



## Community Child Care ~ August 2016



### Running out of Summer Activity Ideas? Here are a few!

**Make an obstacle course.** Children love to climb under and over, wiggle through a tunnel space, hop over things, etc. Use your patio furniture and toys to mark paths and create challenges. Let the children help design the course and they will spend lots of time practicing taking turns, improving their gross motor skills, thinking creatively and working off some energy.

**Play old games** like Leap Frog, Simon Says and Mother May I?

**Have a Teddy Bear Picnic.** Everyone wears their pyjamas and brings their teddy bear for the day. Make a picnic lunch. Sing songs, read stories and do crafts that involve teddy bears.

### Regulations: Phase Two is Here

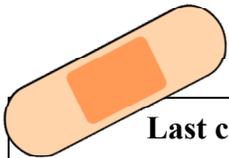
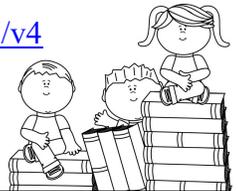
The second roll-out of regulations is being phased in now. Most of the changes that affect home child care will come into effect August 29, 2016. These changes will have less impact on day-to-day operations than the last roll-out did. Some examples:

- There will be a little more paperwork for the children.
- Everyone left in charge of the children has to have Standard First Aid.
- Lunches are to include all four food groups; snacks are to include two food groups.
- You will be asked to sign a form saying whether you ever transport children in your vehicle. If you do, there will be an additional consent form for the parents to complete.

Your advisor will start to bring out the new paperwork and explain the changes over the next few visits.

The updated regulations are available on-line at <https://www.ontario.ca/laws/regulation/150137/v4>

*Thanks for your continued care and cooperation.*



### Last chance! Upgrade to Standard First Aid Now!

We will be running a Standard First Aid course August 22, 23, 29 and 30 (Monday and Tuesday nights) from 6:00 to 10:00 at the Western Ottawa Community Resource Centre.

All persons looking after the children must have Standard First Aid before September 1, 2016. If you have not upgraded, it will be illegal for you to do care until you do upgrade.

If your adult children or spouse looks after the children while you meet a bus or go to an appointment, they must have Standard First Aid. Until they have taken the course, they must not look after the children.

**This may be the last First Aid course we are able to offer at no cost.  
Call us at 613-592-4636 to register.**

### Back to School!

French Public and Catholic schools  
Tuesday, August 30, 2016

English Public and Catholic schools  
Tuesday, September 6, 2016

### Statutory Holiday:

Labour Day  
Monday, September 5, 2016

*If your parents require care ask them to contact the office to have it approved.*

### How Does Learning Happen Videos

The Ministry of Education has posted videos to help us all learn how to effectively apply *How Does Learning Happen?* in our daily activities. The videos run from 10 to 22 minutes and are available in English and in French at: <https://vimeopro.com/endlessfilms/elmfinal>



## Calm, Alert and Happy

Excerpts from an article by Dr Stuart Shankar in *Think, Feel, Act*, a collection of research articles published by Ontario's Ministry of Education in support of the *How Does Learning Happen? pedagogy*

When children are calmly focused and alert, they are best able to modulate their emotions; pay attention; ignore distractions; inhibit their impulses; assess the consequences of an action; understand what others are thinking and feeling, and the effects of their own behaviours; or feel empathy for others.

### What Is Self-Regulation?

Just about everywhere you turn these days you come across someone talking about the importance of enhancing children's ability to self-regulate. This is because of a growing number of studies showing that self-regulation lays a foundation for a child's long-term physical, psychological, behavioral, and educational well-being. What isn't quite so clear, however, is what exactly self-regulation is, and what sorts of things parents, caregivers and early childhood educators can do to enhance a child's ability to self-regulate.

There is a tendency to think that "self-regulation" is just another way of talking about self-control. We have long seen self-control as a sort of muscle: as having the internal strength to resist an impulse. Self-control is clearly important for children's ability to deal with the tasks and the temptations that they are confronted with every day. But self-regulation represents a very different way of understanding why a child might be having problems with self-control, and more important, what can be done to help that child.

One of the most common mistakes is to confuse self-regulation with compliance. A child might behave the way we want because he is afraid of being punished, or solely in order to obtain some coveted award; but this is not at all the same thing as the child who actually wants to behave this way, where the consequences of such an attitude for healthy development are profound. Self-regulation has nothing to do with being strong or weak, and to punish a child for a 'lack of self-discipline' when his problem has to do with an over-stretched nervous system risks exacerbating the self-regulatory problems that the child is dealing with.

For a long time the prevailing idea was that you can get a child to do what you want by using punishments and rewards; but the more these behaviour management techniques have been studied the more we've come to recognize that not only is this very draining on the adults who have to play the role of disciplinarian, but, as far as the child is concerned, they often don't work very well and in too many cases they can actually make things worse. Self-regulation, on the other hand, represents an attempt to understand the causes of a problematic behavior and then mitigate those causes, rather than simply trying to extinguish the behavior.

In simplest terms, self-regulation refers to how efficiently and effectively a child deals with a stressor and then recovers. To deal with a stressor, the brain triggers a sort of gas pedal, the sympathetic nervous system, to produce the energy needed; and then applies a sort of brake, the parasympathetic nervous system, in order to recover. In this way the brain regulates the amount of energy that the child expends on stress so that resources are freed up for other bodily functions, like digestion, cellular repair, maintaining a stable body temperature, or paying attention and learning.



Read the entire article for more background and for ideas about how you can help the children in your care develop the ability to self-regulate. *Think, Feel, Act* is available on the Ministry of Education's website at <http://www.edu.gov.on.ca/childcare/ResearchBriefs.pdf> or borrow a copy from your advisor.