



Communicating Concerns about a Child's Development

Child care providers are in a unique position to notice if a child is not developing through typical stages or milestones. If there is a possibility that a child has a developmental delay, child care providers have the responsibility to discuss their concerns with the child's family right away.

Tips for Communicating Concerns for a Child's Development with Parents:

- **Choose a time and place where you can talk alone.**
- **Make sure both you and the parents have enough time to talk.** This should not be done in a hurry as a parent is rushing out the door to work. You may want to schedule this conversation ahead of time.
- **Be prepared for strong emotions.** Parents often sense there may be a problem but have been afraid to talk about it. Often they may not know how to put their concerns into words. Parents also may be worried that if their child does have a special need, you will no longer want to provide child care for their child.
- **Be caring, supportive, and respectful.** Some parents may be relieved to visit with you, but others may be defensive or scared. Showing warmth and respect will help parents trust and listen to what you have to share.
- **Begin by saying something positive about the child.** You might point out several things you really like about the child — his smile, curiosity, love of puzzles.
- **Ask if parents have concerns or questions about how the child seems to be developing.** Quietly and respectfully ask the parents to share what they have noticed. Who, what, when, where, how questions will help you gather more information and help parents focus on the issue. You might say, *"I wonder if you have had any concerns about Jason being able to understand what you say?"* You might also say, *"How long has this been happening? When does this seem to happen? What happens next? Has anyone else noticed this? Where does this seem to happen most?"*
- **Share your own observations and concerns.** Do this only after the parents have had a chance to talk.
- **Choose your words carefully.** Rather than say, *"I think Sara might be deaf,"* give specific examples and describe what you have seen. You might say, *"I noticed the other day a gust of wind blew the door shut. It made a loud bang and scared all of us, but Sara didn't even flinch."*
- **Avoid using labels or technical terms.** Remember you are not trying to present yourself as an expert. It is not your job to identify the specific disability. Use words that describe only what you have seen. You might say, *"I've noticed that Sara doesn't seem to hear loud sounds",* or, *"Jason seems to bump into things a lot as if he has trouble seeing."* Or, *"I miss hearing Megan babble and smile like she did when she was a baby."*
- **Keep your eye on the goal.** Your goal is to encourage the parents to get a professional evaluation for their child. You might say, *"It never hurts to check things out. Think about how relieved you will be to find out for sure. And if it does turn out that there is a problem, getting help now will make a big difference."*
- **Stress the importance of checking things out right away.** It is very common for parents to need a few days to think about and understand what you have shared. They often feel doubtful, confused, and scared. If they seem unable to take action, reassure them of your support. Remind parents that if there is a problem, getting help early can keep things from getting worse. Early help can make a big difference for a child's later development.
- **Be ready to offer information and resources.** The first step usually is to have the child's doctor assess the situation.
- **Continue your support.** When parents find out that their child has a disability, they may be in shock. Many parents go through a period of grieving. Continue to be understanding and to listen and offer help.
- **Trust yourself.** As someone who cares for children every day, you are in a unique position to notice when a child may be experiencing problems. Sharing your concerns respectfully with parents shows that you really care about their child. Even if a parent seems to resist your efforts at first, they will most likely be grateful later for your concern.

Menu Ideas – Meatless Mondays

Breakfast

Oatmeal	Toasted oat cereal	WW toast & eggs	English Muffin	WW Tortilla
Peanut Butter	Banana	Tomato slices	Apples	Black Beans
Milk 1 %	Milk 1 %	Milk 1 %	Milk 1 %	Milk 1 %

Lunch or Dinner

Lentil soup (HM)	Tuna	Roasted chicken	Ground beef	Tilapia Fish
Barley	WW Pita Bread	Brown Rice Pilaf	Pasta	Couscous
Baked potato	Lettuce & Tomato	Corn	Peas	Green Beans
Oranges	Kiwi	Oranges	Pinneapple guava	Cantaloupe
Milk 1 %	Milk 1 %	Milk 1 %	Milk 1 %	Milk 1 %

Snack Am or Pm

Oatmeal	**Baba Ganoush**	Moz. Cheese sticks	WW crackers	Yogurt dip
Baked apples	WW Pita bread	Pears	Cantaloupe	Broccoli

** Baba Ganoush **



Ingredients:

- 1 lb. eggplant
- 2 Tbs. Lemon juice
- 1-2 cloves garlic
- 1 Tbs. tahini

Instructions:

1. Turn stove onto medium-low and char eggplant directly over the flame, using tongs to turn often. Cook until eggplant skin is completely charred and the flesh inside is tender.
2. Transfer eggplant to a bowl. Cover and let it “sweat” for 15 min.
3. Once cooled, cut eggplant in half and peel off the charred skin. Add the flesh to a food processor.
4. Add the remaining ingredients and blend.
5. Serve whole wheat pita bread.

Source: UCDIM 21 food day challenge.

Program Reminders/ Updates

CIFs: If you don't receive a CIF in the mail from us don't worry. You can make your own on any piece of paper or make a copy of the one in your manual. Remember to document any holidays, closures, and/or changes in school aged children's schedules.

Dinners: We are increasing our dinner visits to meet state requirements. If you have children leaving early or want to change meal times, contact your consultant. Otherwise we will plan on seeing a complete meal at your scheduled times.

Activity Corner

Pom Pom Target practice: Set up this simple target practice for preschoolers using pom poms! It's easy and fun for preschoolers and even toddlers to aim for! Change things up after a while and add a bowl or two to throw into.



Indoor bowling: Set up some bottles, tape a lane, and take ball to roll over pins as best as you can. Have older kids count how many they knocked down and give them a second turn just like in real bowling. Younger kids may just knock them down with their bodies...let them.



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