

M&M POST

Early Childhood November Newsletter

JUST IN WITH JENNY TRUST AND CLASSROOM MANAGEMENT

*Children use behavior to communicate. Often, we miss or misunderstand what they are trying to say because Head Start classrooms are busy places and (let's be honest!) some behaviors can be disruptive. An important part of helping children become successful communicators and learners is developing their self-regulation skills. In order to achieve this, we must establish meaningful relationships. How did I do it? **Trust first.***

Trust is safety. It is comfort. It is an environment where kids can be their best selves. With the support of caring educators and a trust-based classroom, Head Start kids can grow in their ability to manage emotions and behaviors. In addition, educators can create a more engaged and stable classroom environment.

1. Build Trust First

The first step to building a Trust First classroom is to have a good understanding of the acronym "ARFF," otherwise known as Achievement, Respect, Freedom, and Fun!

- **Achievement:** *All people, big and small, need to feel a sense of achievement. Being mindful of what feeds this feeling in you will support your own well being and ultimately influence your classroom environment. Ex: Take a few moments to journal or simply make a mental note as you end your day.*
- **Respect:** *This is a word we use often in classrooms: we all want children to be respectful. But did you know that children also want to feel respected? This means being willing to validate their feelings and needs, and being open about your own feelings and needs. Ex: Tell the children when you feel tired, and ask them to use quiet voices. Recognize when a child needs the same accommodation, and help the children notice and point it out as well.*
- **Freedom:** *Freedom means the ability to make choices, Children need opportunities to choose, and YOU need freedom too! Consider the aspects of your your life where you are able to make choices. Children have very little autonomy - how can you provide them with more freedom while keeping them safe? Giving children freedom can be challenging, but it is how they learn to make responsible choices. Most importantly of all, providing choices builds trust.*

- **Fun:** *We all need a little joy! The basic enjoyment of life, of joy just for joy's sake, is as important as achievement. YOU need this release as much as your students do. This can be challenging as adults*

2. Leave Punishment (and Rewards) in the Past

You may hear the term “classroom management” and immediately think of a set of rules and consequences. However, fear and reward-based consequences distract kids from the goal of learning the skills they are lacking. Instead, celebrate mistakes! They spilled milk on the floor? Yay! Now, you can teach them how to hold their glass properly and clean. They still have to do the work, but they are being supported instead of punished.

3. Choose the Right Material and Environment

Young children are very aware of and stimulated by their surroundings. This is why it's important to use high-quality and engaging content in your classroom. Whenever possible, ask other adults to refrain from talking, moving furniture, washing dishes, etc., during the lesson.

4. Maintain Positive Expectations

Reframing your belief system about classroom management into something more positive, encouraging, and focused on supporting emotional and behavioral self-regulation will do wonders for you and your kids. The things that used to be problems will become opportunities.

You won't see results immediately, but you will see progress if you stay consistent.

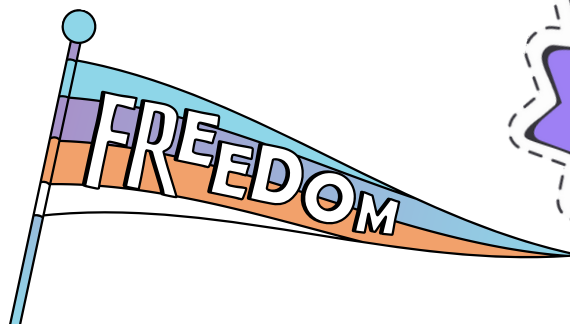
Adapted From: 5 trust first approaches to classroom management (2022) NHSA. Available at: [https://nhsa.org/resource/trust-first-classroom-management/?](https://nhsa.org/resource/trust-first-classroom-management/?utm_campaign=Head+Start+Awareness+Month+-+HSAM&utm_content=267641141&utm_medium=social&utm_source=facebook&hss_channel=fbp-282420343099)

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[+HSAM&utm_content=267641141&utm_medium=social&utm_source=facebook&hss_channel=fbp-282420343099](https://nhsa.org/resource/trust-first-classroom-management/?utm_campaign=Head+Start+Awareness+Month+-+HSAM&utm_content=267641141&utm_medium=social&utm_source=facebook&hss_channel=fbp-282420343099) (Accessed: 16 October 2023).



RESPECT



RELAX WITH RACHEL

The Skill of Assertiveness:

Power: What you focus on you get more of.

Goal of Assertiveness: Focusing on the behavior we want to see

Steps to Assertiveness:

Step 1: SMILE - TAKE A DEEP BREATH - And- RELAX



Step 2: Open Your Heart and Wish Well!



Step 3: Pivot: In your brain stop and think, “What do I want this child to do?”



Step 4: NAME: “Claire,”

Verb: “Pick the block up”

Paint: and put in the box (point first to the block and then to the box)

Non Assertive & Focused on what you don't want statment

“Stop Running”

“Stop jumping on the couch or chair!”

“Shh! It's too loud! Or “Be Quiet!”

Assertive Examples

“Walk like this!”

“Jump on the floor or trampoline!”

“Match your voice to mine!” or “Talk quietly like this”

Assertiveness requires:

- The intention of helping children be successful: Teach instead of punish.

Example: When a child has hit someone instead of punishing by yelling, telling the to stop or sending them to time out, say, “It’s not ok to hit! Hitting hurts! Use a gentle touch like this or say, “Hi friend!” (Teach them what to do next time)

- A tone of voice that has no doubt in it: Speak in the same matter-of-fact voice you would use to say, “The sky is above me.”

Passive Voice	Aggressive Voice	Assertive Voice
Its time to clean up ok? Or Are you ready to clean up?	Clean up the room now!	Its time to clean up! Do you want to start with the red blocks or blue blocks?
Please will you stand in line behind your friend?	Get in line behind your friend now!	Stand in line behind John on the star.

Just
Breathe

LET'S HEAR FROM DAVID

Policy Council:

The Policy Council had our first meeting on October 2nd. We appreciate parents and families that were able to attend the meeting. We do have an open spot on our Policy Council for a Head Start representative from EES.

Meeting materials from the October 2nd meeting can be accessed by clicking on the following link [10/2/23](#). At the meeting the Policy Council approved consent agenda items (Directors Report, Purchasing Card Statement, Minutes of July Meeting). For new business the Policy Council took part in Governance Training. The Policy Council is required to go through Governance Training on an annual basis. Policy Council members were trained on the purpose of governance, service area of our program, how our program determines, verifies, and documents eligibility, funding sources, organization of Head Start and Leadership responsibilities.

Also on the agenda was for the Policy Council to review and take action on by-laws and to discuss our grant application. We were not able to discuss these items at our October meeting. These items will be on the agenda for our November 6th meeting.

Policy Council meetings are open to the public. Our next Policy Council meeting is November 6th from 5:30-6:30 at RES in the commons. If you are interested in attending we would love to see you there. All Policy Council materials can be accessed by clicking on the following link [Policy Council](#).

WE NEED YOU.....

We continue to have an opening for a floating instructional aide at Washington Elementary School. The position is for 7.5 hours five days a week. This position would involve supporting both our 3 year old classroom and 4 year old classroom. If you know anyone that might be interested in applying please encourage them to apply on-line or to contact David.



MCPHERSON COMMUNITY RESOURCES

There are several blessing boxes located throughout McPherson that are typically stocked with much needed food items for families. Locations Include:

119 N Chestnut St

1455 N Main St - MPNaz Church

119 N Elm St - Trinity Lutheran Church

1161 E Ave A - First Mennonite Church

We also have the family pantry at Roosevelt Elementary that is available to our Early Childhood Families. If you have a family who is need of food or basic hygiene items please reach out to your schools Family Advocate and they can help ensure their needs get met.

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