Mission

Our mission at the Center for Child Development is to serve and act on behalf of the needs, rights, and well-being of all children, their families and university students.

From the Director

Safety and Security Parent Survey Results

The return rate of this parent survey was 77% with 26 of 27 families indicating they believe their child is safe in the Center for Child Development. One family indicated no “the classroom are ill-equipped to handle an unwanted intruder and a solution would be to give families and staff a fab to enter classrooms.” Another family indicated that from her experience the key card access works great and that the program should look for grant dollars to help cover part of the expense ($24,000.00-$34,000.00). Another parent indicated the classroom doors should be locked and questioned the visibility from the observation booth to the bathrooms.

There will be five methods used to begin improving the safety and security in the Center for Child Development:

1. New signage has been placed on the observation booth doors indicating the observation booth is for use by parent of children enrolled in the center, for students to complete their classroom assignments (course instructor will receive prior permission from the Director) and all others are to contact the Director in 261 EML Hall.

2. New door locks with a push button lock system on the interior of the door were installed Feb. 25, 2020 per NDSU Police recommendation.

3. Student Assistants will be better educated (Center and Classroom orientation) on end of the day pick up procedures and the availability of parent/child pictures located in the child’s cubby. At this time, most children have a picture with mom and dad in their cubby. If you do not have a family picture in your child’s cubby, we request you bring one and place it in the child’s cubby.

4. The Director will no longer post a sign of where the children are located for emergency evacuations, per recommendation from NDSU Police and Safety Office. These signs were posted on the main entrance and tunnel entrance doors. Please refer to page 29 of the Parent Manual for safety drill meeting locations.

5. The Director will search for grant dollars to improve safety.

Raising a Reader, Raising a Writer-Tips for Families by Teresa Byington

Thoughfuly and Intentionally Choose Books

Looks for books with engaging text and eye-catching illustrations about topics your child is interested in. As you read together, you will learn what kind of books they enjoy and understand.
**Let's Bake >>> Little Chefs**

**Pepperoni Pizza Crescents**

- 8 crescent rolls
- 8 tablespoons of marinara sauce
- 4 string mozzarella cheese
- 8 slices of pepperoni

Preheat oven to 375 degrees. Cut string cheese in half so you have eight pieces. Unroll the crescent rolls and separate into eight triangles. For each triangle of crescent dough: Spoon one tablespoon of marinara sauce into the center of the crescent, place half of the string cheese and pepperoni on top, roll crescent around the cheese stick and pepperoni, and pinch the edges of the dough so that no sauce or cheese is visible. Bake on a greased pan for 9-12 minutes or until golden brown.

The children helped count the crescents rolls as we unrolled them. They liked the feeling of the dough. Then the children put the sauce on the triangle shapes then the pepperoni. We discussed how the pepperoni was round and that was different from the triangle shape. Next, we placed the cheese on and rolled up the triangles. The children decided it was hard to keep all the sauce inside, but we did the best we could. The children really enjoyed tasting these treats after baking. Hope you try this recipe at home!
Infant/Toddler continued…

There is no right way of introducing solid foods, knowing the advantages, disadvantages of different methods can help you make the decision. There are two main methods to weaning your child and introducing solid foods: traditional weaning and baby led weaning.

Baby Led Weaning

This is a method where children are encouraged to self-feed from the start. You introduce solid foods as finger foods once your child shows signs of readiness at around 6-7 months. The foods are cut lengthwise and are cooked until soft, unless naturally soft. Make sure to start with one food at a time and allow your child to explore. Breast milk or formula can continue along with baby led weaning until they are ready to wean themselves or 12 months of age.

Pro:
- Your whole family can eat together
- It decreases the need to make a separate meal
- Sensory experience that allows children to explore their food

Con:
- There is an increased concern for choking if unsafe foods are offered
- It’s hard to know how much your child has eaten
- It can be messy

Traditional Weaning

Traditional weaning is a method where parents start by feeding their children pureed foods, then move to mashed foods, chopped foods and finger foods. When starting out a caregiver is needed to help spoon feed the pureed food for the child. Eventually as the textures progress, it will be easier for the children to start feeding themselves with a spoon. By 9 months, children are usually self-feeding with soft foods that are cut lengthwise and easy to grasp.

Pro:
- It is not as messy
- You can see how much your child has eaten
- Children are able to get more iron rich food when pureed, often times these foods can be difficult to chew using baby led weaning.

Con:
- It can be time consuming to make separate food and feed your child
- There is a risk of over feeding
- If children get too use to a texture it can be hard to advance to the next one.

<table>
<thead>
<tr>
<th>Food</th>
<th>Conventional method</th>
<th>BLW at age 6 to 7 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broccoli</td>
<td>Puréed or mashed</td>
<td>Served as a floret-sized piece, large enough for the infant to hold with some protruding from the fist. Steamed to a soft consistency.</td>
</tr>
<tr>
<td>Banana</td>
<td>Puréed or mashed</td>
<td>Skin is left on the bottom section of the banana (this gives the infant something to grasp) and the top section is peeled for infant to eat.</td>
</tr>
<tr>
<td>Fruits</td>
<td>Puréed with meat or vegetables</td>
<td>Large pieces such as spaghettis or strips of lasagne are offered as part of the meal.</td>
</tr>
<tr>
<td>Beef</td>
<td>Puréed with liquid</td>
<td>Slow cooked or stewed, offered as a chunk or a strip of meat, large enough for the infant to hold with some protruding from the fist.</td>
</tr>
</tbody>
</table>

(Common foods and how they can be modified for each method.)

The Center for Child Development takes the parents lead when introducing solid foods. Solids are introduced at the Center only after the parents have given teachers the OK to start. Parents are emailed the menu for the month and are asked to highlight any foods their child has tried. The teachers will then use that menu as a guide for what to feed your children throughout the month. During meals, the approved food items are cut into bite size pieces (about ¼ inch) and served to the children.

Sources:
Brown, Mary Jane. “Weaning 101: Starting Your Baby on Food” Healthline, Healthline Media, Dec 17, 2018
“Introducing Solid Foods To Infants.” Home and Garden Infant Center, Clemson University, Jun 18, 2019
Spring Break
Spring Break is March 16 -20 2020. The Center for Child Development will be closed for professional development and carpet cleaning on Friday, March 20. If your child will not be attending the Center during spring break week, please let the teachers know in advance for staffing and accurate meal counts.

Transition
Vivienne will begin the transition to the preschool room March 16. Her first full day of preschool will be March 30. We will miss you Vivienne and look forward to seeing you at the gym and on the playground.

A warm welcome to Anuva! She is 26 months old and her parents’ are Mariam and Mohiuddin. We look forward to getting to know you!

Mary Annual Leave
Mary will be taking Thursday, March 19 as annual leave. She will open the toddler classroom at 7:00 and Tasha will be her substitute working 8:00-3:30.

Minnesota State University Moorhead - EECE 430
The toddler room has a Practicum student from MSUM this semester. Celeste has been working in our classroom since the middle of February. Her assignments include planning and implementing developmentally appropriate lesson plans and conducting observations on three children to prepare case studies on each child. Celeste will be in our classroom on Tuesday’s from 7:30-11:30 through the end of April.

Toddler Mathematics
Teaching Strategies GOLD is the assessment system the Center uses to help children grow and learn. Every day the toddlers are working on their math skills. The mathematical concepts teachers promote included:

- Using number concepts and operations such as verbally counting to 10 (but not always in the correct order) and counting up to five objects accurately.
- Exploring and describing spatial relationships and shapes. Teachers promote these concepts when children follow directions related to position and proximity. Puzzles are a great way for a child to demonstrate their understanding of shapes.
- Comparing and measuring. Example of play that promotes these skills are when children are playing in the sensory table, making comparisons of volume and weight while scooping and pouring materials like sand and water.
- Demonstrating knowledge of pattern. This is observed when the toddlers understand simple patterns in their daily life such as routine; going outside happens after breakfast; after we clean-up our toys we prepare for nap.

Mathematics surrounds us daily in our play and work!
Spring Break Attendance
Will your family be taking time off during the spring break? Please let us know if your child will be gone to help maintain accurate meal counts. On Friday, March 20, the Center will be closed for professional development and carpet cleaning.

Gearing up for Parent - Teacher Conferences
Robin and Monica are working on documenting your child’s developmental strengths and needs, to add to the Individual Child Portfolio. Parent-teacher conferences are scheduled in April. A sign-up sheet for conferences will be posted the beginning of March. A Pre-Conference Parent Survey will be e-mailed to one parent of each family the beginning of March. If you would prefer a hard copy, make sure to ask, as teachers will have some in the classroom. These Surveys help teachers plan for the conference to discuss your interests first.

Outside Clothing
This year it seems like the snow will probably be around for a bit longer and the children love to play in it. We will be going outside every day as long as the temperature is above 0°C, and winter gear will need to stay here until our playground has dried up.

- Please help us to keep your child warm and dry when playing outside by providing well-fitting winter outerwear every day including waterproof mittens (two pairs would be great), warm hat, snow pants and boots.
- Check your child’s outdoor clothing for wetness at the end of the day. We are only able to hang up outdoor wet clothing and sometimes items are still wet the next day. Please take wet clothing home for a quick dry or send a replacement pair.

Breakfast Times
Breakfast is served at 8:30 AM during regular hours and 8:15 AM during spring break and summer hours. Please make sure to have your child in the classroom by this time if they will be eating breakfast. If your child has already eaten breakfast at home, we will offer more breakfast and invited your child to sit at the table for conversation with their friends.

Dr. Seuss’ Birthday!
March 2nd is Theodore Giesel’s birthday, also known as Dr. Seuss! This month we will be reading Dr. Seuss books and have planned some special, silly days to celebrate the “silliest” author we know.

Guiding on the Positive Side
Often times, parents ask about the guidance techniques used in the classroom to promote consistency between home and childcare. One of the most basic guidance techniques used in the preschool room is positive words and statements to guide behavior and actions. An example of a positive statement is Please walk, rather than do not run, and The couch is for sitting rather than do not climb on the couch. By framing the comment positively, children are more likely to react in a positive manner. This statement also tells the children what they can do, rather than what they cannot do.

Sometimes it becomes necessary to let the children know that an action is unacceptable or unsafe. In this case, the words used most often are It’s not okay to hit, throw toys, etc. When using this phrase, teachers are always sure to include the action that is not acceptable, and end the statement with the appropriate action, ex. Cars are for driving and not throwing or Use gentle touches and words with our friends.

Setting expectations and limits that are consistent and age-appropriate is also an important guidance technique we use in the classroom. We do not expect children to sit absolutely still on a chair for 30 minutes in our classroom. That period is not age appropriate, however, 5-10 minutes of sitting with some wiggles is appropriate for this age group. We also try to have the same expectations for everyone and every day for consistency. At naptime we expect the children to be on their cots and quiet. By letting them know that voices are off, everyone can rest and know the expectations ahead of time. Setting clear limits can be hard, but young children usually do well knowing what to expect even if they make other choices at times.

Consistency between parents and teachers is a vital way to guide both acceptable and unacceptable behaviors. The best way to reach consistency is through communication with each other.