



Nene News



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Flu Numbers Rise—What Caregivers Can Do



When a young child first starts going to child care outside the home, he or she has a greater chance of being exposed to a variety of things. One of these things includes exposure to disease, especially the typical colds and coughs. Moms, dads, and caregivers all are aware of this and work very hard to prevent these illnesses. Moreover, centers are required to follow health standards to obtain and keep their license to operate.

Almost daily we hear about the continual increase in the number of Guam residents who have been confirmed to have had the H1N1 flu virus, also known as the "swine flu." As of the writing of this article, the total number of confirmed cases is at 165, with one (1) death. It goes without saying that this is of great concern for us all.

What can we do to lower the chances of our children catching the flu? Eugene Santos, Health Education Administrator at the Department of Public Health and Social Services and Emergency and Community Health Outreach Team Leader, says prevention methods are simple.

"The Centers for Disease Control urges everyone to follow basic hygiene practices," said Santos. "Prevent the spread of germs by washing your hands often. Practice 'coughing etiquette' by covering your coughs and sneezes. Teach children to cough onto a sleeve or use tissue and then throw it away. Stay away from people who are sick. Keep hands away from your face."

"Kids under five (5) years are considered to be in the high risk category for H1N1. So for child care centers," Santos continued, "sanitizing areas regularly used by the children is critical. Use a disinfecting solution, but be watchful of possible allergic reactions in some children."

Santos shared that an H1N1 vaccine is currently undergoing clinical trials and is expected to be ready for distribution between October and December. He strongly recommends that parents and caregivers of children under five (5) years stay tuned to media reports to learn when the vaccine will be made available. ■

What Can YOU Do to Prevent the Spread of the Flu?

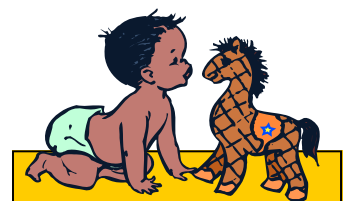
Model Good Hygienic Practices!

- Clean your hands often.
- Wash your hands with soap and water (for as long as it takes to sing the *Happy Birthday* song twice).
- When soap and water are not available, wipes or gels with alcohol in them can be used (the gels should be rubbed into your hands until they are dry).
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it and wash your hands.
- Stay away from people who are sick.
- Stay home if you are sick for 3-5 days or 24 hours after your fever is gone without the use of fever-reducing medicine, whichever is longer (fever is defined as having a temperature of 100° Fahrenheit or 37.8° Celsius or greater). This is to keep from infecting others and spreading the virus further.
- Children under 5 years of age with flu symptoms, (fever, lack of appetite, general lethargy) consult your doctor. Do not bring your child to day care for 7 days from symptom onset or until 24 hours after the resolution of symptoms, whichever is longer.

Reference: www.cdc.gov/h1n1flu



Jayvina Chimweti, Little Lambs Child Care Center teacher, guides Mark Santos through the proper hand-washing routine.



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Begin with Belief that Children are Good

Being a parent, grandparent, or other significant caregiver in the life of a child, is the most important job in the world. It's also the one job that doesn't require training or certification for the job.

Because children are human beings, parents can plan and prepare as best they can, but they can't always control what their children do.

How can parenting be as positive as possible?

1. Begin by believing that children are inherently good. This means that when they misbehave they are trying to understand something – they're not purposely trying to challenge you.

2. Have realistic expectations by learning about child development. Read about the range of development for every age and stage.

3. Discipline by having realistic expectations and setting limits appropriate for their age. Reward good

behavior. Establish and model your values.

4. When behavior needs to be altered, provide constructive criticism by saying what exactly needs to be done. Sometimes redirecting behavior helps a child understand what is expected. Other times, requiring some time out will help your child regain self-control.

5. At all times, listening, being consistent, and ensuring that the way we treat others is the way we want to be treated are keys to positive parenting.

6. Positive parenting requires that you spend quality time with your child. At the same time, positive parenting requires that you take care of yourself.

7. Organize your life. Prioritize what needs to happen, by whom, and by when. Make lists. Keep calendars.

Positive parenting helps you weave volumes of healthy, happy memories of you and your growing family. ■



Jerry Huffer, (left) reads a story to Dustin Huffer, his grandson, and Isaiah Pelkey, his nephew. Spending time with children by listening and interacting with them in positive ways lays a strong foundation in developing children's self esteem and their ability to form healthy relationships.

Self-Esteem...Build It!

Self-esteem leads to great achievement. Every step counts. "I can do it!" is the key attitude.

The attitude for all young children to have, is to know that they can do things and do them well. It happens in a place that is safe, clean and child-proof so there is freedom to explore and learn. More important, are the loving words and actions parents and other caring people give when their children are "doing good", "getting better", or "you make me feel proud!" Every step that gets attention in a positive way earns respect, and this fills a basic need for all children. Remember that before a child masters a skill, there will be many tries that are not perfect, but every effort is a step in the right direction to move learning from simple to more complex. Not only does this build self-esteem, it even stops challenging behavior. ■






SELF-ESTEEM

Build it!

Funding for this poster was provided by the Department of Public Health & Social Services, Division of Public Welfare, Child Care & Development Fund (DPHSS/DPW/CCDF), in collaboration with the University of Guam Center for Excellence in Developmental Disabilities Education, Research, & Service (Guam CEDDERS).



Strategies to Promote

| | | Activity |
|-----------------------------|--|--|
| Birth To 12 months |  | LOOK AT ME!! <ul style="list-style-type: none"> ♥ Place a mirror in their crib. Describe to your baby what he or she sees in the mirror. ♥ Create a photo album of your baby laughing, crying, sleeping, bathing. Read the photo album with your baby. ♥ Create your baby's name with pieces of fabric. Feel the letters with your baby's hand. ♥ Invite your baby to help in dressing or undressing. "Let's take off your shoes. Give me your foot. Let's get your shirt on. Hold up your hands, now." |
| 1-3 Years |  | WATCH ME!! <ul style="list-style-type: none"> ♥ Have your toddler place oranges in and out of a basket. ♥ Have your toddler put on and off an over-sized shirt. ♥ Have your toddler snap and unsnap their shirt. ♥ Have your toddler pour his/her juice into their cup. ♥ Have your toddler wet his/her toothbrush, hold it out for you to squeeze a drop of toothpaste and brush away the germs – up and down, front and back, then spit them out, into the sink. |
| 3-5 Years |  | GROW WITH ME!! <ul style="list-style-type: none"> ♥ Have your preschooler cook simple menus for everyone's meal. ♥ Plant seeds in cups and monitor their growth. ♥ Scan pictures into a laptop file and have your preschooler write stories about the pictures. ♥ Hang up clothes on a low bar using hangers; Hang up his/her clothes on a low clothesline using clothespins; fold and store his/her clothes in drawers. |

Promote Self Esteem

| Developmental Milestones | Adaptations for All |
|--|--|
| <ul style="list-style-type: none"> • A sense of identity is developed as the baby learns what he or she looks like. • A sense of identity is developed as the baby learns their name. • A sense of identity is developed as the baby develops an attachment to particular people, places, and things. • A sense of identity is developed as the baby learns self-help skills, his or her body parts and how they move. | <ul style="list-style-type: none"> • Add pictures of brothers, sisters, mom, dad, grandpa, grandma. • Add pictures of pets. • Add pictures of favorite toys, foods, clothes. • Add pictures of car seat, stroller, high chair, bath tub and anything else that the baby associates with on a regular basis. • Add dress up words when putting on different kinds of clothing like: slip on, pull on, zip, button, snap, Velcro. • Make a game out of a bathing routine. Add a song or a fingerplay. [Tune: The Farmer in the Dell] "It's time to take a bath. Let's take off your shoes. Give me your foot, pull off your socks. Get ready for your bath." |
| <ul style="list-style-type: none"> • Self-capacity, meaning being able to do things for oneself, is developed as the child succeeds at tasks. • Self-capacity builds self-confidence as the child learns that s/he can do tasks on his/her own. • Self-capacity builds independence and a sense of belonging as the child learns more routine family practices. | <ul style="list-style-type: none"> • The bigger the items, the easier it is for toddler to grasp and manipulate. As the child grows, the items can become smaller. • A cloth-covered board with buttons and button holes and/or snaps is a fun activity where the child can place the board on his/her lap and practice buttoning and snapping. • Having a small juice pitcher with just enough juice and a big tumbler with a big mouth helps the toddler learn how to pour without spilling. • After your guidance, acknowledge every step and let toddler be in charge from start to finish. Start from climbing up a stool, to "giving teeth a bath," to looking in the mirror and seeing the "scrubbing bubbles," to "watching the bubbles go down the drain," to rinsing and putting toothbrush away and on to checking the clean smile in the mirror. |
| <ul style="list-style-type: none"> • A sense of belonging is developed as your child contributes to family affairs. • A sense of belonging is developed as the family recognizes and appreciates what the child does. • A sense of belonging is critical to emotional well-being. • A sense of accomplishment and belonging is important when a child feels he can do jobs like the rest of the family. | <ul style="list-style-type: none"> • Special meals can include created menus and table décor made by your child. • Special meals are simple meals – sandwiches, soup, spaghetti, fried rice. • Special meals can include baking cupcakes, cookies, or cakes. • Creating and growing a garden plot outside is a long term project that can produce flowers for the table or vegetables to eat. • Creating flower boxes can be an inside project. • Choose and lay out clothes for different occasions: school, church, party, beach, and for dress up fun. |

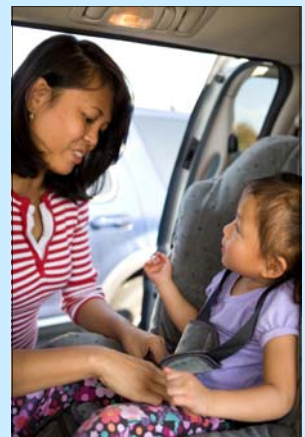
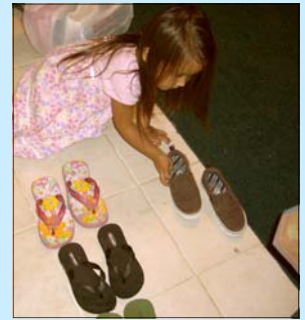
Make it Safer and Happier with Routines & Transitions

Every parent of an infant, toddler, or preschooler, wants to have their day start off on the “right foot”. It can be as simple as having a regular routine and as manageable as having transitions when there are changes to the routine. According to the Center on the Social and Emotional Foundations for Early Learning

(CSEFEL), “a routine is an event completed on a regular basis with a series of responses” – in other words – a daily schedule of activities from waking up in the morning to events at the end of the day in preparation for bedtime. ■

According to the ZERO TO THREE National Center for Infants, Toddlers, and Families, routines help young children learn basic lifelong skills by repeating events and building relationships at the same time.

1. Routines help babies and toddlers **learn self-control**. When they feel a sense of trust, there is less reason to cry; they feel safer, more peaceful and ready to explore and learn.
2. Routines **reduce power struggles**. When young children know what is coming up, they get ready for the event and you deal with less resistance. Parents too, prepare ahead of time so there will be fewer “no’s” and less correction to behaviors. The relationship between parent and child is closer because things are prepared ahead of time, and the time spent together is more relaxed. On the other hand, when young children do not know what to expect, they have little to no time to prepare and may have difficulty adjusting to an event.
3. Routines **guide positive behavior and safety**. Example: You can prepare your child with a basic street crossing routine. “We’re going to cross the street. Hold hands with me. Ready? Look to the left, look to the right, all clear? Let’s cross together.”
4. Routines **guide actions to specific goals**. Another basic daily activity is washing hands before dinner time. Make this enjoyable by demonstrating thorough hand washing as you sing to the tune of Farmer in the Dell. “It’s time to scrub our hands; with water and some soap. Scrub the front and scrub the back, around and in between. Now rinse out all the soap and dry our hands so well. Our hands are all so clean and dry for us to sit and eat.”
5. Routines **support social skills**. As you engage in daily greetings, chatting, and departures with other people your child sees, this pattern of activities is predictable and helps your child learn about building relationships and learning language at the same time. Your child will soon learn to mix with others during his playtime and mealtimes as he grows to be social.
6. Routines **help make transitions easier**. As a child moves from one event to another, parents can try the following: A gentle 5-minute warning, a timer, a friendly countdown, a book to prepare for an art activity, a quiet rest period or bedtime, a song to help clean up, or a picture schedule and a special fingerplay or chant to move to another activity.
7. Routines are an **opportunity for learning**. Routines continue to help build self-confidence, curiosity, social skills, self-control, and communication.



Nana says...Self-Esteem

Dear Nana,

We have this daughter-in-law that is being silly. She doesn't want to bring our grandson to family parties because she doesn't want Uncle Joe to pinch her baby's cheeks. We've told her that that's just the way Uncle Joe is – it's his way of being affectionate. Jimmy's cheeks are so round and bouncy, you can't help but want to pinch them. The baby only cries for a few minutes. She's turning our grandson into a sissy. My son is defending his wife's decision.

Upset in Chalan Pago

Dear Chalan Pago,

Your daughter-in-law is actually protecting your grandson. Pinching that results in crying means the pinching hurts. Also, Jimmy's cheeks are his body. His mom is ensuring that her son's body is respected and protected. Anything that promotes anxiety in a child does not foster a healthy sense of self-esteem. Jimmy needs to feel safe and secure, especially among family members. A healthy self-esteem will provide Jimmy the confidence needed to take risks. Have your daughter-in-law tell Uncle Joe that he can kiss Jimmy. Help Uncle Joe understand.

**Best of luck,
Nana**

Dear Nana,

Our baby use to be well behaved. Something happened as he turned two. He has terrible temper tantrums. What is wrong with him?

Concerned in Talofofo

Dear Talofofo,

Often, when a child becomes two, they realize they can cause an effect on a situation. Intellectually and physically, they have gained some control over their environment and are trying to assert that control.

For example, your son may realize that when he moves the switch, the light goes on or off. He may have discovered that he can put on and take off his socks. The temper tantrums happen when he gets frustrated because what he's trying to do doesn't occur. You can help your son by ensuring the tasks are doable. For example, socks need to be the right size so they fit. He needs enough time to complete the task. When he accomplishes the task, tell him he did a good job. If he has a hard time, teach him how to control his temper, be patient with himself and to try again. Growing up is hard work.

**Enjoy your son!
Nana**



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UPCOMING EVENTS

September 2009

- **Sept 1-Oct 1**-Cognitive Development: Birth to Five: A Hybrid Course, 3-4 pm, Venue TBA
- **Sept 1-Oct 1**-Social Emotional Development: Birth to Five: A Hybrid Course, 9-10 am, Venue TBA
- **Sept 2**-Project Tinituhon Strategic Management Team Work Session, Guam Marriott Resort, 10 am—1 pm
- **Sept 8** - Project Tinituhon Focus Group, Early Care & Education / Child Care, 9-11 am, Guam PIRC
- **Sept 19** - Model Child Care Module 8, Guam Marriott Resort, 8-1:30 pm

- **Sep 23**-Guam Early Learning Council Quarterly Meeting, 9-11 am, Governor's Conference Room
- **Sep 26**- Model Child Care Module 9, Guam Marriott Resort, 8 am-1:30 pm

October 2009

- **Oct 3**-ISLAND-WIDE Families & Schools Together (FAST) and Guam PIRC Conference, Guam Marriott Resort, 8am-2pm
- **Oct 19-23**-ALONG Training, Guam PIRC Conference Room, 8-12 pm

November 2009

- **Nov 7**-Power of Play Parent Interactive Conference, 9am-12pm, Venue TBA

Story Time and Arts & Crafts for Toddlers

EVERY SATURDAY at the **Hagatna Branch**

Storytelling: 9:30 - 10:00 am

Arts & Craft Time: 10:00 - 11:00 am

WEEKDAYS at Library Branches:

Wednesdays:

Merizo

Yona

Thursdays:

Agat

Barrigada

Dededo

For more information call the Guam Public
Library System at

475-4756/51

or visit

<http://gpls.guam.gov>

