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Kansas **child**

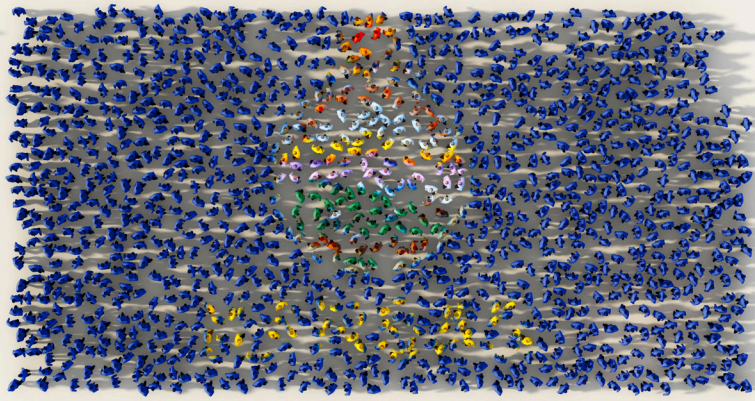
Winter 2022 Volume 21, Issue 1

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Resilience

- Thank You, Child Care Providers!
- The Developmental Effects of COVID-19
- Self-Care for Caregivers

Recovery Through Resilience



As a parent of two children, I often wonder how the changes and challenges of the last year or two will impact the adults they'll become. Did we do enough to shelter their tender hearts from the worst of the pandemic? Did we hide our worries and stress well enough? Will they take the disruptions to their learning environments in stride, or will they have to play catch-up for years?

One thing I know for sure — after nearly two decades of working in the early childhood field — is that children, their families, and their caregivers are incredibly resilient. Recovering from difficult situations is something human beings do naturally, given enough time. With the right supports in place — for children, for families, for early care and education professionals, and for communities — we can hasten the process of bouncing back.

As we head into an unpredictable winter, Kansans are prepared to tackle whatever challenges may await, while continuing to work toward long-term recovery and growth. Many factors have contributed to our collective resilience as a state, but we'd be remiss if we didn't pause to acknowledge the role that early care and education professionals have played in our recovery.

Quite simply, we owe a huge debt of gratitude to the early care and education professionals who have worked tirelessly to care for our young children. Child care programs have remained open throughout the pandemic, even when other businesses closed their doors. They continued to provide high-quality early learning for the children of medical professionals and first responders, teachers, grocery clerks, public servants, and other essential service providers. In short, they kept our economy going.

With the right support, early care and education professionals will sustain our state's economy long into the future. They'll ensure that parents and guardians can continue to work, and they'll nurture the growth and development of our future workforce.

In this issue of *Kansas Child*, you'll hear from state and national experts about how we can collectively build resilience for the

sake of our youngest Kansans, their families, and the people who care for them. We owe it to our state's children — and ourselves — to meet adversity head-on as we respond, heal, and recover together. ●



KELLY DAVYDOV

Executive Director,
Child Care Aware® of Kansas

Kelly Davydov joined Child Care of Kansas as Executive Director in September 2020. Kelly's professional background includes leadership for two key initiatives in Iowa: the state's early childhood system-building effort, Early Childhood Iowa, and its 2-Gen anti-poverty initiative. Kelly, her husband Dmitry, and their two sons, (Ethan, 13 and Henry, 11) have made Kansas City their new home. Together, they enjoy exploring state and national parks and farmers markets and spending their winter weekends poolside at swim meets.

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El Bienestar de los Padres y los Impactos en los Niños

BY JESSICA SOTO-BOTELLO

“Árbol que nace torcido, jamás su tronco endereza.” Un refrán muy común para los hispanos, el cual se refiere que una persona no podrá cambiar su forma de ser o de pensar si no ha sido educada o formada desde una temprana edad. Este dicho normalmente es usado en una forma negativa y no tiene nada que ver con nuestro tema. Pero, por lo menos a mí me da la curiosidad de saber a qué edad nuestras enseñanzas y actos llegan a impactar a nuestros pequeños.

Si nos ponemos a ver, la tabla de desarrollo infantil indica que entre los 14 a 24 meses un niño empieza a imitar el comportamiento y las actividades de los adultos. Es decir que en esa etapa su desarrollo social eh emocional sabe diferenciar los diferentes tipos de actos. A los 24 a 36 meses ya comienzan a entender. Por lo pronto eso indica que un niño a esa edad empieza a poner atención y es cuando su personalidad empieza a desarrollarse.

Como padres nuestro mas grande deseo es que nuestros hijos se conviertan en una persona de bien con un futuro lleno de oportunidades. Es el cual que nuestra prioridad es buscar la mejor educación con el fin de que nuestros pequeños sean un

gran ejemplo para el mundo. Muchas de las veces invertimos nuestro tiempo en buscar las mejores escuelas, materiales educativos o programas que ayuden y tengan un impacto positivo para nuestros pequeños.

Como padres también tenemos miles de responsabilidades que nos mantienen viviendo en un ritmo muy ocupado. Las horas en nuestros días la mayoría de las veces no son suficientes y vivimos corriendo día a día. Por lo cual muchas de las veces generamos estrés, ansiedad, cansancio por dar lo mejor como padres. Es tan grande nuestro amor como padres que no nos damos cuenta de que muchas de las veces nuestro estrés que estamos enfrentando día a día se lo transmitimos a nuestros pequeños. Nuestros modos y reacciones a como enfrentamos ciertas situaciones pueden tener impacto en nuestros pequeños.

Actualmente vivimos rodeados de inseguridad dado a la pandemia que estamos viviendo. Está fuera de nuestras manos controlar situaciones que involucran nuestros trabajos, escuela y nuestra vida social. Hemos pasado por diferentes etapas en esta pandemia como estar en cuarentena, unos tuvimos que trabajar desde

casa y ser maestros de nuestros pequeños, eh incluso muchos se han quedado sin empleo. Con estas situaciones vienen emociones fuertes que nos afectan en nuestro hogar. Sin querer queriendo cuando estamos pasando por momentos difíciles nuestros pequeños se dan cuenta y los impactamos.

La vida es un aprendizaje que involucra diferentes sentimientos y no todo será color de rosa. Como padres el mejor impacto que podemos tener en la vida de nuestros pequeños es enseñarles a siempre estar bien consigo mismo. El bienestar de nosotros los padres tiene que ser algo positivo para la vida de nuestros pequeños. Tenemos que aprender a manejar cada situación con la mente en blanco y aprender a controlar nuestras acciones para transmitir un desarrollo positivo en las personalidades de nuestros pequeños. Recuerden, no importa la situación que estén pasando importa en como reaccionamos a la situación. Eso es lo que nuestros pequeños aprenderán y es la educación que se llevaran siempre con ellos. ●



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Jessica resides in Garden City, Kansas. She graduated from Fort Hays State University with a bachelor's in general studies with an emphasis in social services. Her passion has always been helping others and being a helping hand in moments of need.

Recursos:

- Veme Crecer

Compassion is Free

BY SHANA SCHMIDT

Throughout my 27-year career, I have been struck by one consistent truth that applies regardless of funding, geography, or political affiliation: Compassion is free, and it has a 100% success rate for building relationships.

In his book “What Happened to You?” Dr. Bruce Perry, renowned brain development and trauma expert, states: “The capacity to love is at the core of the success of humankind.”

As Dr. Perry discusses the importance of quality early relationships with his coauthor, Oprah Winfrey, he writes, “The attentive, loving behaviors grow the neural networks that allow us to feel love, and then act in loving ways toward others. If you are loved, you learn to love. Caring for the infant in this loving way also changes the brain of the caregiving adult.”

What Perry is explaining here is how compassion and responsive relationships build resilience.

**Compassion is free,
and it has a 100%
success rate for
building relationships.**

Since March 2020, our state, nation, and world have become more divided and isolated than ever. This is evident in our virtual and face-to-face communities. When such divisions exist, how do parents and caregivers build enough resilience for responsive relationships? The answer is compassion.

Compassion is the ability to understand what another person is experiencing and to respond with empathy. In a trickle-down effect, when an early care and education

professional serves the parent or caregiver with compassion, they influence the parent or caregiver’s relationship with the child.

Harvard University’s Developing Child website identifies “a common set of factors that predispose children to positive outcomes in the face of significant adversity.” One of these factors is “mobilizing sources of faith, hope, and cultural traditions.” That’s a great description of compassion.

Policymakers continue to compassionately fight for families by standing up for what they need to be successful. As the executive director of ZERO TO THREE, Matthew Melmed, so perfectly stated in an article about working families from 2016, “We can’t presume to know what every family needs to be successful. But we do know that when parents are supported in giving their children a strong start in life — whether through paid family leave or quality child care — we create healthier work environments, a more prepared future workforce and a stronger community — fiscally, emotionally and intellectually.”

We, as a community of care, respond with compassion when we strengthen our workforce, build relationships with parents that support the family, and provide interventions of support. In all these actions, we are embodying compassion.

Compassion doesn’t require agreement; it only requires curiosity. Acting with compassion doesn’t mean convincing



someone else to think as you do; it means learning about their perspective. Compassion is evident when we treat everyone with dignity, respect, and understanding — no matter what.

Kansas is a diverse state of multiple ethnicities, languages, religions, political beliefs, and geographic cultures. Without compassion for all our neighbors, our children will suffer. ●



SHANA SCHMIDT

Early Childhood Mental Health Specialist

Shana is an award-winning author, professor, infant and early childhood mental health specialist, licensed counselor, and Conscious Discipline certified instructor. As a mental health consultant, she empowers educators, families, and early childhood professionals through the lens of trauma-responsive care to help them become more resilient, compassionate, and equipped to face whatever challenges come their way.

Throughout her 27-year career, Shana has trained, consulted for, and coached parents, educators, and caregivers across the state of Kansas and throughout the United States. She now works from her empty nest in Harvey County, where she lives with her husband and their 105-pound Goldendoodle named Bruce.

The Importance of Peer Networking and Supports for BIPOC in Early Childhood Education Settings



BY BRIDGET BANKS

Networking and sharing experiences with our peers are critical parts of our personal and professional lives. A good network of peers will provide much-needed moral and emotional support, especially when handling the tough situations that often occur in the early childhood and education community.

For many years, social psychologists have been studying the human need for belonging. They've found that feeling a sense of belonging is beneficial to our overall well-being. Abraham Maslow's hierarchy of needs includes a sense of belonging as a major need that motivates human behavior, just like food, shelter, and safety.

For many employees, work can be a very lonely place. When leaders create an atmosphere that encourages their employees to initiate conversations and build relationships, it tends to enhance both work and learning experiences. Employers who support social connections in the workplace can in turn help build a successful workforce.

Access to networking often depends on who you know. It's human nature for most people to feel like they have to be the gatekeepers of that access and opportunity, leaving others out intentionally or unintentionally. Frequently, networks can stem from a place of power and influence, meaning they can sometimes be overwhelmingly white and can unfairly leave people of color out. The National Bureau of Economic research calls this "closure" — the idea that social groups restrict access to opportunity on the basis of shared traits and experiences.

It is important for Black, Indigenous, and other People of Color (BIPOC) in the early childhood education field to have a space where they can navigate the challenges they endure on a daily basis. They need a place where they can be their authentic selves and feel a sense of inclusion and acceptance —

free of negative stereotypes about how they dress, speak, wear their hair, or pronounce their names. BIPOC employees need spaces where they don't have to worry about the comfort level of white people.

For BIPOC, peer networking and support spaces can be a place of healing — a place to reclaim those parts of themselves that have been repressed due to oppressive work spaces. Through networking, BIPOC employees can support one another in embracing who they are as a people and share stories about the discrimination they face. In contrast, sharing these experiences in integrated spaces often means power gets shifted back to white people, who may find what is being said hurtful.

As a Black woman in a predominantly white work environment, I understand this need immensely, and the discrimination that comes simply from being.

In integrated spaces, patterns of white dominance are inevitable, even when they are not intentional. Those values determine whose voices get heard and validated — or not. People of color are less likely to be themselves and fall into the societal roles they have been assigned. Conversations about race may come up whether we have invited that conversation or not. Topics we may want to discuss, such as the sadness that comes from hearing about the killing of yet another Black person, are rarely invited.

Our experience at work then becomes one of survival, as we try to avoid white co-workers' hurt feelings and discomfort. Navigating these spaces can be extremely exhausting for people of color — though they are simultaneously part of who we are.

Some may think it's segregation for BIPOC employees to have their own networking and support spaces. We must remember that segregation, as an institution, was part of a system of oppression that was designed and maintained by white people. When people of color create a space to be with only one another, it is a form of temporary physical segregation, but it is different from the institution of segregation designed by white people. People of color are not yelling "separate but equal" when creating these spaces. These spaces are not acts of oppression, but responses to it.

As a child care health consultant with the Child Care Health Consultant Network, I have recognized the need for a space for the voices that have not normally been elevated in the early childhood education setting. We recognize, as a network, that early childhood education policies are shaped by a history of systemic and structural racism that has created disparities for BIPOC, which in turn has caused children in these populations to lack access to quality early care and education.

Until we can have truly inclusive spaces, until the inequities that have been a part of America's story since its birth no longer exist, we must make every effort to encourage oppressed voices to emerge. ●



BRIDGET BANKS

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Bridget is a mother of four, currently residing in and working remotely from Topeka. Before joining Child Care Aware of Kansas, she worked in the early childhood education world for seven years as a preschool teacher. Bridget is an avid writer and a recently published author.



APOYO BILINGÜE

BY JESSICA SOTO-BOTELLO

Recuerdo hace un año cuando llegue a Child Care Aware of Kansas, en medio de una pandemia, en la cual todavía hasta la fecha luchamos juntos para mantenernos sanos. Ya más de año y medio donde la inseguridad y el aislamiento ha aumentado en nuestras vidas. Nuestra vida social se detuvo por unos meses y aunque ahora estamos tratando de retomarla, ya no es lo mismo.

Por esas razones Child Care Aware of Kansas mantiene su misión de brindar los recursos necesarios para que familias tengan acceso a un cuidado infantil de alta calidad y de brindar el apoyo a proveedoras de cuidado infantil. Nuestros programas entendemos en los momentos que estamos viviendo y es por lo cual día a día nos enfocamos en ser creativos y utilizar todas las herramientas que podemos para poder brindarles el apoyo necesario. La salud, seguridad y bienestar de cada uno nos importa y queremos brindarles todos los recursos que estén en nuestras manos.

Sabemos lo difícil que ha sido tener una vida social y no poder compartir momentos de felicidad, tristeza, logros, fracasos, etc. con nuestras familias, amistades y con las familias a quien servimos diariamente. La Red de Consultoras de Salud se propuso en no dejar que el aislamiento se apoderará de nuestras vidas. Tenemos en mente la rutina ocupada

que nuestras proveedoras tienen diariamente al enfocarse en brindar un cuidado de calidad a nuestros pequeños. La salud mental es muy importante de mantener saludable, especialmente en estos momentos. Es por eso por lo que la red ha creado un evento virtual mensualmente para convivir y poder retomar un poco de nuestra vida social. Esta pandemia nos está dando la oportunidad para que todas nuestras proveedoras de cuidado infantil puedan conocerse y compartir el trabajo que hacen diariamente. En esta red virtual podrán conocer a proveedores de cuidado de niños localizados en cualquier región en Kansas.

Como proveedor de cuidado de niños con licencia usted puede ser parte de nuestras reuniones mensuales titulado "NETS" las siglas en inglés traducen a "Soporte técnico de Interacción con la Red." Lo mejor de todo es que se ofrece en su propio idioma y la convivencia entre proveedores es en español. Cada mes se brinda un tema relacionado con la salud, seguridad y bienestar del programa de cuidado infantil. El tema de cada mes nos ayuda a recibir apoyo y tiene la oportunidad de dar y recibir ideas, hacer preguntas, dar su opinión y lo

más importante convivir con personas que diariamente están dedicadas al mismo trabajo que usted. Es un espacio seguro donde nos dedicamos a apoyarnos, y nos ayuda a retomar nuestra vida social y darle atención a nuestra salud mental.

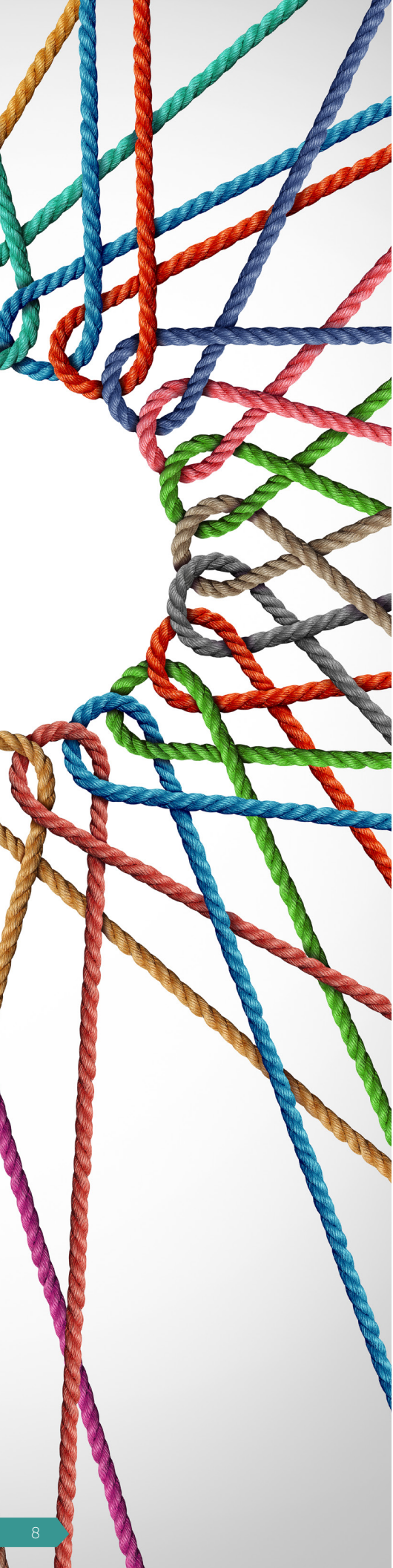
El mundo de la primera infancia es muy importante para Child Care Aware of Kansas y reconocemos y valoramos el trabajo que nuestras educadoras de cuidado infantil hacen diariamente. Les hacemos la invitación a que se una a nuestro apoyo bilingüe para juntos salir de esta etapa de inseguridad y unir nuestras fuerzas para ayudar a crear comunidades saludables través de nuestro liderazgo. ●



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Jessica resides in Garden City, Kansas. She graduated from Fort Hays State University with a bachelor's in general studies with an emphasis in social services. Her passion has always been helping others and being a helping hand in moments of need.



FILLING THE VOID

Concordia School District Provides Child Care Through Community Collaboration

BY KRystal BREESE

Early childhood experiences are the foundation for a student's future success. This belief has always been a focus for USD 333, Concordia Public Schools. We are guided by the Kansas Can Vision, developed by the Kansas State Department of Education (KSDE) and the Kansas State Board of Education: "Kansas leads the world in the success of each student."

One of the five outcomes identified to help move Kansas toward this vision is kindergarten readiness. Accordingly, USD 333 has worked to further investigate the early childhood needs of our district and community, as well as how we might extend our current preschool offerings to help meet the needs of our community.

Before the COVID-19 pandemic put the effort on pause, the district was working on an early childhood education model that included local early childhood providers. When we realized the need for child care had become critical during the pandemic, we began working with KDHE licensing, local child care supervisors, CloudCorp (Cloud County Economic Development), K-State Extension and Research, community professionals, and surrounding school districts to identify ways to fill the immediate child care void and provide for future needs. We quickly realized that we could start one group day care home, but providing care for more children would take greater planning and collaboration.

Thanks to a partnership with several different organizations in North Central Kansas, we have been able to expand early care and education in the district. USD 333 committed to providing the facilities, access to our nutrition program, and the hiring

and training of staff, as well as to covering salaries and benefits. Cloud County Economic Development assisted in helping us contact and complete grants from different organizations. We were fortunate to receive grant funding from Dane Hansen and Child Care Aware® of Kansas.

Through this collaborative effort, we are now operating a fully licensed group day care home for children from birth through age 5, with two highly qualified providers on staff. USD 333 is committed to continued collaboration and partnership to provide quality early childhood offerings to the community of Concordia.

Our long-term goals include growing and developing partnerships with local and regional entities to address child care and early childhood needs. One such goal is to prepare future providers and educators by offering work-study and career pathway opportunities for our high school and college students.

Together, we can ensure that all children, from birth through age 18, receive a quality education in our community. ●



KRYSTAL BREESE

Director of Curriculum/
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In addition to her role with the school district, Krystal also serves as assistant principal for Concordia Elementary School. She began teaching kindergarten at Southeast of Saline in 2002 and later taught fourth grade there. In 2011, Krystal and her family (Quentin, Payton, and Tessa) moved to Concordia, where she has served as K-6 technology teacher, elementary school principal, and middle school principal.

The Developmental Effects of COVID-19 on Children

Integrated data systems can help us find better ways to support families with young children.

BY SYDNEY IDZIKOWSKI, HEATHER ROUSE, REBECCA BULOTSKY-SHEARER, AND AMY HAWN NELSON

How does the experience of living through this pandemic impact the healthy development and resilience of children before they enter elementary school? This remains a largely underexplored question. But finding the answer is critical to moving beyond the immediate crisis.

Impacts on mental health and downstream social-emotional adjustment are an area of national concern. We know that children's healthy development is intricately linked to that of their caregivers. COVID-related illness, hospitalizations, workforce disruption, and mental health needs have put unprecedented stressors on caregivers, directly impacting adult well-being and indirectly affecting children's resiliency.

A recently published article in the *International Journal of Population Data Science* proposes a comprehensive, cross-sector, resiliency-based framework to address the question of the pandemic's impact on our youngest children (from birth to age 5), as well as to inform solutions at the intersection of child care and the workforce. At the heart is the use of integrated data systems (IDS).

IDS facilitate cross-sector, longitudinal exploration of how young children and their immediate households interact with public service systems, as well as the impact of those systems on long-term outcomes. The systems streamline administrative data-sharing from diverse sectors (e.g., education, health, social services) and link the data at the individual level, allowing researchers, policymakers, and others to better understand needs and outcomes across disparate systems.

IDS are especially valuable because they use data already collected by public service systems, are population-based with the capacity to inform large-scale prevention and intervention, and are ideally situated in partnership with decision-makers who use relevant findings to inform actionable solutions and strategic planning.



Embedded within the many COVID-related stressors live deeply rooted systemic inequities in housing, health, employment, education, and economic resources. To see the whole picture of these impacts on young children, we must also consider the ways that systemic and structural racism have exacerbated the impact of the pandemic. The cumulative impact of historic and present-day racial inequities — compounded by the effects of the pandemic — has caused Black, Indigenous, Latino/a/x, immigrant, and other marginalized communities to bear the brunt of the worst of the pandemic. All these complicated and interconnected factors can be better disentangled, understood, and ultimately addressed with IDS.

Embedded within the many COVID-related stressors live deeply rooted systemic inequities.

Examining the pandemic’s complex direct and indirect effects on children and families requires complex solutions that are rooted in racial equity, and the use of IDS within a comprehensive resiliency framework is a promising approach. In

the context of a national movement to help families “get back to work,” the U.S. is in the midst of a child care crisis; there are not enough open slots for children that allow parents the flexibility they need to work. Fortunately, many IDS across the country contain workforce and early child care data that could enable an in-depth exploration of how these systems work together (or not), facilitating the development of solutions that would benefit both children and their caregivers.

While IDS are commonly used for multi-system, long-term impact assessments, they also have the capacity to drive cross-sector, rapid-response planning. In March 2020, the California Children’s Data Network (CDN) built a searchable website for child care vacancies by geographic area — connecting essential workers with available child care slots. Without CDN’s pre-established IDS capacity, the rapid development of this tool would not have been possible.

Without a strong, high-quality early child care support network, overall workforce shortages cannot be solved. High-quality integrated data — particularly data that includes program, place, and person-based information — is essential to crafting solutions.



As demonstrated by CDN, shared data infrastructure is an invaluable tool to support nationwide recovery efforts. The comprehensive framework offered in the International Journal of Population Data Science provides a call to action for collaborative efforts that bring together government response systems and data science capacities to support our nation’s families, particularly those with young children who need to grow and develop to support our future prosperity. ●



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For the Love of Your Loved One

CAREGIVER SELF-CARE



BY ELIZABETH BRUNSCHEEN-CARTAGENA

During pre-flight instructions, flight attendants tell passengers that, in case of an emergency, they should put their oxygen masks on first, before helping children in their care. Otherwise, the passenger will run out of oxygen and won't be able to help anyone else.

The first time I heard the flight attendant giving this instruction, I thought it sounded selfish. Why should I benefit from the oxygen before my babies? But the fact is that they depend on me for their well-being. If I don't care for myself, I won't be there to care for them.

Helping someone you care about takes substantial time and energy. For parents and caregivers, self-care is not just unselfish, it's crucial.

Practicing self-care will make you feel more grounded and energetic and less anxious. You'll also cope better with challenges — allowing you to control difficult situations, rather than be controlled by them.

As a parent or caregiver, you need to identify your stressors and recognize the warning signs of stress. Be aware that thoughts, expectations, and guilt can make you run into a brick wall over and over again — trying to control what cannot be controlled and do what cannot be done.

Ignoring your own needs — the “oxygen mask” that must be put on first — causes emotional and physical exhaustion. This can leave you in a worse position than the person in need of your care. To prevent this from happening, consider integrating some of these strategies into your routine

Ask for Help

Remember that you cannot be a successful parent or caregiver without support. Asking for help can be hard, especially if you are usually the one who helps others. But

communicating your needs to those in your support system will help alleviate your load. Reach out to the people you trust, such as family members, friends, neighbors, or your religious community.

Asking others for help can be a gift for them too. People want to aid you in tangible ways, but they may not know how. When someone asks if there is anything they can do to help, it can be hard to come up with something in the moment. So be ready! Write down all your needs in a notebook or on your phone. That way you'll have small, simple tasks to respond with when someone asks to help.

Take Short Breaks

Listen to your favorite music, step outside to enjoy the weather, take a breath of fresh air. Talk to the plants as you water them, pet the dog, do a word search, watch something funny and share it with the person in your care.

Another strategy is to lay down for a few minutes. One study found that a short 10-minute nap resulted in increased alertness and provided a boost in cognitive performance that could last as long as 155 minutes (over two-and-a-half hours). The best times to rest are mid- to late morning or early afternoon. Another study found that napping for 60 minutes midday could boost mood and increase your tolerance for frustration.

Stay Connected

Social distancing during the pandemic has taught us how much we need to connect with others. In fact, connection is an essential human need. Meaningful connection creates a safety net that shields you during hard times. It increases self-esteem, helping you realize that you belong and are bonded to

others. Connection also reduces anxiety and depression and contributes to good health.

Return to Favorite Activities

Thinking about taking care of yourself may make you feel guilty, but once you do something to nurture your well-being, the guilt decreases. Add self-care to your to-do list and schedule it into your routine. If you don't intentionally carve out time for refreshing activities, they won't happen.

Take a bubble bath, go on a date with your spouse, set coffee appointments with friends, start a new hobby. Once you add self-care to your routine, your attitude and outlook will improve, allowing you to better care for others.

The bottom line is that your loved ones need you to take care of yourself, stay healthy, and release your stress. So strap on that oxygen mask — for your sake and the sake of those you love. ●



ELIZABETH BRUNSCHEEN-CARTAGENA

Family Life & Resource Management Agent, K-State Research & Extension

Elizabeth has been in her current role at K-State Research & Extension in Sedgwick County for 16 years. She earned a master's degree from Wichita State University. Being blessed with a child with Down syndrome, she understands the importance of self-care in order to care for others.

Thank You, Child Care Providers!

When other businesses closed, your doors remained open, welcoming our youngest Kansans with a safe, nurturing environment that parents can depend on. As child care providers, you are essential to a thriving Kansas economy. We are forever grateful for you!

WITH OUR DEEPEST THANKS:

Butler Co. Health Department
Center for Public Partnerships and
Research, University of Kansas
Child Advocacy and Parenting Services
Child Advocacy Center of Sedgwick Co.

“Child care providers are always essential, but especially during the pandemic. Because of their dedication, many health care workers and first responders were able to continue to care for COVID-19 patients.”

Phillip Brownlee, Medical Society of Sedgwick County

Child Care Aware® of Eastern Kansas
Child Care Aware® of Kansas
Child Start
City of Hutchinson
City of Wichita Child Care Licensing
Cornerstones of Care
Cross-Lines Community Outreach

“We want to thank all child care providers in Kansas for your dedication in working with children and families during the pandemic. Your commitment and compassion to providing valuable services and care to families is greatly appreciated and recognized.”

Debbie Deere, Kansas Children's Cabinet and Trust Fund

Discount School Supply
Discovery Child Care & Learning Center
Fairfield USD #310
Flint Hills Community Health Center
Fort Scott Area Chamber of Commerce
Hesston Chamber of Commerce
Hutchinson Community Foundation
Infant-Toddler Services of Johnson Co.
Jefferson Co. Kansas Emergency Mgmt.
Johnson Co. Dept. of Health & Environment
Kansas Action for Children

“Thank you for your hard work and all that you do to support Kansas kids during these challenging times.”

David Jordan, United Methodist Health Ministry Fund

“A huge THANK YOU goes out to every Kansas child care provider!”

Betsy McKinney, Fairfield USD #310

“We sincerely appreciate the Herculean efforts you put forth every day for Kansas families and communities.”

Bradford B. Wiles,
Kansas State Research and Extension ARCHER Lab

“Words cannot truly express the impact your dedication, care, and commitment has on children and families as we reflect on the past, live in the present, and look forward to the future. The work of a Child Care Provider is truly a calling. We appreciate you!”

Patty Peschel, Kansas Child Care Training Opportunities

“ Thank you to all the dedicated child care providers on behalf of all the employers in our county. ”

Jack Allston, Pottawatomie County Economic Development Corp.

“ Thank you for your incredibly hard work throughout the COVID-19 pandemic. There is no doubt that without your dedication, Kansas children and families would not have fared as well as they have through this pandemic. Words cannot express how much you are appreciated! ”

Jennifer Adhima, Kansas Head Start Association

“ We are so grateful for all of the great work you're doing preparing children for their future during these difficult times. ”

Rebecca Stewart, Kansas City Area Parents as Teachers Consortium Supporting Care Providers

“ We appreciate child care centers for staying open to provide quality, safe care to the children of Reno County during this time. We value and appreciate all child care centers for your critical public service. ”

Ken Johnson, Hutchinson Regional Medical Center

- Kansas Breastfeeding Coalition
- Kansas Child Care Training Opportunities
- Kansas Children's Cabinet and Trust Fund
- Kansas Children's Service League
- Kansas City Area Parents as Teachers Consortium Supporting Care Providers
- Kansas Dept. of Health & Environment
- Kansas Head Start Association
- Kansas Health Foundation
- Kansas State Department of Education
- Kansas State Research and Extension
- ARCHER Lab
- KC Metro ECE Community Collaborative

- LiveWell Northwest Kansas
- Marshall Co. Partnership 4 Growth
- Medical Society of Sedgwick Co.
- Melinda's Home Away from Home
- Pottawatomie Co. Economic Dev. Corp.
- Shawnee Mission School District

“ Thank you to the incredible, dedicated people who care for and teach our youngest children. You are changemakers at work, daily, on behalf of our families and communities! ”

Kari Mailloux, Hutchinson Community Foundation

“ You are the true heroes, and we can't thank you enough for being there for children & families in our state! ”

Paula Neth, The Family Conservancy

“ Thank you, providers, for working with us through the challenging COVID-19 pandemic. We appreciate your willingness to strive to do the right thing and do what is in the best interest of your staff and the kids. You are essential and appreciated. ”

Eldonna Chesnut, Johnson County Department of Health and Environment

“ Thank you for all you have done and continue to do for the children in your care! ”

Adrienne Ladd, City of Wichita Child Care Licensing

- St John's Kid Kare Center
- The Family Conservancy
- United Methodist Health Ministry Fund
- United Way of Greater Topeka
- United Way of Reno Co.
- Wichita Community Foundation
- Wichita State University

“ During this pandemic, you really showed our community what you are made of. You adapted at every turn, constantly working to find safe ways to have children in your care so that parents could go to work. Please know that WE know that YOU are always essential. You have one of the very most important jobs, and you make a difference in the lives of children every day. ”

Jenny Brandt, KC Metro ECE Community Collaborative



Welcoming the Community into Your Child Care Program

BY JILLIAN HOEFER

As child care providers, we have responsibilities beyond taking excellent care of our kids and offering educational opportunities. We should also strive to provide family and community support, as well. Here are some engagement ideas that I've found successful in the past, broken down into three key categories.

One of the most obvious ways to engage families is to involve them in day-to-day operations.

Family Involvement

One of the most obvious ways to engage families is to involve them in day-to-day operations. You also want to make sure they have the opportunity to voice their concerns or suggestions.

- Interacting with parents and other family members during drop-off or pick-up.

- Providing surveys and evaluations of your program, as well as classrooms and teachers.
- Inviting families to join an educational activity, field trip, or a day dedicated to grandparents, siblings, or other relatives.
- Holding meetings with parents or guardians before their child starts with a new teacher, when the child transitions to another room, and during parent-teacher conferences.
- Providing information through newsletters, parent pages, daily sheets, or mobile apps in order to keep parents informed about their child's day.
- Sending fun activities home with the child to complete with their family.
- Distributing a family questionnaire to learn about ethnic and cultural preferences.
- Creating a holiday program or multicultural potluck dinner.

Helpful tip: Having multiple family-oriented events during the year helps create a culture of involvement and acceptance.

Connecting Parents with Community Support

The options are truly unlimited when it comes to offering community support. Your community partners should play a vital role in the success of your program. Most of the time, it just takes a quick phone call to get the partnership started.

- Partnering with a local therapist or psychologist to provide training for staff — and for parents.
- Looking into free speech, hearing, or vision screenings.
- Informing parents about local resources that can provide financial support.
- Inviting your local surveyors or DCF representatives to provide educational support to your teachers and families.
- Working with local farmers and other local businesses or organizations to facilitate educational activities.
- Asking a local dentist, occupational therapist, or doctor to provide a screening or an unofficial observation.
- Working with local behavior specialists, school officials, and psychologists/psychiatrists on assessments and school gating criteria.

Partnerships should be a key component of your program.

Supporting Community Partners

We can also give back to the community that sustains us. We want the companies and individuals who support us to know that we support them in turn. For instance, if a farmer donates some produce for a cooking activity, give your families the farmer's information so they can buy local produce. If a therapist performs a behavior assessment, refer families to that therapist. If a vision, dental, or medical specialist performs a screening, direct families to seek services from that office. We can also support partners by listing them as a resource on flyers, in our facilities, on our website, and on our social media accounts.

Partnerships should be a key component of your program. Not only do they enhance the quality of your care and education, but they can also contribute to your staff's professional development and your families' continued well-being.

Remember: Every moment is a teaching moment — whether you are teaching families, staff, or children. ●



JILLIAN HOEFER

Director,
Wichita State
University Child
Development
Center

Jillian has worked at the Wichita State University Child Development Center for more than 20 years. She is also an adjunct professor in the Early Childhood department at Butler Community College, a success coach and adjunct professor in the Teacher Apprentice Program at Wichita State University, and an advocate for children in the greater Wichita area. Jillian is involved in many early childhood organizations and sits on several boards in the community. She considers it her mission to provide exceptional quality care, educate parents, and develop phenomenal early childhood teachers.



Child Care Providers Are ESSENTIAL

BY SARAH MINSHULL

Child care providers' tireless work serves as the bedrock for the next generation of Kansans. Their expertise, empathy, and effort shapes children's health, well-being, academic outcomes, and ability to contribute to the workforce and our communities for the rest of their lives.

Every day, providers serve as teachers, advisors, caregivers, referees, janitors, reading specialists, business managers, and any other role the moment demands of them. They always do their best to create a safe, healthy, and enriching space for kids to learn and grow.

Providers have a lot on their plates. In addition to spending long days caring for children, they must build relationships with parents and partner with them to promote children's well-being, meet strict child care licensing standards, and manage the many responsibilities that come with running a small business.

These demands only multiplied during the pandemic. Despite these new challenges, child care providers kept us all going. With great resiliency and creativity, they demonstrated that — although we have all experienced isolating times — we are not alone. In fact, we are intricately connected. Every day, Kansas child care providers ensure that we stay that way. Their hard work and dedication continues to allow our communities to function and our families to thrive, even during uncertain times.

Child care providers, we can never thank you enough for all that you do. We know you are essential. You ensure that parents and guardians can work to support their families and contribute to our economy. More importantly, you prepare our kids to live their best lives, allow families to flourish, drive business growth, and strengthen our communities. ●

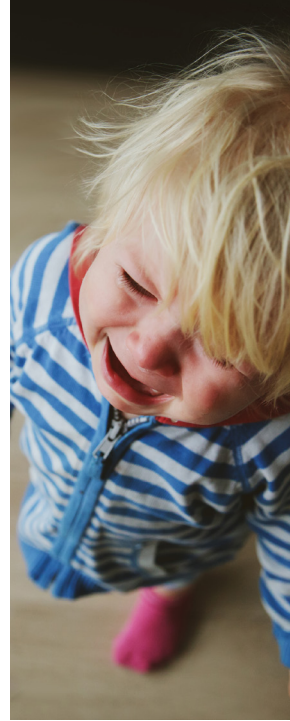


SARAH MINSHULL

Director of Innovation, Programs and Strategy,
Child Care Aware® of Kansas

Sarah Minshull has been with Child Care Aware of Kansas since 2019. Initially joining the CCAKS team as a Links to Quality Community Consultant, Sarah continued her work with Child Care Aware of Kansas with the development and implementation of the Child Care Health Consultant Network. Sarah, her husband Joe, and their daughter (Liliana, 7 months) live in Lawrence, Kansas. Together, they enjoy going for daily walks, traveling, and gardening together in the warmer months.

FREE Social-Emotional Development Screening Available



BY JORDAN CHRISTIAN & ERICA FIGUEROA

The early years of a child's life help build a foundation for future learning, health, and success. Parents, providers, and communities play a critical role in ensuring that children have the supports and resources they need to thrive.

By participating in a social-emotional screening, providers of all kinds can evaluate a child's development, address any potential concerns, and connect families to services and supports in their community. Screenings can also help build relationships with families — opening conversations and empowering parents to invest in their children's social-emotional health.

The early childhood system in Kansas is partnering with families to better understand children's social-emotional development by using the *Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2)*. This questionnaire, completed by the guardian/caregiver, provides a snapshot of a child's social-emotional development in the areas of social-communication, adaptive functioning, compliance, autonomy, self-regulation, interaction with people, and affect.

Through community access, ASQ Online is now available to any community partner that serves children ages zero to five and that would like to administer developmental screenings. Anyone who works with infants and young children can utilize the tool and play a key role in developmental and social-emotional screening — including medical providers, mental health providers, home and center-based child care providers, home-visiting programs, and early intervention services.

Sharing ASQ results with families can be a great way to engage with them and build a strong positive partnership. How

you communicate this information is key. It's important that families feel a part of this process and that their expertise about their child is heard.

Learning about your students' home lives, personalities, and interests can contribute to a caring, kind, and fun classroom atmosphere. Early childhood and education providers can implement consistent, predictable routines and offer flexibility in how students position themselves for learning. Because young learners are just developing self-regulation skills, opportunities for co-regulation might be appropriate for many. Providers can also look out for potential indicators of trauma and consider strategies to ensure that children's basic needs are met. Early childhood programs can support student well-being and success by embedding social-emotional learning into all aspects of the day, especially within academic learning.

When you join the Statewide Kansas ASQ Online system, your program will receive an ASQ Online subscription free of charge, and you'll be eligible for a reduced price on screening kits. The system saves time by enabling families to complete the screening online and automatically scoring the questionnaires.

If you would like to become part of the Statewide Kansas ASQ Online system, visit www.agesandstages.com/ks or contact your local Community ASQ Enterprise Account Administrator. ●



JORDAN CHRISTIAN

Public Service Executive,
Kansas State Department
of Education

Jordan has served in his current role with KSDE since 2017. His responsibilities include the State Interagency Coordinating Council (SICC), Local ICCs, and the Kansas Kindergarten Readiness Snapshot (ASQ). Prior to coming to KSDE, Jordan graduated from the University of Kansas in 2016 and worked on political campaigns in Kansas.



ERICA FIGUEROA

Research Project Coord.,
Center for Public
Partnerships & Research,
University of Kansas

Erica serves on the Help Me Grow Kansas team and is currently assisting KSDE and KDHE in a statewide collaborative venture to implement ASQ Online for the early childhood field. She graduated with a Bachelor of Science degree from Duke University with a major in psychology and a minor in global health. During her time at Duke, she worked in an infant cognitive development lab, examining the process of language development as a child matures. She is currently pursuing a master's in counseling psychology at the University of Kansas. She is also a certified trainer for the Ages and Stages Questionnaire® (ASQ) and actively provides trainings across the state of Kansas.

HEADING
OFF

TEMPER TANTRUMS

BY CALLIE HOFFMAN

We all have things in life that aggravate or annoy us, and we all have different ways of managing those feelings of frustration. Sometimes even adults need more practice with self-regulation techniques.

We manage these adult annoyances the same way we were taught to as children: through practice and guidance.

In the early years of life, our brain grows and develops at a rapid pace, and our understanding of the world grows alongside it. Through the challenges of learning our place in the world, we get lots of practice managing our emotions, often accompanied by the guidance of our caregivers.

Self-regulation is the ability or willingness to calm down, settle down, or adjust to different conditions. Children develop self-regulation through warm and responsive relationships — and through watching the adults around them. Self-regulation starts in infancy, but the peak of self-regulation occurs in the toddler and preschool years and continues into adulthood.

Infants and young children cannot regulate their emotions on their own, and they need loving adults in their lives to help them regulate and practice these skills.

Here's how you can help them:

Respond to cues. Pay attention to children's needs and cues, and respond accordingly. For example, if it's too loud, take the child to another room, cover their ears, or help them cover their own ears.

Display patience. Self-regulation takes lots and lots of practice; give children time and grace to learn this skill.

Offer words for their emotions. Use a variety of vocabulary words in talking about emotions. This helps children understand their emotions and share what they are feeling later on as the skill develops.

Establish a routine and plan ahead. When children know what to expect, it's easier to self-regulate. Establishing a daily routine that is consistent and predictable will create behaviors that are consistent and predictable as well. Communicate changes and transitions to children beforehand, and plan for how you can help the child feel more comfortable during that time. ●

In preparation for this article, I decided to do a Facebook poll to gather some adult annoyances — which could have or did turn into a temper tantrum.

Here are some highlights:

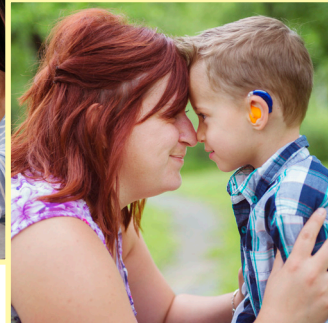
- When I go to pull a shirt from my closet and hangers are tangled
- Cashiers at the grocery store that talk more than they scan
- Can't find end of the Scotch tape
- A dirty house that no one helps you clean!
- Spending forever on a meal just to have it turn out awful
- Putting together a TV stand you bought from IKEA
- Being cut off in traffic
- Presidential elections
- When your jacket gets caught on the door
- Printers that say "offline"
- When the toilet seat gets left up at my house
- Anytime I've ever stubbed my toe
- When someone asks me for information that is in the email they are replying to
- Finding the laundry that I washed and so neatly folded for my girls upstairs on their floor or crammed into a corner.



CALLIE HOFFMAN

Executive Director,
Kansas Parents as Teachers
Association (KPATA)

Callie has worked with Parents as Teachers for 22 years. She started as a parent in the program, then became a parent educator, and currently serves as both a program coordinator and the executive director for KPATA. KPATA supports early childhood home-visiting programs with a parent education component and strives to build quality programs throughout the state so that all Kansas children will develop to their fullest potential. Callie lives in Olathe with her husband Matt, their five children (Emily, Rudy, Clare, Colter & Jude) and a very well-loved dog named Bullet. Callie and her family love traveling, spending time outdoors, and watching sports.



Engaging Families to Improve Early Childhood Systems

BY HEATHER SMITH

Kansas has established an innovative approach to address the needs of families and consumers and to support the state's early childhood systems. Aligned with the All in for Kansas Kids Strategic Plan and the Title V Maternal and Child Health (MCH) program, the Family and Consumer Partnership (FCP) program was created to expand family engagement opportunities and promote healthy families and relationships through strengths-based services and supports.

quality services requires centering the voices of consumers and families in programming, initiatives, and special projects. This is the purpose of the Family Advisory Council (FAC), a partner within the early childhood governance structure.

is the best way to ensure that service delivery is guided by their needs.

The vision of the FAC is to engage families in program planning, evaluation, service delivery, and policy development; partner with families in advocacy; and support family leaders within their communities. Learn more about the FAC at kansasmch.org/fac.

Members of the FAC are valuable partners in this work. An institutional approach to family engagement requires collaborative relationships with families that strengthen service delivery across systems. Partnerships with families and consumers are critical to making this dream a reality in Kansas. ●

The program is based on a culture of continuous quality improvement, innovation, and growth.



The FCP Program is based on a culture of continuous quality improvement, innovation, and growth. It has a sustained focus on what matters — peer support and connections, advisory opportunities, and supporting family and consumer leaders. A guiding principle of the Title V program is consumer engagement — the belief that we must obtain buy-in from those served or directly affected by systemic change. Providing

After a decade of focusing primarily on children with special health care needs, the FAC has expanded to address the needs of four more populations: women/moms, early childhood, children, and adolescents.

The FAC is composed of individuals interested in informing services and programs that support women, children, and families. Dedicated family or consumer members can share what it is like to access services and live in their local communities. Having families and consumers work as part of the team



HEATHER SMITH, MPH

Title V Maternal and Child Health (MCH) Services, Bureau of Family Health

Heather received a Master of Public Health degree from Missouri State University and has worked with the Kansas Department of Health and Environment (KDHE) for over 12 years. She currently serves as a Title V Director and oversees the System of Supports team. In this role, she serves as the lead and point of contact for the Family and Consumer Partnership (FCP) program and the Title V Maternal and Child Health (MCH) Services Block Grant, as well as the staff lead for the Family Advisory Council (FAC).

BUILDING RESILIENCE IN TOUGH TIMES

CONNECTIONS MATTER FOR CHILDREN, FAMILIES, AND CAREGIVERS

BY RACHELLE SODEN

Raise your hand if you or someone you know is having a tough time. If we were all gathered together in a large room, just about everyone's hands would be going up.

Now more than ever, people are expressing high rates of fatigue, burnout, exhaustion, and stress. Add in the major challenges many of us are trying to navigate, and the world can seem downright overwhelming some days.

At some point in our lives, we've all wondered what we could do to help someone who's suffering. The answer is simple: making a connection. Science has shown us that the little things we do to connect make a big difference. We know that relationships with caring people are vital contributors to resilience and recovery. The bottom line is that CONNECTIONS MATTER!

Science has shown us that the little things we do to connect make a big difference.

Preventing and Mitigating Trauma

Decades of research have shown that exposure to violence and other potentially traumatic experiences in the home during childhood, collectively referred to as adverse childhood experiences (ACEs), can have profound and lasting negative effects on health and social outcomes. Toxic stress from ACEs can alter brain development and affect how the body responds to stress. In fact, ACEs are linked to social-emotional challenges, poorer academic achievement, mental illness such as depression, and chronic health problems and substance misuse in adulthood.

ks.childcareaware.org

But there is good news: the impacts of ACEs can be mitigated by the presence of consistent, caring, safe adult relationships. Research has shown that children are significantly more resilient — even if they experience trauma — when they have at least one secure, trusting adult relationship in their life.

Supportive, nurturing relationships and environments for both children and families are at the heart of prevention. That means everyone has a role to play — parents, families, neighborhoods, schools, spiritual communities, businesses, and government.

By creating the conditions for healthy communities and focusing on primary prevention, it's possible to reduce the occurrence of ACEs, while also mitigating the consequences for those already affected by them. Relationships and resilience act as a buffer to the potential negative health outcomes correlated with adverse childhood experiences by creating HOPE: Healthy Outcomes from Positive Experiences.

What You Can Do

Are you curious about how you can create hope and build resilience? Studies have found that when children talk to family members about their emotions, participate in community traditions, receive support during difficult times, and experience genuine interest from non-parent adults, they benefit from lifelong advantages, even when ACEs are present.

You can create positive experiences for the children in your life by sharing family meals, spending time and participating in activities together, and making even brief interactions positive and impactful.

Every young person should have a caring adult in their life. When parents can't be there,

teachers, coaches, caregivers, and mentors can make all the difference. The resilience of children depends on all of us.

It's up to us as a community to make sure that all young people have the kind of nurturing experiences they need for positive development. Each one of us has an opportunity to create positive change through the purposeful development of caring connections. Communities working to become trauma-informed and resilient rely on the actions of everyone to be successful. Supportive relationships and strong connections are powerful and protective. They can be game-changers, even during tough times.

I challenge you to make a new connection within the next week. Spread kindness. Reach out to someone you haven't heard from in a while. Ask a parent or child how they're doing, and really pause to listen to their response. Think about one change you can make in your routine that encourages connections with others and strengthens relationships.

If you're interested in learning more strategies to promote resilience, please join us for a Connections Matter or Resilience training. A current schedule of available, free, virtual training opportunities can be found on the Kansas Children's Service League website. ●



RACHELLE SODEN

Training Manager, Kansas Children's Service League

Rachelle is the training manager at the Kansas Children's Service League, the state chapter for Prevent Child Abuse America. She has been providing child abuse prevention education to Kansas communities for more than 20 years.

Special Books for LIFE'S STRESSORS.

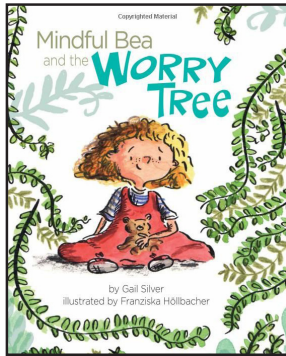
BY ALICE EBERHART-WRIGHT



What fun I have exploring my local library's thousands of children's books! Recently, I have been checking out books about the things that

make us anxious. Fortunately, some of these books also speak to adults and use adult language to help us understand how to care for children experiencing fear or stress.

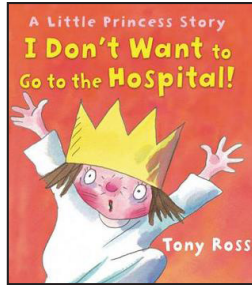
After checking out these books, ask your local librarians to suggest others about the many issues that fall under the huge category of stress. Then use what you've learned, coupled with your own creativity and intuition, to teach coping strategies to the children in your care.



"Mindful Bea and the Worry Tree" by Gail Silver, illustrated by Franziska Hollbacher

This book is divided between a story about little Bea's many worries and guidance for adults. The story and illustrations are delightful and provide good triggers for helping children and adults come up with worrisome situations and all the little "what ifs" that make us anxious.

In addition to the children's story, this book offers adults extensive content about anxiety from a licensed psychologist, including simple, clear guidance for teaching breathing exercises and for recognizing when professional help may be needed. Gail Silver is an award-winning author known for books on issues like anxiety, and the Austrian illustrator has worked on many international children's books.



"I Don't Want to Go to the Hospital!"

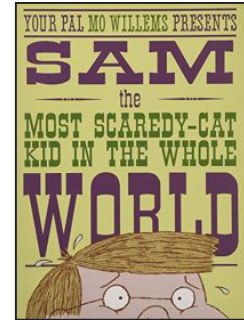
by Tony Ross

I just had to get this book! My three-year-old great-grandson, Myles, just had a tonsillectomy and is having a terrible time dealing with the pain. Now he and his mother are both stressed out, and the next hospital visit may be harder.

In this book, the character Little Princess is determined not to go to the hospital. But she has no choice. Her nose needs surgery, and the adults have to take her, even though she finds hiding places everywhere. Once the surgery and recovery are over, she has to return to normal activities and chores, like clean-up time. By the end of the book, she reflects on the way she was treated like a princess in the hospital and wants to go back to have a tonsillectomy.

As adults, we can chuckle at her desire. That's life — learning to balance the things you have to do with the things you want to do.

Myles may be too young to fully appreciate the content of this book, but he can think about wanting to escape pain and about the good things that make the pain go away: special cuddling times, favorite little games or activities to distract, rocking. Perhaps he'll learn what to do when Mommy cries and needs a little comfort in return.

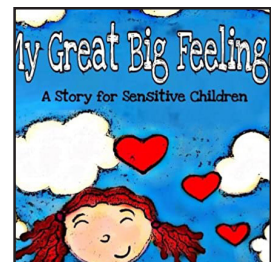


"Sam the Most Scaredy-cat Kid in the Whole World" by Mo Willems

Many children have major fears that they need strategies to deal with. Mo Willems is a master at using humor and cute creatures to tickle children's fancies and give adults the chance to read theatrically.

This book is just pure enjoyment. Two children, Sam and Kerry, find each other and use their sidekick monsters, Leonardo and Frankenthaler, to help them cope with being scaredy-cats. Children will love all the opportunities to make loud, scared noises as they follow along. Reading this book aloud requires drama. Use it! Your children will want to read it over and over.

After you're done, ask the children to talk about their own fears and what they do to handle them.



"My Great Big Feelings: A Story for Sensitive Children" by C.M. Tolentino

The author obviously has a sensitive child, and she writes from her child's perspective. She uses simple pictures and specific situations about things that may upset children. This book will teach kids about the power of emotions, the need for supportive adults, the importance of breathing, and the blessings that balance out the things they don't like. As a bonus: The author offers deep empathy for caregivers of children with special needs. ●

Supporting your quality programs through innovation



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WE ARE HERE FOR YOU!

Over the years, the Child Care Aware® of Kansas Referral and Resource Network has referred hundreds of thousands of families to quality providers in the state. We are in regular contact with 98% of Kansas' licensed child care providers, and we collect detailed information about their rates, available openings, schedules, age groups, and services.

This wealth of information means that we can connect you with the best available options that fit you and your family. We can also advise you on what to look for in a quality provider and how to evaluate and compare the different providers on your referral list.

Speak with a Resource Center Counselor
by calling 1-877-678-2548 or visit us online at
ks.childcareaware.org



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