

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY BULLETIN

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY RESOURCE CENTER

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About The Resource Center

The NC Child Care Health and Safety Resource Center is a project of the Department of Maternal and Child Health, Gillings School of Global and Public Health, The University of North Carolina. Project Director: Jonathan Kotch. Funding for the Resource Center originates with the Maternal and Child Health Title V Block Grant of USDHHS's Health Resources and Services Administration/Maternal and Child Health Bureau, awarded to the University under a contract from the Division of Public Health, NCDHHS. The development, translating, printing, web posting and mailing of the *NC Child Care Health and Safety Bulletin* are supported by funding from the Child Care and Development Fund Block Grant of the Child Care Bureau, Administration on Children and Families, USDHHS, through a contract between the Division of Child Development, NCDHHS, and the Department of Maternal and Child Health, Gillings School of Global and Public Health, The University of North Carolina at Chapel Hill.

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Social and Emotional Health

"Emotional well-being and social competence... are the bricks and mortar that comprise the foundation of human development."

In Brief: the Science of
Early Childhood Development

As the old saying goes, young children grow like bean stalks. One day they are tiny fragile infants, and the next they are four feet tall and running like the wind. During this time of rapid physical growth and development, children also begin to develop the skills that lead to social and emotional health. Social health refers to children's ability to get along with adults and peers. Children learn to take turns, share, and resolve conflicts – peacefully! Emotionally healthy children are self-confident. They feel good about themselves! It is hard to feel emotionally secure without being socially competent. It is hard to be socially competent without feeling emotionally secure. Like the chicken and the egg, it is impossible to know which skill comes first. What is sure is that the two work together, providing the foundation for all learning and development.

Social and emotional health supports learning and development in a number of ways. At its most basic level, it supports brain development. Children's experiences in the world can support or hinder this development. These experiences can have a profound effect on the way the brain develops. According to Ross Thompson, psychology professor, University of California, Davis, "...brain development is the product of an ongoing complex interplay between the child's active mind and the environment, in the context of strong genetic guidance." Genes determine the basic framework of the brain. Everyday experiences determine how those genes adapt, when and how they "switch on", and how brain cells connect with each other. Warm, responsive interactions with trusted caregivers are experiences that promote healthy brain development. Responding to an infant's babbling and smiles builds healthy connections in the brain. Healthy brains improve children's ability to learn, pay attention, and concentrate. These are skills children use in school and throughout



their lives. When warm and stimulating interactions do not happen, children's brains do not develop as expected. This can lead to problems in both learning and behavior.

Stress is another factor that influences all aspects of children's development. Everyday stresses such as the first day of school, going to the doctor, or adjusting to a new sibling can be healthy stressors. Serious illness in the family, divorce, or job loss might create stress that is more serious. With needed support, children can grow as they learn to navigate these storms and deal with new challenges. When stress does not go away, it can become toxic. Toxic stress can cause changes in the structure of the brain that can hinder children's ability to learn, and to regulate their emotions and behavior.

With patience and understanding, child care providers can play a vital role in helping all children develop healthy social and emotional skills. Child care providers can also learn to recognize when a child is struggling and what to do to help. If a child's problem does not get better, outside help might be needed. The earlier the child receives this help, the better the outcomes. Warm, responsive relationships between children and their child care providers help children feel safe, connected and valued. In this setting, children have the confidence to explore and learn about themselves and others, and about the world around them.

References:

- Center on the Developing Child. *In Brief: The Science of Early Childhood Development*. Harvard University. Retrieved Feb 10, 2009 from www.developingchild.harvard.edu/content/downloads/inbrief-eecd.pdf
- Thompson, R. *Connecting Neurons, Concepts, and People. Brain Development and its Implications*. Preschool Policy Brief. Rutgers Graduate School of Education. Issue 17. Dec. 2008. Retrieved Feb 10, 2009 from <http://nieer.org/resources/policybriefs/17.pdf>

The Ups and Downs of Social and

Remember the song *The People on the Bus go Up and Down, Up and Down*... Learning social and emotional skills is a little like riding on that bumpy bus. Children will hit fewer bumps in the road when they gain control over their internal "engines" and learn how to "navigate" the complex social world in which they live. When children understand their feelings, they can learn how to express their emotions appropriately. They are less likely to engage in challenging behaviors when they know how to get along with others.

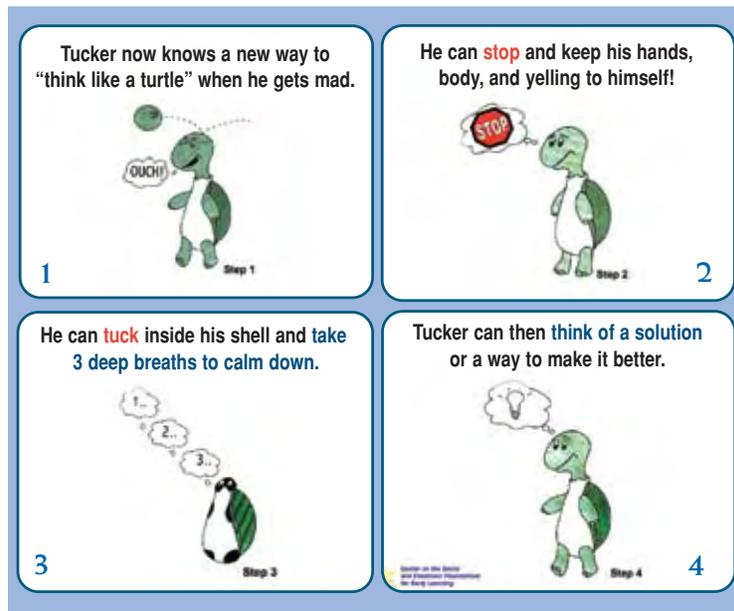
Some preschool curricula focus on academic skill building. The theory is that learning letters and numbers helps prepare children for school. While reading and talking to children is a key aspect of school readiness, drill and practice is not. Young children learn best through play. Focusing too much on academics is more likely to hamper children's ability to learn than to support it. What teachers have found in working with young children is that the ability to regulate emotions and get along with adults and peers are the true keys to school readiness.

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is a national center that promotes social and emotional development and school readiness. It uses a Pyramid Model to show how to support children as they develop social and emotional skills. Currently, CSEFEL is supporting North Carolina as it begins to put the Pyramid Model into practice. Through training, child care providers will develop skills to promote social and emotional development and to help prevent challenging behaviors. They will learn to use techniques such as "positive attention" to build nurturing relationships with the children. Creating supportive environments reduces conflict and promotes healthy behavior. Through training, child care providers will learn how to teach children to use their words to express their feelings and to ask for what they want or need. They will learn techniques they can offer to children to help them express their emotions in appropriate ways.

Developing social and emotional skills takes time, practice, and patience for all children. Children differ in how and when they learn these skills. Children with challenging behaviors may need extra guidance and time for practice.

Providers may worry that giving this extra time and attention is unfair to the other children. Giving this extra support is no different from giving a child extra help in learning how to use scissors or a walker. If behavior issues are not addressed when they are young, children might continue to have these problems throughout school and into adulthood. As children, they are more likely to be expelled from school, losing the opportunities they need to learn and practice needed skills.

With these skills, children are more likely to develop healthy friendships with peers and positive relationships with adults. Within this web of close relationships, children experience comfort and security. From this safe base, children have the confidence to take the positive risks needed to develop competence in other areas of development, and to experience life's joys and take on its many challenges.



CSEFEL's Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

CSEFEL offers training and materials that promote social and emotional health, and prevent or address children's challenging behaviors.

NC Division of Child Development (DCD) and other state agencies are working with the CSEFEL team

- To promote children's healthy social and emotional development
- To prevent children from learning challenging behaviors
- To intervene or step in when children continue to have challenging behaviors

CSEFEL's pyramid model describes the kinds of support children need to develop healthy social and emotional skills. The success of the pyramid model depends on early childhood teachers. Child care providers are most effective when they use strategies and techniques that work well with children. All other levels of the pyramid rest on this solid foundation.

Emotional Development in Young Children



INTENSIVE INTERVENTION

Intervention: help for the few children who need professional support to help them develop self-regulating and social skills

TARGETED SOCIAL EMOTIONAL SUPPORTS

Prevention: help for the children who need detailed instruction to help them develop self-regulating and social skills

HIGH QUALITY SUPPORTIVE ENVIRONMENTS NURTURING AND RESPONSIVE RELATIONSHIPS

Promotion: address the needs for most children as they develop social and emotional skills. Therefore it is just above the base of the pyramid

EFFECTIVE WORKFORCE

Base: the Foundation of the Support System

Pyramid base

Early childhood personnel and families use effective practices

When child care providers use the strategies and techniques learned in the CSEFEL training, they build a solid foundation for children's social and emotional development.

Promotion

Children need nurturing relationships and high quality environments to thrive.

Nurturing and Responsive Relationships

Relationships are at the heart of healthy development. Child care providers create nurturing relationships with children when they

- establish a trusting relationship by actively supporting children's explorations.
- incorporate lessons in children's play activities.
- respond to children's words and infants' babbling.
- promote all children's early attempts to talk.
- encourage children as they learn new skills.
- build trusting relationships with families.

High Quality Environments

Environments that are supportive and nurturing are the next level of support. High quality environments include:

- schedules and transitions that are predictable and supportive
- positive and clear rules and expectations
- acceptance of all children
- curricula that foster all areas of child development
- effective teaching strategies that are developmentally appropriate and culturally sensitive
- promotion of active learning and appropriate behavior
- supportive guiding and teaching of social skills
- engaging activities that help children learn

Prevention

Strategies and activities can be used to teach children how to self-regulate and learn social skills. This helps prevent children from learning challenging behaviors.

Targeted Social and Emotional Supports

All young children depend on adults to teach them how to express their feelings and regulate their emotions. Some children may need added support in these common problem areas:

- identifying and expressing emotions
- regulating emotions and behaviors
- solving social problems
- knowing how to begin and maintain social interactions
- developing strategies for handling disappointment and anger
- building friendship skills

Interventions

Most children do well when the promotion, the blue levels, and prevention, the green level, of the pyramid are in place. A small number of children continue to have behavior issues.

Interventions designed for an individual child

Some children's behavior will continue to be challenging. Assessment will identify what kinds of support each individual child needs. A family member, the child's teacher, and other providers will work as a team to develop an intervention, or behavior support plan. The plan will focus on helping the child build needed skills.

Children develop social and emotional skills with guidance from the adults who care for them. Warm responsive relationships with caregivers provide a safe base. Developing these relationships with children who have challenging behaviors requires skill and patience. Children are more likely to listen and to learn needed skills from adults they trust. When they help children build social and emotional skills, caregivers help to create bright futures.

Reference:

Center on the Social and Emotional Foundations of Early Learning. Retrieved on March 2, 2009 from www.vanderbilt.edu/csefel/

The Sky is Falling: Economic Woes and Children's Fears



Tough economic times can be challenging for families and caregivers. Parents may be forced to make difficult decisions about caring for their children.

When work hours are cut back, for instance, the cost of quality child care may be out of reach. With the loss of a job in the family, a child's world can be turned upside down.

Tips to help families and caregivers through the rough periods, and beyond:

Take care of yourself. Children depend on the adults around them to feel secure. If an adult is worried or upset, the child responds to that stressful mood. Take steps to encourage positive feelings and good health.

Limit TV/media time. Children do not understand what is happening in the news. Hearing about job losses and people losing their homes may frighten young children.



Choose words carefully. In times of uncertainty, focus on what is actually happening. Avoid "What If..." discussions. Offer reassuring words. Children sense stress and may become more anxious if no one provides a basic explanation to them.



Be sensitive to the child's needs. Decide what information to share, based on the child's developmental level. Ask the child what they have heard or if they have questions. Address those items first. Children dealing with other challenges, such as a recent move or divorce, may require additional support.

Visit the pediatrician if children show signs of stress. Watch children closely for changes in behavior, mood or sleep.

Reference:

American Academy of Pediatrics. *Talking to Kids About the Economy: Tips for Parents and Other Caregivers*. Retrieved February 12, 2009 from www.aap.org/disasters/economy-parents.cfm

Hot Cars Can Be Deadly!



On a sunny day, the temperature in a vehicle can get deadly hot in only a few minutes. Every year children left alone in cars die. **Never leave a child alone in a car.**



April is

National Child Abuse Prevention Month
April 19-25 National Playground Safety Week
April 19-25 Week of the Young Child

May is

Clean Air Month
Better Sleep Month
Asthma and Allergy Awareness Month
May 5-8 National Smart Start Conference
May 10-16 National Women's Health Week
May 18-24 Illness Prevention Week

June is

Child Vision Awareness Month
Dairy Month and Dairy Alternative Month
Great Outdoors Month
June 1 – July 4 Fireworks Safety Month
June 21-27 National Mosquito Control Awareness Week
June 24 Celebration of the Senses Day

Bulletin Board



May is National Physical Fitness and Sports Month

Get moving.

"Jump" right in and do something physical every single day.

June is Cancer from the Sun Month

Serious skin, eye, and immune system damage can result from over-exposure to the sun. It may even cause skin cancer. The best line of defense against over-exposure is to apply sunscreen, put on protective clothing, hats with a broad brim and sunglasses, and play in the shade. In the summer it is best to play outdoors before 10 AM and after 4 PM when the sun is less intense.



One health benefit from sunlight is that it stimulates the production of vitamin D. The body needs Vitamin D to absorb calcium. Most people need about 30 minutes of sunlight a day to produce enough vitamin D. Sunscreen, which protects against over-exposure to the sun, also blocks vitamin D production. It is often difficult to get adequate vitamin D from the diet or the sun. Children 2 months of age and older may require daily supplements of 400 IUs of Vitamin D.

Child Care Centers – Register Now!

NC Sex Offender Registry Law – Effective December 1, 2008

All licensed child care centers and schools are required to register with the Sex Offender and Public Protection Registry. (NC GS_14-208.19) They will receive an email when a registered sex offender moves within a one-mile radius of the facility. Go to <http://ncfindoffender.com> to read more about the law and to sign up for email alerts.

The local sheriff's department will answer any questions.



Relationships Matter

Positive family and child care provider relationships are an essential part of a high quality early childhood experience for all young children. This is especially true for infants and young toddlers. Infants are born ready to form relationships and to learn about their world. Their learning takes place within the relationships they form with the adults who care for them. When very young children have warm, nurturing adults in their lives, they are able to form trusting attachments. From this secure base, young children can safely learn about feelings. They can begin to develop an identity and a sense of self with others.

Benefits of a Positive Relationship

- Families and caregivers talk openly.
- They learn to trust one another.
- They develop respect for each other's ideas and feelings.
- They are open to hearing and accepting suggestions and feedback.
- Families can relax and feel good about leaving their child with the caregiver.
- They are free to share the joys, successes and challenges of meeting the child's individual needs.
- The relationship serves as a good example to the child on how to get along with others.
- The child feels secure and sees that it is okay to speak about feelings.
- Children will practice what they see adults do and start to develop their own set of social skills.

Families and caregivers base their expectations for children's behavior on what they believe, what they have experienced and what they have learned. As they explore each other's expectations they are likely to gain an understanding of and respect for each other's views.

They are also likely to discover they have common goals for the child. When adults are sensitive to each other they teach children to be accepting and understanding. When adults take time to get to know more about each other, children learn to appreciate diversity. A caregiver who simply says, "Good morning!" in the child's native language makes the family feel welcomed and teaches other children something new. A parent who brings in a snack and says, "No peanut butter!" lets the child in the class with a peanut allergy know he is accepted.

Families and caregivers can work together when they are teaching a child a new skill. For example if they want the child to walk inside, the adults could all say, "Use your walking feet." when a child is running inside. The child quickly learns what to expect if the message is the same at home and at child care. When a child knows what to expect it is easier to follow through. The child gains confidence and begins to feel more comfortable. These kinds of opportunities help young children learn valuable life lessons and feel accepted in their world.

Families can take part in their child's group care experience by taking advantage of an open door policy. They can help caregivers create environments and offer activities that give children opportunities to learn emotional and social skills. In these rich environments children will learn to cope, solve problems, and manage their feelings. Children who have many positive social and emotional interactions when they are very young are more likely to succeed in school. They feel secure when the adults in their lives have positive and caring relationships. This helps them learn to trust and build their own relationships.

Children's Books on Relationships

Are You My Mother?
by P.D. Eastman 1988



I Love Saturdays, y domingos
by Alma Flor Ada 2002



A Father's Song
by Janet Lawler 2006



Knots on a Counting Rope
by Bill Martin Jr. and John Archambault 1987



 = Preschool – School-age

 = Infant/Toddler



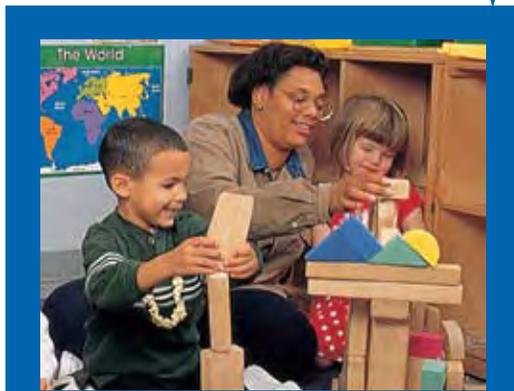
Kristina Ketcham
Infant-Toddler Specialist
Region 15

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Retrieved March 10, 2009 from www.vanderbilt.edu/csefel.

National Scientific Council on the Developing Child.
The science of early childhood development.
Retrieved March 10, 2009 from www.developingchild.net.

Who Can Help?



Child Care Centers And Family Child Care Homes

Behavior specialists and infant toddler specialists offer child care programs training and support in the strategies and techniques developed by CSEFEL. Child care health consultants and quality enhancement specialists also offer support in social and emotional development.

To locate a CSEFEL trainer in your area contact Margaret Mobley: 919-270-3511, mam@mebtel.net OR Brenda Dennis: 919-962-7359, dennis@mail.fpg.unc.edu.

To locate a Child Care Resource and Referral Agency, go to the Division of Child Development (DCD) website: http://ncchildcare.dhhs.state.nc.us/providers/pv_providercontacts.asp, or call 1-800-859-0829 and ask for customer service. They can provide contact information for all the CCR&Rs.

Behavior Specialists

Twenty-five regional behavior specialists work for the project *Promoting Healthy Social Behaviors in Child Care Centers*. They work with child care centers. They encourage programs to help children develop the skills they need to take care of their emotional needs, and to get along with others. Through training and technical assistance behavior specialists

- share information about social and emotional development.
- partner with child care providers to create environments and programs that help children learn to behave appropriately.
- provide resources to providers and families that will help the children who continue to have challenging behaviors.

To locate a behavior specialist contact your local Child Care Resource and Referral (CCR&R) Agency.

Infant Toddler Specialists

The NC Infant Toddler Enhancement Project has 25 regional infant toddler specialists throughout the state. They help child care centers and family child care homes provide high quality child care for infants and toddlers. Their services for infant and toddler care include:

- providing information on infant and toddler development and appropriate expectations for very young children
- training and professional development
- on-site technical assistance

Have a question? Want intensive support to make quality improvements? Request support from your local Child Care Resource & Referral (CCR&R) Agency.

Child Care Health Consultants

Child care health consultants (CCHCs) are health professionals with special training in child care and child health. They partner with child care providers in homes and centers to support all aspects of health and safety for children enrolled in child care. Their services include:

- on-site and telephone consultation
- training on health and safety practices and issues
- connecting programs and parents to community resources

Call 1-800-367-2229 to locate a CCHC in your area. For the Child Care Health Consultant Directory, go to www.healthychildcarenc.org.

Quality Enhancement Specialists

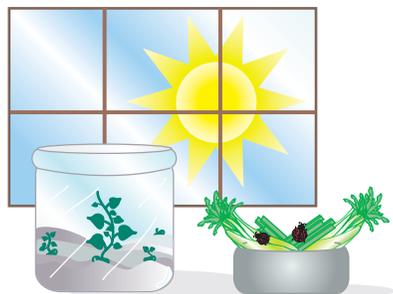
Local quality enhancement specialists, also known as quality improvement specialists, are early childhood professionals. They help child care centers, family child care homes, Head Start programs and preschools work towards their goals for higher quality child care. Their services include:

- on-site assessments
- help with classroom design
- professional development support for child care providers

Call your local Child Care Resource and Referral Agency or the local Smart Start (Partnership for Children) Agency to locate a quality enhancement specialist in your area.

Beans, Beans, Beans

The Centers for Disease Control and Prevention (CDC) recommend eating a variety of vegetables daily. Go colorful – eat spinach, squash, tomatoes and black BEANS. Remember – *More Matters!* Try these activities based on the theme of beans.



Ladybugs on a Log Stuff celery stalks with hummus or bean spread. Have children top the stuffed celery with finely diced red bell peppers or pimiento. "How many ladybugs do you see?" *Three little ladybugs landed on a shoe. One flew away and then there were two. Two little ladybugs looking for some fun. One flew away and then there was one. One little ladybug sitting in the sun. She flew away and then there were none.*

Jumping Beans Children can be frogs, crouching down and popping up, jumping indoors or outdoors in the pretend lily pond! Next, children can be kangaroos. Will they jump differently? Suggest they stand tall and take long jumps. Now ...they can be Mexican jumping beans. Hmm...little mini-jumps...sideway jumps? Begin with bouncing and progress to jumping up and down. Jump! Jump! Jump!

Lima Beans in a Jar

- Have each child soak 4 dry lima beans in a saucer filled with water.
- Lay 5 - 7 folded paper towels smoothly against the inside wall of a clean jar.
- Carefully place each lima bean between the paper towels and jar wall, about halfway down the jar. Do not squash beans.
- Fill the jar with water to wet the paper towels. Pour out the excess. Place in a warm, bright place.
- Keep the paper towels wet.
- Rotate the jar every day, giving all beans a turn facing a window.

Slowly, the beans will swell, and then split. A small root will grow from the bean's bottom. Soon, a small shoot will grow out of the bean's top, reaching towards the top of the jar. When the temperature outside is warm enough, transfer the plants to the garden.

Bean-Go! School-age children can play a fun game of "Bean-go." Visit <http://nutritionforkids.com/BeanLesson.pdf> to download directions and game card.

*Baked beans, Butter beans,
Big fat lima beans,
Long thin string beans –
Those are just a few.*

*Green beans, Black beans,
Big fat kidney beans, Red hot chili beans,
Jumping beans, too.*

*Pea beans, Pinto beans,
Don't forget shelly beans.*

*Last of all, Best of all,
I like jelly beans*

~ Kidz Poems

www.101kidz.com/poems/food.html

Bean Facts

- There are hundreds of varieties of dried beans. Adzuki, lima, pink, kidney, navy, cranberry, pinto, great northern...
- Lima and pinto beans were first cultivated more than 5,000 years ago in Mexico and Peru.
- Fresh beans are edible pod beans or shell beans. Green beans are the most popular edible pod bean in the US. Lima beans are the most common shell beans.
- The Spanish word for bean is frijole.
- A Mexican jumping bean is a type of seed in which the egg of a small moth has been laid. The moth's larva makes it "jump". It is not a bean at all!

Children's Books on Beans

- Bean Thirteen*
by Matthew McElligott 2007 
- Jack and the Beanstalk*
(*Fairy Tale Friends*) (Board book)
by Melissa Tyrrell 1998 
- Lucas and His Loco Beans:
A Tale of the Mexican Jumping Bean*
by Ramona Moreno Winner 2002 
- Mice and Beans*
by Pam Munoz Ryan 2005 
- One Bean*
by Anne Rockwell 1999 

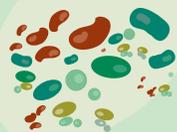
 = Preschool – School-age  = Infant/Toddler

References:

Fruits & Vegetables More Matters: Vegetable of the Month: Beans, Retrieved February 9, 2009 from www.fruitsandveggiesmatter.gov/month/beans.html

Fruits & Vegetables More Matters: Vegetable of the Month: Fresh Beans, Retrieved February 9, 2009 from www.fruitsandveggiesmatter.gov/month/fresh_beans.html

Nutrition Facts about Beans



Beans are complex carbohydrates, low in fat and high in protein, nutrients and fiber. Beans supply the brain and muscles with a stable energy supply. When passing through the digestive tract, the soluble fiber in beans grabs and traps bile that contains cholesterol, removing it from the body before it is absorbed.

This lowers the risk of heart disease. The slow digestion of the carbohydrates in beans is an advantage for people with diabetes. The growth of cancer cells is inhibited by the compounds found in beans. So... eat your beans!



POSTMASTER: Please deliver as soon as possible – time dated material enclosed

Ask the Resource Center

Q: I just read an article on abuse of a child in a child care facility. In my center, if I suspect child abuse or neglect by a co-worker or a parent, I tell my director. She is responsible for reporting suspected abuse or neglect. If she does not share my concern and decides not to report the suspicion, what is my responsibility? If I have to report, do I report to DSS or DCD?

A: Child maltreatment is a very serious issue. Each year 3 million children in the United States are abused or neglected. In North Carolina, any adult or program that suspects a child is being abused or neglected has a legal responsibility to report it (NC GS 7B-301). If you think a child is being abused or neglected outside of the child care facility, report it to the child protective services unit. It is part of your local department of social services (DSS). To locate your local DSS:

- Go to the NC Division of Social Services Local County Directory at www.dhhs.state.nc.us/dss/local/.
- Call the NC Family Health Resource Line at (800) 367-2229.

Child abuse or neglect in a child care facility is addressed in NC GS 110-105.2 and NC Child Care Rules Section .1900. If it occurs, it should be reported to the Division of Child Development (DCD). You can contact the North Carolina DCD by calling (800) 859-0829. You will not have to give your name if you do not want to. When calling, make sure that you have specific information about the event to give to the intake unit worker who answers the call. After receiving your call, the DCD will work with your local DSS to investigate the incident.

Always report child maltreatment when you think it may be going on, whether at home or at a child care facility. Even if your director does not feel it needs to be reported, she knows that the law requires you to report abuse when you think it is going on. By reporting the abuse or neglect, you may be able to save a child's life.



References:

American Academy of Pediatrics. (2009). *Child Abuse and Neglect*. Retrieved March 2, 2009 from www.aap.org/healthtopics/childabuse.cfm.

North Carolina Division of Child Development. (2009). Child Care Licensing Requirements- Complaints. Retrieved March 2, 2009 from http://ncchildcare.dhhs.state.nc.us/parents/pr_sn2_complaints.asp

HEALTH BULLETIN

EDITOR: Vol. 11 Issue 2
Jacqueline Quirk

CONTRIBUTORS:
Lucretia Dickson, Kris Ketcham,
Jeannie Reardon, Suzanne Todd

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We'd like to hear
from you...



Call us at 1-800-367-2229 to share your comments and request articles or information.