

Carnegie Mellon University Children's School

December 2022 Family Newsletter

Tartan Community Day

Despite the cold weather on October 28th, the CMU campus community appreciated the Preschool 4's children's gift of popsicles. The Kindergarten class decorated the hallway in the Margaret Morrison Building and the entrance to the Dietrich College Academic Advising Center. Through these gestures of community connection, they demonstrated that the youngest members of the campus family can engage meaningfully, share a warm welcome, and contribute kindness to all.



December 2022 / January 2023 Dates

Parent / Teacher Conferences: Continuing on Friday, December 2nd (No School)

Wednesday, December 21st – Last Day of the Second Quarter

No School for Children – December 22nd through January 8th

Have a Wonderful Winter Break!!

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

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

All of these dates are posted on our web calendar
<https://www.cmu.edu/dietrich/psychology/cs/>



Tartans, all in. Everywhere.

Since our COVID-19 risk mitigation practices seem to be working and Allegheny County continues to be a low transmission region, we have no plans to change our protocols in December. Remember that the daily health screening and commitment to staying home when sick is preventing the spread of ALL communicable illnesses, so that practice always helps!



Farewell to Mrs. Roman

We regret to announce that Mrs. Cathy Roman will be leaving the Children's School at the end of December to join her husband, Nathan, who has been working in Maryland this semester. Mrs. Roman joined our team in August of 2020 and has flexibly adjusted to each of our pandemic staffing plans. This year, she transitioned with last year's Preschool 3's as they moved to the Green Room. Colleagues, children, and parents will all miss Mrs. Roman's caring, curious, and creative presence in the classroom.



Plans for Mrs. Roman's replacement on the Preschool 4's team are in process, and families can direct excellent educators to the Careers @ CMU web site to apply (<https://www.cmu.edu/jobs/>).



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 that will be sent home in your child's backpack 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. If you wish to have your child's vision checked, please return the permission slip that will be sent home in your child's backpack. There is no charge for this service.

If you need copies of either permission slip, you can access them in the Resource Documents section of your FACTS Family Portal.

Open House Events for Prospective Parents

Virtual Open House Events for potential new parents will be held on December 14th at 2:30pm and on January 10th at 12:15pm. Dr. Carver will make a presentation and answer questions. Current Children's School parents are welcome to attend and encouraged to invite interested friends. If you or someone you know is interested in attending one of the Open House events, please email Kim Yetter at kyetter@andrew.cmu.edu.

Winter Health Pointers

WINTER WEAR: Now that the chilly winter weather is upon us, please replenish your child's extra clothes container with apparel appropriate for the season, as well as clothes to accommodate their physical growth. Layering your child's clothing for school days is helpful. While the temperature in our building is fairly constant and comfortable, some children may feel too warm or too cold on any given day. Wearing a t-shirt under a sweater allows the child to adjust to a personal level of comfort. We go outside daily in the winter, except in very extreme weather conditions. Please send labeled hats and mittens to school every day. On snowy days, please also send labeled snow pants and boots. Feel free to provide a set of outdoor clothes to be kept in your child's locker. If you have outdoor clothes to share, please send them to the office; if you need outdoor clothes for your child, please contact a member of the administrative team for assistance.



HANDWASHING: We are diligent in teaching Children's School adults and children to wash their hands using the procedures recommended by the National Association for the Education of Young Children (NAEYC): Rub soapy hands vigorously for at least **20 seconds**, including back of hands, wrists, areas between fingers, around nail beds, and under fingernails and jewelry. The children are taught a much more detailed version which is included in your Family Handbook.

PARTICIPATION IN THE SCHOOL DAY: Our school day is filled with active and interesting projects that are planned in advance to ensure appropriate adult supervision. To that end, we ask that children come to school only if they can fully participate in the day's activities, including outdoor play. If your child is not well enough to fully take part in the day, please keep the child at home because we do not have staff members available to supervise children indoors while the rest of the class is outdoors.

Generous Givers & Gracious Receivers

During the year, we seek to help the learners at the Children's School become generous givers and gracious receivers. Whether giving and receiving affirmation, help, or actual items, we aim to emphasize respect and gratitude. We also emphasize the importance of expressing gratitude verbally or by drawing or writing. During the holiday season, involving your whole family in helping provides opportunities that go well beyond donation drives in ways that build relationships. A child's smile, song, or drawing can brighten a neighbor's day. I know that the photos and videos I receive from my granddaughters help me feel close to them between visits. Once children have learned skills by helping in their own homes and yards, they can share those skills with their elderly relatives and neighbors. Families can also share from their abundance when they cook or bake together, when flowers bloom or vegetables ripen, or when they have time to place a call to offer some social connection. There are many helpful resources for families at Doing Good Together (<https://www.doinggoodtogether.org>). Opportunities specific to Pittsburgh can be found at VolunTots (<https://voluntots.org>).



DOING
GOOD
TOGETHER™



Let's raise kids who care and contribute!

Greeting & Dismissal Car Seat Safety

Pennsylvania law requires that all children under the age of 8 years must be restrained in an appropriate car seat or booster seat in the back seat of the vehicle. For more information on child passenger safety, please visit the Pennsylvania Department of Transportation website:

<https://www.penndot.gov/TravelInPA/Safety/TrafficSafetyAndDriverTopics/Pages/Child-Passenger-Safety.aspx>.

As the weather turns colder, special consideration must be given to the use of winter coats as the coat can impact the effectiveness of a harness-style car seat. **As a result, Children's School educators will remove a child's coat prior to buckling the child into a harness-style car seat at dismissal time.**

During greeting, teachers will also help children to put on coats after removing them from their car seats. As always, Children's School educators are not permitted to violate the laws set forth by the state.

Therefore, they cannot place a child in the front seat of a car or into a car without a car seat or booster seat. While waiting in the greeting and dismissal lines, it is important that everyone in the vehicle – **children AND adults** - remain buckled into their seat. Please only unbuckle once the vehicle is in park in the unloading area.

Special note to families who are greeted at the Rotunda: Please be sure that your child can easily exit and enter the vehicle on the passenger side of the car directly onto the sidewalk. It is a safety hazard to the adults and children to be in the street, especially during winter months when the roads can be icy.



Correct

Incorrect

After Coat
Compression

Action Needed: Family Information Review

As we near the end of the second quarter, please log in to the FACTS Family portal to review your family demographic information, including the Student Demographic Form, Student Medical Form, Custodial Parent Form(s), Emergency Contacts and Transportation Form.

To access the **Family Portal**:

- Please go to <https://cmu-pa.client.renweb.com/pwr/>
- Enter your username and password. If you have forgotten your username or password, please click on the link provided.

Alternately, you can access the **Family Portal** from the Children's School Website:

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

When you log into the **Family Portal**, you arrive at the **School Home Screen**. In the left side Menu, select **Family**. You will be direct to the **Family Home** screen.

Once you arrive at the **Family Home** screen, select the **Family Demographic Form** in the **Online Filing Cabinet**. You will be directed to a page with all of the above-mentioned forms to review.

If you make a change to any of these forms, please notify the Main Office via email at cmuchs@andrew.cmu.edu.

Building New Hope Coffee Fundraiser Update

Thank you to everyone who supported our new coffee fundraiser. Thanks to your generous support, we were able to raise \$210 toward the purchase of new safety surfacing for our playground!!

The Children's School is partnering with Building New Hope in a new coffee fundraising effort in which 30% of the proceeds raised will be donated to the Children's School.

The coffee is certified organic, shade-grown, bird-friendly, fair and direct trade coffee. Regular and dark roasted beans are single-source and come from El Porvenir in Nicaragua. The decaf is certified organic and fair trade, is decaffeinated using a chemical-free Swiss water process, and is sourced from cooperatives in Latin America.

Our next coffee sale will be December 1st - 12th with coffee delivered on December 15th.

Order coffee online:

1. Visit <https://www.buildingnewhope.org/product-page/fundraise-with-bnh>

2. Choose the size, grind, roast, organization, and quantity.

Make sure you choose "CMU Children's School" as the organization.

Click "add item to cart" and, when a little window opens with the products, click "view cart".

3. Under order summary, select from the drop-down menu "Fundraising Pick-up Point" as your delivery option.

4. Select either "Paypal" or "Checkout" for other payments different from Paypal.

5. At the "checkout page", complete all the information and continue.


7. You will be redirected to the "Review and Place your order" page. After reviewing your order click "Place Order".

Please Label Your Child's Clothing

Please help us keep your child's personal items together with them. We suggest that you use permanent marker on clothing labels, as well as lunch bags, food containers and water bottles. It is not unusual for personal items to get shuffled during the day as we support children's independence. Clear labeling by first name (or initials & last name) means our staff can reconnect misplaced items with their owners.



BUILDING NEW HOPE
Fundraise for your cause



For more than 30 years, Pittsburgh-based group Building New Hope (BNH) has been on the ground in Central America helping agrarian communities achieve sustainable economic opportunities and providing access to education.


BUILDING NEW HOPE WITH EVERY CUP OF COFFEE

Our medium and dark roast coffee comes exclusively from El Porvenir, a worker-owned cooperative in Nicaragua. It is certified organic and bird friendly, fostering diversity and providing habitats for migrating birds. Fair trade and shade grown coffee like ours helps keep communities healthy.

WE ARE MORE THAN COFFEE!!

We pay our partner farmers 50% above the official fair trade price. In Pittsburgh we promote healthy ecosystems and spread awareness about how fair trade relationships can help reduce poverty and inequalities.

CONTACT US:
info@buildingnewhope.org
412-421-1625
6401 Penn Ave. 3rd Floor, Suite 300
Pittsburgh PA 15206
www.BuildingNewHope.org




WE OPERATE SCHOOL PROGRAMS FOR AT-RISK YOUTH, AND PROVIDE GRANTS FOR EDUCATION AND INFRASTRUCTURE.

HOW TO GET INVOLVED:

- Drink our coffee
- (order at www.buildingnewhope.org)
- Donate
- Volunteer
- Fundraise for your cause
- (Ask us about hosting a coffee fundraiser.)

Asha Lama आशा लामा

Virtual Book Fair through December 12th

Did you miss your chance to shop during our October Book Fair? If so, no need to worry because we are having a second Book Fair! By choosing to shop for books through the link below, you can help support our school all year long!

Please feel free to share this link with friends and family anywhere in the U.S. You can also post information about our book fair to your Facebook page or Twitter.

All books will be shipped directly to you.

We earn 15% of book purchases made at this link every day.

During our virtual book fairs, we earn 25% of every purchase!

Our upcoming book fair runs from November 28th - December 12th.

Shop at this link: <https://www.bookfair.org/welcome/?ref=6fere9w>



Happy Reading!

Community Service Committee

Can Opener Drive: Thanks to everyone who donated can openers. We provided 18 can openers to benefit the CMU food pantry.



Coat & Clothing Drive: Thank you to everyone who donated to the coat and clothing drive to benefit the Womanspace East shelter. Because of your generosity, we were able to donate over 16 full bags of clothing, bedding, and winter gear! The individuals at Womanspace were very grateful for this kind donation. We also collected \$103 dollars for the One Warm Coat Foundation. Thank you to Community

Service Committee member Laura Dickey (Gabriel, Preschool 3's) for organizing this effort! Thanks to her husband Kevin for his help with transporting the donations to the shelter!

December Book Drive:

This month, we are collecting books to donate to *Progress Through Pages*, a local non-profit organization. The organization takes gently used and new books, sorts them into grade or age categories, checks for writing or torn pages, and then looks for a school or organization that might have children who don't own their own books. Recipients of books donated include several local school districts, Head Start classrooms, and childcare centers. PTP founder Michele Knoll is a former early intervention teacher who finds where the greatest needs are for books and gets them into the hands of those children. To participate, please send books for donation with your child from December 1st - December 16th. Texts for children from infancy to sixth grade are preferred.



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

Volunteer Appreciation

Thanks to Bridget Mccullough and Daniel Dickens for their continued efforts helping on the project committee! They have repaired and improved multiple items in the school from puzzles to easels, and we are ever so grateful! If you are interested in joining a Children's School Committee, it's not too late! You can use this link to register:

<https://forms.gle/kwxoSuvruwKbNN6EA>.



Family Social Organization (FSO) Updates

On Saturday, October 29th, children and families dressed in costume and gathered for a festive play date at The Highland Park Super Playground. It was a beautiful sunny day, and the children were excited to explore with their friends. Special thanks to the parents who brought snacks and juice boxes for everyone to enjoy.



Here's What's Next

WHAT: Yoga with the friends!

WHEN: Saturday, December 3rd, 10:00 AM

WHERE: CMU Campus (Keeler Studio in the Cohon University Center)

R.S.V.P.: Email Eileen French Jordan at eileen@revivemarketinggroup.com



Join Children's School parent and yogi Rachel French for a special yoga session for families. This complimentary class will be approximately 40 minutes long and will practice moving our bodies and mindfulness. Please bring a water bottle. Light snacks will be provided.

Parents, please bring a yoga mat for you and your child. If you do not have one, please let us know and we will accommodate you!

If you'd like to join the FSO planning committee, please email carolannwelsh@gmail.com.

Children's School Spirit Wear ½ Price Sale

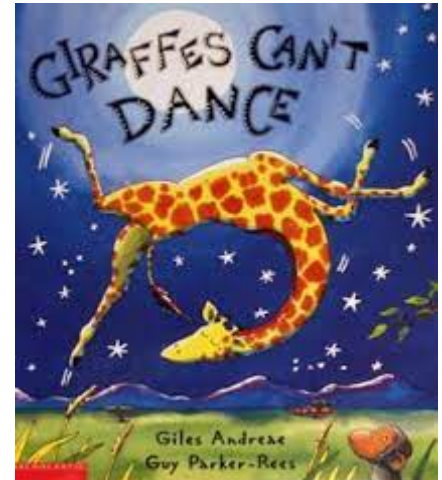
The University issued new Trademark and Licensing guidelines for branded merchandise which required us to update our logo. In preparation for the slight design change, we are having a ½ price sale on "old logo" items such as t-shirts, sweatshirts, and hoodies.

Child Tees	\$5.00
Child Sweatshirts	\$7.00
Child Hoodies	\$10.00

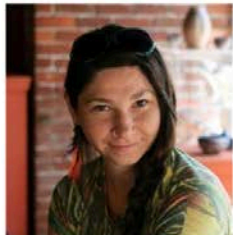
Sizes are limited. Please contact the Main Office via cmuchs@andrew.cmu.edu if you are interested in making a purchase!

Giraffes Can Dance

When exploring performing arts, it is easy to be paralyzed by stage fright and our own whispers that we simply cannot ... sing, dance, tell a joke, play an instrument, etc. This month, on Tuesdays, each class will have 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 will help us understand that, "Everything makes music if you really want it to." We will build confidence that, "We all can dance when we find the music that we love."



Joanna Abel



Giraffes Can Dance

Poor Gerald the Giraffe's neck was so long and his legs were so thin that the animals made fun of him at the annual Jungle Dance. When a little cricket helps Gerald hear the sounds of nature all around him, he learns to dance, prance and boogie to his own special music! "When you're different, you just need a different song." Joanna is a dancer, visual artist and certified art educator.

CS Parent Discussion Group: Self-Care

Educational Consultant, Maggie Rosenblum, will host the second meeting of our Parent Discussion Group on the morning of December 8th from 9:30 am until 11:30 am at the Danforth Lounge in the Cohen University Center (directions available from the school office). The topic will be Self-Care, and everyone will be invited to share practical ideas for parental self-care. Here are two articles Maggie shared as pre-reads for the discussion.

- Simple Self Care for Extremely Busy Parents

<https://imperfectfamilies.com/simple-self-care-for-extremely-busy-parents/>

Also includes a link to *Practicing Sabbath for One, Three or Five Minutes – 30 Ideas*

- 15 Self-Care Strategies for Parents

<https://www.verywellfamily.com/self-care-for-parents-4178010>

There is still time to join the group for the spring 2023 sessions! Indicate your availability and suggest topics by completing the form here:

<https://forms.gle/VYxfkiyiZhLBeqwUA>.

You can also email Maggie Rosenblum at rosenblu@andrew.cmu.edu with any questions or suggestions.

6 TYPES OF SELF-CARE

PHYSICAL

- nutrition
- sleep
- water intake
- physical movement
- medication
- supplements
- medical and dental health

SOCIAL

- family/friends
- spiritual leader
- romantic partner
- support groups
- community service or advocacy
- social groups

CREATIVE

- journaling, blogging, writing
- playing music, painting, pottery
- knitting, sewing
- cooking/baking
- home decor
- gardening

MENTAL/EMOTIONAL

- feeling your feelings
- mantras
- journaling
- gratitude
- therapy
- healthy boundaries
- grieving

LIFESTYLE

- structure/routine
- relaxation
- setting goals
- fulfilling work
- enrichment classes or education
- personal development

SPIRITUAL

- prayer
- meditation
- spiritual community
- finding purpose and meaning
- time in nature
- exercise

Family Spotlight: The Russo CMU Tradition

Hi everyone; we're the Russo 4! The members of our family are Guy, Christen, Lorelai (4), and Una (1.5). Lorelai is enjoying her second year in the Children's School as a Green Roomer. We live in the Observatory Hill neighborhood of the North Side, very close to Riverview Park, where we go just about every day. We also have a cat named Oscar, who is known by many of our neighbors because he follows us on walks.

Lorelai had the path to Carnegie Mellon paved for her by her dad, aunt, uncle, grandfather, and her grandmum Audrey, who was a familiar face in the Psychology Department for many years working with Dr. David Klahr and the Program in Interdisciplinary Education Research (PIER), both of which were closely connected with the Children's School.



Lorelai loves imaginative play, dressing up in costumes, making art of all sorts, and singing. We create little parody jingles about every little thing all the time, and Lorelai has quite the knack for it. She has an awesome sense of humor, and she impresses and delights us constantly.

Una is our notably smiley, round-cheeked baby who says "hi" to everyone she meets, "awww!" to every cat or dog she encounters, and reliably dances to every song or beat. She adores her sister, and her sister is incredibly caring of her. She's destined for the Children's School in a couple of years!

Christen is a freelance writer, a doula, and is always roping everyone into a craft or a dance party. Guy is a CMU graduate who studied music composition, paired with a private study of piano tuning under Peter Stumpf. He now works as a piano tuner by day, a singer on weekends, and a gigging folk musician when fatherhood allows. His favorite hobby is mountain biking (really, anything to do with nature or bikes), and he recently picked Lorelai up from school on his bike for the first time—quite the journey to & from the North Side.

We are so thrilled to be among such good, kind, inspiring people at the Children's School!



NAEYC Conference 2022

Four Children's School educators attended the annual National Association for the Education of Young Children (NAEYC) conference in Washington, DC from November 16th through the 19th. There were more than 7,000 attendees from around the world, and over 450 sessions were offered. The keynote speaker was Minh Le, a well-known children's author. Darryl McDaniels, of the rap group Run-DMC, also presented.



Here are some reflections:

- **Krista Aylwin** (Preschool 4's) *After hearing about this conference for years, it was exciting to attend for the first time. It was a pleasure meeting and hearing from fellow educators and presenters from across America. It invigorated my knowledge in the areas of music, play, and social-emotional problem solving.*
- **Enza Potter** (Kindergarten) *I particularly enjoyed the session pertaining to ASL and how learning a gestural language improves language acquisition. I am looking forward to incorporating ASL into group time by teaching familiar songs. I also hope that learning a new language as a class will help all students and educators form a greater understanding of communication, especially pertaining to second language learning.*
- **Loren Rau** (Educational Support) *At the NAEYC conference, I learned a variety of techniques and activities that I hope to share with my teams and utilize within our classrooms at the Children's School. My favorite sessions included learning how to use music during transitions, creating learning opportunities, and using dance to enhance reading experiences.*
- **Maggie Rosenblum** (Educational Consultant) *This is the third NAEYC conference that I have attended in the last 20 years. It was by far the best organized, and there was a great variety of topics offered. I was particularly interested in attending the sessions pertaining to gender expression, race and racism, and anti-bias education. I look forward to sharing insights with the Children's School educators and our Parent Discussion Group.*

NAEYC Accreditation Site Visit

Our NAEYC site visit occurred on Tuesday, November 8th. NAEYC Staff Assessor Annette West spent the day with us touring our facility, observing classrooms, reviewing classroom and program portfolios, and conducting orientation / summary meetings with Dr. Carver and Miss Hancock. We know that NO Environmental Safety Concerns were noted and that we passed ALL the required criteria. Now we wait for the calculation of our scores on the portfolios and classroom observations, which could take three months.



Undergraduate Spotlight

Meet an undergraduate student employee and a high school intern, both working as classroom assistants. All our support staff enrich the children's experience by bringing a diverse set of talents to our educational team.

- **City Charter High School Intern Alayah Rose (PreSch 4's, afternoons)**



Hi, my name is Alayah. I am a Pittsburgh native from the east side area. I'm a senior from City Charter High School currently interning at The Children's School. My school requires all seniors to do an internship in a place that will help them gain insight and experience in their future work field. Since I want to get into psychology, my school placed me here at the Children's School to be mentored by Mrs. Bird. So far, I've been working with the Green Room educators and Red Room team in the afternoon.



Throughout this time, I've gotten to learn so many things like activity preparation, proper organization, and how to build relationships with different kinds of children based on their personalities. In the future, I hope to use the knowledge and experience I gained from the teachers here at the Children's School to become a psychologist.

- **Undergraduate Classroom Assistant Ellie Durr (Preschool 3's, mornings)**

My name is Ellie, and I'm a Carnegie Mellon sophomore studying Music Performance. I'm originally from Grinnell, Iowa. At the Children's School, I work primarily in the Preschool 3's Red and Blue Rooms, and also in the kindergarten. I adore working with children, and I'm hoping to be an educator in the future.



My favorite thing this year has been watching the 3-year-olds grow as they become more confident in going to school and become excited to be here.



Outside of The Children's School, I'm involved in TEDxCMU and Cru Campus Ministry. I enjoy swimming, listening to jazz, and cooking in my apartment with my friends.

Learning with Undergraduates

This semester, Mr. Allen and other Children's School educators are supporting the Creative Kinetic Systems class being taught by Garth Zeglin (Violet, Preschool 3's) as part of CMU's IDEaTE program (Integrative Design, Arts, and Technology, <https://ideate.cmu.edu>).

The art and science of machines that evoke human delight through physical movement is founded on a balance of form and computation. This introductory physical computing course addresses the practical design and fabrication of interactive gadgets and kinetic sculptures. The emphasis is on creating experiences for human audiences through the physical behavior of devices that embody computation with mechanism, sensing, and actuation. A key objective is gaining an intuitive understanding of how information and energy move between the physical, electronic, and computational domains to create a compelling behavior. The final projects are tested in the field with children and adults. This interdisciplinary course is an IDEaTE Portal Course open to students from all colleges. The structure of the class revolves around collaborative exercises and projects that introduce core physical computing and system engineering techniques in a human-centric context. Students apply system and design thinking, work together to make and test devices, and participate in wide-ranging critique that considers both technical and artistic success.

The students are working in groups to build marble machines for young children, so their initial visit to our school was in September to observe all three classes exploring marbles and other balls with various types of ramps. They then brought prototypes to try with our Preschool 4's and Kindergarten classes on November 7th. Based on their user testing that day, they will revise their designs and then re-test them with all our age groups on December 5th.





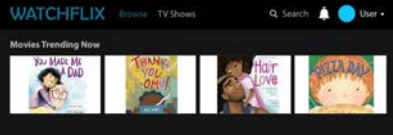
Research Spotlight

The Story Time Games

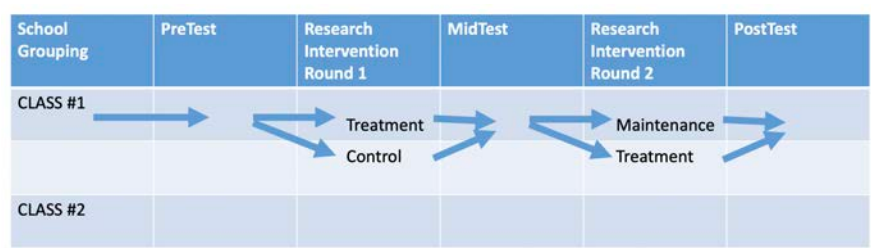
In collaboration with Dr. Anna Fisher, Post-Doctoral Fellow Catarina Vales is leading a research team in examining whether children's understanding of racial categories is malleable via influences from children's literature. Prior research shows that popular books for young children are more likely to include white characters and anthropomorphized nonhuman characters engaging in mundane human behaviors (e.g., a dinosaur's bedtime routine) than they are to include people of color as main characters. In this project, researchers want to tackle this disheartening reality by counteracting the lopsided statistics present in most children's picture book collections.



To do so, they purposefully selected commercially available picture books for children in which the main characters are people of color engaging in simple, everyday activities. They will read one book to small groups of children daily (Monday through Thursday), over the course of 4 weeks. To assess the effect of reading these books on children's understanding of racial categories, the researchers invite children to complete three thinking games before and after the 4 weeks of shared book reading. In the first game, children are asked which people (some dark- and some light-skinned) are more likely to have a certain trait (e.g., being a good friend; not cleaning up after themselves). In the second game, children are shown dark- and light-skinned people and asked with whom they would like to be friends. In the third game, children are shown a media catalog depicting media with dark- and light-skinned characters and are asked which they would like to watch. The results of this longitudinal study will help the researchers understand whether children's experiences with inclusive picture books can be harnessed to decrease racial biases in children.

Game #1	Game #2	Game #3
<i>Who do you think is friendly?</i>	<i>Who would you like to be friends with?</i>	<i>Which one would you like to watch?</i>
		

There is an interesting design being used in this study: **The Now & Later Design**. All the children in the Preschool 3's, Preschool 4's, and Kindergarten classes will participate in the Pre-Test phase of the research during December, but then only half of each class (the treatment group) will participate in the story reading sessions starting in January. Then, everyone will be tested again to see if there is more of a change in the treatment group than the "controls". At that point, the other half of each class will participate in the story reading sessions before everyone gets tested one final time on



games 1-3. The Post-Tests will show both whether similar treatment effects are seen with a second set of children AND whether any treatment effects seen in the first set are maintained without additional story reading. We will keep you posted!

Director's Corner: Creativity

Where do you enjoy creativity in your life? When are your most creative moments? Do you find that your best ideas come when your mind wanders and you are free from worrying about what others think? Perhaps it's when you are in the shower, walking the dog, or driving for long stretches on the highway.

In When You Wonder, You're Learning (2021), Behr and Rydzewski prioritize fostering a balance of divergent and convergent thinking because solving today's multifaceted problems, like world hunger, climate change, and systemic poverty, will "require creativity – the ability to generate new ideas and synthesize existing ones" (p. 46). They explain that young children are wired for creatively inventing "out of the box" ideas, largely because they have yet to be constrained by all of the "boxes" that society imposes on them. They recommend fostering creativity by promoting open-ended play with "the stuff of real life", and they exemplify their ideas by talking about the purposeful Children's Museum of Pittsburgh design (<https://pittsburghkids.org>). If you have not already visited or joined, I highly recommend the quality of play experiences children and adults of all ages will experience there, from the art studio and maker space near the entry, to the "garage" with lots of tinkering and building opportunities, to the water play area on the top floor.



To support children's creativity, educators provide opportunities for such open-ended play by intentionally organizing spaces, materials, and time. We invite children's creativity in the block areas, mud kitchen, sand table, water table, light table, art & writing center, and so on. Children also need to sense a climate of belonging with adults available as both guides and advocates for their creative efforts. At the Children's School, we foster children's *Artistic Expression and Appreciation* in visual arts, music, dance, and drama by emphasizing the creative *process more than the product*. Our indoor and outdoor "loose parts" centers demonstrate this principle by providing interesting and varied materials that children are free to arrange and rearrange as they wish. Though we may photograph their designs so they and others can reflect on them later, there is no pressure to be finished or to exhibit their work. Similarly, we invite children to explore music, dance, and drama in many ways and even to informally perform for classmates. We choose not to schedule formal performances where children may experience embarrassment or stage fright.

Behr and Rydzewski also highlight Mister Rogers' emphasis on the *labor* that goes into creativity, which is often said to be "1% inspiration and 99% perspiration". To embark on the hard work of innovation, children must learn to use age-appropriate tools and must build a relevant knowledge base as foundations for their innovation. That's why educators explicitly teach skills for using art materials, Make Shop tools, musical instruments, etc. before offering the more open-ended opportunities. Similarly, in the context of thematic studies, they introduce new vocabulary and dramatic play materials, gradually increasing the options and complexity within the dramatic play centers. With all the arts, we also expose children to diverse models of artists from across cultures and generations, so they begin to appreciate a wide range of creative expressions.

Parents can support creativity in much the same way, starting with providing space, materials, and unstructured time for art, music, dance, and drama both indoors and outdoors. Showing that you value creativity by engaging in playful arts yourself is a wonderful model for children. Plus, creativity has health benefits important for parents. "Adults who do something creative at least once a day have been happier and healthier than their peers, an effect that sometimes lasts for days" (p. 68).

December

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
<p>3's Theme: Transportation</p> <p>4's Theme: Author Study: Jan Brett</p> <p>K Theme: Author Study: Tomie DePaola</p>				<p>1 Building New Hope Coffee Fundraiser through 12/12</p> <p>Online Book Fair through 12/12 Visit: https://www.bookfair.org/welcome/?ref=6fere9w</p>	<p>2 NO SCHOOL Parent Teacher Conferences</p>	<p>3 10:00 FSO: Yoga with Friends in CUC Keeler Studio</p>
4	5	<p>6 Joanna Abel Mini- Residency: Giraffes Can Dance</p>	7	<p>8 9:30 Children's School Discussion Group in CUC Danforth Lounge</p>	<p>9 Last Day of University Classes</p>	10
11	12	<p>13 Joanna Abel Mini- Residency: Giraffes Can Dance</p>	14	<p>15 Music w/ Mrs. Hraber Building New Hope Coffee Delivery</p>	16	17
18	<p>19 Dec. Safety Week</p>	<p>20 Joanna Abel Mini- Residency: Giraffes Can Dance</p>	<p>21 Last Day of the Quarter for All Classes</p>	<p>22 NO SCHOOL Winter Break</p>	23	24
<p>25 NO SCHOOL Winter Break</p>	26	27	28	29	30	<p>31 HAPPY NEW YEAR!!! Children return to school on Monday, January 9, 2023</p>



Children's School

CMUChSch@andrew.cmu.edu www.cmu.edu/dietrich/psychology/cs/index.html

412-268-2199

2022

CHILDREN'S VISION SCREENING

A service of:



**Blind & Vision Rehabilitation
Services of Pittsburgh**

Dear Parent/Guardian:

One in twenty children has an undetected vision problem. The early detection and treatment of vision deficiencies are fundamental to future classroom learning and success.

To ensure that children starting at age 1 are seeing as well as they should. **Blind & Vision Rehabilitation Services** offers a free *Children's Vision Screening* program for the children of Allegheny County.

A REMINDER: This is a screening. It is **not** a complete eye exam

If you have questions regarding the program, please contact Blind & Vision Rehabilitation Services at 412-368-4400 ext. 2213.

Sincerely,

Jill Buffalini
Children's Vision Screening Coordinator

Preschool Vision Screening is free!

Your tax-deductible donation to **Blind & Vision Rehabilitation Services** will allow this valuable prevention of blindness program to continue. Donations can be attached to this permission slip.

THANK YOU IN ADVANCE FOR YOUR SUPPORT!

Please return to teacher by _____

PERMISSION FOR VISION SCREENING

School _____

Child's Name _____

Age: _____ Birth date: ____/____/____ Sex: M _____ F _____

Parent/Guardian (Print Clearly)

Name _____

Address _____

City & Zip Code _____

Phone (H) _____ (C) _____

E-Mail _____

How would you prefer to be contacted for follow-ups? **Phone or E-mail**

Has child ever been under the care of an eye specialist? Y N

Is child currently under the care of an eye specialist? Y N

Does child wear glasses? Y N

GLASSES MUST BE WORN ON THE DAY OF THE SCREENING.

Parent/Guardian Signature _____ Date _____

My signature grants permission for the vision screening and for the release of results to the facility's professional staff. You will be notified of the screening results in the form of a Parent Letter.

~~~~~  
**FOR STAFF USE ONLY:**

Pass \_\_\_\_\_ Refer \_\_\_\_\_

Color \_\_\_\_\_

Unable: Unwilling \_\_\_\_\_ Undetectable \_\_\_\_\_







# REHABILITATION SPECIALISTS, INC.

## Speech and Language Therapy

Kathleen Dames, M.S. CCC-SLP  
DIRECTOR

Dear Parent/Guardian:

The staff at Rehabilitation Specialists, a Pittsburgh-area speech therapy company, will be coming to your child's preschool to perform speech, language, and hearing screenings.

This isn't a test for your child--In fact, most children have fun and see our questions and hearing 'game' as a positive experience. Your child may have had similar testing performed in the past at their doctor's office or by other professionals, but yearly screenings are recommended to ensure no problems with hearing or communication are overlooked.

Written results will be sent home with every child screened to give specific recommendations on any suggested follow-ups from the screening.

35 North Balph Avenue  
Bellevue, PA 15202  
PH 412.761.6062  
FX 412.761.7336

info@rehabspecialists.net

[www.RehabSpecialists.net](http://www.RehabSpecialists.net)

|                                          |                                                                                     |                                                                                                                        |
|------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Date of Screening:</b><br>_____       | <b>Fee:</b><br>\$17 Cash or check written out to "Rehabilitation Specialists, Inc." | <b>Please Indicate your payment method:</b><br><input type="checkbox"/> Cash<br><input type="checkbox"/> Check # _____ |
| <b>Name of School:</b><br>_____          | <b>Teacher's Name:</b><br>_____                                                     | <b>Class/Room #:</b><br>_____ <input type="checkbox"/> AM <input type="checkbox"/> PM                                  |
| <b>Child's Name:</b><br>_____            | <b>Date of Birth:</b> _____<br><b>Age:</b> _____                                    | <b>Gender:</b><br><input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/><br>_____              |
| <b>Name of Parent/Guardian:</b><br>_____ | <b>Address:</b><br>_____<br>_____                                                   | <b>City, State, Zip Code:</b><br>_____                                                                                 |
| <b>Home Phone:</b><br>_____              | <b>Cell Phone:</b><br>_____                                                         | <b>Email Address:</b><br>_____                                                                                         |

During the speech and language portion of the screening, your child will be asked to follow directions, repeat and make sentences, name common items, and answer questions.

Our speech therapists will be listening to make sure your child is making age-appropriate speech sounds, has an appropriate voice quality, and that their speech fluency is within typical limits.

During the hearing portion, we make sure both the middle ear (ear drum function) and inner ear (hearing organs) are working appropriately. The whole screening takes about 15 minutes to complete and is non-invasive.

Please answer the questions and sign the back of this form to give permission for this highly-recommended screening for your preschooler.

Please sign on the line below the following statement and date to give permission for your child to participate in the speech, language, and hearing screening program at their preschool:

**My child has permission to participate in the Rehabilitation Specialists, Inc. speech, language, and hearing screening program. My signature also grants permission for the Rehabilitation Specialists, Inc. Speech-Language Pathologist to discuss my child's results with the director and teacher at their school site. I understand that I will receive written results concerning my child.**

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Parent/Guardian Signature

Date

Please answer the questions below to help us give the best recommendations for your child following the screening:

1. Do you have any concerns about your child's speech and language?  Yes  No  
If yes, please explain: \_\_\_\_\_  
\_\_\_\_\_
2. Is your child currently receiving speech-language services?  Yes  No  
If yes, for how long and what are their current goals: \_\_\_\_\_  
\_\_\_\_\_
3. Does your child have tubes in their ears?  Yes  No  
If yes, which ear(s)?  Right  Left
4. Is your child currently on medication or being followed by a doctor for ear infections?  
 Yes  No If yes, how often do they get infections? \_\_\_\_\_
5. Does your child understand or speak a language other than English in their home?  
 Yes  No If yes, what is the other language? \_\_\_\_\_

Please use the space below to indicate anything else you think may be beneficial for the speech therapist to know about your child concerning the speech, language, and hearing screening:

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**Thank you!** We look forward to meeting your child and giving you personalized recommendations based on screening results. Payment must be made in full on the day of the screening.