

CONNECTIONS

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Teaching Responsibility and Building Self-Confidence

In order for children to develop feelings of confidence in their ability to be successful, they need practice at being successful. How can parents do this? Observe your child's present skills and interests. Then introduce activities which will spark her interest and stretch her skill.

Encourage her to stick with activities until she's done what she set out to do. Try not to interrupt her from an involving activity. Perseverance is an important part of success. If she meets with difficulty, encourage her to "just try again." If you can suggest a way of simplifying the task, do so, but resist the temptation to take over and show her how by doing it for her. That's a subtle way of telling her she can't do it and will undermine her confidence.

Your body language speaks volumes to children. They will look to your facial expression, body position and posture to determine how they should approach something. If you continue to hold onto your child or sit very close to them with a worried look they will be hesitant to move away and try new experiences. If you have a happy look on your face, let go of their hand and encourage them to go try something new or join their friends they are more likely to move away from

you and try things independently.

Helping your child learn to feel good about herself is the most important job parents have. Motivating any child of any age hinges on praise. Specific praise such as "Wow, the playroom looks awesome, you picked up all the toys and put them back where they each belong. We'll be able to find everything we need next time we want to play a game." Not only tells them that they did a good job, but why it is helpful. Charts can also be helpful ways to both reinforce or praise a child for completing a chore or daily activity. They can also remind children of all the steps necessary if they are listed or a finish picture is supplied.



For younger children, demonstration of how to do a task will be necessary in order for them to learn "how-to" before they can be expected to do it. Demonstrating, praising, and following through can take incredible amounts of time. Many parents are too exhausted at the end of a workday to struggle, so they just do it themselves. But if you expend the extra energy now, you'll save a bunch later. In addition, you will have taught your children valuable lessons about being responsible, contributing to the welfare of the family and finishing what they have started. *Adapted from an article in Growing Together*



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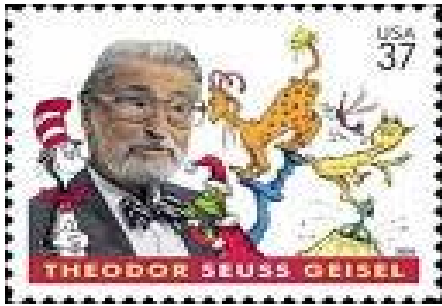
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Published by Maggie Ollerhead & Joan F. MacDonald

Hull Early Childhood Advisory Council

Community Partnerships for Children



Happy Birthday to Dr Seuss!

Love or hate all those silly rhyming words, Dr. Seuss' books are wonderful for early readers as they are full of rhythm that helps children to attend to a story. There silliness is contagious and often as an adult you can catch a moral behind the story. The Hull Family Network will celebrate his birthday with some stories, a craft or two and a special snack on Monday, March 8th from 11-12. Pre-registration is requested so we can have the crafts prepped in advance. Below are some of my favorite quotes from Dr. Seuss.

"A person's a person no matter how small." Horton Hatches the Egg



"Today is gone.
Today was fun.
Tomorrow is
another one."
One Fish, Two
Fish, Red Fish,
Blue Fish

From the CPC Coordinator's Desk.....

By Maggie Ollerhead - mollerhead@town.hull.ma.us

Don't forget to register for this month's Pajama Story Hour, which will be held on Thursday, March 18 at 6:30pm at the Jacobs School. Call 781-925-4400 to register.

Also, Kindergarten registration is ongoing. Come to the Jacobs School to register your child. You will receive a flyer with upcoming events that directly relate to you and your future kindergartener.

Taking Advantage of Transition Times

Most families spend a great deal of time "in transition" — getting from here to there or getting ready to do something else.

Some examples are the time spent in the car, getting ready for school, getting ready for bed, preparing meals, and bathing. These are transition times. It is during these times that relationships between parents and children are built and strengthened.

You have a choice during each transition time. You can treat it like a task and concentrate only on getting it done, or you can make some of these transition times "relationship building" times.



You might want to schedule five minutes extra for bath time so you can play "boat" with your child. Or talk about your day when you pick up your youngster so he, in turn, will feel comfortable talking about his day. You might use the time for casual conversation instead of talking about chores to do when you get home.

Sometimes you can have conversations about "wishes" or favorite things to do or places to go. Another question which brings a variety of discussions is asking about the best and worse thing that happened that day. This question helps to normalize the idea that not everything that happens is good and that we all have bad parts of the day. The worse part doesn't have to be a teachable moment, we can just listen and empathize.

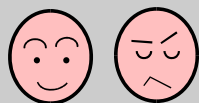
Children have a lot to say about what they like and don't like, and what's happening in their lives, for example, if we just take the time to ask questions... and then listen.

Hull Family Network

Note from the HFN Coordinator:

Joan F. MacDonald, jmacdonald@town.hull.ma.us

I don't remember my parents reading books to me, but I do know they instilled a love of reading in me. I have so many fond memories of reading daily to my children. I still repeat whole passages from books when the starting phrase comes up in conversation; much to my teenagers' dismay at times. The importance of reading to your children can not be understated, literacy skills begin at birth with you reading and talking with your child. There have been multiple research studies that link the amount of literacy activities (reading with and speaking to) babies, toddlers and preschoolers and later success in school. It is never too late to develop a routine time for reading with your child. Consider keeping a book in the diaper bag or your purse as well as your car for those times when you are stuck waiting. The Hull Family Network has a small lending library that families are welcome to use. Stop to look the next time you are in and don't be afraid to borrow any of the books, if a page gets ripped we can easily fix it!



Emotions Coaching for Infants & Toddlers



For those that missed Jeanine Fitzgerald's workshop last month, she stated that all young children should learn to name and recognize the emotions of: glad/happy, sad, mad and afraid. Children under the age of three should be able to name these emotions.

In order for toddlers to be able to name their emotions though, they need to be taught what emotions are in a non-judgmental way. Parents need to begin using the language for emotions by the time children are age one if not before. Children need to learn that their emotions are okay; it is the behavior that follows an emotion that may not be okay. When you see other children expressing their emotions in group settings you can talk about them such as "Susie is crying, she must be sad her mom left the room." Parents should read books about different emotions and talk about how characters may be feeling in a story. Acknowledge your child's feeling throughout your day, "You look mad, did your tower just fall down?" Model language and give options for how to express emotions that your child can use when they are experiencing more intense emotions such as mad or sad.

By starting now, with learning to name emotions, your child will be able to meet other emotional milestones of name and claiming the emotion during the preschool ages, then naming, claiming and taming their emotions by school age.

"From there to here, from here to there, funny things are everywhere!"



"Unless someone like you cares a whole awful lot, nothing is going to get better.

It's not." The Lorax

"The more that you read, the more things you will know.

The more that you learn, the more places you'll go." — Dr. Seuss

"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living, it's a way of looking at life through the wrong end of a telescope. Which is what I do, And that enables you to laugh at life's realities." - Dr. Seuss

"You're off to Great Places! Today is your day! Your mountain is waiting, So... get on your way!" Oh the Places You will Go

I do not like them Sam-I-am. I do not like green eggs and ham.

Green Eggs and Ham.



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This newsletter is a
collaboration of
Hull Family Network
&
Community Partnerships for
Children

Sponsored by grants from the
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Education and Care

What is the Hull Family Network?

The Hull Family Network supports all parents and caregivers who have children prenatal through age three. Our goal is to help parents create and maintain a healthy family environment as well as to promote family well being through parent education and community support.

Funded by the Mass. Dept. of Early Education and Care through a grant to the Hull Public Schools, the Hull Family Network provides playgroups, parent education workshops, parent support groups, family activities, and information on parenting and community resources. By providing family recreational activities and playgroups, we hope to help parents build connections that will extend beyond the HFN Center and be a support to them. By providing parent education workshops, support groups, and having an extensive parenting lending library, we hope to help parents enhance their child-rearing skills.

Our programs are free to all residents of the town of Hull who are pregnant or have children through the age of three. Most of our programs are offered at our center which is located at 180 Harborview Rd. We are open Monday-Thursday and are always happy to meet a new family.

Cat In The Hat Cookies

Materials Needed:

Round Crackers
Marshmallows
White Chocolate
Red Icing
Wax Paper



Instructions:

Place the white chocolate in a microwave safe bowl and melt it. Stir until smooth.

Start off by dipping a round cracker in the white chocolate, tapping off any extra. Place it on a piece of wax paper. Before the chocolate cools and hardens, place a marshmallow on the center of the cracker so it looks like a white top hat. Once the chocolate cools and hardens, the marshmallow should stick.

Now all you need to do is pipe red icing into rings around the hat. Also spread some over the top of the hat. If icing stripes seem to run, place them in the refrigerator to set icing more quickly.