

NOVEMBER NEWSLETTER

4 WAYS TO COPE: PROBLEM SOLVING FOR KIDS

SAY, "Would you like to
trade?"

INCLUDE HOW TO BE A
SUPER FRIEND!

USE THE TURTLE
TECHNIQUE

For more info visit:

csefel.vanderbilt.edu



PAY ATTENTION TO YOUR MENTAL HEALTH

Did you know? Mental and Physical Health are connected. Taking care of your mental health can help you feel better physically and taking care of your body can help you feel better mentally.



Each year, **1 in 5** women in the United States has a mental health problem such as depression, post-traumatic stress disorder, or an eating disorder.

More than **twice** as many women as men have been diagnosed with **anxiety**.

Women are almost **twice** as likely as men to experience **depression**.

TIPS TO TAKING CARE OF YOURSELF

- 1) Fight stress by taking time to do something you enjoy like dancing, reading, or exercising. Yoga can lower stress while helping with anxiety, depression, or insomnia
- 2) Reach out to friends and family for help when you need it.
- 3) Call 1-800-950-NAMI (6264) for information and referral services

- For support and help finding mental health services near you, visit findtreatment.samhsa.gov
- Learn more about mental health at nimh.nih.gov or mentalhealth.gov
- Learn more about National Women's Health Week at womenshealth.gov/nwhw

Source: <https://www.womenshealth.gov/nwhw/tools/infographics/mental-health>

NOVEMBER'S ACTIVITIES

MAGIC LEAF DRAWING

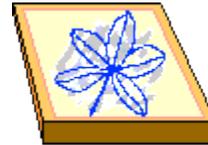
1) Go outside and gather leaves from the play yard or encourage parents to find leaves to bring to school

2) Put a leaf on the table

3) Cover the leaf with a piece of paper

4) Crayon on the paper over the leaf

5) Magically, a leaf image will appear



SINGING ABOUT FALL

SUNG TO: "TEDDY BEAR, TEDDY BEAR TURN AROUND"
SCARECROW, SCARECROW, TURN AROUND.
SCARECROW, SCARECROW, JUMP UP AND DOWN
SCARECROW, SCARECROW, ARMS UP HIGH
SCARECROW, SCARECROW, WINK ONE EYE
SCARECROW, SCARECROW, BEND YOUR KNEE
SCARECROW, SCARECROW, FLAP IN THE BREEZE
SCARECROW, SCARECROW, CLIMB INTO BED
SCARECROW, SCARECROW, REST YOUR HEAD



PUMPKIN, PUMPKIN ON THE GROUND
(CROUCH DOWN)
HOW'D YOU GET SO BIG AND ROUND?
(MAKE A CIRCLE WITH ARMS)
ONCE YOU WERE A SEED SO SMALL,
(PRETEND TO HOLD A SEED)
NOW YOU ARE A GREAT BIG BALL!
(MAKE A CIRCLE WITH HANDS)
PUMPKIN, PUMPKIN ON THE GROUND
(CROUCH DOWN)
HOW'D YOU GET SO BIG AND ROUND?
(MAKE A CIRCLE WITH ARMS)

OBSERVATION: THE KEY TO UNDERSTANDING CHILDREN

As teachers and parents we are often baffled by the many behavior's children exhibit. Many times, young children sometimes behave in challenging and confusing ways. You may frequent thoughts like: " Why does she put her snack in her hair?" or "Why does he cry when it's time to put shoes on?" We may never know why until we begin to observe!

Teachers and parents are often taught that all behavior is communication and are trained to observe, document, and analyze children's behavior to understand what they are trying to communicate. Through pattern recognition and understanding the ABC's of behavior you can begin to observe like a pro!

Recognizing Patterns

Any behavior that occurs consistently over time is likely due to some reason. If you can find the pattern in the behavior, you can figure out to stop it. The first step is to simply write down what it is you are seeing. Making a small note of the behavior will help you see patterns you may not otherwise notice. And let's face it, with so much going on in a day, it's hard to remember everything.

Whatever the challenging or strange or "cute" behavior may be, begin by writing it down. You may be amazed at what you discover.

ABC's of Behavior

Now if you would like to up your observational skills and move past simple notetaking, try what teachers call the "Antecedent-Behavior-Consequence" model- or ABC for short. Now don't get bogged down with the big words.

Antecedent= "what happened right before"

Behavior = "what happened"

Consequence= "what happened right after"

So, don't write down what happened, but write down what happened before and after as well.

For example, if you have a child who consistently dumps their juice on his/her clothes at snack and lunch time, you can begin observing what happens before and after the behavior. If you use the ABC model, you may notice that every time he engages in this behavior he gets attention from you or other teachers/staff. Thinking this may be a cry for attention, the teacher may begin showing more attention when appropriate behaviors are displayed and less attention when he/she dumps their juice. In this sense you can increase positive behavior and decrease negative behavior.

Remember to Observe, Write it Down and Track what happens Before and After!

Source: <http://families.naeyc.org/learning-and-development/child-development/observation-key-understanding-your-child>

Intentional Teaching

To be **intentional** is to act purposefully, with a goal in mind and a plan for accomplishing it.

Intentional acts originate from careful thought and are accompanied by consideration of their potential effects. Thus, an intentional teacher aims at clearly defined learning objectives for children, employs instructional strategies likely to help children achieve the objectives, and continually assesses progress and adjusts the strategies based on that assessment. The teacher who can explain *why* she is doing what she is doing is acting intentionally—whether she is using a strategy tentatively for the first time or automatically from long practice, and whether it is used as part of a deliberate plan or spontaneously in a teachable moment.

Effective teachers are intentional with respect to many facets of the learning environment, beginning with the emotional climate they create. They deliberately select inviting equipment and materials that reflect children’s individual interests, skills, needs, cultures, and home languages, and they put these in places where children will notice and want to use them. In planning the program day or week, intentional teachers choose which specific learning activities, contexts, and settings to use and when. And they choose when to address specific content areas, how much time to spend on them, and how to integrate them. All these teacher decisions and behaviors set the tone and substance of what happens in the classroom. Intentionality refers especially to how teachers interact with children. Pianta defines intentionality as “directed, designed interactions between children and teachers in which teachers purposefully challenge, scaffold, and extend children’s skills” (2003, 5). Berliner (1987, 1992) emphasizes that effective teaching requires intentionality in interactions with children, with an understanding of the expected outcomes of instruction. He summarizes research on the relationship between classroom environment and learning outcomes in a list of elements characteristic of good intentional teaching:

- High expectations—When teachers expect children to learn, they do.
- Planning and management—While guiding the class toward defined and sequenced learning objectives, teachers remain open to children’s related interests.
- Learning-oriented classroom—Children, as well as teachers, value the classroom as a place
- Engaging activities—Teachers connect activities to children’s experiences and developmental levels.
- Thoughtful questioning—Teachers pose questions to get insight into children’s thought processes and stimulate children’s thinking.
- Feedback—Effective evaluative feedback focuses on children’s learning rather than merely offering praise or disapproval.
- Children seem to learn best from *child-guided experience*—that is, they acquire knowledge and skills mainly through their own exploration and experience, including through interactions with peers

Book excerpt The Intentional Teacher: Choosing the Best Strategies for Young Children’s Learning by Ann S. Epstein

