



Happy Valentine's Day!

Powerful Interactions are Strengthened with Positive Guidance

“Teamwork Makes the Dream Work”

To build strong relationships with their students, teachers in Pahoia, Hawaii use the philosophy of Powerful Interaction, which emphasizes being present, connected, and extend learning through other avenues. These Powerful Interactions allows teachers to more deeply connect to their students to enhance learning. They use this strategy in conjunction with positive guidance to increase quality of life in the classroom, students' learning, and behaviors. The idea is that these positive encounters will facilitate a productive learning environment and limits the amount of negative behavioral influence that affects many classrooms.

These teachers are working in the classroom together as a team. The trick is to collaborate in tandem to display a clear and receptive message to the children. The teachers in Pahoia have seen their seamless teamwork have positive effects on the class. Although they were unfamiliar with each other at the beginning, by tuning in to each other's “eyes, words, laughter, and other cues, [they] extend children's learning during group times and transitions.”

Tips for Seamless Classroom Teamwork:

- Be clear about roles when planning. Be sure each person knows their exact duties and when to fulfill them. If children can anticipate our routine, it can reduce adverse behaviors in the classroom.
- Come together as one. To help be consistent and clear in communications, communication from co-teachers to students must be fluid. Staying at opposite ends of the room while still being in tune with vocal tone and delivery can also relax children.
- Stay in constant communication all day about observations, reactions, and relationships. Communication throughout the day can also be facilitated by nonverbal communication, cues, and codes. Being present is especially important for this component, but the result is a more relaxed group of students.
- Be on opposite sides of the room during floor time to keep things running smoothly.
- Stay attentive to children who need extra help or more attention. It can help prevent outbursts or meltdowns.

For more information visit <https://www.naeyc.org/resources/pubs/tyc/dec2013/planning-for-positive-guidance>

What is Sensory Processing Disorder?

Children receive sensory information through their 7 senses: taste, touch, smell, sight, hearing, vestibular, and proprioception. This information then travels to the brain to be processed and organized. The brain receives the sensory input messages, and decides how to react through motor and behavioral responses. Some children have trouble distinguishing simultaneous senses. Others have trouble regulating their senses, feeling like they are experience too much or too little sensory stimulation. Issues with sensory regulation can decrease a child's executive functioning, learning, and social interactions. Children with sensory processing disorder may also experience behavioral problems because of their bodies' inability to process the sensory information.

There are 2 presentations of sensory processing disorder (one child can also demonstrate both):

Hypersensitive	Hyposensitive
Extremely reactive to sensory stimuli	Seek out more sensory stimulation
<ul style="list-style-type: none">• Low threshold to stimuli• Unable to withstand bright lights or loud noises• Picky eater• Clothing feels irritating or uncomfortable• Noises that would not affect others may seem distracting• Fear of swings• Decreased coordination• Trouble understanding appropriate forces	<ul style="list-style-type: none">• Constantly touching other people and things• Issues understanding personal space boundaries• High tolerance for pain• Fidgety• Love to crash, bounce, or bump• Love deep pressure• Seek intense movement

Cited by: Child Mind Institute

<https://childmind.org/article/sensory-processing-faq/>

Marbled Valentine's Day Hearts

A great sensory craft!

Ingredients: shaving cream, tempera paint, paper, plastic tray to place materials, brushes (for sensory aversive kids)

Directions:

- 1) Squirt shaving cream and tempera paint onto tray.
- 2) Cut paper into hearts.
- 3) Invite kids to mix shaving cream and paint with hands. If a child is sensory aversive, offer a paint brush, or use a sheet of plastic wrap over the paint before pressing down so hands do not get messy.
- 4) After mixing paint and shaving cream together, place the paper heart on top.
- 5) Pat the paper. It will feel like a pillow!
- 6) Pull paper away from tray.
- 7) Add glitter if desired.
- 8) Let hearts dry.



Does Meditation Really Work?

Although not in abundance, there are various research studies that examine the effect of meditation in children. In 2004, Harrison, Manocha, and Rubia examined the effect of meditation as a method of complementary and alternative medicine (CAM) as a family treatment method for children with attention-deficit hyperactive disorder (ADHD). The intervention included a six-week program with clinical meditation sessions two times per week and regular meditation at home. Because of the program, children decreased ADHD behaviors, increased self-confidence, and increased quality of relationships. Children personally testified to increased quality of sleep, decreased anxiety, increased attention, less altercations, and overall better school days. Parents involved in the study reported lower stress, increased quality of life, and more control over their child's behavior. Other studies have noted the benefits of meditation instead of academic punishment, such as detention or suspension.

3 Minute Meditation for Toddlers

- (1) Sitting in chairs or on floor, instruct children to breathe deeply, in through the nose and out through the mouth.
- (2) Have children think of a color, to really imagine the color in their minds. Repeat with a few colors.
- (3) Have children envision different climates one at a time- rain, snow, etc.
- (4) If a child adds in their thoughts, tailor the guide to incorporate these thoughts. Let them take the direction, you are just guiding.
- (5) Finish with more deep breaths.



Asthma-Friendly Child Care Checklist

Asthma is the most common chronic childhood disease. Children with asthma have sensitive airways. They are bothered by many things that “trigger” their symptoms, such as dust mites, animal dander, cockroaches, mold, pollens, and exposure to irritating smoke, smells, or very cold air. Children’s asthma can also be triggered by excessive exercise or an upper respiratory infection.

The airways of people who have asthma are “chronically” (almost always) inflamed or irritated, especially if they are exposed to their triggers every day. It is important to know what makes your child’s asthma worse, so you can try to avoid exposure to these triggers as much as possible.

Parents can use the “asthma-friendly” checklist to learn about the measures that child care centers or family day care providers should take to create a safe and healthy environment for your child with asthma. Use the checklist to help you choose a child care setting that provides a healthy environment for kids with allergies and asthma. Many of the suggestions for avoiding or controlling allergens and irritants also apply to your own home.

Child care providers can use the checklist to evaluate their facilities and policies and learn how to make their center or day care home healthier for the children and staff.

<http://asthmaandallergies.org/wp-content/uploads/2012/03/Asthma-Friendly-Child-Care-Checklist.pdf>

Policies and Practices

Asthma Management and Care:

	Needs Improve	O.K.
All staff are trained to watch for symptoms of asthma, warning signs that asthma is flaring up, and how to recognize emergency situations. New staff receive this training when hired.	<input type="checkbox"/>	<input type="checkbox"/>
Every child with asthma has a written plan on file, listing allergies and asthma triggers, medication schedule, and emergency instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Staff is trained to administer medication, and in the use and care all of nebulizers, inhalers, spacers and peak flow meters.	<input type="checkbox"/>	<input type="checkbox"/>
Parents and providers communicate regularly about child's asthma status.	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor time is adjusted for cold-sensitive children, and alternative indoor activities are offered (after an asthma episode or viral infection, they are also more sensitive.)	<input type="checkbox"/>	<input type="checkbox"/>
Staff and children wash hands frequently; toys and surfaces are wiped often, to prevent the spread of viral infections that can trigger asthma.	<input type="checkbox"/>	<input type="checkbox"/>