

HETTINGER COUNTY HEAD START

October 16, 2023-October 17, 2023

IMPORTANT REMINDERS

- ❖ **NO HEAD START ON WEDNESDAY, OCTOBER 18TH AND THURSDAY, OCTOBER 19TH**
- ❖ **PARENT/TEACHER CONFERENCES ON WEDNESDAY, NOVEMBER 1ST AND THURSDAY, NOVEMBER 2ND IN THE HEAD START CLASSROOM. CONFERENCE SLIPS WERE SENT HOME TODAY. PLEASE LET ME KNOW ASAP IF YOU NEED TO RESCHEDULE. THANKS!**

STANDARDS

- Maintains focus and sustains attention with minimal adult support
- Participate in the community of the classroom
- Compares and categorizes observable phenomena.
- Demonstrates control, strength, and coordination of large muscles.
- Creates art work that depicts objects and events and/or expresses feelings, and ideas through a variety of two-dimensional and three-dimensional processes and share about them.
- Uses perceptual information to guide motions and interactions with objects and other people.

MONDAY: Today for Small Group Time, the boys and girls listened to the teacher at their table tell a story using counting bears and sort them into groups according to an attribute such as color, size, etc. When finished, they each got a basket of bears and a sorting mat to tell their own story and sort their bears. The boys and girls were introduced to the song, "The Ants Go Marching." They watched the video on the promethean board as they sang and moved their bodies. This song has been added to our classroom songbook.

TUESDAY: The children learned about collages today as they created their own by gluing a variety of materials onto a paper plate. Two children chose songs from the Classroom Songbook for us to sing and move our bodies.

Contact Information

Classroom Teacher: Kim Lutz

Email: Kim.Lutz@k12.nd.us

Classroom Phone Number: (701) 824-2795 and Press #4 for Head Start



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.



ChallengingBehavior.org

Teachable Moments: How to Help Your Child Avoid Meltdowns

Brooke Broghe, Alyson Jiron & Jill Giacomini

Does this sound familiar? Your children are playing in the living room while you clean up the kitchen. You answer the phone, and a few minutes later, one child is angry and screaming because someone took her toy and the other is in tears because her sister hit her. It is in escalated moments like this that parents often find themselves trying to teach rules or give long explanations. Unfortunately, in moments such as this, your child usually is not even hearing your words let alone learning the rule. This is not a teachable moment.

There are countless teachable moments daily when skills can be taught and emotions discussed, such as during play time, in the car, at bath time or while reading together. As a parent, you can reduce challenging behaviors such as hitting, biting, pushing and whining when you 1) concentrate on calming your child during a challenging behavior incident and 2) wait until an appropriate teachable moment to actually teach your child.

Think again about the scenario when you are on the phone and your children are fighting. Below are several examples of how you could use teachable moments throughout the day to reduce the chance that the challenging behavior occurs in the first place.

- **Teachable Moment #1** – During morning reading time, read the book *Hands Are Not for Hitting* by Martine Agassi. For additional activities to do with this book, go to <http://csefel.vanderbilt.edu/resources/strategies.html#booknook>.
- **Teachable Moment #2** – During breakfast time, intentionally teach the skill of sharing by saying, "Thank you for sharing the syrup with your sister!"
- **Teachable Moment #3** – When your children are playing on the floor quietly, sit on the floor, make eye contact and say, "Wow, you girls have been playing for 10 minutes quietly! Tell me about what you are building." This teaches the desired behavior of playing quietly together.
- **Teachable Moment #4** – When the phone rings. Put the phone down, tap both girls on the shoulder and say, "I am going to be on the phone for 10 minutes. When this timer is done, come tap me on my leg and show me the timer."

Try This at Home

Find teachable moments throughout the day!

- **Play Time (responding to common challenging behavior):** "Oh, no! I see that your bunny is super sad. Her sister is trying to take her toy. I wonder what she can do?" You can teach appropriate ways of getting her needs met. She

can ask for help, get a timer or trade her sister for another toy.



- **Bath Time (teaching rules):** "The water stays in the tub. You can use the cup and pour water into another cup or you can pour water on your body."
- **Car Time (teaching friendship skills):** "I saw that your friend, Bella was sad at school today and you made her a picture. I bet that made her feel better. What a great friend you are!"
- **Story Time (teaching emotions):** "Wow, that little girl in this book is really angry! I saw that she asked her mom for a hug. That is a great way to feel better. I wonder what you can do when you feel angry?"
- **Meal Time (teaching expectations):** "Let's practice asking for more milk." Role play with whining, yelling or just banging your cup. Then, teach the expected behavior. "You can ask nicely, say, 'Mommy, milk please.'" When she does this, jump up and say, "I'm happy to get you milk!"

Practice at School

At school, teachers prepare students to solve social problems in appropriate ways before problems occur. Teachers use role playing, puppets or circle time to discuss emotions and possible solutions. Teachers provide opportunities to practice and reinforce skills during class. For example, children may practice how to trade a toy at circle time with a puppet. Later, teachers can compliment a child when they see him trade during play time. "Wow! You remembered that when a friend is using a toy, you can ask him to trade!" Teaching skills in advance gives children the confidence to successfully manage a situation and allows caregivers the opportunity to praise a child for making a wise choice.

The Bottom Line

Young children are learning in every moment. They are actively discovering the world around them. You are always teaching your child. Strolling in the park, reading books and giving her a kiss before bed all teach her about her world. You can use the many calm and happy moments in your day to intentionally teach expectations, rules and skills that will help your child be successful and reduce challenging behavior.



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