



From Your Licensing Worker

HUNGRY or FULL?

How to Create Healthy Eating Habits

Many children — and adults — need to “tune in” to their “fullness” sense. When we “listen” to our fullness cues, we are more likely to stop eating when we feel full and less likely to overeat.

Most infants and young toddlers can figure out when they are full and try to stop eating. It’s amazing how young children eat as much as they need to grow! However, as toddlers become preschoolers, we place more food on their plates and the child can lose that sense of when to stop, continuing to eat even when not as hungry. Give children a chance to stop eating when they feel full, even if they aren’t. They’ll feel more independent and you’ll help them keep a healthy weight.

You can help children eat just the right amount by following these easy strategies:

For Toddlers and Older Children

- **Little tummies need small portions.** Just like adults, when there is a large amount of food on the plate, children will eat it. Therefore, start small and ask them if they are hungry before serving or allowing second servings. This will also reduce food waste and save money!
- **Serve food “family style” whenever possible.** This allows children to learn to put the right amount on the plate from the start. Teach them to take small amounts at first. Preschoolers can practice serving from small bowls that you hold for them. Tell them they can get more if they are still hungry. Child care food programs recommend serving food family style to those that can dish up themselves.
- **Create a positive eating environment** by listening when a child says he/she is full. Notice that toddlers may not say they are full, but may start playing or becoming distracted and not finish their plate. A child should stop eating when he or she is full, rather than when the plate is clean. Do not praise others for being in the “clean plate club.”
- **Sit and eat with the children whenever you can.** Let them see you eat when you are hungry and push your plate away and stop eating when you are full, even if there is food on your plate.

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- **Reward children with attention and kind words, not food.** Show your love with hugs and kisses. Console with hugs and talks. Giving your child sweets when they feel sad or as a special treat can teach your child to eat when he or she is not hungry. This may cause your child to ignore body signals of fullness and overeat. Rewarding children with sweets also sends the message that sweets and dessert foods are better than other foods. For example, tell a child, "no dessert until you finish your vegetables" may make them like the vegetable less and the dessert more.
- **Don't restrict sweets or other treats as punishment for bad behavior.** This could lead to a habit of overeating the restricted food when it becomes available to your child. (Licensed child care providers cannot withhold meals or snacks at any time, nor can they "force" food a child refuses to eat.)

For Infants

- **Look for hunger cues.** Infants have different ways of showing they are hungry but common hunger cues include rooting or try to put a fist in their mouth.
- **The infant might not be crying out for food.** When the infant cries, look to see what else could be bothering him before immediately feeding. An infant who cries may not be hungry. A need for sleep, affection or a diaper change may also be causing tears.
- **Using the bottle as a pacifier?** When the infant's sucking stops or becomes less frequent, then take the bottle out and see if she still roots for it. Be aware that the infant could just be using the bottle as a pacifier after they have fulfilled their hunger needs.
- **Look for milk running out of the mouth.** Many infants will let the bottle stay in their mouth even after they are full.
- **It is not necessary to finish off the bottle.** Even when there is an ounce left, if an infant is full, let her stop eating. If you are worried about wasting breast milk or iron-fortified infant formula, give smaller amounts and add more if the infant is still hungry.

Help the children in your care learn to "listen" to their fullness sense. This will help them establish healthy eating habits that will lead to normal growth and development and reduce the incidence of obesity, heart disease, diabetes and cancer later in life.

Sources:

- U.S. Department of Agriculture: www.MyPyramid.gov
- Nemours Health and Prevention Services: "Best Practices for Healthy Eating: A Guide To Help Children Grow Up Healthy" (www.nemours.org/department/nhps/child-care/healthy-habit.html)

Mousetail Snack

Ingredients

- 6 graham crackers
- 4 oz. berry cream cheese
- 3 strawberries
- 2-3 pieces of string cheese
- 2 tablespoons sunflower seeds



1. Invite your child to wash their hands and join you for a cooking activity.
2. Wash strawberries under running water. Remove the stem and slice in half lengthwise. Put strawberry halves in serving container.
3. Give your child a plate, a knife and a napkin.
4. Give your child one graham cracker square and one string of string cheese.
5. Invite your child to spread the graham cracker with cream cheese.
6. Then place a strawberry half on the prepared graham cracker, add the string cheese for a tail and two sunflower seeds for the ears.
7. Once finished, admire, eat and enjoy

Did You Know?

- All children must get outside daily (weather permitting, see weather chart in your handbook or check on line at Dakota County Child Care Website for Child care forms or <http://www.co.dakota.mn.us/NR/rdonlyres/00000c8a/naoahzzkjeenhgkuwwclchkeptchmbui/weatherwatch.pdf> Children can generally be out when weather is in the yellow or green marked area of the chart.)

It is the provider's responsibility to be sure children are able to get outside and that parents have brought the correct outdoor clothing before taking children into care each day.

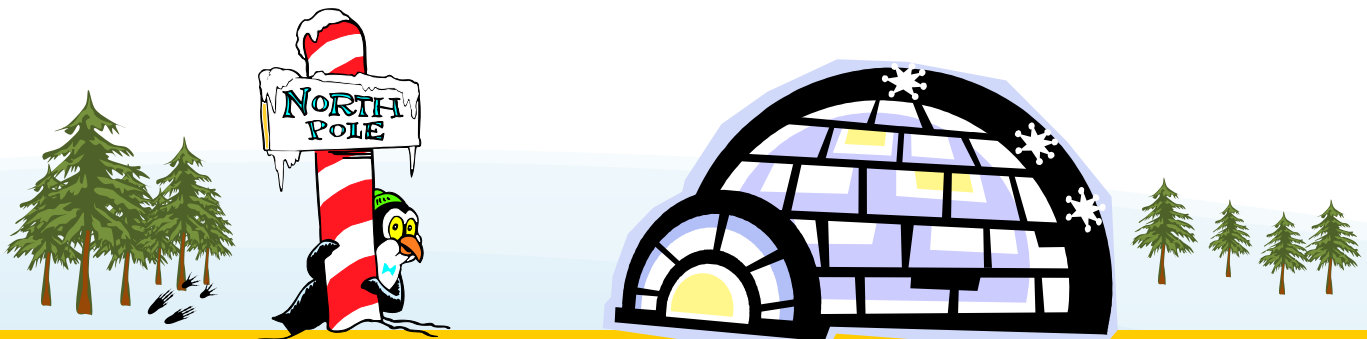
- Infants (children under 12 months of age) must only be napped in a crib, porta-crib, or playpen that has a brand and model number and has been checked with consumer product safety commission to see that there are no recalls. You must do a monthly inspection on all of the items above that are set up and accessible to children. This would include those that are used only for your own children if child care children have access to this crib. It also includes any that are set up and used for storage or play by the children.

A parent cannot give permission to sleep an infant in an infant seat, car seat, swing, or anything else that is not an approved crib, porta-crib, or play pen.

- Before anyone is a caregiver, helper, or sub in a licensed childcare home which has children under school age, they must have a Shaken Baby Syndrome training completed and you must have a copy of their certificate on record. Two web sites that are approved for Shaken Baby Syndrome training are <http://www.educarer.com/lnk2courses.htm> and <http://www.carecourses.com/> (Infant Safety course)
- Before anyone is a caregiver, helper, or sub in a licensed childcare home which has children under 12 months of age, they must have completed a SIDS training and you must have a copy of their certificate on record. Two web sites that are approved for Shaken Baby Syndrome training are <http://www.educarer.com/lnk2courses.htm> and <http://www.carecourses.com/> (Infant Safety course)
- That you should be **in the same room** with children under school age at all times so that you can intervene to protect their health and safety. As licensors, we have seen toddlers climb up on couches, 3 year olds striking toddlers for taking toys, 2 ½ year olds jumping off of beds in a playroom, etc, all while providers thought that children were just doing routine toy gathering while they (the children) have entered other rooms than the provider is in. These types of behaviors are common with young children and all of them could lead to an injury which could lead to a supervision violation for child care providers. It is easy for all of us to think our homes are always safe but remember that children are continuously developing in abilities and ideas and changing their behaviors from one minute to the next. Be sure that you are supervising according to the rule to make sure children are always safe.

Fun Things to Do Outside During the Winter with Children

Build a snow fort or igloo; Have a snow ball fight; Take a walk and look for animal tracks; Put out suet and birdseed for birds and watch the birds come to eat; Scavenger hunt for winter nature items; Outside a window shovel out a square spot. Plant sticks with bright colored streamers to look like flowers or "plant" a row of plastic flowers; Decorate a tree with streamers to blow in the wind; Go sledding down a hill; Shovel a path in the yard like a maze; Sit in a sunny place and absorb sunshine; Play expedition. Pretend you are an explorer going to the North Pole; Have a winter picnic. Take along a warm sandwich and cookies in an insulated bag , cocoa in a thermos or even hot soup in a soup thermos. Take a blanket to sit on.



SUPERVISION U

UPCOMING TRAINING

WSC denotes the Western Service Center in Apple Valley

NSC denotes the Northern Service Center in West St. Paul

CORE courses (required) Dates Time Location

1. **Super Care Starts with SuperVision 3/25/10** from 6:30p - 8:30p — WSC L139
2. **Supervision Through the Stages is a two-part class. You must attend both sessions.**
 - **Supervision Thru the Infant/Toddler Stages 4/1/2010** from 6:30p-8:30p WSC L139
(These classes meet the child development training requirement.)
 - **Supervision Thru the Preschool Stages 4/15/2010** from 6:30p-8:30p WSC L139
Both preschool and toddler courses need to be completed for Supervision U.

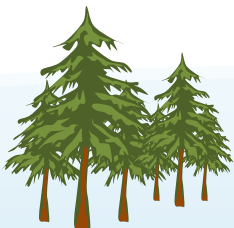
Managing The Child Care Environment — Watch for announcements in 2010

ELECTIVES (choose three)

1. **Rule Review/Handbook** Pick up a handbook from your licensor and take the post test for 2 hours of training credit.
2. **Group Dynamics** 7/22/2010 from 6:30p-8:30p WSC L139
3. **Temperament** (Check out RCC for classes on this subject.)
4. **Stress & Burnout** (Check out RCC for classes on this subject.)
5. **Behavior Guidance** (Check out RCC for classes on this subject.)

To register for the **FREE Dakota County licensing sponsored classes**, contact Sue Jahnke at susan.jahnke@co.dakota.mn.us or **952-891-7229**.

To register for classes offered through RCC, call **651-641-3549** or register on-line at www.mnstreams.org, or mail in the class registration form from the RCC catalog. There is a class fee for RCC training.



Winter Theme — Snow Person

On one of those great sunny days after a nice snow, go outside and make a snow man with the children. Talk about all the things you need to make a snowman such as a hat and scarf to keep them warm, buttons for the coat, what you will use to make a face etc.

After coming in you can have hot chocolate with marshmallows, or you can make rice krispie treats and when they have cooled to touch let the children form balls and put them together to form snow people. You can use licorice for the scarf and a Kiwi slice and cube of cheese to make a top hat. Have fun eating these and think of other ways to incorporate snow people into your activities.

Read the book *The Snow Man* by Raymond Briggs, and *Winter Friends* by Carl R. Samsto the children and then put on frosty the snowman and dance all around the town (well just the room but use your imagination).

For the craft, you can create snowmen out of a variety of materials such as marshmallows, toilet paper holders, cotton balls on construction paper, paint and paper to name a few. Here is one craft from DLTK's Holiday craft online.

Materials:

- creamer bottles (You know, the flavorful ones found in the refrigerator section)
- Googly eyes
- Black beads for mouth
- Colored toothpick for nose — cut in about 1" length
- Glittery pompoms for top of hat
- Black pompoms for front of snowman
- Yarn or something to make a "scarf"
- Small twigs for arms/hands — about 5 inches in length and in a Y form
- Tacky glue works best for this project



Instructions:

Remove the plastic wrapper from the creamer bottle and put about a cup of sand in the bottle. Glue on the googly eyes. Glue on black beads for the mouth. Poke holes for nose and arms with ice pick (it is much easier to insert them). Insert the colored toothpick for nose. Glue on glittery pompoms for top of hat. Glue on black pompoms for the front of the snowman. For the scarf, wrap yarn around a piece of cardboard - about three times. Use another piece of yarn to tie the ends together. Then wrap it around the neck of the snowman and tie it. Insert small twigs for arms/hands

Winter can seem like a long time so think of other exciting things that you all can do outside and in to get as much fun and learning out of this time that you can.



Recalls from the U.S. Consumer Product Safety Commission

FOR IMMEDIATE RELEASE

November 23, 2009

Release # 10-046

Firm's Recall Hotline: (877) 274-0277

CPSC Recall Hotline: (800) 638-2772

Infant Entrapment and Suffocation Prompts Stork Craft to Recall More Than 2.1 Million Drop-Side Cribs



WASHINGTON, DC - The U.S. Consumer Product Safety Commission (CPSC), in cooperation with Stork Craft Manufacturing Inc., of British Columbia, Canada, today announced the voluntary recall of more than 2.1 million Stork Craft drop-side cribs, including about 147,000 Stork Craft drop-side cribs with the Fisher-Price logo. The recall involves approximately 1,213,000 units distributed in the United States and 968,000 units distributed in Canada.

CPSC urges parents and caregivers to immediately stop using the recalled cribs, wait for the free repair kit, and do not attempt to fix the cribs without the kit. They should find an alternative, safe sleeping environment for their baby. Consumers should contact Stork Craft to receive a free repair kit that converts the drop-side on these cribs to a fixed side.

"The recalls involves approximately 1,213,000 units distributed in the United States and 968,000 units distributed in Canada."

From Biting to Assertiveness — Behavior Guidance and Activity Kit

Dakota County has kits that help providers work with reducing biting behaviors in children. The kits are created to be loaned to caregivers for one month. They contain information that will help you lead children to being assertive instead of aggressive. The kit includes a "Guiding Children from biting to Assertiveness booklet" (the provider may keep the booklet at the end of the 30 days if they wish) to work with guiding children. The kit includes 5 books for children which are: Teeth are not for Biting; Hands are not for Hitting; Words are not for Hurting; No Hitting; When You're Mad and You Know It. There are also four posters which include rules that children need to learn in order to become assertive. These posters include words and pictures and should be posted on your wall where children can see them during the month. The rules are part of the monthly activity.

There are also 22 feelings photos with activity ideas to go along with them to help children recognize feelings. The activities will help you teach children how to express their own feelings. There is a wall activity entitled "Teeth are For" which is an activity to help children recognize the positive aspect of their teeth and not remind them of the negative. The laminated stop sign is used in activities in the booklet and will help all the children learn what stop is in a fun, positive manner. It will also help children recognize that they can say "stop" to something that is hurtful. This kit is designed to stay with the provider for one month while you incorporate a variety of the information and activities into your program. There is a waiting list and we will take your name and bring out the kit when it is available. To see if a kit is available or place your name on the waiting list, please contact your licensing worker.





Phrases that *HELP* and *HINDER*

As the caregiver, you play the biggest role in your child's eating behavior. What you say has an impact on developing healthy eating habits. Negative phrases can easily be changed into positive, helpful ones!



Phrases that *HINDER*

INSTEAD OF ...

Eat that for me.
If you do not eat one more bite, I will be mad.

Phrases like these teach your child to eat for your approval and love. This can lead your child to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.

INSTEAD OF ...

You're such a big girl; you finished all your peas.
Jenny, look at your sister. She ate all of her bananas.
Your have to take one more bite before you leave the table.

Phrases like these teach your child to ignore fullness. It is better for kids to stop eating when full or satisfied than when all of the food has been eaten.

INSTEAD OF ...

See, that didn't taste so bad, did it?

This implies to your child that he or she was wrong to refuse the food. This can lead to unhealthy attitudes about food or self.

INSTEAD OF ...

No dessert until you eat your vegetables.
Stop crying and I will give you a cookie.

Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches your child to eat to feel better. This can lead to overeating.

Phrases that *HELP*

TRY ...

This is kiwi fruit; it's sweet like a strawberry.
These radishes are very crunchy!

Phrases like these help to point out the sensory qualities of food. They encourage your child to try new foods.

TRY ...

Is your stomach telling you that you're full?
Is your stomach still making its hungry growling noise?
Has your tummy had enough?

Phrases like these help your child to recognize when he or she is full. This can prevent overeating.

TRY ...

Do you like that?
Which one is your favorite?
Everybody likes different foods, don't they?

Phrases like these make your child feel like he or she is making the choices. It also shifts the focus toward the taste of food rather than who was right.



TRY ...

We can try these vegetables again another time. Next time would you like to try them raw instead of cooked?
I am sorry you are sad. Come here and let me give you a big hug.

Reward your child with attention and kind words. Comfort him or her with hugs and talks. Show love by spending time and having fun together.

Adapted from "What You Say Really Matters?" in *Feeding Young Children in Group Settings*, Dr. Janice Fletcher and Dr. Laurel Branan, University of Idaho.

Web Sites of Interest

<http://www.archjrc.com/childspace> — This web site has some great resources regarding curriculum for children.

<http://www.childcarelounge.com> — On-line training courses with additional information regarding curriculum, newsletter articles, forms, etc that providers will find of interest. Remember that we accept online correspondence courses as long as you have attended one training that you attend each year.



Dakota County Social Services

14955 Galaxie Avenue
Apple Valley, MN 55124

Phone: (952) 891-7400
Fax: (952) 891-7473

We're on the Web!!!

www.co.dakota.mn.us

Pass It On

Sherry Larson has a family get together at least once a month. Sometimes it's at a community event, sometimes they go to a park or sledding, and sometimes just meet at a fast food place for dinner. The children and the parents really enjoy this time!



Dakota County Child Care Licensor Directory

Hastings, Inver Grove Heights

Becky Elrasheedy 952-891-7361
Becky.Elrasheedy@co.dakota.mn.us

Apple Valley and Burnsville L-Z

Cases distributed among other licensors

Farmington and West St. Paul

Bill Hess 952-891-7381
Bill.Hess@co.dakota.mn.us

South St. Paul and Rosemount S-Z

Maura Johnson 952-891-7362
Maura.Johnson@co.dakota.mn.us

Lakeville & surrounding areas, Burnsville A-K, and Mendota Heights

Jan Kochendorfer 952-891-7363
Jan.Kochendorfer@co.dakota.mn.us

Rosemount A-R

Amy Novak 952-891-7841
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Case Aide (General)

Susan Jahnke 952-891-7229
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Supervisor

Marian Eisner 952-891-7460
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Website:

www.dakotacounty.us/HealthFamily/ChildCareProviders

Dakota
COUNTY

