



November 2023

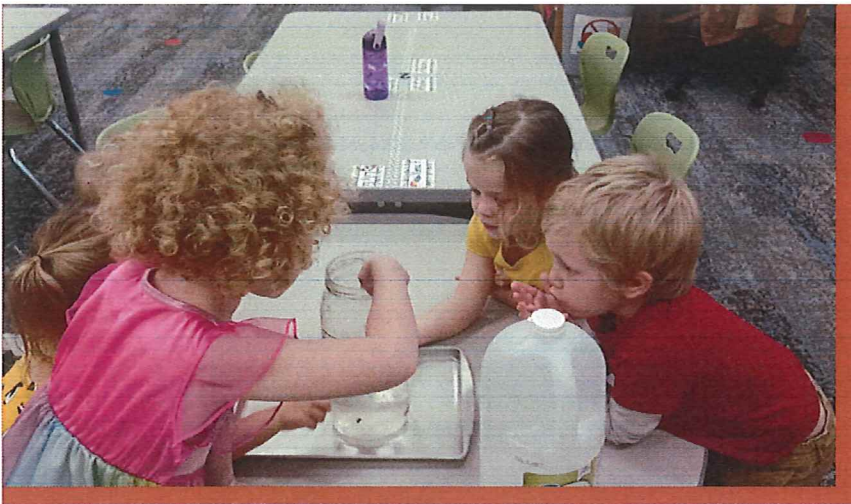
# Ludington Area Schools Early Childhood Center

October was a busy month! Thank you for your support during our parent teacher conferences! We had a great turn out and appreciate your commitment to your child's early learning. We also want to thank those who donated and volunteered to help make our school fundraiser and Halloween parties a success!

Last month and attached today, you will find **A Message in a Backpack** article. The National Association of Education of the Young Child produces a column with great resources for families. If you would like a specific topic covered, feel free to email or call any time! This month's column is Learning Through Everyday Activities. You will also see on occasion **The Backpack Connection Series**. These tip sheets were "created to provide a way for teachers and parents to work together to help young children develop social emotional skills and reduce challenging behavior". We utilize The Pyramid Model to aide in our social-emotional instruction and as our guide for interventions for challenging behaviors. I encourage you to take a minute to read them! If you have any questions or comments, feel free to reach out to your child's teacher or myself!

*Ashela Trevino*

Preschool Director,  
231-845-3850, ext #3707, atrevino@lasd.net



## Upcoming Events

### November 3rd

Glow Walk/Run Donations Due

### November 8th

Parent Teacher Committee - 7pm

LES Cafeteria - ALL WELCOME!

### November 15th

Picture Retake Day

### November 22nd

Half Day Dismissal 11:41 p.m.

After School Care Open

### November 23rd

No School - Thanksgiving

No After School Care

*"play is fundamentally important for learning 21st century skills, such as problem solving, collaboration, and creativity."  
~American Academy of Pediatrics*

# A Note from Miss Trish:

At preschool, we are really working on independence. We have probably all heard the phrase "I'll do it". Unfortunately, learning any new skill takes time and patience to allow for practice. This can even get frustrating when we are busy and just want to get things done. To help your child develop this skill at home, find little tasks that your child can practice doing on their own such as: zipping up their coats, putting away their toys, picking out their clothes, or helping with other chores around the house. These things do not have to happen every day but the payoff may save YOU time in the future and also help them in their preschool classroom. We know that being independent is a skill that will help them throughout their lifetime



Trish Hanlon, LMSW

*"Children learn how to calm down with a calm adult, repeatedly until maturity."*  
~ Leilia Schott

## Communication Corner

### Helping children with language

You can help children learn words and sentences in different ways. You can model words in your own talking, share books and play together, and praise children for trying new words.



Model

**Model** the way words and sentences are used in your own talking.

You: Let's put apples in the basket.

Child: Apples in.

You: *The apples are in the basket.*

It's OK if your child doesn't say the words after you.



Recasting

**Rephrase** what your child says to include all the words in the right order, or to say something in a different way.

Child: Dog gone!

You: *The dog has gone!*

*Where has the dog gone?*



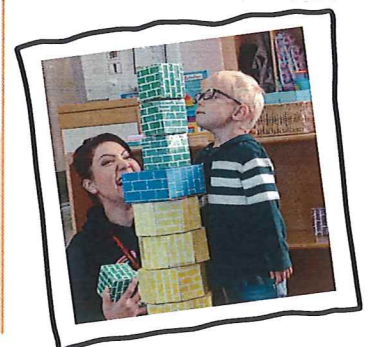
Turn taking

**Take turns** when you are talking and playing together.

Pause and wait for your child to take a turn using words or gestures.

You: That puzzle piece doesn't go there! It won't fit! I'll try it here.  
*(Pause and look expectantly at the child)*

Child: It won't fit!





# Learning through Everyday Activities

PBS KIDS and the READY TO LEARN INITIATIVE

Explore the wonder of learning with your children anytime, anywhere! As your children head back to school, do these simple everyday activities together to reinforce their learning.



## At mealtimes

Have fun with food words while you eat. For example, if you serve potatoes, chicken, and peas for dinner, talk about which of the foods begin with the same /p/ sound. Look for other items on the table that begin with /p/ sounds, like *plate* or *pepper*. You can also take turns coming up with words that rhyme with something you or your child is eating. For example, *cheese* rhymes with *peas*.

## In the kitchen

Create new recipes or follow favorite ones with your child. Count ingredients together. You can count the number of apples for a pie or the number of carrots to add to a stew. Show your child the recipe so he can see what a written recipe looks like.

## At the grocery store

Look for letters everywhere—on food labels, signs in the store, and magazines on the racks at checkout. Give your

child a packaged food item, like a box of cereal. Point out different letters (start with the first letter in your child's name) on the food item and ask your child to find more of those letters on other foods in the store.

## On a walk around the neighborhood

Hunt for shapes with your child by looking for them in your community. You can find rectangles in buildings (windows and bricks), circles in cars (wheels), and triangles in signs (yield signs). Take pictures and create a shape book at home.

## At the playground

Build your child's position vocabulary by talking with her about what she's doing—going *up* and *down* a slide, crawling *across* a bridge, standing *under* a tree, or sitting *on* a bench. **TYC**

This message is meant to be cut out, photocopied, and sent home with children as a resource for parents! It is also available online at [NAEYC.org/tyc](http://NAEYC.org/tyc).

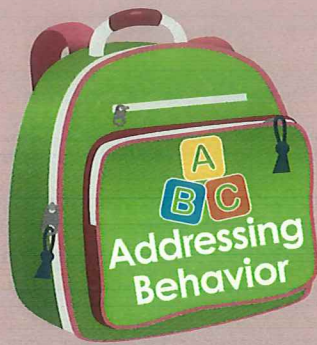
The contents of this article were developed under a cooperative agreement #PRU295A150003, from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. PBS KIDS® and the PBS KIDS® Logo are registered trademarks of PBS. Used with permission.



Find more everyday learning tips on the **Play & Learn app** from PBS KIDS.  
[pbskids.org/apps](http://pbskids.org/apps)

naeyc  
for families

Visit [families.NAEYC.org](http://families.NAEYC.org) to browse articles about outside time, reading together, and more!




## 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](http://ChallengingBehavior.org).

### More Information

More information and resources on this and other topics are available on our website, [ChallengingBehavior.org](http://ChallengingBehavior.org).



[ChallengingBehavior.org](http://ChallengingBehavior.org)

# How to Help Your Child Stop Hitting and Pushing

Brooke Brogle, Alyson Jiron & Jill Giacomini

Like many parents and caregivers, you may have found yourself in a situation where, despite your best efforts, your child continues to hit and push you or other children. To begin to address this behavior, it is important to understand that your child has his own opinions and probably wants to do more things for himself, yet he may not have the language skills or impulse control to make those things happen. This experience can be frustrating for him and his first reaction might be to hit or push. Young children often express difficult emotions such as frustration, anger or embarrassment by acting out physically. Many children do not know a different way to handle difficult emotions.



Parents often feel embarrassed by this behavior and frustrated when it continues. When parents spank, laugh or ignore the hitting and pushing, they are telling their child that it is acceptable to hit and push. New behaviors that the child can use instead of hitting need to be taught and modeled by parents and caregivers. With patience and time, you can teach your child appropriate ways to handle disappointment and frustration that will allow him to feel confident and successful when playing with friends and siblings.

### Try This at Home

- Read the book *Hands Are Not for Hitting* by Martine Agassi. This story helps children understand why they feel like hitting and teaches things they can do instead. Go to [http://challengingbehavior.fmhi.usf.edu/docs/booknook/BookNook\\_hands\\_new.pdf](http://challengingbehavior.fmhi.usf.edu/docs/booknook/BookNook_hands_new.pdf) where you will find many ideas you can use when reading this story with your child to help her understand how to use her hands in an appropriate way.
- Teach your child about her emotions. Notice and label a variety of feelings. "I see that you are getting angry. Your hands are in fists and your face is scrunched up! You can tell me that you are mad, but you can't hit me." To learn more about teaching emotions, go to [challengingbehavior.org](http://challengingbehavior.org) and read the Backpack Connection series handout titled *How to Help Your Child Understand and Label Emotions*.
- Trace your child's hands on a piece of paper and place them on the wall. Teach her to push on the paper on the wall when she is frustrated or disappointed. With enthusiasm, tell her, "You are getting out the frustration in your body! What a great way to deal with your feelings!"
- Tell your child what she can do! You can say to her, "When you are frustrated, you can scream into a pillow, push on the wall or say 'help please.'"

### Practice at School

Children learn safe and healthy ways to express their emotions at school through stories, puppets or role playing. Teachers also post class rules showing children that we keep our friends, selves and toys safe. If a child hits or pushes another child at school, teachers first give attention to the child who is injured and have the other child help her feel better. This could include getting an ice pack, offering her a hug or bringing her a stuffed animal to hold. Once the injured child has been helped and everyone is calm, teachers talk to the child who hit. Together, they talk about how he was feeling and think of a different way he could have handled the situation.

### The Bottom Line

Aggressive behavior, like hitting or pushing, happens when a child does not know how to handle strong emotions. While parents must tell their child that hitting and pushing are not ok, it is also important for parents to teach a new behavior that he can use instead when he feels angry, frustrated or embarrassed. Parents can help children learn new, positive ways to solve problems or express feelings before aggressive behavior is likely to occur. With practice and encouragement, children can feel confident managing their body and emotions.



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