
PENNY DOMBROWSKI

Program Development



STRATEGIES TO DEVELOP A FUN, AND ACTIVE DAY CARE PROGRAM

2013/2014

What's inside:

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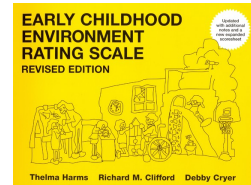
The Importance of Program Development & Using Observation and Assessment

New York State has been one of the leading states that is striving for higher standards that improve the quality of our child care. Child care programs that wish to improve the quality of child care that are offered to children and families must first know what constitutes quality and be able to assess their program for those practices. They must be able to implement the necessary changes to reach the desired higher standard of quality child care.



In 2012, the third revision of the Core Body of Knowledge New York State's Core competencies for Early Childhood Educators (CBK) was published. This book outlines a set of competencies, or areas that are important for quality program development. It has been formatted to be used as an assessment tool and coincides with New York State Office of Children and Family Services training agenda.

Another useful assessment tool would be the Environment Rating Scales. There are four different environment scales: The Infant/Toddler Environment Rating Scale, Revised (ITERS-R), The Early Childhood Environment Rating Scale, Revised (ECERS-R), The Family Child Care Environment Rating Scale, Revised (FCCRS-R), and The School Age Care Environment Rating Scale (SACERS).



The most important tool for program development is to use observation and assessment in your programs.

- ♦ Observe your programs with a clinical eye, and document your observations.
- ♦ Make sure you cover all times and spaces for the subject matter you are observing and do your observation over a good length of time.
- ♦ During these times use an assessment tool. Several were mentioned above.

By observing this way, you can unemotionally assess your program. By using an assessment tool you will gain valuable information on the quality of the program and the progress of each individual child.

Finally don't hesitate to ask for a helper in this process. Observing and assessing a program takes time and patience. The Child Care Council can help with this process by either providing an assessment tool for you to use by yourself or by working with you and your program to accomplish the assessment.

Eliminating Screen Time - The Why's and How's



New guidelines for Family Day Care and Group Family Day Care will be greatly limiting the amount and the specific instances that screen time may be used.

Use technology and media only for the purpose of enhancing teaching and learning.

And use it only when it clearly serves one of the following purposes:

It engages the children in:

- Thinking
- Creating
- Problem Solving
- Designing
- Inquiring
- Critiquing
- Communicating
- Making Connections

It also needs to be developmentally appropriate. The new guidelines state that it may not be used to practice skills (i.e. computer games) or even simply as a movie/popcorn day.

If you haven't already eliminated screen time, when you do, be sure to have a large number of activities available for you to choose from to entice and encourage your children.

Online activities database: Musical Hide and Seek from <http://farpoint.fcs.uga.edu/moodle/LADB/?cat=35> (posted on January 4, 2013 by Nick)



What to do

1. Wind up a small music box or turn on a pocket radio and hide it just out of sight of a toddler (or group of children).
2. Go with the child (or children) on an expedition, and see if the two of you can find where the sound is coming from.
3. You can also do this with a CD player or an alarm clock.



Creating an Improved Daily Schedule

Changing the daily schedule can be scary.

The children are depending on a schedule that reflects a sequence of daily events that is familiar to them but is also flexible to their individual needs.



The schedule should easily change to accommodate the individual needs of each child.

For example, if a child is hungry before the scheduled snack or meal, they should be given some food. That will help them feel more comfortable until the scheduled snack/meal arrives.

Use your observation skills and make a note when changes need to be made to the schedule. That way, if the basic structure needs to change, you will notice and be able to make the necessary change. For instance, if the same child is hungry sooner than the scheduled snack /meal every day or more than one child shows the same behavior, perhaps a change is needed in the spacing of the snacks/meals or the amount that is offered.

Simple changes that adjust to the individual child can help the entire program by creating a caring environment in which children will be less anxious or prone to undesired behavioral issues.



Daily Schedule - Activities

Schedule at least one indoor and one outdoor play period daily.



Quality programs use the following formula: for an eight hour program: Have at least 1 hour each of indoor and outdoor play scheduled.

For programs that have children for less time or have before and after school children, use the following guideline:

# of hours in operation	2 Hrs	3 Hrs	4 Hrs	5 Hrs	6 Hrs	7 Hrs
Approximate minutes required	15	25	30	40	45	50

Also, look at your program's schedule and see if it allows for both highly active play (i.e. gross motor play) and for less active play, every day. You should have a variety of play activities each day. Activities can easily be found for each age on the internet.



“Let’s Move Child Care” has a web site - <http://www.healthykidshealthyfuture.org/activities.html> which has number of ideas for physical activities.

Pinterest has a variety of ideas for both types of play. <http://www.pinterest.com>

Your library has access to more ideas for activities as well as your local Child Care Council.

Conclusion

Last, but not least, fine tune your transitions. To create smooth transitions, observe and guide your group during them. Don't focus on individual children or even preparing for the next activity. Use clear visual and auditory cues. Make the cues short, meaningful and consistent. Have your day and space planned and organized so that the children can move smoothly with a transition from one activity to another. Create an environment that children don't have to wait without any activity for longer than 3 minutes. Using transition songs is one way of changing from one activity to another which children find fun and enjoyable. The web site Pinterest has many ideas on transitions that can be useful.



The goal for everyone is to have healthy, happy children. By observing and assessing your programs, adhering to the new changing New York State Child Day Care Regulations regarding screen time and creating an active yet flexible schedule you will have a quality program.

Your program will be the one where children:

*want to go,
feel loved,
cared for
and happy.*





resource

Core Body of Knowledge New York State's Core Competencies for Early Childhood Educators, New York State Early Childhood Advisory Council , 2012



resource

New York State Early Learning Guidelines, New York State Early Childhood Advisory Council , 2012



resource

Early Childhood Environment Rating Scale, Revised Edition, T. Harms, R. Clifford, & D. Cryer, Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 , 2005



resource

Internet site: <http://healthykidshealthyfuture.org>



resource

Internet site: <http://www.pinterest.com>



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Internet sites: Google pictures

Mission Statement:

To support the community by expanding and promoting high quality Child Care that meets the needs of children & their families.

Visit our website www.familyofwoodstockinc.org



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Funded by :

NYS Office of Children & Family Services , USDA Child and Adult
Care Food Program , The United Way, National Assoc. of Child Care
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