



THE SOUTH SHORE NATURAL SCIENCE CENTER



Nature Center Preschool News

May/June 2014

We have waited so long for this warm weather to arrive! It was a tough winter but that is all behind us now as we look to the gardens for planting and harvesting early vegetables such as radishes and baby lettuces. Another exciting rite of spring is the hatching of chicks and Nature Center Preschool has been busy taking care of our first brood of 5 chicks as well as getting ready to start a new clutch of eggs in our incubator. Additionally, we will be visiting with the red bellied turtles again at the end of their 'head start' period to weigh, measure, and compare how they have grown before they are released to the wild to begin their real journey.

Swim

It has been a great year of swim and we have heard many children excitedly tell us how they have learned to swim this year! The last day of swim class until Fall 2014 is May 29.

Nature Center Preschool Open Enrollment for Fall 2014 continues! Classes are almost full! If you have not registered for Fall, send in your registration soon! Please ask your Teachers or Preschool Director, Diane, for a registration form.

June vacation weeks!
June 9-13: "Life Under a Log"
June 16-20: "Underground Mammals"

Children will be exploring the outdoors searching for clues about animals that spend time under logs or under the ground. Two weeks of fun before SSNSC Summer camp begins!

<http://southshorenaturalscienccecenter.org/preschool/vacation-week-programs/>

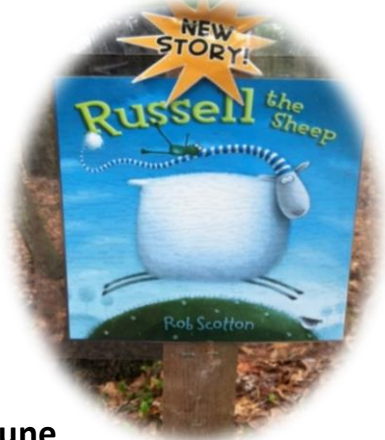
Did you know?



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Family Advisory Council News!

A new story walk is in place thanks to the efforts of the story walk committee! Check it out!



Dates in May/June

May 8 Art Show opening reception

May 17 Light up the Night (SSNSC)

May 26 Memorial Day/No School

May 31 Preschool Picnic

(MWF AM Earth, TWTH PM Earth)

June 1 Preschool Picnic

(TuTh AM Sun, TWTH Sun)

June 6 Last day of School

June 7 Preschool Picnic

(TuTh AM Earth, MWF AM Sun)

June 9-20 Vacation week programs

Nature Notes

What's that sound?

We may be hearing many new sounds during the spring days and evenings. These are just some of the few you may have heard:

<http://www.youtube.com/watch?v=uhBsNqF7Hkk>



<http://www.youtube.com/watch?v=mA5sTqGis4A>



May/June areas of Learning!

- Science: Signs of spring, life cycles, planting and harvesting, pond exploration
- Gross motor: Trail walks, field and meadow play, mud kitchen
- Language: Active listening, telling a story ; Literature selections— *I am an Artist*,
- Social/Emotional: acts of kindness
- Math: weighing, charts
- Music: "Herman the worm", marching to rhythm



Congratulations to Cory for becoming Teacher Qualified by the Massachusetts Department of Early Education and Care! Cory is making significant contributions to NCP with her nurturing ways and professionalism.



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How to Understand the Meaning of Your Child's Challenging Behavior

Alyson Jiron, Brooke Brogle
& Jill Giacomini

Excerpted from:

http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk_understand_meaning.pdf

As a parent or caregiver, you may see your child behave in a way that doesn't make sense and ask yourself, "Why does she keep doing that?" It can be very frustrating, especially when it seems like it should be easy for your child to figure out on her own a more appropriate way to behave. In moments like this, it is important to remember that children continue to use a behavior because it works! Your child's behavior is a powerful communication tool that she uses to tell you what she needs or wants. Sometimes, when a child does not know the appropriate way (such as words, sign language or pointing to pictures) to express her needs or wants she may use challenging behavior (such as hitting, screaming or spitting) to communicate. Challenging behavior gives children the ability to send a message in a fast and powerful way. Children will use challenging behavior to communicate until they learn new, more appropriate ways to express their wants and needs. To change the behavior, it is important for you to first discover what is causing the behavior. If you know why your child is choosing a behavior, you can then teach her to communicate her wants and needs in a new way that everyone feels good about.

Children use challenging behavior to either:

- 1) get something, such as attention, a toy or a nap, or,
- 2) get out of doing something, such as going to bed, eating a new food or getting buckled in the car seat.

The first step you must take to help your child learn a new behavior is to determine if she wants something or wants to avoid doing something.

Try This at Home

Observe.

Pay careful attention to what is happening when your child displays challenging behavior. Keep a chart to see repeated patterns in behavior. What happens before the behavior starts? What happens after?

Track.

Keep track of when the behavior occurs. Do

you always see the behaviors just before nap time? Perhaps your child is tired and you can change your routine to include errands in the morning and quiet, at-home activities before nap time.

List.

Brainstorm ideas about what your child is trying to get, or avoid doing, by using challenging behavior. The more you watch your child, the more you will be able to narrow your list down to a few possible reasons why the behavior is occurring.

Teach.

Once you have an understanding of why your child chooses to use a challenging behavior, you can teach him a new way to behave in that situation. Pick a time outside of the situation when you can:

Role play:

Use puppets, trains, dolls or other toys to act out the new skill with your child. For example, you can make the doll say, "I really want to play outside. I want to open the door and run, but Mommy says I need to wait for her. I won't scream. I will say 'Hurry up Mommy. I am ready to play.'"

Read books:

Children often tell you how they are feeling when they are trying to guess how others are feeling. Ask your child questions about a character in a book as a way to start to talk about your child's own behavior. For example, "That little girl doesn't want to go to bed. I wonder why?"

Talk about the situation ahead of time:

Sometimes, children simply want to know about what is planned ahead of time or to be included in the planning. Parent schedules are busy and you often need to get things done quickly. However, quick transitions can feel overwhelming to young children. If you take a few minutes to include your child in the plan, you will likely see a dramatic decrease in challenging behavior. For example, you could say, "We are going to get in the car and go to the store when you finish this puzzle. Would you like to pick a special toy to bring with you to the grocery store?"

It can be fun and rewarding to figure out what your child is thinking and why! Children who learn how to manage these situations feel more confident and are less likely to use challenging behavior to communicate their needs.



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