Quiet Times

Issue 2, 2017 a newsletter for Home-Based Caregivers

What Does Well-Being Look Like?

Submitted by: Allison Cole and Jennifer Marks, HN REACH

Researchers have told us that children develop along a distinct developmental pathway, reaching predictable milestones at different rates, which contribute to every child's uniqueness. As educators/caregivers, we need to tap into every child's interests and offer activities and experiences that encourage and challenge their individual development. These photographs of Zya (20 months) show that she enjoys sensory and physical activities. From observation, we know when she comes into play, her first stop will be to explore the sensory activities set out. While playing, Zya often pauses, possibly to think of what she is feeling and seeing. Zya seems to want the opportunity to discover and explore the environment at her own pace and likes to practice new skills and ideas on her own. Zya's dad stays in the background and is able to offer support, encouragement, and commentary as well as share in the joy of her successes when new skills are mastered. Zya has already learned that she can find areas that are quiet when she needs a place to retreat, and finds comfort in the light box with Dad nearby (self-regulation).

Zya is confident in her actions and appears comfortable in both her surroundings and relationships, giving her the best opportunity to develop a sense of self as outlined in the document "How Does Learning Happen?" Likewise a guiding principle in the "ELECT" document reminds us that positive experiences in early childhood set the foundation for lifelong learning, behaviour, health, and well-being.

Sources:

How Does Learning Happen? Ontario's Pedagogy for the Early Years. Queen's Printer for Ontario, 2014

Early Learning for Every Child Today (ELECT). Queen's Printer for Ontario, 2007

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What is Well-Being?

Submitted by: Judy Baillie (Ontario Early Years Centre: Brant) and Jan Smith (Affiliated Services for Children and Youth)

A state of well-being can mean different things to different people. The "How Does Learning Happen? Ontario's Pedagogy for the Early Years" suggests the following goal for children: "Every child is developing a sense of self, health, and well-being". The expectation for Early Learning child care and home child care programs is that "early childhood programs nurture children's healthy development and support their growing sense of self." So just what does this mean? This issue of Quiet Times will look at well-being from the perspective of the "Pedagogy for the Early Years: How Does Learning Happen?"

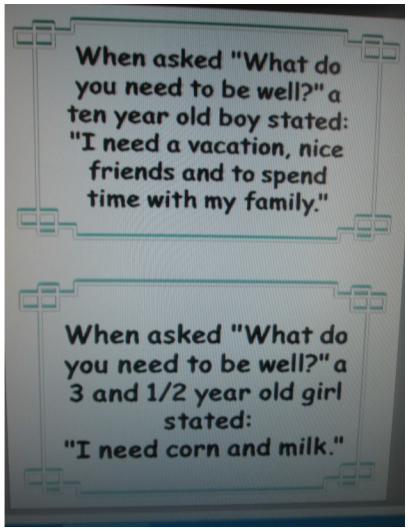
We thought it would be fun to start the issue by asking some of the children we interact with what they think they need "to be well." We have included various quotes and pictures that support some of the answers we received. When asked to describe what health and well-being means their quotes were quite profound. The quotations show that children ARE indeed competent, capable of complex thinking, curious, and rich in potential.

Let's take this example from Joshua, a five year old boy who, when asked what made him healthy, said this "Mini-Wheats make me healthy. They are good for you because they taste good. I like to eat them because they are crunchy. Crunchy things help my teeth to be strong. My dentist told me that. I really like Mini-Wheats because they make my stomach happy!" Think of all the concepts involved with being healthy that he expressed here. Joshua understood the importance of good food, healthy teeth, and how food can make you feel, which reinforces the competency that children possess.

Kaitlyn, a seven year old who does competitive dancing, has another view of being healthy. She said that "running and dancing are healthy for your body because you're moving around a lot. We need to exercise. Salad and spaghetti with lots of sauce helps me have energy so that I can dance, but it's good to get lots of sleep too. Sleep gives me energy for the next day." As an afterthought she said "oh yeah, water is good for my brain!"

To nurture healthy child development and well-being we need to consider a person's:

- Physical well-being
- Self-care
- Self-regulation
- Mental health and wellness
- Connections between cognition and physical and emotional well-being



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What is Well-Being? (continued)

A Sense of Self (Chanted)
Written by: Jan Smith

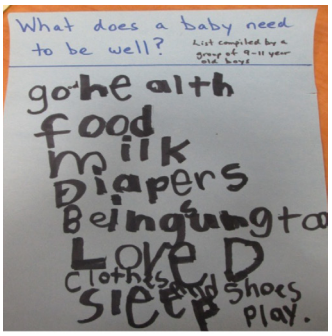
I want to grow up to be healthy and well.
These are the things that will help me to gel.
To be healthy and strong, where nothing is wrong.
Please listen to me, and like my song!

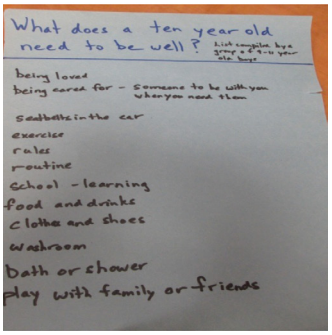
I need clean water and good food to eat.
Whole grains and fruits, they can't be beat.
To explore outside, to run and play,
And a bed to sleep in at the end of the day.

I want to grow up to be healthy and well.
These are the things that will help me to gel.
To be healthy and strong, where nothing is wrong.
Please listen to me, and like my song!

I need to try to do things for myself,
Like put on my coat and put toys on the shelf.
I need to grow and laugh, it's plain to see,
That I need you to love me for just being me!

Oh, I want to grow up to be healthy and well.
These are the things that will help me to gel.
To be healthy and strong, where nothing is wrong.
Please listen to me, and like my song!





Evidence shows that early experiences have a huge impact on the biology of the body and on brain development. Patterns of eating, sleep, and physical activity that are established early in life tend to repeat themselves as we grow and can impact our health and wellness as we grow into adulthood.

Early Learning and Child Care programs have a big influence on helping to develop positive influences on the children's health and well-being. Home child care providers need to take the opportunity to consistently provide nutritious food and beverages while also incorporating family and cultural preferences. Children need to be allowed to respond to feelings of hunger and fullness and be allowed to express these without being asked to take one more bite or being told to eat three more carrots or you can't have dessert.

Spending more of the day in physical play rather than doing quiet activities is of utmost importance. Children have varied rhythms in their need for physical play versus quiet time. Caregivers must consider individual needs for active play, rest, and quiet time when planning their days.

We hope this issue inspires you to think about the wellness of you, your family, and the children and families you provide care for.

Source:

Ministry of Education. How Does Learning Happen? Ontario's Pedagogy for the Early Years. Queen's Printer for Ontario, 2014

Let's Go Outside

Submitted by: Judy Baillie, Ontario Early Years Centre: Brant

In "How Does Learning Happen? Ontario's Pedagogy for the Early Years" (HDLH) it is clear that, as home child care providers, we need to celebrate the environment as the third teacher. The document also states that "children benefit significantly from having long periods of time to explore in environments equipped with interesting, open-ended materials that can be used in many ways, inviting investigation and complex play. Activities in outdoor spaces that are designed to inspire investigation with bodies, senses, and minds improve children's physical health". When we are planning and developing a well-balanced program that supports children's physical health, we need to consider the impact that we have on their growth and development.

HDLH asks "How can your program put more emphasis on outdoor exploration and play that engage the body, mind, and senses?"

As educators we need to provide safe and stimulating outdoor play spaces for our children to explore and play in. With a little ingenuity and creativity, developing a play area that is individualized and adapted to the needs of the children is within our reach. A nature-inspired space that supports children to be physically active, while exploring the world around them, can be easily achieved by using recycled tires, logs, tree branches, mulch, plants, rocks, and stones. It just takes some planning, observations, and implementation. Here are some thoughts about successful play spaces:

- **Successful play spaces offer movement and physical activity** with space and structures that allow a range of energetic and strength building play experiences dependant on the children's needs and ages. In home child care environments, where the ages of the children in attendance may change from one day to the next, abilities to adjust and add or subtract activities is helpful. If you do not have a large play space in your home child care setting, consider going to neighbourhood parks and green spaces designed to encourage development of children's large muscles.

- **Successful play spaces offer abilities for children to play with others and socialize** while allowing opportunities to problem-solve and negotiate through discussions and social conflicts. One way to do this is to offer fewer riding toys than you have for the number of children outside at one time. This could encourage the children to take turns, make decisions as to what else they can do while waiting, engage in conflict resolution about the rules of turn-taking, and negotiate through the entire process.

- **Successful play spaces allow children to manipulate natural and fabricated materials,** use tools, and have access to loose parts which are bits and pieces of all kinds. You may want to consider adding a vegetable garden that the children can help develop, care for, water, and harvest.

- **Successful play spaces offer children challenging equipment and activities** that test the limits of their physical abilities. Consider using shortened tree logs embedded into the dirt as a stepping stone style of climbing for toddlers and preschoolers.

- **Successful play spaces include opportunities to explore sensory materials.** Large tires filled with playground mulch offer natural-looking sensory areas for children to explore. Consider adding a variety of digging materials, small vehicles, and plastic animals in a bin that you can take outside when the children are playing so that they can use what they are interested in at the moment.

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Let's Go Outside (continued)

Take time to observe every child in your program so that you can better understand their unique interests, growth, and development. Using what you have observed and documented, plan some new and interesting activities for your children to explore. Here are some additional ideas to consider:

- Colour the driveway with sidewalk chalk
- Play catch with a ball (or water balloons on a hot day)
- Go on a neighbourhood walk to see what you can find
- Make a nature collage
- Make stepping stones for your garden to jump from one to another
- Have a picnic lunch outside together
- Dig in the dirt
- Jump in puddles
- Bring various sized balls outside
- Make some musical instruments together for a marching band
- Paint with a fly swatter (new one of course)
- Make some bird feeders and feed the birds
- Have a backyard toy car wash
- Wash a real car
- Go on a nature scavenger hunt
- Play in a sandbox
- Investigate your yard or nearby playground with a magnifying glass
- Paint some rocks with watercolors
- Wash the paint away with the hose
- Stack and balance rocks
- Go on a "sound safari" and give children clipboards to record things they hear
- Find, sort, and make a leaf scrapbook
- Host a mini Olympics
- Plant some vegetables and fruits in the garden
- Mix some colours with water balloons
- Play with a water table (home-made or purchased)

The term "well-being" elicits a different response from people. Certainly physical well-being comes to mind, but the term "well-being" applies to so many aspects of a child's life. As we go through this newsletter it is important for us to look at the whole child and how each piece impacts health. Emotional well-being, mental health and wellness, self-regulation, self-care, self-awareness, and social skills all add to a child's overall "well-being". When you offer a program that sees each child as a competent learner, capable of complex thinking, curious and rich in potential, you are setting the stage for future successes for each child in your care.

Sources:

How Does Learning Happen? Ontario's Pedagogy for the Early Years. Queen's Printer for Ontario, 2014, pages 29-34.

http://www.notimeforflashcards.com/2012/03/50-simple-outdoor-activities-for-kids.html

Influencing Children's Sense of Self and Self-Regulation

Submitted by: Jan Smith, Affiliated Services for Children and Youth

Home child care providers play a prominent role in influencing children's ability to self-regulate. It is important to think about how you, as an adult, can help children to regulate their own behaviour rather than the adult always managing it. As children build a sense of self, they also work on building self-regulation.

First, let's define self-regulation. The simplest definition is how a person manages any stress that they are under. In other words, self-regulation helps a person manage the combination of energy and tension they feel in their body. In the booklet "*Calm, Alert, and Ready to Learn*" self-regulation is defined as "the ability to adapt our physical and emotional energy and our thinking and social skills when we need to. Self-regulation helps us to control our behaviour, handle challenges, and manage stress". It goes on to say "Self-regulation in the body affects all the other areas of behaviour. To deal with children's anger, attention problems, or lack of cooperation, you need to understand how they feel in their bodies. Helping children adjust their levels of energy and tension often helps them behave better."

Stress can be defined as all stimuli that require a person to use energy to maintain some sort of balance. Stress can be positive or negative and is discussed further in the article found on page 10.

Self-regulation differs from self-control. Self-control is resisting an impulse while self-regulation is about dealing effectively with stressors and then recovering. A sense of self is a person's idea about the type of person they are; their self-image or perception of themselves. It is important to note that a person's sense of self may be viewed differently by others.

Adults need to help children to be calmly focused and alert as this is when children can best understand their emotions, pay attention, ignore distractions, inhibit impulses, assess the consequences of their actions, and understand what others are thinking and feeling (empathy).

"How Does Learning Happen? Ontario's Pedagogy for the Early Years" and *"Excerpts from ELECT"* indicate several ways in which caregivers can support children in building self-regulation skills and a sense of self. From infancy, children begin to build self-regulation physically, emotionally, cognitively (thinking), and socially.

Infants indicate emerging skills in self-regulation by: • becoming calm when comforted by familiar adults • comforting self with thumb • recovering from distress and over-stimulation in a secure relationship	**Home child care providers** can support self-soothing behaviour. By supporting an infant in recovering from distress, the attachment to the adult is reinforced and the infant learns that strong emotions can be tolerated so recovery is hastened.
Infants indicate growing skills in sense of self by: • sucking fingers, observing own hands • show preference for being held by familiar people • beginning to distinguish known people from strangers • playing confidently in the presence of caregiver and frequently checking in with her	**Home child care providers** can interact and support the infant by holding her securely when she is meeting a new person. Look at the person and reach out to them. This helps the infant remain secure with new people and build confidence as she expresses her preference for certain people.
Toddlers show Emotion Regulation when: • they begin to use language to assist in emotion regulation • they begin to recover from emotion in the presence of familiar adults and positive emotions are elevated when they seek you out as a secure base • they begin to recover from being overwhelmed	**You can support toddlers** by acknowledging and verbalizing their feelings for them. The empathy of acknowledging pleasant and unpleasant feelings can create a connection between the toddler and you and it can absorb some of the toddler's emotional energy. Talk about the physical side of emotions such as "your heart beats faster when you are excited."

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Influencing Children's Sense of Self and Self-Regulation (continued)

They show Behaviour Regulation when: • they begin to respond to cues to stop actions • they show emerging impulse control with peers • waiting for their peers increases **They show Attention Regulation when:** • attending may be interrupted by actions of others • attending may be distracted by several objects to focus on • toddlers show an increase in focusing attention, making choices, and avoiding distractions	Move closer to them when the activity level is rising as this helps provide them with a secure base to assist in their regulation of behaviour. Participate in play and move materials slowly into the toddler's visual frame when she is distracted. This can slow the action down, enabling her to solve a problem or avoid distraction.
Toddlers show a sense of self when they: • say no in response to adult requests • see themselves as a doer who is powerful • saying "good" and "bad" (self-evaluation) • uses own name and others' names • recognizes self in mirror • points to parts of own body and the corresponding parts of others	**Adults support a toddlers emerging sense of self** when they talk about what the toddler is doing ("You're washing your hands", "You are putting the food in your mouth.") The language and actions reinforce the toddler's understanding of herself and her body.
Preshoolers/Kindergarteners indicate growing skills in self-regulation by: • increasingly expressing emotions appropriately • focusing attention • avoiding distracting stimulation • returning their attention after a distraction • stopping and starting their own actions • delaying gratification • persisting when frustrated • using language to communicate needs and regulate emotions • gain control of their behaviour • increasingly coping with challenges and disappointments • using effective strategies for self-calming	**Adults can support the emergence of self-regulation** by offering to extend an activity. Suggest that a project be left overnight and then worked on the next day. Projects that are extended over more than one day involve waiting for the satisfaction of completion. When children decide what they will do, they are motivated to follow through. Help children to recognize when they are tired and need to rest or when they need to eat something to become more energetic. Help children to calm down by holding their hands or giving them a hug, give them one-on-one attention, encourage them to take deep breaths, or engage in a physical activity (run, jump, etc).
School-agers regulate their emotions and behaviour by: • using self-talk or private speech • using empathy and perspective taking • using a variety of strategies to regulate emotions such as anxiety	**Adults can be supportive** by modeling private speech. "This puzzle is hard for me. I need to slow down and find a matching piece." Private speech is an important tool in self-regulation. Thinking out loud helps regulate emotions and recover from increasing emotional energy while giving time for other responses.

Caregivers serve as role models. Children observe how you manage your emotions. Be careful what you say or show when you are upset. Allow children to see you take deep breaths or count to ten before responding when you are angry with someone.

It is important to remember that all children are different and will self-regulate at their own pace and within their own temperament traits. Cautious children can control impulses more easily than a child who is more outgoing in trying new things. If you reflect on "What can I do to help change this child's energy, tension, or mood?", then respond to this in a consistent manner, you will go a long way in supporting their self-regulation.

Sources:

Ministry of Education. How Does Learning Happen? Ontario's Pedagogy for the Early Years. Queen's Printer for Ontario, 2014

Ministry of Education. Excerpts from "ELECT". Queen's Printer for Ontario, 2014

Hoffman, John. Calm, Alert, and Ready to Learn (booklet). Pearson Canada Inc., 2015

Building Joyful and Confident Eaters

Submitted by: Jennifer Moodie, BSc MAN RD, Registered Dietitian, Family Health Division, Niagara Region Public Health

"How Does Learning Happen? Ontario's Pedagogy for the Early Years" asks the question "What improvements could you make to ensure that the type of meals/snacks and your eating environment reflect on the goals for children?" These goals are discussed in this article.

Were you ever…

- Made to eat your vegetables?
- Made to clean your plate before you could have something you liked?
- Made to eat more than you wanted?
- Not allowed to eat as much as you were hungry for?
- Denied water when thirsty?

If so, how did that make you feel? How does that early experience affect your current eating habits and attitudes? How do you want the children in your care to feel about food and mealtimes?

We all want children to be "good eaters." But what is a good eater?

According to Ellyn Satter, Registered Dietitian, Family Therapist, and internationally recognized authority on eating and feeding, children who are good eaters are able to take care of their food needs in a positive and matter-of-fact way. A child that is competent with eating:

- **Feels good about eating.** He enjoys food and joins in happily with family meals and snacks.
- **Enjoys meals and behaves nicely at mealtime.** He feels good about being included in family meals and does his part to make mealtime pleasant. He (at appropriate ages) says "yes, please," and "no, thank you" and doesn't make a fuss.
- **Picks and chooses from food you make available.** He is okay with being offered food he has never seen before. He ignores food he does not want and also "sneaks up" on new food and learns to like it. Eventually he will learn to eat almost everything you do.
- **Eats as much or as little as he needs.** Only he knows how much he needs. Trusting him to eat as much as he needs lets him be healthy, energetic, grow consistently, and grow up to have the body that nature intended for him.

Notice that the definition of a good eater doesn't include a child who eats their vegetables at every meal or finishes their milk. In fact, normal childhood eating behaviour can lead us to believe they are becoming anything but good eaters.

It is NORMAL for a child to:

- Be very hungry at one meal and not very hungry at the next
- Want to eat the same foods at each meal or snack time
- Eat only one or two foods from a meal
- Eats lots one day and very little on another
- Have favourite and not-so-favourite foods that change often
- Not like new foods right away

How can caregivers support children to become good eaters?

Children need friendly and supportive adults and an environment that makes eating a pleasant experience. The following tips can help support children to become competent eaters:

- Involve children in the growing, shopping, planning, and preparing of meals and snacks whenever possible and appropriate.

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- Provide a meal or sit-down snack every 2 ½ to 3 hours.

Building Joyful and Confident Eaters (continued)

- Don't limit the menu to only foods the children accept. Offering a variety gives children the opportunity to learn about and explore new foods.
- Have the children serve themselves with appropriate serving utensils. Pass each dish around and allow children to scoop out the amount of food they would like to eat. Second helpings can be available for those who want more.
- Ensure children are given enough time to eat. Provide 30 minutes for meals and 20 minutes for snacks.
- Encourage use of an open cup for all beverages.
- Messiness can be hard to take, but realize that this is part of a child's learning and enjoyment, so try to be easy-going about this.
- Remove all screens, toys, books, and other distractions while eating.
- Remember, you are an important role model! Always sit and eat with the children. Eat the foods they are eating. Do not eat foods that they cannot eat or make comments about the children's weight or your own weight or diets.
- Respect the "Division of Responsibility". "The Division of Responsibility" helps children develop positive feelings about food and mealtimes. Let the child decide how much to eat, even if that means leaving food on the plate, not eating at all, or asking for more food. This helps children listen to their hunger and fullness cues.
- Never pressure children to eat their food. This can have negative consequences leading to some children eating less, and some children eating more to please their parents or caregivers. Avoid comments such as:
  - "Just take one more bite."
  - "No dessert unless you eat your meat."
  - "Good boy. You ate all your peas."
  - "No more bread until you eat some vegetables."
  - "Finish your milk. It's good for you."

Ellyn Satter's Division of Responsibility in Feeding

Your job as a caregiver is to TRUST children to decide how much and whether to eat from what you provide. When caregivers do their jobs with feeding, children do their jobs with eating:

Caregivers' feeding jobs:

- Choose and prepare the food.
- Provide regular meals and snacks.
- Make eating times pleasant.
- Step-by-step, show children by example how to behave at mealtime.
- Be considerate of children's lack of food experience without catering to likes and dislikes.
- Not let children have food or beverages (except for water) between meal and snack times.
- Let children grow up to get bodies that are right for them.

Children's eating jobs:

- Children will eat.
- They will eat the amount they need.
- They will learn to eat the food their parents/caregivers eat.
- They will grow predictably.
- They will learn to behave well at mealtime.

Keep this feeding goal in mind: It is important to help children to grow up to be good eaters, not to get them to "eat their broccoli today". Nourish the children in your care with relaxed and enjoyable mealtimes…the benefits will last a lifetime!

For more information on the topic, visit the Ellyn Satter Institute at www.ellynsatter.com

Source:

www.ellynsatterinstitute.org

Throw Negative Stress Away

Submitted by: Jan Smith, Affiliated Services for Children and Youth

Stress can be defined as our body's response or reaction to a stimulus or circumstance. Stress can be positive in that it creates in us an impulse to act on something. This is how we complete a task, help someone in need, or participate in fun events.

Stress can be negative when there are too many things that cause an unpleasant feeling or reaction to a stimulus or circumstance. So when we are faced with too many things to do with too little time, when we are hungry, tired, sick, or upset, stress can be a negative in our life.

I find myself negatively stressed when I have more work to complete than I have time to do it. I become overwhelmed, get an unsettled feeling in my stomach, and feel anxious about getting things done. I have had to find some techniques to help calm myself when negative stress overwhelms me. I have found that making a list, breaking jobs down into simpler tasks, and scratching things off the list as they are completed go a long way toward calming those unsettled feelings down. Reducing the clutter in my work or home space is also a big help.

You may be thinking that you have those feelings sometimes. What can you do to deflate the stress? MedicineNet.com suggests these immediate stress busters:

Breathe slowly and deeply
Complete one small task off your list
Drink water, eat a healthy snack
Speak slowly
Go outside or sit beside an open window
Sit or stand up straight
Relax at the end of your day with something for you (a bath, reading, colouring, painting, cup of tea)

Children also need ways to reduce stress. One suggestion is to blow your worries away with bubbles or a calming ribbon. This activity helps children to self-regulate. Calming jars also help children to self-regulate when they focus their attention away from their frustrations and worries.

To make a calming jar, fill a jar of your choice half full with water. Add up to 2 tbsp of glitter. Fill to the top (leaving a little space for air) with white corn syrup. Hot glue gun the lid back on to the jar. Shake to combine ingredients.

Michele Borba suggests the following on her blog:

- "Melt the Tension": Have the children tense up or stiffen their bodies and pretend they are tin soldiers. After a few seconds, encourage them to go limp like a rag doll. Once children understand the concept of being stiff or tense, they can then stiffen just one area of their body, count to 3 then let it go.
- Michele encourages adults to help children to think of positive phrases they can say to themselves when they feel stressed such as "Calm down, I can do this". Think of a space where you feel calm (ie. the woods).
- Michele also created a 1:3:10 formula for children.
  1 is for calm down (said once)
  3 is for take 3 deep breaths from your tummy
  10 is for count to 10 in your head

Have fidget toys, small stress toys, and doodling materials (paper and pencils/markers) available for children to hold or use when they need them.

Try a few of these ideas and hopefully everyone's days will be less negatively stressful.

Sources:

www.MedicineNet.com/script/main/art.asp?articlekey=59875 Eight Immediate Stressbusters by Melissa Conrad Stoppler M.D., 2014

micheleborba.com/michele-borba-blog-kid-stressbusters-i-shared-on-today-show, 2015

Connecting with Community Partners

Submitted by: Kay Donnelly and Tammy West, HN REACH

How can you connect with community partners to better support the mental health and well being of families and children?

The evidence is clear. Experiences that children have in the early years significantly impact their biology, and have implications for life-long physical health, mental health, and well-being.

"Ontario's Policy Framework for Child and Youth Mental Health reports that 15 to 21 percent of children and youth in Ontario have at least one mental health disorder." This is serious not only because it's such a high percentage, but also because of the life-long effects.

So what can you do as an educator/caregiver to support the mental health and well-being of children and families? We know that not only is prevention key, but also early intervention in skill building and strengthening coping skills of everyone involved can reduce the vulnerability of those at risk.

The following tips are some ways you can support yourself and the families for whom you are providing care.

Know what's available in your community in order to provide information and support. The African proverb, "It takes a village to raise a child", really makes sense and we should always make it a priority to connect children with the communities that they live in. Notice what your friends are doing, go online, or call 211 for information on local community supports and clubs. Connect with your local Ontario Early Years Centre, Public Health Unit, and local Library and Recreation Programs to see what resources may be available to families free of charge. Provide activities and practices that support resilience. Research tells us that everyone needs to develop skills on how to bounce back when things don't go as planned. Information on resilience can be found at Stuart Shanker and the MEHRIT Centre at *https://self-reg.ca* and Reaching In, Reaching Out at *www.reachinginreachingout.com*. Both of these websites have valuable resources, links to videos, book lists, and much more that support helping children and even adults to build resiliency skills.

We can support children and families by taking a strength-based approach which helps people feel safe, accepted, and valued. The children in your program will learn how to show empathy and acceptance. By being strong, knowledgeable, and connected with supports, you will be able to make a positive impact on not only all of the children but especially those who need the support.

Other things you probably already do to foster health and well-being are providing healthy meals and allowing opportunities for children to develop self-help skills. Give them opportunities to explore their world with their bodies, minds, and senses, and limit the amount of time that they are sedentary. Create safe and stimulating outdoor spaces that encourage children to challenge themselves and take risks. You might already know someone who has been in their shoes, so connect them with others in the community if that's possible. Keep learning and practise self-care because we know that we are a better support when our own needs have been met. And lastly, don't be afraid to have sensitive discussions with families. Most often they will welcome your caring approach and thank you for it.

Source:

slideplayer.com/slide/3436162/ slide 28. Focus on Mental Health, Eliminating Stigmas and Removing Barriers to Access.-ppt. 2016

Professional Resource Centres

ASCY

Resource Library & Program Support:
JAN SMITH, RECE, AECEO.C
SHANDA LICOP, RECE
library@ascy.ca

Affiliated Services for Children and Youth
526 Upper Paradise Rd., Unit-A, Hamilton, ON L9C 5E3

Tel: 905-574-6876, ext 222
Fax: 905-574-8843

www.ascy.ca

ECCDC

JENNIFER MOSHER, RECE
Early Learning and Child Care Program Consultant
jmosher@eccdc.org

Early Childhood Community Development Centre
3340 Schmon Parkway, Thorold, ON L2V 4Y6

Tel: 905-646-7311 ext 314
Fax: 905-646-2692
Email: eccdc@eccdc.org

www.eccdc.org

OEYC: Brant

JUDY BAILLIE, RECE, ECRT, AECEO.C
jbaillie@eycbrant.ca

Ontario Early Years Centre: Brant
30 Bell Lane, P.O. Box 25040
Brantford, ON N3T 6K5

Tel: 519-759-3833 ext. 107
Fax: 519-759-0173

www.eycbrant.ca/oeyc

OEYC H&N, a unit of HN REACH

TAMARA PEDLEY BA, RECE
oeyc@hnreach.on.ca

OEYC H&N/HN REACH
12 Colborne St. N.
Simcoe, ON
N3Y 3T9

Tel: 519-429-2875
1-866-463-2759

As stated in the "Early Years and Child Care Act (EYCCA), ratios as of August 31, 2015 are as follows:

A home child care provider contracted with a licensed home child care agency can care for a maximum of 6 children under the age of 13. They must:
- Count their own children under the age of 6
- Care for a maximum of only 2 children under the age of 2 including their own children

An informal (unlicensed) child care provider can care for a maximum of 5 children under the age of 13. They must:
- Count their own children under the age of 6
- Care for a maximum of only 2 children under the age of 2 including their own children

Please visit the Child Care and Early Years Act website at www.ontario.ca/laws/statute/14c11

*The Professional Resource Centres are sponsored by different agencies in each of the four communities. Affiliated Services for Children and Youth (ASCY) in Hamilton, the Early Childhood Community Development Centre in Niagara and the Ontario Early Years Centres: Brant and Haldimand & Norfolk provide these services in their respective communities. Quiet Times is published three times a year. Affiliated Services for Children and Youth, Hamilton; The Early Childhood Community Development Centre, Niagara; the Ontario Early Years Centre: Brant, Brantford; and Ontario Early Years Centre: Haldimand-Norfolk assume no responsibility for any errors and/or omissions. Opinions expressed in this publication are those of the contributors and do not necessarily reflect those of the sponsoring organizations. All articles submitted will be subject to editorial review. For information on reprinting material from Quiet Times, contact your area representative at the location listed on the back of this publication.

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We are interested in hearing your comments. Your input is important to us to ensure we are providing information that is useful to you. Please feel free to contact us.

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