforme lo documente su médico personal para comunicarse con los profesionales médicos de la escuela. <http://www.foodallergy.org/document.doc?id=125>

AllergicChild.com es creación de Nicole Smith, la madre de un niño con una alergia grave a alimentos, y brinda información sobre diversas cuestiones relacionadas con la alergia alimenticia. www.allergicchild.com/foodallergyandschools.htm

Este recurso integral del Departamento de Educación de New Hampshire ofrece diversos documentos que se pueden descargar respecto de necesidades de dietas especiales y programas de nutrición infantil. www.education.nh.gov/program/nutrition/spec_diet.htm

Referencias

- Leo, H.L., & Clark, N.M. (2012). Addressing food allergy issues within child care centers. *Current Allergy and Asthma Reports*. 12 (4). 304-310.
- Houle CR, Leo HL, Clark NM. A developmental, community, and psychosocial approach to food allergies in children. *Current Allergy and Asthma Reports*. 2010 Sep;10(5):381-6.
- Leo HL, Clark NM. Managing children with food allergies in childcare and school. *Current Allergy and Asthma Reports*. 2007 Jun;7(3):187-91
- Munoz-Furlong, Anne. Child Care and Preschool Guide to Managing Food Allergies. The Food Allergy and Anaphylaxis Network 2005.

A fin de prepararse para y controlar una emergencia por alergias alimentarias, el personal debe:

- Contar con un teléfono celular u otro dispositivo de comunicación en todo momento para las emergencias.
- Comunicarse con los Servicios médicos de emergencia (EMS, por sus siglas en inglés) y alertarlos en cuanto a que tiene un niño alérgico a alimentos en su entorno.
- Capacitar y designar al personal para administrar la Epi-Pen en caso de una reacción alérgica de acuerdo a las instrucciones en el AAP.
- Notificar a los padres sobre CUALQUIER sospecha de alergia alimenticia, aún cuando no haya ocurrido una reacción grave.
- Llamar a los EMS de inmediato siempre que se haya administrado epinefrina. **NO DEMORARSE.**

Marcy Davidson, M.A, es Presidenta de Departamento, Instructora universitaria y Coordinadora del laboratorio escolar para el Departamento de Desarrollo Infantil de Reedley College. Ha estado trabajando en el campo del Cuidado y la Educación en la primera infancia durante veintidós años y se desempeña como Directora Mentora y Capacitadora con el Programa de Orientación en la primera infancia de California. Es una adulta que vive con alergias alimenticias graves.



Seize the Moment

FOR CALIFORNIA'S YOUNGEST CHILDREN

Early Learning Advocacy Day

June 5, 2013

sponsored by



Thank you for attending the 2013 Early Learning Advocacy Day on June 5, 2013. Approximately 100+ early childhood educators from across the state, including teachers, child care providers, parents and business leaders were in attendance. We heard from local, statewide and national early care and education leaders to discuss the importance of advocating for our youngest children.

Imagine our joy to discover that the Strong Start for Children Campaign, which includes NAEYC, Zero To Three, National Women's Law Center and many others, named June 5th their Day of Action across the nation!

Thank you to Assembly Member Anthony Rendon and Assembly Member Rocky Chavez for taking the time out of their busy schedules to address our attendees. Our voices did not go unnoticed as we stormed the Capitol to meet with our state legislators and their staff to share stories of how quality early learning programs are a critical investment to California's children and families.

While we were taking action in Sacramento, our colleagues across the nation were active in their own ways. For those not near an event, social media was the dominant advocacy tool. A live Twitter chat was held with U.S. Secretary of Education Arne Duncan and U.S. Secretary of Health and Human Services Kathleen Sebelius. Over 4,500 people were tweeting and the #PreKForAll tweet topic trended at the top topic in the nation on twitter during the second half of the hour long chat!

June 5th was certainly a day of action! Your presence and your voice are important in the continued work of advocating for California's youngest children. This is the time to make our voices heard and Seize the Moment!

Support for this event was provided in part by



INFANT/TODDLER

EARLY CHILDHOOD

ELEMENTARY

Become a Montessori Teacher

... without missing work



ACCESSIBLE

The convenience of distance education

FLEXIBLE

Start any time on your own schedule

AFFORDABLE

Montessori Diploma Programs and Curriculum

VALUABLE

Enrich or transform your center with Montessori



Toll-free: 1.877.531.6665
info@montessoritraining.net
www.montessoritraining.net



The Latino Family Literacy Project

Parent Involvement Programs



Special Offer: 1 Free Staff Development

Register 2 staff members for any workshop in 2013 and receive the 3rd registration FREE

Proven & cost-effective workshops for teachers and staff who work with Latino families in building a regular family reading routine, strong vocabulary, and English-language skills.

Register Now!

Fall 2013 California Workshops

San FranciscoOct 1
OaklandOct 2
ModestoOct 3
SacramentoOct 4
Pasadena/LAOct 7

RiversideOct 8
Costa MesaOct 21
VenturaOct 23
VisaliaOct 29

www.latinoliteracy.com • 1-877-LECTURA

You're Unique



And Bright Horizons is too, which makes us a great place to work.

We're the world's leading provider of child care and early education. We offer all of our children, families, and employees a welcoming environment where they are valued and respected.

We offer an attractive salary and benefits package. We've also been recognized 14 times by FORTUNE magazine as one of the "100 Best Companies to Work For."

We have exciting career opportunities in California:

- Infant & Toddler Teachers
- Lead Teachers
- Center Directors

To apply online, please visit our Website at www.brighthorizons.com/careers or for more information contact Margarita Mazaracki at mmazaracki@brighthorizons.com.



Your child care, education, and work/life partner. Bright Horizons Family Solutions is an Affirmative Action employer, committed to diversity in our workplace.

www.brighthorizons.com/careers



Quality Early Education For Everyone

MAOF offers Infant & Toddler Care, Preschool, and Child Care & Development Services for children ages 6 weeks to 5 years

Children are taught in a nurturing environment guided by the High Scope curriculum

Free or low cost
Bilingual staff

Year-Round Program
Nutritious meals

Learn more: earlyed@maof.org (323) 890-1555



CAEYC ANNUAL

CONFERENCE

and Expo

SAVE
THE DATE

2 0 1 4

April 3-5, 2014 • Pasadena, CA



Learn from the past. *Embrace* the present. *Create* the future.



Make Your Connections!

THE POWER OF STORY

We'd love to hear from you! Everyone has a story to share. Have you read a great article that would be a resource for CAEYC members? Do you have "teachable-moment" stories that were created in your early child program?

We need you! Share your articles, stories, photos, and ideas for our print publications, e-newsletter and/or website.

For more information and submission guidelines contact CAEYC staff at info@caeyc.org.

more benefits for CAEYC members



To promote the professional growth of our members, CAEYC has entered a partnership with Exchange, providing you with these valuable resources at discounted rates throughout the year.

Exchange Magazine

Buy a 1-year subscription for \$28, a 27% discount; or 3-year subscription for \$78, a 38% discount.

Out of the Box Training Kits (PDF version)

Pay \$20 each, a 20% discount.

Online Continuing Education Units

Pay \$69 each, a 15% discount.

Exchange Press Books

Receive a 15% discount on selected items.

Beginnings Workshops

Hands-On Training Resources

Pay only \$5 each, nearly a 30% discount.

To take advantage of these Exchange savings, visit www.ChildCareExchange.com/caeyc. You will be able to access Exchange's "welcome page" for CAEYC members, where you will find more information and instructions on how to apply your savings.



CAEYC and GEICO brings an exclusive savings to members. Free insurance quotes and discounts are available at <http://tinyurl.com/geicocaeyc-savings>. Don't miss out on this new member benefit!



CAEYC and Redleaf Press have teamed up to offer members a 15% discount on their products. Discount code is required to take advantage of this special offer. Contact CAEYC at (916) 486-7750 or e-mail info@caeyc.org.



Teach Overseas

Broaden your teaching experience

Make a difference in the lives of global kids

Job fairs in San Francisco, Cambridge, Bethesda, Bangkok, London, and more.

Contact **Michael Williams**
mwilliams@searchassociates.com
(253) 301-4027
www.searchassociates.com



Search ASSOCIATES
MAKING THE WORLD WITH A PERSONAL TOUCH



PATHWAYS: STEM & Literacy

for Early Learners

A 16 theme, 80 activity, curriculum complete with teacher guidance, take-home components, and five recommended children's books all for \$199.00

Interested? Goto:
pathways.caldi.org
dpinney@caldi.org
or call 858.864.7172

CALIFORNIA DESTINATION IMAGINATION

For Children

Move and Cuddle

Written by Elizabeth Verdick and Marjorie Lisovskis

The *Happy Healthy Baby*™ series of board books celebrates the discoveries babies make each day—of how they can move, reach, play, eat, cuddle, and rest. The board books feature black-and-white photographs of babies mixed in with brightly colored illustrations to portray the moments and moods of baby's day. The text uses rhythm and rhyme to hold baby's attention. "Giggle, wiggle, head to toe. Tap and clap and rock and roll!" There are also brief tips for adults at the back, tied to the topic of each book and focusing on developmental milestones during the first two years of life.

Four more books are planned for the series: *Reach and Eat*, releasing September 2013, and *Play and Rest*, available Spring 2014.

For more information visit www.freespirit.com.



Healthy Eating Set of 8

Written by Mari C. Schuh

Help young children learn the importance of food groups, healthy eating, and physical activity using MyPyramid from the U.S. Department of Agriculture. This set of books focuses on children ages five years old through 8 years old. Books are also sold individually.



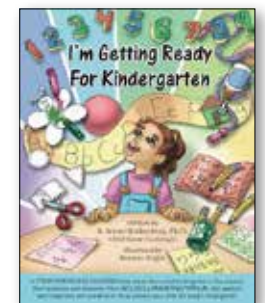
For more information visit www.redleafpress.org or use the Amazon search tool* at www.caeyc.org.

I'm Getting Ready for Kindergarten

Written by B. Annye Rothenberg, Ph.D.

Illustrated by Bonnie Bright

I'm Getting Ready for Kindergarten will help you know how to prepare your child for kindergarten. This all-in-one book includes a children's story to help your child have his/her questions answered, better understand, and feel more confident in starting "big kids" school. The parent guidance section will help you to be sure what skills and knowledge your child needs to be ready for kindergarten, and what exactly you can do to help prepare your child. You'll also be able to determine which areas your child needs your extra help. This book will enable you to see the whole picture of what is expected in today's kindergarten.



For more information visit www.perfectparentingpress.com or use the Amazon search tool* at www.caeyc.org.

For Adults

Growing, Growing Strong: A Whole Health Curriculum for Young Children

Written by Connie Jo Smith EdD, Charlotte Hendricks, and Becky S. Bennett, EdD

Help children ages 3-8 develop lifelong healthy habits with the *Growing, Growing Strong: A Whole Health Curriculum for Young Children* series. Each book provides:

- An overview of the topic
- Suggested interest area materials and supports for creating the learning environment
- Learning objectives and vocabulary words
- Suggestions for evaluating children's understanding of the topic
- More than 30 classroom activities
- Family information and take-home activities

This set will be available October 2013 and includes one copy each of *Body Care*, *Fitness and Nutrition*, *Safety*, *Social and Emotional Well-Being*, and *Community and Environment*.

Resource books are also sold individually.

For more information visit www.redleafpress.org.

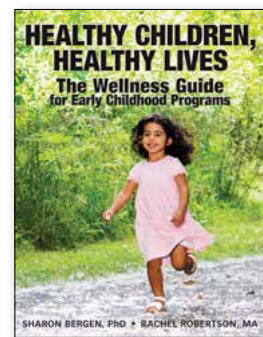


Healthy Children, Healthy Lives The Wellness Guide for Early Childhood Programs

Written by Sharon Bergen and Rachel Robertson

Early childhood is a critical time in human development. Understanding and supporting children's wellness early on can make the greatest impact on physical, social and emotional, and cognitive health throughout childhood and adulthood. *Healthy Children, Healthy Lives* provides a comprehensive collection of checklists and research-based information to help you evaluate and improve wellness in your program, making it a safe, happy place for each person—child and adult—who passes through the doors.

For more information visit www.redleafpress.org or use the Amazon search tool* at www.caeyc.org.



Managing Food Allergies in a Child Care Setting (Beyond a Peanut) [CD-ROM]

Written by Dina Clifford

Illustrated by Kastner Collections

Managing Food Allergies in a Child Care Setting teaches the principles necessary to provide a safe environment for young children with food allergies. The package includes a CD which has: Power Point presentation—*Managing Food Allergies in a Child Care Setting*, Food Allergy Awareness sign for schools, Safety principles sign for classrooms, food allergy resource flyer, assessment questions and certificate of completion.

Train the trainer manual and one set of Beyond A Peanut – Food Allergy Awareness Cards.

For more information visit www.readleafpress.org or use the Amazon search tool* at www.caeyc.org.



*CAEYC is a participant in the Amazon Services LLC Associates Program, an affiliate advertising program designed to provide a means for sites to earn advertising fees by advertising and linking to Amazon.com.



950 Glenn Drive, Suite 150
 Folsom, CA 95630
 (916) 486-7750 • (916) 486-7765
 info@caeyc.org

www.caeyc.org

Which Way to School Readiness?



Professional
Development?

Common Core?

Curriculum?

Assessment?

Environment?

Family
Engagement?

Contact us for Solutions!



Bryan Hanna
 Northern California
 1-800-334-2014 Ext. 5483
 bhanna@kaplanco.com

Leroy Cervantes
 Central California
 1-800-334-2014 Ext. 5150
 lcervantes@kaplanco.com

1-800-334-2014 • www.kaplanco.com

Ron Duhart
 Southern California
 1-800-334-2014 Ext. 5021
 rduhart@kaplanco.com

Steve Erwin
 LA & Orange County
 1-800-334-2014 Ext. 5459
 serwin@kaplanco.com