

a MESSAGE FROM the President

It is with great pride that I would like to share with you the exciting events and accomplishments during my first quarter as your president. It has been truly a fantastic journey and I look forward to continued progress.

Let me start by thanking our past President, Tina Foley, for forging the paths that have made it easier for me. I have been fortunate enough to serve as your representative at the following key boards: the Child Care Advisory Council, the Better Baby Care Campaign, the Legislative Government Action Committee, and the Family Day Care Organization. These boards provide us with a broader perspective on all the issues that we care about and allow for greater exposure for NJFCCPA.

Our first accomplishment was being invited to a working forum for the new Infant Toddler Credential, which will serve as a standardized tool for the development of high quality training initiatives and programs that will ensure the well-being of infants and toddlers. It was created and presented by the Coalition of Infant Toddler Educators, the Dart Center of Kean University and the NJ Professional Development Center for Early Care Education. We examined each aspect of the credential to ensure that all its competencies and evaluation methods were well matched.

Secondly, while attending the LGA meeting, I realized the importance of voicing our opinion to include legally-operating family child care providers in the budget when universal pre-K funding is established. With Tina Foley's guidance, we created and sent off our testimony to the Legislative Budget and Finance Office in Trenton. Though the outcome is uncertain, I hope that at least our voice is heard and the issue raised.


In a more recent meeting, I was informed that a bill, which would allow FCC providers to care for 10 children, was re-introduced. We have commended the Senator on re-introducing the bill but have requested an amendment. We proposed that the bill protect those FCC providers who wish to continue caring for five children under the present codes, while newer standards are established for Expanded Child Care. I will keep you updated as the events unfold.

I thank all of you for your support. As your representative to the larger child care community, I am always looking for opportunities to raise awareness and provide exposure for NJFCCPA and ultimately for all of you. We are truly professionals at the heart of child care.
Thank you.

Tan Coelho
President, NJFCCPA

Child Care in Perspective

The Research of Professor Kathleen McCartney
Harvard Graduate School of Education
by David Brittan



When HGSE professor Kathleen McCartney and her colleagues at the National Institute of Child Health and Human Development (NICHD) released the results of a large-scale investigation about the impact of child care on children's behavior, the media immediately flew into a frenzy. The next day, McCartney was interviewed on NPR's Talk of the Nation, Market Place, and Morning Edition. That same day, the findings became the center of controversy in newspapers across the nation.

The study revealed that children who spend long hours in child care have a higher than normal chance of developing behavior problems. But many headlines ended there, seizing on the sensational and missing the real impact of the research. "A lot of stories exaggerated the risks, with headlines like 'Child Care Causes Aggression' and 'Child Care Causes Bullying,'" McCartney says. "Young parents who had no choice about whether the mother was employed—who were completely reliant on two incomes—ended up feeling worried and guilty."

What the study actually found was that the effects of child care on children's behavior were small—smaller than the effect of family variables such as maternal sensitivity and family income. Moreover, very few children were rated as having behavior problems high enough to warrant clinical intervention; in fact, 85 percent of the children in full-time care (35-40 hours per week) were not at risk at all.

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McCartney and her colleagues on the NICHD study have been following the progress of more than a thousand children who were born in 1991. Almost three-quarters of the participants were in child care at least part-time by their first birthday. Examiners asked parents, caregivers, and teachers to rate the children's behavior when the children were four and a half, and again when they were in kindergarten.

Although the risks of behavior problems among children in child care programs are low, McCartney and her colleagues did find a correlation between the number of hours spent in child care each week and the likelihood of adults to report disobedience, aggressiveness, or assertive behavior such as bragging and demanding attention. In addition, they found that children's behavior depended not just on the quantity of care but, to a slight extent, also on the quality.

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To gauge this, observers rated caregivers on whether they treated their young charges lovingly and sensitively and provided a stimulating environment. (Under those criteria, only 44 percent of the settings in the study qualified as high quality.) Children in higher-quality settings exhibited fewer problems. According to McCartney, "This might have to do with the level of caregiver training. All children get frustrated and have aggressive impulses toward other children, but good caregivers know how to prevent or manage behavior problems." Despite reaching a consensus on their findings, many researchers within the NICHD group debated the implications of this work, wondering whether the effects they found were even large enough to be of concern. "We disagreed about whether the findings suggested that parents should limit or curtail the use of child care for their children," McCartney says.

This issue of accounting for mitigating factors raised concerns among several scholars. Many wondered whether these possible effects of child care could be attributed to other variables: the individual characteristics of the children, the child care providers, the other members of the children's peer group, or the family backgrounds themselves.

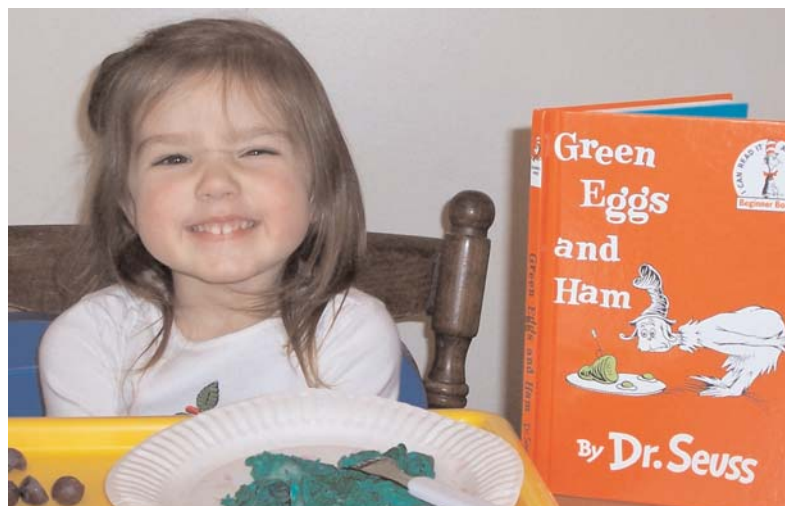
To solve this debate, McCartney and her colleagues are now conducting follow-up analyses. They hope that findings from this study will illuminate the circumstances that foster challenging behavior. "If we find, for example, that children in large groups of peers are the ones at risk," McCartney says, "then parents may select different settings and policy makers may reexamine child-care regulations."

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Providers Support Literacy in Family Child Care Homes

Providers in Monmouth County celebrated Read-Across America Day on March 2nd, marking Dr. Seuss' birthday. Once again, providers pledged to read and participated from their Family Child Care homes.

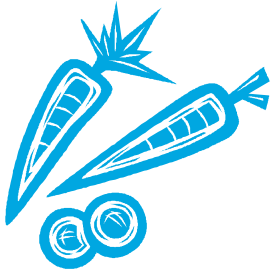
Green Eggs and Ham were enjoyed by many! The NJFCCPA is hoping for statewide participation in 2005!



A message from Michele Gregorio and Eileen Hawley, Monmouth County Representatives:
Family childcare can be so isolating - please consider coming to our next meeting to have some fun. Chat with other providers - break out of the winter funk and re-energize for Spring!

Veggie Workout

-by Christina Lee Steele Chapan



A new year is a great opportunity to teach kids to get into the healthy habit of exercising. Nearly half of all elementary school students are at an unhealthy weight, which can subject them to coronary disease,

blindness, stroke, asthma, and a poor self-image. Illinois is the only state that requires daily P.E. for every public school student. Trainers and group instructors are essential in teaching children the importance of exercising daily. Children are easily motivated but they can exhibit a wide range of exercising habits. I have written this article to give you a few ideas when working with children.

Here is a group of exercises that I have done with my children's groups that get them off the couch and into healthy habits. The exercises are aerobic, toning, or stretching routines named after different vegetables or fruits. Taking popular aerobic or strength exercises and making them into different fruits and vegetables can make an ordinary workout enjoyable, yet also teach the children the importance of eating healthy fruits and vegetables.

First, the trainer needs to make exercising fun. I would suggest using music from www.dole5aday.com. The music that is available from this web site is "kid friendly" and talks about the benefits of eating healthy fruits and vegetables. The music is also available free for downloading from this site. In addition, most local libraries have a wide selection of music talking about the importance of eating healthy fruits and vegetables.

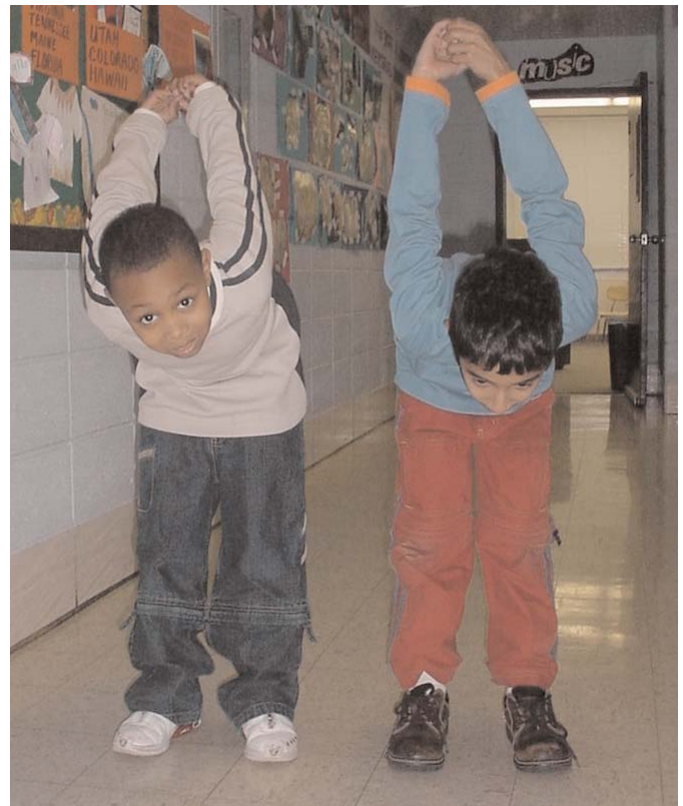
For general warm-ups, try the "Tater Tot Trot." Jog in place and pump your arms. Every ten steps or slowly stretch your neck, look back at the right shoulder and then at the left shoulder. For "Spud Sprints" look straight head and speed up a running pace. Make sure the students land on their heels and not their toes. If you have a fairly large area, try trotting on a running trail inside or outside.

The "Trot" works the posterior deltoid, hamstrings,

quadriceps, and iliopsoas.

The "Strawberry Stretch" is a great exercise to stretch your back, arms, and shoulders. It teaches balance and coordination. First, you cross your right foot in front of your left. Bend down, touch your right toe, count to eight, and then straighten up. Make sure your back stays straight and does not arch. Cross your left foot in front of your right and repeat the stretch. The "Strawberry Stretch" works the Latissimus Dorsi, Teres Major, the Triceps, and the Biceps. It also helps all three parts of the deltoid including the anterior, posterior and the lateral parts of the shoulder.

"Potato Peeler" works the legs, back, arms, and shoulders. It also teaches balance and dexterity. Stand and lock your fingers together behind your back. Bend forward at the waist and keep your legs straight. With your fingers still locked, raise your arms over your head. Hold for a count of



eight. This can also be done by bending your knees. For an added challenge, stretch out your calf or leg. You can teach about importance of flexing and extending your calf. The "Potato Peeler" is good for the Latissimus Dorsi, teres major, and gently stretches the legs. It effectively extends the shoulder muscles.

The "Sweet Pea Ski" is of benefit for legs and teaching balance. Stand with your feet together. As you bend a bit in the knees, swing both your arms to the right as if you were using two ski poles on that side. Straighten up then repeat the bend and swing to the left. The "Sweet Pea" is great for the inner thigh, the hip adductor, or the Gracilis. It is good for the hip flexors, the Obliques, and the Pectineus. This exercise offers the added benefit of working the whole Gluteus, including the maximums, medius, and minimus.

"Pepper Pops" are great for the beginner and advanced exerciser. It works the legs, chest, and back. Do jumping jacks and clap above your head. For a "Pepper Pop Plus", add a right kick and a left kick with a clap under the knee. Make sure your back stays straight. It works the Erector Spinea at the lower back. The chest or Serratus Anterior and the pectorals major also have a workout as well.

The "Broccoli Bounce" is good for the upper and lower body. Stand with hands clasped behind your neck and your elbows drawn back. Walk in place, raising your knees, bring your left elbow down to touch it. When you lift your left knee, bring your right elbow down to touch it. The "Broccoli" is good for both the hamstrings and the quadriceps. It works the smaller muscles as well as the important part of the legs, the calves, or the Gastrocnemius, Soleus, Tibialis Anterior and the knee.

"Cauliflower Chippers" are a great way to end an aerobic session. It works the knees and the arms. Bounce up and down with your knees without taking your feet off the floor. At the same time, stretch your arms to each side and swing them in giant circles. You may also flex and extend the

important yet neglected extensors and flexors of the wrists. You can change the movement of the chippers as well as cooling down by a stretch by elongating your shoulders, back, chest, and arms. The students should be encouraged to walk slowly in order to stretch their legs properly.

You can add additional ideas to the session by playing the video section from the Veggie Tales song, "The Pirates Who Don't Do Anything." Reward measured improvement with their own copy of the video, and have parents of your clients take turns bringing the snack of fruits and vegetables. Exercise can be fun for children with just a little bit of creativity.

Christina Chapan is an ACE certified personal trainer, fitness author, education conference speaker and elementary school teacher. She also works in the after school care program at her school. In her spare time, she works as a youth sponsor at her church. If you are interested in learning more about Christina, please visit her websites:

Fit 4 Fun- <http://cchapan.tripod.com/>

Fit 4 Fun Kids Fitness -
<http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/>

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our website- www.njfccpa.org*



FOOD • Raw vegetables such as celery, carrots, and peas; whole olives; and cherry tomatoes • Nuts, sunflower seeds, pumpkin seeds, etc. • Hard candy, lollipops, and cough drops

- Taffy
- Soft candies with a firm texture such as gel or gummi candies
- Marshmallows
- Caramels and jellybeans
- Popcorn
- Raw, unpeeled fruit slices such as apples and pears; whole grapes, cherries with pits, and dried fruits such as raisins or apricots
- Chunks of foods, especially meat or poultry, hot dogs or sausages served whole or cut in "coins;"
- cheese cubes
- Spoonfuls of peanut butter
- Snack chips

NON FOOD ITEMS • Coins, button-cell batteries •

Buttons (loose as well as those attached to clothing) • Deflated or broken balloons • Pencils, crayons, and erasers; pen and marker caps • Rings, earrings • Nails, screws, staples, safety pins, tacks, etc. • Small toys, such as tiny figures, balls or marbles, or toys with small parts • Holiday decorations, including tinsel or ornaments that are toy-like, and lights • Small stones • Damaged or loose nipples on pacifiers or bottles



National SAFE KIDS Campaign
1301 Pennsylvania Avenue, NW, Suite 1000
Washington, DC 20004
www.safekids.org



International Food Information Council Foundation
1100 Connecticut Avenue, NW, Suite 430
Washington, DC 20036
<http://ifc.org>

PREVENT CHILDHOOD CHOKING

IT'S UP TO YOU

KIDS UNDER 3 ARE MOST AT RISK

Babies and children under age 3 put lots of things in their mouths. Choking (or airway obstruction) occurs when a small object or piece of food blocks the airway.

CLEAN UP AND PUT AWAY—EVERY DAY

Homes and child care facilities must be continually “childproofed” for safety. Small and/or sharp objects should be kept out of a child’s reach.

THE RIGHT TOY AT THE RIGHT TIME

Choose age-appropriate toys (follow age guidelines on toy packages). Inspect all toys regularly for breakage or loose parts. Purchase a small parts tester at your local toy or baby store. If an object fits in the tester, it is a choking hazard for children under age 3.

THE RIGHT FOOD AT THE RIGHT TIME

When it comes to food, keep it safe, cut it small and keep kids seated. Selecting and preparing appropriate foods for young children can help prevent airway obstruction. Children should eat only when sitting down, and be encouraged to take small bites and eat slowly.

STAY CLOSE BY WITH A WATCHFUL EYE

When a child is eating or playing, ALWAYS stay close by and watch for signs of choking. Adult supervision is key to preventing choking.

WATCH OUT FOR THE FOLLOWING FOODS AND OBJECTS WITH CHILDREN UNDER AGE 6

Parent Interview Tips

by Tom Copeland

Before signing a contract to care for children from a new family, providers should carefully screen parents and children in an interview. Here are some tips to help you make the most of the interview process:

1. Set aside enough time to go over the details of your business, including all the terms of the your contract and policies. Explain how you deal with issues such as discipline, toilet learning, naps, etc. Clearly express your philosophy about caring for children. Sell your self by pointing out your strengths (years of experience, educational background, special training, and so on).
2. Describe your expectations of parents. Ask if they understand everything you are saying. Ask about their parenting philosophy. What do they think of your contract and policies? What types of problems have parents had with other providers they have been with in the past?
3. Offer a tour of your home. Point out the safety features, daily routines, fun activities and children's toys.
4. Never rush into signing a contract. If you or the parent need more time, allow the parent to take the contract (unsigned) and policies home to review at their leisure.
5. Look for these warning signs:
 - A. Was the parent unreasonably late for the interview? It may be a sign of things to come.
 - B. Is the parent uncomfortable talking about their values and expectations in raising children (especially if they are different from yours)? You want a parent who is willing to talk through future conflicts.
 - C. Does the parent show a lack of interest in how you will be caring for their child? If so, you may later be frustrated in trying to involve the parent in addressing their child's needs.
 - D. Does the parent show signs of inflexibility and unwillingness to compromise? If so, you may have trouble handling unforeseen problems.
 - E. Are there signs that indicate problems in caring for the child would be unreasonably difficult?
 - F. Does the parent treat you with a lack of respect?
6. You may also want to ask the parent for references of previous caregivers. Ask the caregiver: How long did you care for the child? Were there any problems that you think I should know about? What can you tell me about the child that will help me better meet the child's needs? Given the opportunity, would you provide care for this family again?

For further details, see *Family Child Care Contracts and Policies: How to Be Businesslike in a Caring Profession*, Redleaf Press, \$10.95, 800-423-8309; www.redleafpress.org

Somerset County Spotlight



Join us at the Somerville Street Fair
Sunday June 6, 2004

at the
NJFCCPA Vendor Table

Our goals are:

To educate the public about family
child care.

To promote family child care as a
viable choice for quality child care.

To promote the NJFCCPA.

To raise funds to benefit Somerset
County providers.



10 Reasons to Buy Liability Insurance

1. Most Homeowners policies specifically exclude or provide very limited coverage for day care business operations.
2. No matter how experienced you are, or how safe your home is, accidents do happen.
3. The cost of defending a lawsuit can be a monumental expense.
4. Daycare insurance protects your family's assets against the financial uncertainty of a claim or lawsuit against you.
5. Daycare insurance provides you with qualified legal council in the event of a covered claim.
6. Daycare insurance provides you with high limits of protection in the event you are found liable.
7. Daycare insurance allows you to stay in business by transferring the financial uncertainty of a claim to the insurance company.
8. Having proper in insurance protection demonstrates your professional responsibility.
9. Having proper insurance distinguishes you from other providers.
10. Having the proper insurance is good for you, the parents you serve, and most importantly, the valuable children in your care.

Prepared by the New Jersey Family Child Care
Providers' Association.

For more information: www.njfccpa.org or call
908-713-8682

Choking and Kids: Prevention Is the Key

Excerpted and Reprinted from the International Food Information Council Foundation, (Food Insight, 2002).

The facts are sobering. According to the National SAFE KIDS Campaign, airway obstruction-or choking-is the leading cause of accidental death among children under one year of age. But it's not just infants who are at risk. Figures from the Centers for Disease Control and Prevention indicate that over 2,800 people die each year from choking. Of these, the vast majority are children aged 4 or younger. As anyone who takes care of children can tell you, kids will put just about anything in their mouths-and quickly-often without anyone even noticing. Young children are especially vulnerable to choking because they have small airways. An object or a piece of food either can become lodged in the airway itself or can compress the airway, leading to choking. Because of this, prevention is clearly the best strategy to use to avoid airway obstruction in children.

POTENTIAL CAUSES OF CHOKING IN CHILDREN

FOOD ITEMS

Nuts, sunflower seeds, pumpkin seeds, etc.
Raw vegetables such as celery, carrots, and peas; whole olives; and cherry tomatoes
Hard candy, lollipops, and cough drops; taffy; marshmallows; caramels, and jellybeans
Popcorn
Raw, unpeeled fruit slices such as apples and pears; whole grapes, cherries with pits; dried fruits such as raisins or apricots
Chunks of food, especially meat or poultry; hot dogs or sausages served whole or cut in "coins;" cheese cubes
Spoonfuls of peanut butter
Snack chips

NON-FOOD ITEMS

Coins, button-cell batteries
Buttons (loose as well as those attached to clothing)
Deflated or broken latex balloons
Pencils, crayons, and erasers; pen and marker caps
Rings, earrings
Nails, screws, staples, safety pins, tacks, etc.
Small toys, such as tiny figures, balls or marbles, ortoyoys with small parts
Holiday decorations, including tinsel
Small rocks
Damaged or loose nipples on pacifiers or bottles

Have you heard about the NJ Registry?

The NJ Registry for Childhood Professionals Serving Children Birth Through Age Thirteen is a statewide system that guides, tracks and recognizes the professional growth and development of individuals working in early care and education, out-of-school time and primary education. A project of the NJ Professional Development Center for Early Care and Education, the NJ Registry will help you organize your professional development accomplishments as you grow as an early care and education professional. For more information, call Call (908) 737-5919 to receive an application packet or visit their website www.njpsc.org/.

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