

Dodge County Head Start







Serving Birth to 5



Newsletter for November 2022

NATIVE AMERICAN HERITAGE MONTH - Lots of history in Nebraska on this subject.

NATIONAL CHILDREN'S MONTH - Teach your child to make some peanut butter cookies!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Day of the Dead 	2	3 Parent/Teacher Conferences	4
5	6	7	8	9	10 Parent/Teacher Conferences	11 Veterans Day 
12	13	14 Pickle Day 	15 America Recycles Day 	16	17	18 Mickey Mouse Day 
19	20 Children's Day	21	22 Teacher work day No School!	23 Thanksgiving DCHS Center Closed! No School!	24 No School!	25
26	27	28	29	30 		

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The holidays are upon us! Everyone has traditions that they look forward to. Here are a few ideas that you may want to try.

During meal time, have everyone share one thing they are thankful for.

Play a game together. Cards, Board Games, Trivia!

Make a family photo album together. Have everyone help.

Talk about your family tree. Maybe even make one.

Prepare a new recipe for your family meal.

Gratitude / I am thankful jar.

Try video calling family members.

Most of these ideas listed above can take place during a video call.

Remember you can make new traditions throughout the year with your family!

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RED ROOM NEWS

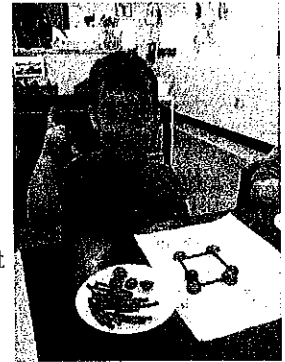
Dear Red Room Parents,

During the month of October, we feel like the children enjoyed spending time learning about trees. We had 3 different food experiences the children participated in. We made trees with pretzel sticks and grapes; we made our own lemonade, and we tasted different apples. We also went on a fun field trip and walked around the different trees at the state lakes.

The children learned about the letters S, I, L and G; the numbers 3-5; triangles and orange. In November, we will learn about letters G, O and N; the numbers 5-6; rectangles and brown. We will also finish up our Tree Study before we start learning about a different study.

Parent Teacher Conferences are coming up this Friday November 3rd and next Friday November 10th. Watch out for those reminder papers coming home. If you need to reschedule, please call me at Head Start. As a parent, you are more than welcome to come join us at school to eat a meal, contact Holly to set up a date and time.

Keep up the hard work on those Parent/Child Connectors. Remember the Parent/Child Connectors offer you an opportunity to observe and engage in your child's educational progress while modeling a positive attitude toward school and the importance of learning. The Parent/Child Connectors **do not** expire. You do not have to return them right away on that following Monday. Work on them as you can and return them to school once you are done.



Thanks Miss Dani, Miss Tamara, and Mr. Aaron



YELLOW ROOM NEWS

Hello from the Yellow Room!

The month of October has been a busy one for us in the Yellow Room. We started a new study of trees! The children have been very excited and interested in finding different kind of trees around the neighborhood, and sometimes around the school. They have been using our magnifying glass to take a closer look at our leaf's and sticks we found. Some of the work we have done is displayed on the wall outside of our room, so please stop with your child and take a look!

At the start of November, we will be having Parent / Teacher conferences so please set up a time with Miss Leticia after school pick up. The conferences will be 15 minutes at a time, so please arrive when scheduled so we don't run over on another family's time.

Additionally, I want to express a thank you for working with your child on completing parent / child connectors and sending them back. This is helping the learning continue into your home and also helping the center receive in-kind. Keep up the great work J

Miss Leticia, Miss Brandi

BLUE ROOM NEWS



Hello from the Blue Room!

This month we had a new Center Assistant join our room named Miss Taylor.

In November, we will continue to be learning about trees. Feel free to have your child bring in any leaves, sticks, or pinecones, if available, for our activities during this unit. Thank you to those who have brought in items already. They really help our classroom learn.

In our classroom we have been learning how to solve our problems and ways to calm our bodies. "Smell some flowers, blow out some candles." We have three rules in our classroom. These are: we use walking feet, we clean up after ourselves, and we say ok and do it right away. We are also trying to form a strong community in our classroom.

Feel free to come and spend your time in our classroom. Whether it be joining us for lunch or any other part of the day, we would appreciate it.

Miss Brittny, Miss Myranda, and Miss Taylor



EARLY HEAD START

Happy Fall families,

With all the color changing on the trees. A fun activity you can do with your child is to have them name the different colors that they see. Or you name the colors you see to help them learn their colors. Below we have listed some other things that you can do in this fall season. We have also added some important events coming up!

Try to get out and enjoy the weather by:

- Taking a walk
- make leaf piles to jump in
- Decorate for Fall
- Paint or carve a pumpkin

Events coming up:

- PIWI session 3- Thursday November 9th at 10-11:30
 - PIWI Session 4- Monday November 20th at 10-11:30
- both at DCHS in the PIWI room. Reminder food is provided and an opportunity to earn a prize after completing 4 of the six sessions.

*Sincerely,
Kyra & Jacque*

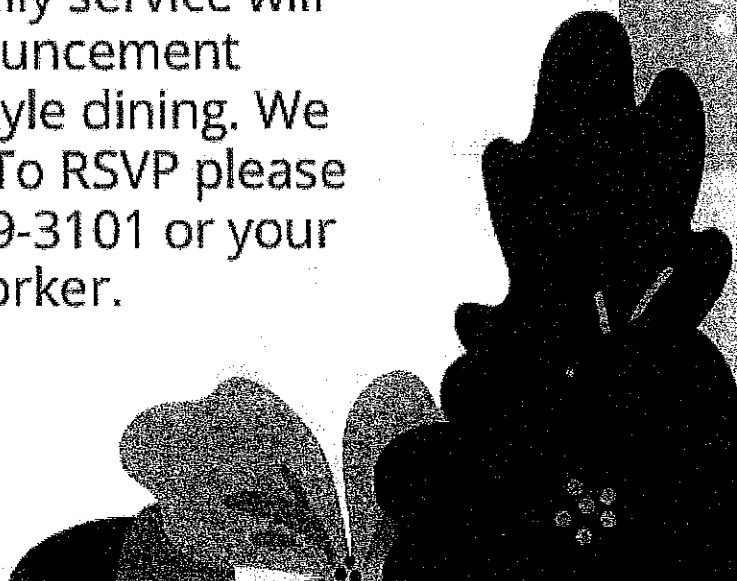


Family Service

GREETINGS FAMILIES!

WE HOPE YOU ALL ARE HAVING A GREAT START TO THE FALL SEASON. NOVEMBER IS ONE OF THE BEST TIMES OF YEAR TO SHOW THE GIVING SPIRIT. IT'S THE TIME WHERE WE GIVE THANKS FOR WHAT WE HAVE IN OUR LIFE AND REFLECT ON THE BLESSINGS AND WHAT WE ARE ABLE TO GIVE BACK IN RETURN. WITH THAT IN MIND WE ARE HAPPY TO SHARE THAT OUR DODGE COUNTY HEAD START SHARING TABLE WILL BE OPEN NOVEMBER 6TH-DECEMBER 1ST. THE 6TH IS THE OFFICIAL DATE WHERE YOU CAN START DONATING GENTLY USED ITEMS YOU NO LONGER NEED. IF INTERESTED IN DONATING, PLEASE CONTACT ANY OF THE STAFF IN THE FAMILY SERVICE DEPARTMENT TO RSVP A TIME TO DROP OFF DONATIONS. WHILE THE SHARING TABLE IS UP AND RUNNING FOR THOSE 3 WEEKS, PLEASE FEEL FREE TO TAKE ANYTHING YOUR FAMILY MAY NEED AT NO COST TO YOU.

November 16th Head Start is hosting a family night in the form of a Friendsgiving dinner. Family service will be doing a short announcement centered around family style dining. We hope to see you all there! To RSVP please contact Shauna at 402-909-3101 or your Family Service Worker.



SHARING TABLE

Donations Needed

Accepting Donations:

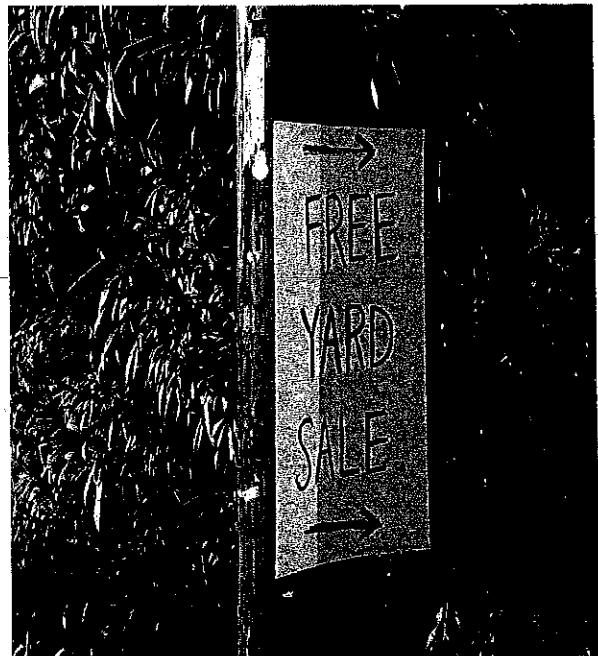
November 6th-15th

(Between the hours of 9AM-3 PM. Please
contact your family service worker or
Shauna 402-909-3101 to arrange a time to
drop off.)

Sharing Table Event:

November 6th-18th

(Feel free to shop during pickup)

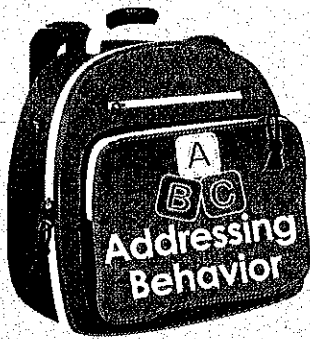


What to donate?

Any gently used, stain free clothing.
(Accepting Infants – Adults) Shoes, and small
household items.

Dodge County Head Start

402-721-9022



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

How to Give Clear Directions

Brooke Brogle, Alyson Jiron & Jill Giacomini

"Why do I have to repeat myself time and again?" "Why won't she listen to me?" Listening and following directions are important skills young children must learn. There are many reasons why children do not follow directions.

- **The child does not hear the direction.** Parents often give directions from a distance or in passing. "Lauren, get your shoes on." Did your child actually hear what you said? Just as adults often don't hear what their partner has said to them because they are focused on reading, email or talking on the phone, children too often don't hear what a parent has said because they are focused on a task such as building a tower or drawing a picture.
- **The parent gives too many directions at one time.** When you give your child too many directions at one time, it reduces the chance that she will follow the directions and increases the chance that she will be confused. "Lauren, please go upstairs, brush your teeth and pick up your blocks while I finish the dishes." This multi-step direction is too long and complicated for your child to easily understand. Instead, try giving one direction at a time.
- **The child doesn't understand the direction or the direction is too vague.** Directions such as "Settle down," "stop," or "be nice" might be too vague and difficult for your child to understand. If she is throwing toys out of the bathtub and you simply say, "Lauren," you have not actually told her what you want her to do. If you say, "stop it," it may temporarily stop the behavior, but she still may not know what you want her to do. If what you mean is, "Lauren, toys stay in the tub," then you need to explicitly tell her so.
- **The direction does not tell the child what to do.** Parents often tell children what not to do, rather than what they should do. It is important to state directions positively in order to teach your child the expectation. Instead of saying, "Stop running!", state the direction positively by saying, "Use walking feet."
- **The direction sounds like a suggestion or question.** Daily conversation is filled with questions, suggestions and directions. When you say, "Will you put your shoes away?" you are not giving your child a direction—you are asking her a question. When you give your child a direction that needs to be followed, it is essential that you tell your child what to do rather than ask. For example, "Lauren, put your shoes by the door."

Try This at Home

- It is important to follow through when you give your child a direction. A technique you can use to make sure you do follow through when your child has difficulty complying, or following directions is Do-WAWP.
 - » Do—State the "do" direction.
 - » W—Wait for compliance (silently count to 5).
 - » A—Ask the child to restate the direction.
 - » W—Wait for compliance (silently count to 5).
 - » P—Provide encouragement or help (helping will ensure success).

- **Make sure that you have your child's attention.** Eye contact is a great indicator! When you state the "do" direction you are teaching your child the desired behavior. For instance, "Lauren, go brush your teeth." When you count to five, you are giving her the opportunity to hear and process the direction. Parents often repeat the same direction over and over in that five second period. When you repeat the same direction to your child time and again, it teaches her that she does not have to follow the direction the first time. Instead, state the direction once and then have your child restate the direction back to you. This way you can confirm that she heard you and understood what you were saying. Finally, offering help may simply mean that you take her hand and lead her to the bathroom. Don't forget to encourage your child by saying something like, "Wow, Lauren, what great listening ears! Thank you for brushing your teeth."



Practice at School

In addition to verbal instructions, teachers use many methods to give directions and help children understand expectations. These methods may include using symbols or pictures, sign language or gestures, songs, puppets, instruments, sand timers, or other tools. The more opportunities children are given to see or hear the instructions, the more likely they are to complete the task. For example, when teachers need to tell the class that it is time to go inside from the playground, in addition to words they may use a sound (e.g., ring a bell) to alert the children about this event. Children know that the sound means that it is time to line up at the door, even if they do not hear the verbal instructions. When teachers pair words with other signals, they help children to confidently and successfully participate in activities.

The Bottom Line

Listening and following directions are skills that children learn through their daily interactions. When children do not follow directions, for any reason, it can be extremely frustrating for parents. You can increase the chances that your child will listen and successfully follow your directions when you make sure that your direction is clearly stated and you follow through.

An important consideration for parents when teaching their child to follow directions is to "pick your battles". You want to avoid insisting that your child follow directions that are not important or can escalate to a major struggle when the direction is not critical. Pick a few, very important directions that you will follow-through with your child.

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Serie de Conexión Mochila

Sobre esta serie

La *Serie de Conexión Mochila* fue instaurada por TACSEI (por sus siglas en inglés) para brindarles a los maestros y padres/proveedores una vía para trabajar en conjunto para ayudar a los niños a desarrollar sus aptitudes socioemocionales y reducir las conductas desafiantes. Los maestros podrían elegir enviar un volante a casa dentro de la mochila de cada niño cada vez que sea introducida una nueva estrategia o aptitud dentro de la clase. Cada volante de la *Conexión de Mochila* proporciona información que ayudará a los padres a estar informados sobre lo que su niño está aprendiendo en la escuela y las ideas específicas sobre cómo utilizar las estrategias o aptitudes en casa.

El Modelo de la Pirámide

El Modelo de la Pirámide es un marco que proporciona a los programas orientación en como promover la capacidad socioemocional en todos los niños y diseñar intervenciones efectivas que apoyen a los niños que puedan contar con conductas desafiantes persistentes. También proporciona prácticas para asegurarse de que los niños con retrasos socioemocionales reciban educación intencional. Los programas que implementan el Modelo de la Pirámide están entusiasmados de trabajar en sociedad con las familias para satisfacer las necesidades individuales de aprendizaje y apoyo que cada niño necesita. Para conocer más del Modelo de la Pirámide, por favor visite challengingbehavior.org.

Más información

Más información y recursos sobre este y otros temas están disponibles en nuestro sitio web, ChallengingBehavior.org.



ChallengingBehavior.org

Cómo dar instrucciones claras

Brooke Brogle, Alyson Jiron y Jill Giacomini

¿Por qué tengo que repetir las cosas una y otra vez?"
"¿Por qué no me hace caso?" El escuchar y seguir las instrucciones son aptitudes importantes que los niños deben aprender. Existen varias razones por las cuales los niños no siguen las instrucciones.

- **El niño no escucha las instrucciones.** A menudo los padres dan las instrucciones a distancia o cuando van pasando. "Laura ponte los zapatos." ¿En realidad escuchó su niña lo que usted le dijo? Tal como los adultos a menudo no escuchan lo que su pareja ha dicho debido a que están concentrados leyendo, revisando su correo electrónico o hablando por teléfono, los niños por igual a menudo no escuchan lo que sus padres han dicho ya que están concentrados en alguna tarea tal como construir una torre o dibujando.
- **El padre da demasiadas instrucciones a la vez.** Cuando usted le da demasiadas instrucciones a su niño a la vez, reduce la posibilidad de que siga las instrucciones e incrementa la posibilidad de que se confunda. "Laura, por favor sube, cepíllate los dientes y levanta tus bloques de juguete mientras termino de lavar los platos." Esta instrucción múltiple es demasiado larga y complicada para que su niña la comprenda fácilmente. En su lugar, trate de dar una instrucción a la vez.

- **El niño no comprende la instrucción o la instrucción es muy vaga.** Las instrucciones tal como "tranquízate," "detente" o "se bueno" pueden ser muy imprecisas y difícil de comprender para su niña. Si ella está tirando juguetes fuera de la tina de baño y usted simplemente dice, "Laura" usted realmente no le ha dicho lo que quiere que ella haga. Si lo que usted quiere decir es, "Laura, los juguetes deben mantenerse en la tina," entonces usted tiene que decirselo explícitamente.

- **La instrucción no le dice al niño qué hacer.** Los padres a menudo le dicen a sus hijos qué no hacer, en vez de decirles qué hacer. Es muy importante el manifestar las instrucciones en sentido positivo a fin de que le enseñe a sus hijos las expectativas. En vez de decir, "Deja de correr," manifieste la instrucción de manera positiva diciendo, "utiliza los pies para caminar."

- **La instrucción suena como sugerencia o pregunta.** Las conversaciones diarias están llenas de preguntas, sugerencias e instrucciones. Cuando usted dice, "¿Recogerás tu zapatos?" usted no le está dando una instrucción a su hija- usted le está haciendo una pregunta. Cuando usted le da una instrucción a su niña que necesita que sea obedecida, es esencial que le diga a su niña qué hacer en vez de preguntarle. Por ejemplo, "Laura, ¡coloca tus zapatos junto a la puerta!"



Pruebe esto en casa

- Es importante que de seguimiento cuando le dé una instrucción a su niño. Una técnica que puede utilizar para asegurarse de dar seguimiento cuando su niño tenga dificultad cumpliendo o siguiendo las instrucciones se llama "Hacer - EPEP".

- » Hacer - Manifieste la instrucción por "hacer."
- » E - Espere por el cumplimiento (cuente hasta 5 silenciosamente).

- » P - Pregúntele al niño a que repita la instrucción.
- » E - Espere por el cumplimiento (cuente hasta 5 silenciosamente).
- » P - Proporcione estímulo o ayuda (el ayudar asegura el éxito).

- **Asegúrese de que cuente con la atención de su niño.** ¡El contacto visual es un gran indicador! Cuando usted manifiesta la instrucción por "hacer" usted le está enseñando a su niño la conducta deseada. Por ejemplo, "Laura, ve y cepíllate los dientes." Cuando usted cuenta hasta cinco, usted le está dando la oportunidad de que escuche y procese la instrucción. A menudo los padres repiten la misma instrucción una y otra vez durante ese periodo de cinco segundos. Cuando usted le repite la misma instrucción a su niña una y otra vez, esto le enseña a la niña que no tiene que obedecer la instrucción a la primera. En su lugar, manifieste la instrucción una sola vez y después pídale a su niña que repita la instrucción. De esta manera puede confirmar que lo escuchó y comprendió lo que usted le solicitó. Finalmente, el ofrecerle ayuda puede ser el simple hecho de tomarla de la mano y llevarla al baño. No se le olvide el estimular a su niña diciéndole algo como, "¡Guau, Laura, que bien escuchas!" Gracias por cepillarte los dientes."



Practique en la escuela

Además de las instrucciones verbales, los maestros utilizan varios métodos para dar instrucciones y ayudar a los niños a comprender las expectativas. Estos métodos pueden incluir la utilización de símbolos o imágenes, mímicas o gestos, canciones, títeres, instrumentos, relojes de arena u otras herramientas. Entre más oportunidades se le dé a los niños para que observen y escuchen las instrucciones, habrá más probabilidad para que los niños completen las tareas. Por ejemplo, cuando los maestros necesitan decirle a los niños que es hora de entrar al salón desde el patio de juegos, además de utilizar palabras ellos pueden utilizar un sonido (por ej. sonar la chicharra) para alertar a los niños sobre este evento. Los niños saben que el sonido de la chicharra significa que es hora de formarse en la puerta, aun cuando no escuchan la instrucción verbal. Cuando los maestros emparejan las palabras con otras señales, ayudan a que los niños participen de manera confiada y exitosa en las actividades.



La conclusión

El escuchar y obedecer las instrucciones son aptitudes que los niños aprenden a través de sus interacciones cotidianas. Cuando los niños no obedecen las instrucciones, por cualquier razón, puede ser extremadamente frustrante para los padres. Usted puede incrementar las posibilidades de que su niño lo escuche y obedezca de manera exitosa a sus instrucciones cuando usted se asegure que su instrucción fue manifestada claramente y que le dio seguimiento. Una consideración importante para los padres cuando le están enseñando a sus hijos a obedecer las instrucciones es la de "elegir sus batallas." Debe de evitar el insistir en que su niño obedezca instrucciones que no son importantes o que pueden escalar a un estrago mayor cuando las instrucciones no son críticas. Elija unas cuantas instrucciones muy importantes a las que dará seguimiento con su hijo.

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IDEA's
that
Work
Office of Special
Education Program

Power Parent Survey

This survey could connect you with tools and resources to help you support your child's appropriate behavior, prevent challenging behavior, and address problematic behavior.

General Information

Parents Name: _____

Childs Name: _____

Classroom: _____

Giving Clear Directions

Check the box if you agree or disagree.

Statement	Agree	Disagree	I am unsure
<i>I am confident in giving my child directions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>My child follows directions that I give them.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I have my child's attention when I give them directions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I give my child one or two step directions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check the box that corresponds to your preferred method of receiving information

I'd prefer if these tools/ resources were...

- sent home in my child's school bag.
- mailed to my home address.
- emailed to _____
- shared with me in-person via a consultation.

Power Parent Survey

Esta encuesta podría conectarlo con herramientas y recursos para ayudarlo a apoyar el comportamiento apropiado de su hijo, prevenir comportamientos desafiantes y abordar comportamientos problemáticos.

Información general

Nombre de los padres: _____

Nombre del niño: _____

Aula: _____

Dar instrucciones claras

Marque la casilla si está de acuerdo o en desacuerdo.

Declaración	Aceptar	Discrepar	No estoy seguro
<i>Tengo confianza al darle instrucciones a mi hijo.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Mi hijo sigue las instrucciones que le doy.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Tengo la atención de mi hijo cuando le doy instrucciones.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Le doy a mi hijo uno o dos pasos de direcciones.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Marque la casilla que corresponda a su método preferido para recibir información

Preferiría que estas herramientas/recursos fueran...

- enviado a casa en la mochila escolar de mi hijo.
- enviado por correo a mi domicilio.
- enviado por correo electrónico a _____
- Compartido conmigo en persona a través de una consulta.