

WHITE EARTH CHILD CARE PROGRAM NEWSLETTER



Conversation Hearts Pick-up:

- You will need a bag or two of conversation heart candies
- a metal pie plate
- a paper cup for each player

Pour the candies into the pie plates.

With one arm behind their back the player must pick up as many candy hearts as he can and place them in a paper cup before you call out

Tearing Hearts:

Each child is given a sheet of red or pink paper. When you call out "go!" each child will hold his paper and attempt to tear it into a heart shape –you may even trace the heart shape for them to tear on the line.

Hearts Aflutter:

Each child is given a heart with a word on it that can describe a heart. Make several of each. (Sweet, Red, Loving, Happy, Pink, Lacy, Chocolate, Candy, Valentine or use shapes that can be identifies by the child. Seat the players in a circle. One child is put in the center.

All the children with that **word or shape** must jump up and hurry to sit in the chair vacated by another student. The caller will sit in one place, so that one of the children will be left without a chair.

If the caller chooses, he can call "Hearts Aflutter!"

Blindfold Drawing Hearts:

Each child will need a sheet of paper and a red crayon. He must put his paper on top of his head or blind folded and draw a heart.

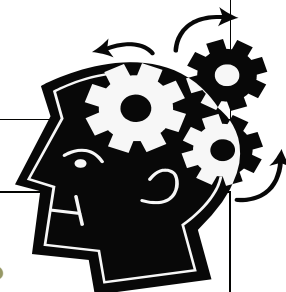
"When you help a child today, you write the history of tomorrow." Father Flanagan, founder of Boys Town

Love –A person's wealth can be measured by the love of their children.

Integrity –We make a living by what we get; we make a life by what we give.

Frequently Asked Questions

The human brain begins forming very early in prenatal life (just three weeks after conception), but in many ways, brain development is a lifelong project. That is because the same events that shape the brain during development are also responsible for storing information—new skills and memories—throughout life. The major difference between brain development in a child versus learning an adult is a matter of degree: the brain is far more impressionable (neuroscientists use the term plastic) in early life than in maturity. This plasticity has both a positive and a negative side. On the positive side, it means that young children's brains are more open to learning and enriching influences. On the negative side, it also means that young children's brains are more vulnerable to developmental problems should their environment prove especially impoverished or un-nurturing.



Does experience change the actual structure of the brain?

Yes. Brain development is "activity-dependent," meaning that the electrical activity in every circuit—sensory, motor, emotional, cognitive—shapes the way that circuit gets put together. Like computer circuits, neural circuits process information through the flow of electricity. Unlike computer circuits, however, the circuits in our brains are not fixed structures. Every experience—whether it is seeing one's first rainbow, riding a bicycle, reading a book, sharing a joke—excites certain neural circuits and leaves others inactive. Those that are consistently turned on over time will be strengthened, while those that are rarely excited may be dropped away. Or, as neuroscientists sometimes say, "Cells that fire together, wire together." The elimination of unused neural circuits, also referred to as "pruning," may sound harsh, but it is generally a good thing. It streamlines children's neural processing, making the remaining circuits work more quickly and efficiently. Without synaptic pruning, children wouldn't be able to walk, talk, or even see properly.

The grocery store, the mall, a restaurant, as well as the safety of your home... these are all the places children will decide it's time to develop their temper tantrum skills. It can be embarrassing, and sometimes exhausting, for the adult in their presence. Keep reading to gain insight into how to "tame temper tantrums."

Toddlers throw tantrums for many reasons - some big, some small. Toddlers have tantrums because they get frustrated very easily. Most toddlers still do not talk much. They have trouble asking for things and expressing their feelings. Toddlers also have very few problem-solving skills. Tantrums are most likely to happen when toddlers are hungry, exhausted, or over-excited.

Preschoolers are less likely to throw tantrums. They have developed more coping skills and are able to communicate better. Some children learn that tantrums can be used to get something they want. If parents or caregivers give in to demands, tantrums may occur more often. Here are a few suggestions on how to handle a tantrum:

Remain calm: *Shaking, spanking, or screaming at a child tends to make the tantrum worse. Set a positive example for children by remaining in control yourself.*

Pause before you act: Four possible ways to deal with a tantrum include:

Distract - Focus the child's attention on something else, this works well with toddlers.

Remove - Take the child to a quiet, private place to calm down.

Ignore - Older children will sometimes throw tantrums to get attention.

Hold - Holding a child may be necessary to keep him from hurting himself or others.

Wait until the child calms down-then talk: It's difficult to reason with a screaming child. Use this opportunity to teach the child "okay" ways to handle anger and difficult situations.

Comfort and reassure the child: They need to know you disapprove of their behavior, but that you still love them.

Tantrums are a normal part of growing up. All children will have them sometime or another. However, if tantrums seem to be happening too often, you might want to consider these suggestions:

Study a child's tantrums. Look for patterns in behavior that can give you clues about how to avoid conditions or situations that seem to encourage tantrums.

Set realistic limits, and help children stick to a regular routine.

Offer real choices that you are willing to honor.

Give children a few minutes warning before you end an activity.

If you would like more information about taming temper tantrums, or would like to speak with a professional in early childhood development, call Child Care Resource and Referral.

10 Ways to Show Kids You Care

1. Listen to their names
2. Listen to their stories
3. Talk to them
4. Share experiences with them
5. Notice when they act differently
6. Don't jump to conclusions
7. Don't label their opinions as silly or wrong
8. Support them in times of need.
9. Smile at them
10. Suggest better behaviors when necessary

ExchangeEveryDay

CHILDREN WITH CHALLENGING BEHAVIOR

February 4, 2008

***The truest wisdom is a resolute determination.
Napoleon Bonaparte***

In her **Exchange** (November 2007) article, ["We Are All in This Together: Supporting Children's Social Emotional Development and Addressing Challenging Behavior,"](#)

Mary Louise Hemmeter promotes a philosophy that "all children can be successful." In the article she points out some common issues related to working with children with persistently challenging behavior...

- Individualized plans must be implemented consistently and for adequate periods of time to be effective.
- Behavior often gets worse before it gets better; and when it gets worse, teachers are often tempted to stop implementing the plan. However, if the plan is implemented consistently, this increase in challenging behavior should not last long. It will be important to provide staff with support through this initial period when behavior is likely to get worse.
- Just because behavior gets better does not mean the plan should be stopped. Often the behavior is better because of the plan being in place. Removing the plan may result in an increase in challenging behavior.
- When a behavior specialist or mental health consultant is available, the teacher and consultant should work together to develop a plan for supporting the child in the classroom and home as well as to provide any individual therapy the child might need.
- Program leaders should be aware of the extra time individualized plans will require on the part of the classroom staff. Extra support in the classroom and time to develop the plan and work with the team should be provided.

WHEN YOU REREAD A CLASSIC YOU DO NOT SEE MORE IN THE BOOK THAN YOU DID BEFORE; YOU SEE MORE IN YOU THAN THERE WAS BEFORE. - CLIFTON FADIMAN