

Carnegie Mellon University Children's School

January 2023 Family Newsletter

Happy New Year & Best Wishes for 2023!



We hope you had a refreshing and restorative winter break and that your whole family is energized for learning in 2023. Though we are just starting the “spring” semester, it is also time to plan for the 2023/2024 School Year! Please see the information on the next page. Also, please be sure to complete applications in the FACTS Family Portal for any infant and toddler siblings.



Optional Friday Mornings for Preschool 3's

We are excited to share that we are offering optional Friday morning enrollment for all children in the Preschool 3's classes starting in the spring semester! Hours will be 8:30-11:30am, with the same routines, educators, and themes as the Monday through Thursday classes. These optional Fridays will be billed monthly, and you can register for as few or as many months as you wish. Additional details have been sent to all eligible families, so please respond soon about your interest.



This new opportunity is a pilot for a program change to our Preschool 3's classes for the 2023-2024 school year. **Starting in the fall of 2023**, our Preschool 3's program hours will be Monday-Thursdays 8:30am-1:00pm and Fridays 8:30-11:30am. After careful consideration, we will no longer be offering a 2:30 dismissal option for children in the Preschool 3's classes but will extend the 3's programming to include Friday mornings.

January 2023 Dates

January 5th & 6th – Professional Development Days for Educators

Monday, January 9th – Children Return to School for 3rd Quarter

Tuesday, January 10th – Virtual Prospective Parent Open House at 12:15pm

Monday, January 16th – Martin Luther King Jr. Day (NO SCHOOL)

January 17th through 20th – Speech and Hearing Screening

Friday, January 20th – Re-Enrollment Forms for 2023-24 Available in FACTS (Due February 21st)

Tuesday, January 24th – Vision Screening

All these dates are posted on our web calendar

<https://www.cmu.edu/dietrich/psychology/cs/>



Tartans, all in. Everywhere.

Based on the vigilance of CMU community members in mitigating the spread of COVID-19 on campus, the Community Health and Well-Being team has announced some changes in the campus isolation and facial covering requirements

(<https://www.cmu.edu/coronavirus/news-and-communications/communications-archive/2022/december/semester-transition-covid-updates.html>). Most notably, the isolation period after testing positive for COVID-19 is reduced to 5 days from 7, assuming symptoms are resolving. Please continue the daily health screening and commitment to staying home when sick, because that practice is preventing the spread of ALL communicable illnesses!



Preschool Educators for Spring 2023

When Mrs. Roman leaves on January 20th to move to Maryland, Ms. Loren Rau, our Educational Support teacher will join the Preschool 4's Team. We have extended an offer to a new Educational Support teacher who would likely join us on February 15th, but we will confirm that hire in the February newsletter.



2023/2024 School Year Information

Preschool/Kindergarten Enrollment and Re-enrollment: The Children's School's enrollment and re-enrollment procedures are fully online through the FACTS Management System this year. Newly enrolled Three's and Four's will be receiving information regarding their enrollment status and instructions on how to access their enrollment package shortly after our virtual Open House for potential Children's School parents which is being held on January 10th.

For currently enrolled Three's and Four's families, re-enrollment documents will be released via your Facts Family Portal on January 20th, 2023. Please complete the re-enrollment documents by Tuesday, February 21st. In addition to completing all the required admission documents, a \$700 deposit - payable online - will be required as part of the enrollment and re-enrollment process. If you have any questions about enrollment for next year, please reach out to Kim Yetter at kyetter@andrew.cmu.edu.

Open House for Potential New Children's School Parents

A virtual Open House for potential new parents will be held on January 10th at 12:15pm. Dr. Carver will make a presentation and address questions from families. Current Children's School parents are welcome to attend.

Upcoming Screenings: Eyes & Ears

Speech and Hearing Screenings will be conducted by Rehabilitation Specialists, Inc. from January 17th through the 20th. If you are interested in having your child screened, please return the permission slip along with the \$17.00 service charge. This payment can be made by cash or check (made payable to "Rehabilitation Specialists, Inc."). Vision screenings will be conducted on January 24th by the Blind and Vision Rehabilitation Services of Pittsburgh. There is no charge for this service, but it does require a permission slip. If you need copies of either permission slip, you can access them in the Resource Documents section of your FACTS Family Portal.

Stay Safe in Your Winter Wonderland!

For children, winter is not the end of outdoor fun. When properly prepared, children can enjoy safe and fun outdoor activities. "The inviting snow draws children to ice-covered lakes and ski slopes each winter, regardless of the frigid temperatures and the risks," says Heather Paul, Ph.D., executive director of the National SAFE KIDS Campaign. "Parents should watch their children closely, limit their outdoor playtime and make sure that they are dressed appropriately for the weather."

Here are a few other winter tips to keep in mind:

- Parents and caregivers should inspect equipment and the environment for possible hazards before children engage in winter activities, such as sledding, ice skating and skiing.
- Be aware that the increased use of hot tubs and whirlpools, as well as the danger of hidden bodies of water or weak ice, makes winter drowning a risk.
- If a child complains of numbness or pain in the fingers, toes, nose, cheeks, or ears while playing in the snow, or if the skin is blistered, hard to the touch or glossy, be alert to the possibility of frostbite. Tell the child to wiggle the affected body part(s) to increase blood supply to that area. Warm the frozen part(s) against the body. Immerse frozen part(s) in warm, not hot, water. Frozen tissue is fragile and can be damaged easily. Avoid warming with high heat from radiators, fireplaces, or stoves, and avoid rubbing or breaking blisters.
- Slippery driveways and sidewalks can be particularly hazardous in the winter. Keep them well shoveled and apply materials such as rock salt or sand to improve traction.
- Make sure children wear appropriate boots and brightly colored (not white) clothing while walking and playing in snowy conditions. Use reflective stickers on clothing for maximum protection, especially at dawn and dusk.



A Winter Reminder

Beginning this year, Staff and Family Alert messages about school delays and closures will come via the **FACTS system**. These direct alerts will replace our use of public media listings.

Because Children's School educators and families live in diverse areas in and around the city, we cannot factor travel conditions from every location into our decision about whether to delay or close school. At 5:30 AM, we listen to the news, assess the weather situation, and make our best judgment about whether to have, delay or close school that day. Since our children do not walk to school or wait outside for buses, we do not typically delay or close school purely for cold temperatures. Depending on the road conditions, we may decide to choose one of three options:

1. **One Hour Delay**: During a one-hour delay, we greet at 9:30 AM and dismiss at the normal times. Option #1 enables us to conduct our classes, while giving our educators and families time for the road conditions to improve.
2. **Two Hour Delay**: For a two-hour delay, we greet at 10:30 AM and dismiss at the normal times.
3. **School Closure**: All classes are canceled.

In all cases when school is in session, we encourage parents to use their best judgment about whether the roads in your area are safe to bring your child to school.

Note for Kindergarten Bus Families: Please be aware that the school district providing your bus service may issue a weather-related delay or closing while the Children's School remains open. This information is broadcast via local television or radio stations, but also included in a communication from the school. Families may choose to bring the child to school or follow the school district busing plan.

Benefits of Outdoor Play in the Winter

Thanks to alumni parent, Natalie Greene, for suggesting a wonderful article on the benefits of outdoor play in the winter, summarized in the associated graphic below. You can read the brief article, entitled "Bundle Up and Get Outside: Why Kids Should Play Outdoors in Winter" at <https://www.fix.com/blog/keep-kids-playing-outdoors-inwinter/>.

The article was written by Caileigh Flannigan, "a Clinical Child Therapist and play practitioner who uses forms of play to promote children's development and emotional healing. She aims to spread the word about how important free play in natural environments is on childhood development, through her research in outdoor play and loose parts."

Here's another viewpoint from our northern neighbors in Ontario, Canada (<https://www.ontarioparks.com/parksblog/children-play-outside-winter/>). Physical activity, creative play, and connection with nature are beneficial for adults, too!



Preschool 4's Scarf Project



During the Preschool 4's class study of Art & Artists in November, the children learned about textile arts and experienced working with an adult to sew scarves from strips of soft fabric. Each friend made two scarves, one for themselves and one to donate to Womanspace East, a women's shelter located here in Pittsburgh!



EITC and OSTC Funding Updates

As you know, the Children's School participates in the state's Educational Improvement Tax Credit (EITC) program as well as the Opportunity Scholarship Tax Credit (OSTC) program. We recently received funding from The Buncher Company, Comcast Corporation, and NexTier Bank.

Through EITC, eligible Pennsylvania businesses can earn tax credits while providing financial assistance for children to attend preschool as well as grades K-12. Through OSTC, eligible Pennsylvania businesses can earn tax credits for contributing funds to provide tuition assistance in the form of scholarships to eligible students K-12th grade residing within the boundaries of a low-achieving school to attend another public school outside of their district or nonpublic school. In 2021-22, The Children's School's EITC and OSTC Programs funded 59 students, pre-Kindergarten – 12th grade, in 18 different schools throughout Allegheny, Fayette and Westmoreland counties.

If you would like more information or can help us to build a list of prospective businesses, please contact Linda Hancock at lh37@andrew.cmu.edu.

Community Service Committee

December Book Drive: Thank you to everyone for your generous donations to our Book Drive! Thanks to all of you, we were able to donate over 100 books to **Progress Through Pages**, which provides books to schools and families in need. Big thanks to Natalie Marshall, mom to Max in the 4's, for organizing this drive! Thanks also to the 4's friends for counting and sorting all the donations!



If you are interested in joining the Community Service Committee, please contact Kim Yetter at kyetter@andrew.cmu.edu.

Family Social Organization (FSO) Updates

Friends joined yogi Rachel French for Family Yoga on Saturday, December 3rd in the Keeler Studio at the University Center. Rachel has taught yoga for over 12 years and her two sons, Max and Will, are alumni of The Children's School. The class started with a reading of "Peaceful Piggy Meditation" by Kerry Lee MacLean. Rachel then instructed 40 minutes of mindful movement and even included some fun animal poses that can be practiced at home! After the class, the friends enjoyed snacks and playtime in the studio. Rachel will be instructing another Family Yoga class for Children's School families in the Spring!

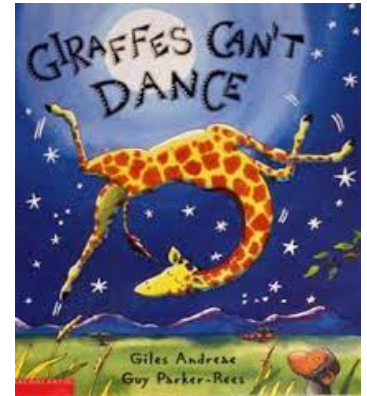


A fun Yoga Fact we learned at Family Yoga: If you are feeling anxious or stressed, balance on one foot! It can help calm and focus you. Try it at home!

Coming Next: The FSO Committee will be announcing a late January event after the first of the year. If you'd like to join the FSO planning committee, please email carolannwelsh@gmail.com.

Giraffes Can Dance

On Tuesdays in December, each class had the opportunity to learn with teaching artist, Joanna Abel, in preparation for our Whole School Unit on **PERFORMING ARTS**. Using the book, *Giraffes Can't Dance*, as a launching point, Ms. Abel helped us understand that "Everything makes music if you really want it to." The children and adults bolstered their confidence that, "We all can dance when we find the music that we love." As we move into the new year, watch for opportunities to explore your body's own unique ways to move in response to the music you hear.



Save the Date: Friday, February 3rd

Please plan to join us on the morning of Friday, February 3rd from 9:30 to 11:30am to launch our Whole School unit on **PERFORMING ARTS**. You'll have opportunities to consider the value of freely exploring music, dance, and theatre in the early years (i.e., with more emphasis on the process than the performance). We will consider the developmental benefits for all domains, as well as the mental health benefits for everyone!

CS Parent Discussion Group: Self-Care

On December 8th the Parent Discussion Group met and had a lively discussion on parental self-care. We shared ideas regarding the six types of self-care: Physical, Mental-Emotional, Social, Lifestyle, Creative, and Spiritual. Many ideas were simple and quick - sing something in an operatic or funny voice; really savor your morning coffee or tea; put on a video for the children (yes, it really is ok to do this occasionally); change your devices' passwords to reflect a simple mantra - peace, smile, serenity.



Our next meeting will be on the morning of January 26th, and we will be

discussing the novel "Night B****" by Rachel Yoder. The book is described as "a magical realism style story of a stay-at-home mom who sometimes transforms into a dog". It is available for purchase in hard copy and e-book at various bookstores and can be borrowed from the Carnegie Library.

Please contact Maggie Rosenblum at rosenblu@andrew.cmu.edu with any questions.

Family Spotlight: CMU Alums Return with Children

Hi Children's School Families! We are Sandra Mau and Robert Zlot, parents of Emmet (5, Kindergarten) and Rosetta (3, Red Room). Emmet has been with the Children's School since the Preschool 3's. For the past two years, Rosetta dropped Emmet at school daily and got to know his teachers, so she was very pleased in September to start in the 3's Program with some familiar teachers, and to hang out with Emmet and his Kindergarten friends during greeting at the Margaret Morrison rotunda.

This is Rob and Sandra's second stint in Pittsburgh. Despite both growing up in Toronto, Canada, we only first met in Pittsburgh 17 years ago as graduate students in the Carnegie Mellon University Robotics program in the School of Computer Science. After graduation, we moved to Brisbane, Australia for work, and ended up staying for 9 years. We enjoyed the relaxed culture, beautiful beaches, warm weather, and did a lot of travelling. Rob worked as a Principal Research Scientist at CSIRO, working with large robotic vehicles and inventing handheld 3D-laser mapping systems. Sandra worked as a Computer Vision Researcher at NICTA and spun out a tech startup specializing in computer vision for trademark protection. As Sandra's company expanded to the US, we decided to move back to Pittsburgh to open an office here. Rob joined a self-driving car group to lead the Localization (vehicle positioning) team.

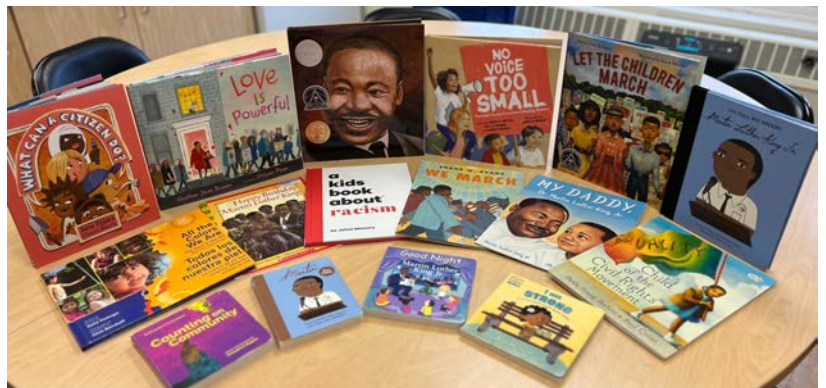
Two years later, Emmet was born, and Rosetta joined us two years after that. Rosetta was born right before year-end, so she is the youngest student in the Red Room (and Children's School) this year. These days, she loves Disney princesses, playing "Go Fish", and looking up to her big brother. Rosetta also loves school and regularly reviews in detail all the 3's friends she played with that day. Emmet loves vehicles, reading, writing, math, board games, online games like Wordle, and being silly with his little sister. They both enjoy playing outdoors and love the Children's School. They have developed so much in their time there, and we're very appreciative of this supportive community.



Martin Luther King Day

Dr. Martin Luther King Jr. Day, January 16, 2023, is an important day of reflection for so many reasons. It is a time to reflect on how we can continue to advance Dr. King's example and legacy of social justice. How can we continue to actively spread the idea that all people - regardless of race, ethnicity, gender, gender identity, religion, or any other difference - deserve equal access to the many resources that abound in our country? It is a time to reflect on how we personally can make a positive impact on those around us. This memorial has become a day of service for many, where individuals and families make time to volunteer in their community in positive and meaningful ways. It is also a time to reflect on our country's civil rights history, the strides we've made, and the distance we still must go. Reflecting in this way can certainly be challenging for adults and can seem even more daunting when thinking about how to share this complicated history with the young children in our lives in a developmentally appropriate way. However, even very young children have a strong notion of fairness, which is foundational to understanding the history of social justice in our country.

Sharing books about Dr. King and talking about how he stood up and spoke out when people were being treated unfairly because of the color of their skin can be a meaningful way to introduce small children to the history and legacy of Dr. King. Helping your children to notice and celebrate the differences among us and encouraging them to speak up when they see others being treated poorly is also an important first step in helping them to



develop anti-biased and anti-racist attitudes. Here at school, we have a display of books for the teachers to use in their classroom that focus on Dr. King, social justice, and anti-racism. If you are looking for some more advice on how to talk with your children about Dr. King, civil rights, and anti-racism, the following articles from PBS kids offer some excellent suggestions:

<https://www.pbs.org/parents/thrive/honoring-the-real-meaning-of-martin-luther-king-jr-day>

<https://www.pbs.org/parents/talking-about-racism>

If you are looking for books to read, check this list of great books about Dr. King and the social justice movement:

<https://www.readbrightly.com/picture-books-martin-luther-king-jr/>

PA Act 48 Renewal Approved

The Children's School has been approved for another three years as an Act 48 provider of continuing professional development for PA educators. Pennsylvania requires that each certified educator earn a minimum of 180 hours of continuing education every 5 years (or 36 per year), but the Children's School provides offers our educators approximately 100 hours per year, not counting those they earn by attending conferences or workshops outside the school. Our current year's educator book club is the inspiration for the Director's Corner series.



Undergraduate Spotlight

Meet two undergraduate student employees who are working as classroom assistants. Summer Abraham is also serving as a teaching assistant for Dr. Carver's Principles of Child Development course this semester.

• Undergraduate Classroom Assistant Aria Eudaimond (Preschool 3's)



Hi, my name is Aria Eudaimond! I'm from Indiana and live in a city just a couple of minutes north of Indianapolis. I am a sophomore here at Carnegie Mellon and am planning on graduating in 2025. I will be majoring in Psychology, with an emphasis in developmental, with a double major in Film Studies. I very much enjoy playing music, as I play several instruments, but I especially love my acoustic guitar. I enjoy watching movies and tv shows so much so that my mom calls me an 'expert'. I also enjoy basketball and football. I've been a Steelers fan since I was 2 (thanks, Dad!). I also love hanging out with my little sisters and going on drives to get slushies with them. They are one of the main reasons why I am working at the Children's School here at CMU. My sisters are 4 and 6, and they are a huge part of my life. I work with the Preschool 3's each week and always have a good time. I really enjoy my job here as it provides a nice break in my hectic school schedule, and the children and the work are so fun that it oftentimes doesn't feel too much like work.



• Undergraduate Classroom Assistant Summer Abraham (Preschool 3's and 4's)



Hi Everyone! My name is Summer Abraham, and I am a senior from Chicago majoring in Psychology & Decision Science with a minor in Design for Learning. I have been working at the Children's School since my freshman fall semester, and it was a large part of why I chose CMU in the first place. I have worked with all the different classes during my time here, and I have greatly enjoyed getting to know so many of the friends! I took Dr. Carver's Child Development Practicum class last year and interned with the Red and Blue Room friends, who I now get to see on Fridays in the Green Room. This year, I am still working in the Red and Blue Rooms, and I'm enjoying learning things about transportation that I never knew!

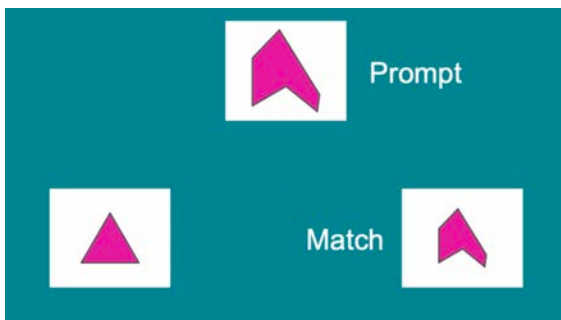
The Children's School is my favorite place on campus, and I love how welcoming and friendly all the teachers and administrators are and how playful and loving the children are. Outside of working at the Children's School, I enjoy playing the cello, doing embroidery, and exploring Pittsburgh - sometimes based on recommendations from the friends! I'm not sure what I will do after graduation, but I definitely want to continue working with children. I'm excited to see what adventures the next semester will bring!



Research Spotlight

The Matching Game

Dr. Jessica Cantlon's research team is investigating **how children learn abstract concepts and logical rules**. This research has two parts to it, and it will be conducted on three separate days over a period of a week or two. On Days 1 and 2, children play a simple game in which they are encouraged to discover a matching rule; they choose a shape from two options that is identical to a sample shape. An example of this is shown below. Similarly, on Day 3 children play a matching game of the same format to see if they successfully learned the rule.



These games will help researchers understand children's learning curves for discovering simple rules, so they can build on the findings to study more complex rules, such as rules that require learners to see patterns, analogies, or sequences. In this study, researchers are studying how long it takes children to discover and learn a simple rule like 'match the pictures' and then how well they stick to the rule once they learn it. In a subsequent study, they will investigate a more complex rule like pattern matching using

the same kind of game. Researchers can then compare learning curves from the simple rule to the more complex rule to determine how children at different ages build capacities to discover new rules and maintain the rules they learn across different levels of rule complexity. Logical reasoning is a critical skill throughout early education. Children use logical reasoning quite broadly, e.g., during reading comprehension, mathematics, science, computer coding, and social interactions. This study will allow researchers to better identify what aspects of logical reasoning are important to assess and cultivate for early childhood education.

Research Methods Posters

The three developmental research groups from Fall 2022 presented their projects and discussed their findings at a poster session in early December, along with students from the cognitive and social methods classes. The group whose poster is shown to the right won the award for the best study. Note that the criteria relate to the study design and description, not necessarily finding results that align with the study hypotheses. It's learning the process that counts!

Effect of Mindset on Perceived Self-Efficacy and Performance on Shape Task in Children

Jodie Hung, Karen Bolivar, Tessa Bruneau
Research Methods in Developmental Psychology

Introduction

- Perceived efficacy refers to the belief that one is competent enough to handle tough situations
- Research showed that a growth mindset intervention led to better academic outcomes
- Suggested mediator for this relationship was believed to be perceived efficacy (Blackwell et al., 2007)
- Research showed that a growth mindset intervention with a mediator of expectancy beliefs led to greater improvements in math achievement in females than in males (Degol et al., 2018)
- This study investigated whether differences in performance of children in two mindset conditions can be attributed to a difference in perceived efficacy
- The conditions will either endorse perceived efficacy or be unrelated to perceived efficacy

Methods

- Randomly assign the children to either Growth or Neutral, with order task being counterbalanced between conditions
- Depending on what condition the participants are in, the tester will read out 5 statements and have the participants repeat them back to them.
- Neutral Mindset:
 - "I am brave"
 - "I am kind"
 - "I am a good friend"
 - "I am a good student"
 - "I will have a good day"
- Growth Mindset:
 - "I can do hard things"
 - "I can handle anything"
 - "I never give up"
 - "I try new things"
 - "I believe in myself"
- After the participants repeat each statement, the tester will ask them a follow up question associated with each statement. These follow up questions will ensure that the participants are put in the respective
- As the participant answers the questions, the coder scores their answers on a scale

Phrase **Example given**

1	Adequate Inadequate None
---	------------------------------

The scale that was used the score each answer

- Once the participants are in the proper Mindset, they will be presented with the possible or impossible task first.
- The possible task has all the pieces of the tangram for the children to use. The impossible task has one piece of the tangram missing.

Possible Task **Impossible Task**

- After completing the first task, they will complete the other task, and the coder will code the time.
- Finally, they will be given one final puzzle that is 8 pieces and very easy to complete. They end with this puzzle so that they do not leave with the feeling of failure of not being able to finish the impossible task.
- Once complete, the tester will read a debrief statement to the participants stating that the impossible task was impossible because there was a piece missing.

Results

- Children in the Neutral Mindset Condition took longer to finish the possible task than the children in the Growth Mindset Condition
- However, no statistically significant difference
- There was no difference in time to finish the impossible task between children in the neutral mindset condition or growth mindset condition

Mindset	Possible Task Time (s)	Impossible Task Time (s)
	M	SD
Growth	14	98.4
Neutral	12	112.4

- There were no gender differences found in time to finish either the possible or impossible task.

Gender	Possible Task Time (s)	Impossible Task Time (s)
	M	SD
Male	3	108.3
Female	9	103.83

Discussion

Discussion

- Hypothesis 1: not supported
 - Children in the Neutral condition took longer to finish the possible task than children in the Growth condition
- Hypothesis 2: supported
 - No time difference between Neutral and Growth on the impossible task
- Hypothesis 3: not supported
 - No time difference between Female and Male children on either task

Limitations

- Ceiling effects in the possible task
- The possible task was not hard enough such that we could not see the differences in perseverance levels in the participants
- Non-random sampling of participants
- Uneven distribution of males and females in the sample

Future Directions for Research

- Longer interventions to more effectively induce a growth mindset in participants
- Interventions may include methods to tackle challenges, and ways to overcome frustration
- Longitudinal study - Follow participants throughout the school year to monitor outcomes within subjects

Acknowledgements

We would like to thank the teachers, staff, Mrs. Drash and Dr. Carver from the Carnegie Mellon Children's School for allowing us to perform our research. Additionally, we would thank Dr. Thriessen and teaching assistant Chiron Oshun for guiding us through designing our research project and helping us when through all of the bumps we faced along the way.

Director's Corner: Communication



As we consider making resolutions at the beginning of a new year, I hope that everyone who engages with young children will prioritize what Fred Rogers called **deep listening and loving speech**. In When You Wonder, You're Learning (2021), Behr and Rydzewski emphasize the evolutionary survival and well-being benefits of being "hard-wired to communicate" (p. 73). Though many living things communicate in some way, language uniquely allows humans to "pass along knowledge, build on old ideas, and deepen our connections with other people" (p. 73). At the Children's School, *Communication* is a key learning objective, so we aim to facilitate comprehension and expression skills beginning with oral language (listening & speaking) and progressing to written language (reading & writing). Similar emphasis on building communication skills at all levels of education is often justified by research showing strong correlations between communication skills and society's valued outcomes, such as "relationship quality, academic success, job performance, and income" (p. 74).

When Behr and Rydzewski highlight Mister Rogers' emphasis on deep listening, they describe being more interested in hearing others' stories than telling our own, focusing on receiving more than reacting, and prioritizing presence more than problem solving. With children, connecting on their eye level, waiting for them to formulate their thoughts, and pausing to ensure they are finished before responding are all key elements for which to strive, especially when children may be feeling intense emotions. The Rabbit Listened (Cori Doerrfeld, <https://www.youtube.com/watch?v=rzgNbNEEQmk>) is a powerful model of the empathy and kindness involved in deep listening, both for children and adults.

Loving speech is similarly focused with intention on the other, respecting that all feelings are valid and every emotion worthy of expression. The message of the words, together with supportive facial expressions and body posture, emphasizes acceptance, with no need to blame, shame, or otherwise jeopardize the communication with messages that further divide. Fred Rogers consistently encouraged adults to both listen and respond in ways that convey assurance that anything human is mentionable and anything mentionable is more manageable (p. 184).

To support children's listening and speaking, educators plan the pace of the day so they can listen to children and support their efforts to communicate among peers. When problems arise, they aim to understand the message behind a child's behavior before trying to change the behavior, and they scaffold children's speech to help them build a repertoire of effective phrases. Educators choose books that model effective listening and speaking, as well as help children consider the consequences of ineffective approaches. When reading and reflecting on stories, they encourage children to pay attention to both the words and the other cues to their meaning, such as facial expressions. Classroom activities engage children in drawing to share their ideas on paper and invite them to dictate the message they want to convey. In these ways, we focus more on the intended expression than the detailed conventions of writing to help children appreciate the value of reading and writing. Then, as children express interest, we help them explore reading and writing of text. They often start with the most important words for them, like their own and their family members names, and messages like "I love you."

Winter is a wonderful time for parents and other caregivers to support listening and speaking during extra snuggle time, as well as to encourage sharing of drawings or cards with messages of love and appreciation. Allow time, emphasize the process, and build relationships along the way.

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 HAPPY NEW YEAR 2023!!!	2 Winter Break No School	3	4	5 Professional Development Day for Educators	6 Professional Development Day for Educators	7
8 3's: Night 4's: Animals in Winter K: Arctic vs. Antarctica	9 Children Begin 3rd Quarter	10 12:15 Virtual Prospective Parent Open House	11	12	13	14
15	16 NO SCHOOL: Martin Luther King Day	17 Speech & Hearing Screening Undergraduates Return	18	19 Music w/ Mrs. Hraber	20 <i>Re-Enrollment Forms for 2023-24 Available in FACTS due February 21st</i>	21
22	23 Jan. Safety Week	24 Vision Screening	25	26 Music w/ Mrs. Hraber	27	28
29	30	31				



Children's School

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