



TODDLER PARENT HANDBOOK

2022-23



“When a child is given a little leeway, he will at once shout, ‘I want to do it!’ But in our schools, which have an environment adapted to children’s needs, they say, ‘Help me to do it alone.’”

*—The Secret of Childhood,
Dr. Maria Montessori*

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*School calendars can be found in your tour packet and on our school website at: <https://cdbmontessoriaurora.com/> *

*We follow District 204 for emergency weather closings/snow days.

About Casa Dei Bambini



At Casa-Dei-Bambini Montessori School, each child is encouraged to reach their fullest potential. Children learn at their own pace by applying the techniques used by Maria Montessori's methods and philosophies. We believe that in order to raise a child who becomes a successful member of the society, he/she needs a strong foundation from early childhood years.

This strong communication and growth are the keys to sustain a supportive connection between families and communities. Our goal at Casa-Dei-Bambini Montessori School is to provide education and impart knowledge in a fun and nurturing manner. We are proud of our large bright classrooms with individual bathrooms, state of the art gym, and authentic classroom Montessori Materials. Children are energetic and love to move. Our exceptional outdoor play area is designed to enhance gross motor skills and social skills.

Teachers work with the children at their own pace, give individual attention, and foster children developmental needs through classroom guidance. We seek to understand and promote diversity. We look forward to an ongoing and growing relationship with each one of our families at Casa.

Casa Dei Bambini is a member of AMS (American Montessori Society). Our license for operation is through the Department of Child and Family Services since January 2018, when we opened our doors for one family. Our Certified & Trained Montessori Teachers are excited and dedicated to bringing high standards of learning.



AMERICAN MONTESSORI SOCIETY®
education that transforms lives

School Supplies:

Infant Nido Classroom (8 weeks - 14 mos)

- 1 - family photo
- 6 - white plain wash cloths
- 1-bottle wet ones wipes
- 1-hand sanitizer

Personal Items:

- Diaper Bag - with child's name on it
- Diapers/wipes as needed
- 3 sets of clothing in a Ziplock bag
- All food/bottles prepared - must be labeled with name and date every day
- Sippy Cup, if applicable - labeled
- Clean bibs each day - labeled
- Sleeper sac / pacifiers for nap time
(no blankets or pillows allowed in cribs)

Toddler Classrooms (15 months - 36 months): T1, T3, P1, P3

(No sippy cups or bottles allowed per DCFS)

- 1 - 4x6 Family Photo (no glass allowed) *if you have not brought one already
- 1-leafy plant (indoor plant not a flower pot - succulent is recommended)
- 6- plain white face washcloths
- 1-can/package of Clorox wipes
- 1-bottle liquid hand soap with pump
- 3-pack tissue boxes
- 1-roll of paper towels
- 2-box or package of 3 oz dixie cups
- 1-Box of gallon size Ziploc bags
- 1-crayola watercolor paints
- 1-package of child size disposable masks (for ages 2-3)



CLOTHING/TOILETING:

- 1-cloth diaper wet/dry bag (Amazon) - **student name on bag** - see example→→→
- 3 - sets of complete clothing in a ziploc, each item labeled
- 5 - pairs of thick underwear **if in training** (labeled) ***no pull ups at CDBM**
- 1 - pair of **indoor** velcro/elastic/ or Robeez soft shoes (name labeled and will stay at school)
- 1- package of diapers as needed, size appropriate
- 1 Box of Wipes - labeled
(teachers will let you know when personal supplies run low)

Parent Meet and Greet:

Due to Covid-10 social gathering restrictions, we are unable to host a group orientation, at this time. However, after you register your child, we'll make an arrangement for you to meet your child's teacher prior to his or her start date. We'll also provide your lead teacher's email address to contact her directly with any questions or concerns. You may also drop off supplies on this day.

Infants and Toddlers do not require uniforms until age 3 in Primary (M-TH during school months Aug-May).

Toddler General Daily Schedule:

BEFORE CARE: (Covid-19 hours of operation 7:30-5:30, until further notice)

7:30-8:30: Families participating in Before Care arrive with their child and masks on (ages 2+) directly to the main entrance for screening, each day. Before Care children can eat breakfast food at 7:30-8:00am.

A TYPICAL MONTESSORI SCHOOL DAY:

8:30-9:00am DROPOFF: Parents drop off students using carline, screenings are done one family at a time in our vestibule. Students walk with a staff member to their classroom where they will be greeted by their teachers. Alternatively, parents and caregivers may park and walk their child to the main entrance, but then say a sincere goodbye in the vestibule, allowing the child to enter the building independently. The teacher will assist children in placing any items in their cubbies and students will change into their indoor shoes (required) and wash hands.

9:00-9:40am WORK TIME: Children are then encouraged to engage with work in the environment. Children who are practicing toileting and/or wearing underpants at school will be assisted in the bathroom.

9:40-10:00 am SNACK TIME: Snack time is a community time to learn to sit together and practice Grace and Courtesy. Our students learn to feed themselves and drink independently. (No sippy cups or bottles per DCFS). No independent snacks are served at this time, teachers serve snack while students sit at their assigned table).

10:00-10:30 am PE/GYM: Weather permitting the children and teachers spend time on the outdoor playground. The gym is also available for gross motor movement. Transition back to classroom.

10:40-11:40 am: Work Time / Lessons / Diaper checks as needed.

11:40am CLEAN UP/CIRCLE TIME: Children participate in a group time that involves, singing, creative movement, finger plays, and storytelling. ½ day children get ready for noon dismissal. Children who stay for full day begin preparing for lunch.

12:00-12:30pm LUNCH: Some children begin cleaning up from lunch and teachers have diaper checks again after lunch/before nap. We have a catered lunch made fresh daily with an entrée, fresh fruit, fresh vegetable, and milk (whole milk under age 2, 2% for over age 2).

12:35 pm: Diaper Changes/transition to nap.

2:30 pm: Wake and Restore Nap environment / Diapers / Snack

3:00 pm: Afternoon dismissal / transition to aftercare

AFTER CARE: 3:00-5:30

Parents arrive at Main Entrance to sign out (Noon for ½ day and 3:00 for full day; 3:15-5:30 for aftercare). Teachers are notified by walkie to dismiss your student. Please remain in the vestibule to allow your child to walk independently. We ask that you refrain from being on your cell phone while greeting your child; he/she is excited to see you and needs your full attention.

Toddler Community Courtesies:

- Children and adults talk softly so that everyone may talk and be heard
- We tap someone's arm for attention, hold a finger out to walk with an adult
- Children and adults must respect other's conversations and work; we avoid interrupting, handling, etc.
- We talk quietly, we do not interrupt. We do not touch other's work.
- Children may choose one work at a time to use on a rug or a table.
- Children may choose only from those items on a shelf. They may not use something that has been left out by someone else.
- Children put work away in the place where others know to look for it, before choosing another.
- If a child misuses work, that work is put away with a short explanation. **For example, "That is for building, not throwing. Watch me do this".** Have the child watch you work appropriately with something similar.
- We share school space, we learn to wait patiently when it's not our turn
- That is _____ turn, ask your friend, may I watch?
- Children may ask, "May I join you?"

Children have the right to choose:

"Yes, please." Or "No, thank you." We help the students find alternative choices.

- Children may play alone or together, as they wish.
- If a child runs indoors, say "Try again, let's go back and walk". Send him/her back to walk from where he/she started. This is learning from a mistake.
- We only walk indoors. Running is for outside, gym, or playground.
- If a child puts anything in the mouth, the entire item is removed to be disinfected.

For example: “This is not food. When we put it in the mouth, that means our turn is over and it is closed now.”

- If a child uses anything to hurt someone else, that item is put away, the child is given the opportunity to reflect. First assist the victim to regain their dignity and assert themselves out of a victim role.

For example, “That hurts, stop it, please! OR “Do not touch my body, I don’t like it”. Second, assist aggressors to regain self-control and relax out of an aggressive role. For example: “When we play fair, we may play with others. When we don’t play fair, we need to be away from our friends. Next time, say excuse me.”

Tips For Dropping Off:

13. **Talk it up-** Begin at bed time the night before, when reading bedtime stories and before saying good night. “Tomorrow you are going to school. You will get to see all your friends and teachers.” Find out who your child’s friends are and what they like to do. Talk about school outside of school and make it fun!
14. **Be positive-**When talking about school, do not do so apologetically, be excited about your child’s upcoming adventure; and celebrate the idea with them.
15. **Allow your child to walk-** Compliment their ability to walk on their own. Allowing your toddler to walk shows that you are confident about where they are going. You can say, “Walk with me, which hand would you like to hold?”
16. **Let them help-** Giving your toddler something to carry (lunch box, diapers) gives them something to focus on beside the fear or anticipation of mom or dad leaving. Plan this in the car while driving in. “Mommy is going to carry your diapers in the school.” “What would you like to carry?” Compliment him or her for helping and remember that these jobs help build a sense of independence as well as self-esteem.

5. **A plan for the “lovies”**- If your child is attached to certain item, it is almost certain that they will have a harder time adjusting to the idea of school if that item is taken away in the parking lot of the school, this gives the child the impression that they are o.k. except when at school. We do not want our little ones to associate school with bad things but, when their favorite item is confiscated just before walking in, this is exactly what happens. Decide on a plan for your child’s attachment items and treat it the same everywhere you go.

6. **Don’t feel guilty**- Guilt is one emotion that you cannot afford to feel when dropping your child off at school. Remember that your confidence is contagious but so is your guilt. If you feel bad about where you are about to leave your child, they will not only feel bad but take it slow, choose the school that is right for both you and your child. Once you have done that, let them blossom.

Remember that your comfort and excitement are your child’s comfort and excitement just as your fear and worry becomes their fear and worry. Children absorb what we put out; giving them the tools to adapt will not only help them grow but will make them happy.

Let's Celebrate Birthday Parties:

When birthday time is coming up, we have some suggestions that we hope will make the celebration fun and simple.

If you wish to bring a birthday treat, we suggest healthy “store-bought” choices such as:

- Cut fruit and cheese
- Crackers and cheese
- Slices of apple and yogurts
- Bagels and cream cheese
- Mini-Muffins with no frosting
- (please no sugary desserts with icing)

We will also celebrate your child's birthday by talking about when he/she was born and their past birthdays. Please plan to send to school copies of some photographs, one for each year to aid in our discussion. They will be returned to you at the end of the day or in the red Friday folder. Your teacher will notify you when the in-class celebration will take place.

Unfortunately, we are unable to invite parents to this celebration, as the children may get upset when the parent leaves.

There are no goody bags or balloons allowed for the school celebration.

Thank you for your understanding. If invitations are to be sent through the Friday folders, then everyone in class must be invited, not just a select few. We can also forward a digital invitation via email for you (these won't get lost). We take pride in being an involved school family, connectedness is just as important inside of school as it is outside of school.

Goals Of The Toddler Program:

Order:

- Predictable schedule
- Controlled environment
- Natural order of a sequence
- Consistent environment

Concentration:

- To allow others to concentrate
- To increase focus

Coordination:

- Hand eye
- Finger grasp
- Larger motor
- Fine motor

Independence:

- Using tools of daily life
- Dressing / putting on or taking off shoes / coats, etc.
- Social skills/ empathy to others
- Toileting
- Feeding oneself, with utensils / drinking from cups not from bottles/sippy cups

Vocabulary development:

- Oral language skills
- Increase speaking vocabulary
- Development of language concept
- Able to say his or her name, name of teacher, friends

Literacy development:

- Sharing books with children
- Phonemic awareness
- Expose children to print / books
- Exposure to letter sounds – cursive and print
- Recognizes one's own name – name cards, cubbies, shoe racks, diaper bins

Sensorial training:

- Visual discrimination: Color & Shape
- Tactile & Size discrimination
- Smell discrimination
- Taste discrimination
- Auditory discrimination and processing

Developmental Checklist (15-18 Months):

Cognitive:

- Imitates other children
- Starts turn taking games
- Feeds others
- Plays fetching games
- Shakes head “no”
- Shows shoes and clothing during play
- Plays right way with toys

Social-emotional:

- Hugs toys and people
- Plays away from familiar people
- Ask for help
- Stranger anxiety may return briefly

Motor:

- Imitates scribble
- Builds two to five block tower
- Squeezes toys
- Enjoys walking activities, pulling toys
- Likes to climb

Oral motor:

- Full precise use of cup, no chokes, few drips
- Begins independent use of spoon
- Chew most of the food well

Language:

- Vocalizes more when playing
- Responds to request to say words

- Responds to “give me”
- Understands “in” and “on”
- Ask for “more”, “what’s that”

19-24 Months:

Cognitive:

- Leads parents to desired object
- Puts away toys on request
- Pretends to play
- Imitates housework activities
- Enjoys rhythm and singing
- Notices shapes of things

Social-emotional:

- Loves rough and tumble play
- Alternates between clinging and resistance to parents
- Interacts by watching, taking turns and playing roles.

Motor:

- Pushes stroller or a cart
- Runs
- Flies a toy airplane
- Walks up stairs

Oral motor:

- Drinks from straw
- Can drink one ounce from a cup without pausing
- Does sequence of suck swallow

Language:

1. Uses adult like dialogue
2. Uses words during pretend play
3. Uses words to interact with others
4. Uses new words, often relates personal experiences.

25-36 Months:

Cognitive:

- Pretend to write or type
- Pretend to talk on telephone
- Points to four action words in the pictures
- Understand the concept of “one”
- Understand the concept of size

Social-emotional:

- Shares toys with others, asks to have a turn
- Responds to greeting
- Takes a turn when asked
- Begins to understand the needs of others

Motor:

- Runs with whole foot contact, stops and starts
- Jumps over the objects
- Throws ball while standing, without falling
- Takes shoes on and off, pants on and off
- Hops on one foot

Language:

- Uses words phrases frequently
- Answers yes no questions correctly
- Names what has drawn after scribbling
- Can repeat simple rhymes or songs
- Verbal scolding replaces aggression

Communicating With Toddlers:

Communicating with young children present unique challenges, especially when the child is preverbal. In many ways, they require an interpreter, someone who is skilled at reading their cues and understanding their various forms of nonverbal communication. When talking to a young child think hard about what you want to communicate and help them understand new meanings with clear vocabulary.

Remind yourself how you feel when someone takes the time to really listen to you. We are mirrors for our children as they learn about self-concept. Through interactions, if we praise them with phrases such as, “You did it! You finished your shape puzzle.” They will learn the beauty of intrinsic rewards, rather than passive unclear phrases such as, “Good job; Good boy; Good girl.” We do NOT offer external rewards in our Montessori environment.

1. Young children are in a sensitive period for language development. One of the greatest gifts we can give them is to spend time communicating with them. Read books together and ask questions; **limit digital exposure** at this fragile age of impressions.
2. When we neglect a child’s feelings, we give the child the message that they aren’t understanding their own reality. It also tells them we don’t care how they’re feeling. We can be helpful by teaching them the words for feelings and showing empathy. We can be their voice by modeling key phrases.
3. Toddlers are mastered at picking up underlying messages in what we say. They are also very good at picking up on the emotion behind the words better than interpreting the words themselves. Be careful of what you say and how you say it.
4. Speak gently, clearly and quietly when speaking to young children. Our voices can be intimidating and frightening when we are loud. Touch your child or gain eye contact before speaking so he or she has your attention.

5. Don't allow communication with a child to be less important than communication with an adult. Children listen far more to what we do than what we say. Say something once, then be ready to follow through with gentle actions.
6. Toddlers need lots of time to react. They process language slower than we do. Learn to wait quietly while they process your request.
7. **A daily report** will be updated using BRIGHTWHEEL. This will include information about your child's activities including diaper changes, eating habits, sleeping times, lessons of interest, and pictures.
8. You will receive an invitation to register your child on BRIGHTWHEEL so be sure to add the app to your mobile. You will use your mobile to check in your child by scanning the QR code at the door at arrival, and answer the screening questions daily.

Seven Styles Of Learning:

Cognitive psychologist Howard Gardner at Harvard university has identified and tested seven distinct intelligences (or ways we learn or know about reality). Awareness of these intelligence areas shed new light on how teachers think about their children learning and their learning styles.

1. **Verbal/ Linguistic** is related to written and spoken languages, dominates most western educational systems. Is good at memorizing names, places, dates and trivia. Likes to read, write, tell stories, learns best by saying, hearing and seeing words.
2. **Logical/ Mathematical** is often called "scientific thinking" deals with deductive thinking and reasoning, numbers and the recognition of abstract patterns. Is good at math, reasoning, logic, problem solving.
3. **Visual/ Spatial** relies on the sense of sight, and the ability to visualize an object, and to create mental images or pictures. Is good at maze, puzzle, maps and charts.

4. **Body/Kinesthetic** relates to physical movement and feeling of the body. Is good at physical activities (sport dance). Likes to move around, touch, talk and use body language. Learns best by touching, moving, interacting with space, processing knowledge through bodily sensation.
5. **Musical/Rhythmical** is based on recognition of tonal patterns, including environmental sounds, and on sensitivity to rhythms and beats. Is good at imitating sounds, remembering melodies, noticing pitches/rhythms, keeping time.
6. **Intrapersonal** operates through person to person relationships and personal relationships and communication while relying on all of the intelligences above. Is good at understanding people, leading others, organizing, communicating, meditating conflicts.
7. **Interpersonal** relates to inner states of being, self-reflection, metacognition and awareness of spiritual realities. Is good at understanding self, focus inwards on feeling, following instincts, pursuing goals or interest, being original.

The Educational Nature of The School:

The Montessori learning environment:

We have a flexible environment that in conjunction with the careful observations of the teacher, adapts to meet the emotional, social, developmental and spiritual needs of the children. Our classroom begins and ends with the children, focusing on the children's individual growth.

All the children can achieve success, measured not by outside controls, but by their own awareness of mastery. As the children in our classroom move through the various stages of development, the environment around them changes as new ways to see, experiment, play, and especially learn, open like a book of wonders.

The classroom is equipped with the appropriate quantity of child-sized furnishings allowing for a variety of individual and group activities. The environment a unique layout for children's belongings as well as student lessons. Low sinks for hand washing and dishwashing are available to children to be more independent.

Montessori learning activities:

Every shelf contains an aesthetically pleasing material that is offered to the children. The trained Montessori teacher is equipped to prepare a rich environment with a wealth of learning materials we call "lessons" not "toys". Inviting both their interest and spontaneous activity, the children themselves know what they need at their own specific time. Each piece of work is active, offering the children both the ability to manipulate the materials freely and fully experience them with their senses. Children explore a sensory rich environment that neither over stimulates nor under stimulates them.

Exploration of the materials is self-directed. We believe that the children have a drive, or intrinsic motivation towards their own development that follows an individualized timeline.

Toddlers are in the sensitive developmental periods for movement, language and order. The need for movement is met by providing gross and fine motor materials throughout the indoor and outdoor classrooms. Furthermore, a piece of work is often separated into two baskets, encouraging the children to return to shelf in order to complete the work. The children learn to take one activity at a time, complete the task, and return it to its proper location. You can implement this at home too, for consistency.

Montessori learning relationships:

As the children grow and learn, they begin to use the materials in different ways, becoming ready for primary age Montessori at the thirty-six months. Not only does this growth provide a linear, comfortable development, but also affords the younger children with the opportunity to learn from the older children. Cooperation is another important factor within our toddler community. Toddlers think and play individually, rather than creating constructive cooperative play and conflicts and competition can occasionally happen. Children are invited to act with a “we are all friends in our school family” spirit.

Montessori spirituality:

There are three spiritual qualities that toddlers seek to develop. The first is a sense of **trust**. This encompasses the ability to both believe in themselves and the constancy of the world around them. Consistent care and a responsive controlled environment develop this sense of constancy and the careful explorations the toddlers embark upon promotes self-confidence. Self-confidence leads to the second quality: **self-esteem**. By providing the children with the freedom to investigate their environment and make choices, we give the toddlers ample opportunity to find challenges and then experience success. This gives rise to the last spiritual quality: The ability to **concentrate**. Toddlers lack environmental filters, unable to ignore sensory stimuli and must develop this ability. Once our toddlers make a connection with their work, we strive to not break that link unless the children or their environment is at risk.

Signs of Toilet Learning Readiness:

Toilet learning should be a fun and exciting experience for both you and your child. Your child should be in control of the process, not you. Take a slow, casual, matter of fact approach, and make it fun. Do not begin the learning process until your child starts showing signs of readiness. Every child is different. Most children are ready between 2 and 2 1/2 years old, but some are ready as young as 18 months or as old as 3 years.

Start training at a time when you and your child can spend a lot of time together, your child is eager to please you, and there are no major distractions or traumatic events in his/her life. Never pressure or punish your child for unsuccessful attempts or accidents. **Send several changes of clothes during toilet learning** (dresses, leggings, joggers, shorts, elastic waist – no buckles, buttons, zippers during toilet learning).

***We do NOT use pullups at CDBM during the toileting process. Try 5 ply training underwear instead; They can be laundered.**

Here are some signs of readiness:

1. Can stay dry for several hours or awake up dry from nap
2. Understands the difference between being wet and dry
3. Understands the association between dry pants and using toilet
4. Can pull own pants up and down (or attempts to, insisting he or she try)
5. Lets you know when he/she has soiled his/her diaper (i.e. likes to stay dry)
6. Can follow simple directions (lets go the toilet, wash your hands etc.)
7. Imitates other family members and caregivers
8. Shows interest and asks questions while watching you
9. Wants to wear underwear like mommy or daddy (“diapers are for babies”)
10. Wants to do things “by myself”
11. Enjoys washing his/her hands (likes to be clean)
12. Gets upset if his/her belongings are not in their proper place
13. Wants to please you

14. Understands toilet use terms (wet, dry, pee, poop, tickle, little, big, toilet, potty, wipe, flush, etc.)

15. Starting to understand when he/she must go to the bathroom and communicates such information

*See toileting policy at registration for detailed information.

Here are 2 sites that are also helpful:

<https://www.themontessorinotebook.com/montessori-approach-toilet-training/>

<https://www.mother.ly/child/how-to-potty-train-the-montessori-way>

Growth and Development:

Biting:

Children who bite others cause a great deal of concern for the parents. The parents of the children who has been bitten are also usually very concerned about infection. Biting is an unacceptable behavior that needs to be stopped at early age to prevent further occurrences.

Why young children bite:

Typically, young toddlers have not developed adequate communication skills yet. They have thoughts but cannot speak their frustrations yet. Although biting is common in young children, it is often worrisome to adults. A family member, playmate or classmate may be the one bitten (victim). Biting can be painful and frightening when it occurs, it upsets other children and other children and often angers teachers and other adults.

Biting is usually caused by one of four different factors, including the following:

1. Experimental Biting: is done by infants and toddlers as they explore their world. They put everything in their mouths and sometimes bite in

the process. You can help decreasing biting, “OUCH, biting hurts!” “We only bite food.” “You meant to say STOP, don’t touch my work.” Speak for your child and model the correct phrase.

2. Frustration Biting: happens when young children become frustrated and unable to cope with a situation. Until they learn how to play cooperatively, they may respond to the demands of the other children by hitting or biting.
3. Powerless Biting: occurs when the child needs to feel powerful, i.e. the youngest child in the family uses biting to gain power.

To help prevent this type of biting:

- Make sure your child feels protected and is not always being targeted or “picked on” by others.
- Explain the situation to older children and get their help to make things more equal.

4. Stressful Biting: is done when a child is under a lot of emotional stress. Biting may be a sign of distress or pain when the child is upset or angry. If this occurs:

- Try to find out what is bothering your child. Watch for what happens right before the biting occurs.
- Help your child to find other ways to express his/her feelings. Let him/her know that biting is hurtful and remove him/her from the situation right away.

Some helpful guidelines for decreasing this type of biting include:

- Keep playtimes short and group small
- Supervise young children’s play closely
- Role model helpful phrases to give children coping tools

If biting occurs say, “OUCH! Biting hurts.” and remove child from the situation right away. Stay with your child and help him/her to calm down. Explore other, better ways to handle the situation with your child, so he/she learns to handle emotions differently next time.

Why Children Misbehave:

The implication of the above is that if parents wish to change children's misbehavior, they must accept responsibility for changing their own behavior first.

Children misbehave in a home because they know how parents will react. Whatever parents feel like doing is exactly what children want them to do. Children act while parents react. To break this cycle, parent must learn to go against their first impulse.

First impulse is always wrong because it is precisely what the child wants the parent to do and fulfills the expectations of the child who behaves in appropriately.

It is not effective for a parent simply to ignore a child's bid for attention, power, revenge or escape. Children who consistently disturb or disrupt, or whose behavior is unacceptable, are discouraged children. Often, they believe that they cannot gain a sense of belonging through constructive and cooperative behaviors and consequently turn to inadequate behavior. The encouragement process holds the key to helping children develop more adequate ways of behaving but, before you can begin to use more positive approaches, you must stop doing those things which strengthen the unacceptable behaviors. As a first step, train yourself to go against your first impulse. Remain calm, then address the situation with a patient and loving voice when you have the child's full attention.

Quick References for Snack and Lunch Ideas for HOME:



LUNCH BOX IDEAS

Carbs

- sandwiches - on bagels, bread or buns
- crackers - wheat thins, goldfish
- graham crackers
- tortillas - make wraps or quesadillas
- mini rice cakes
- mini muffins
- homemade breads - banana, zucchini
- waffles
- silver dollar pancakes
- dry cereal
- granola or cereal bars
- english muffin pizzas
- pretzels
- cold pasta salad

Dairy

- cheese - cut into shapes
- cheesestings
- cream cheese and jam sandwiches
- yogurt
- yogurt tubes/drinks - freeze them
- smoothies - freeze them

Meats/Proteins

- lunch meat roll-ups
- cold rotisserie chicken
- hard-boiled eggs
- lunch-meat sandwiches
- chicken or beef quesadillas
- hummus with veg dippers
- peanut butter alternative

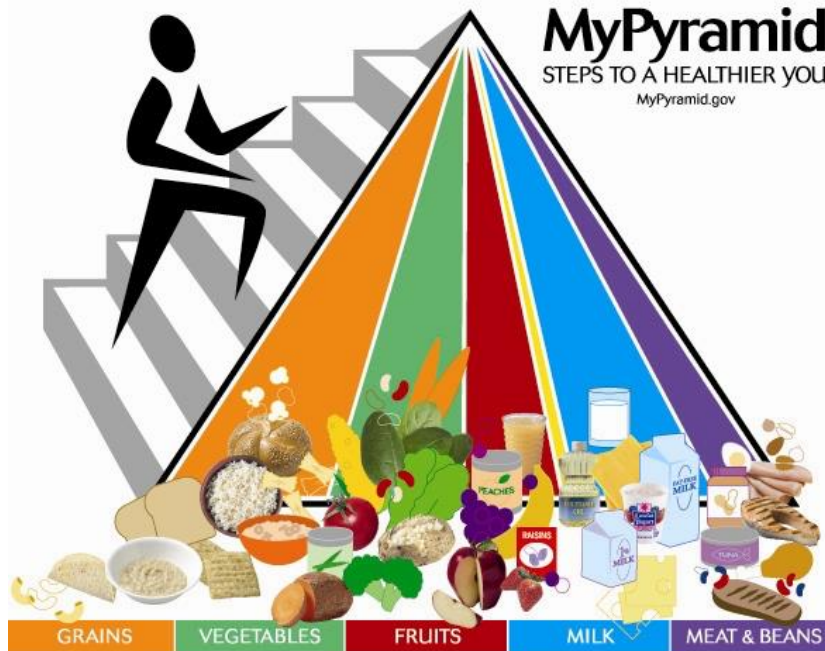
Fruits/Veggies

- strawberries
- raspberries
- blueberries
- blackberries
- cherries
- cantaloupe
- watermelon
- honeydew melon
- pineapple
- dragonfruit
- kiwi
- grapes - red or green
- oranges - peel first
- banana - slice or peel first
- apples
- pears
- peaches/nectarines
- plums
- unsweetened applesauce
- raisins/craisins
- dried fruits
- fruit leather
- baby carrots
- baby tomatoes
- cucumber
- celery
- sugar snap peas
- steamed broccoli
- steamed green beans
- pickles
- frozen peas/corn



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Food Pyramid For Young Children:



MyPyramid – Grains:

- MyPyramid recommends that at least 50% of the grains should be whole grain.
- Eat at least 3 ounces of whole grain breads, crackers, cereals, crackers, rice or pasta everyday.

1 ounce= 1 slice of bread, or 1 cup of breakfast cereal

1 ounce= 1/2 cup of cooked rice, or cereal, or pasta.

MyPyramid – Vegetables:

- MyPyramid recommends that you should vary your veggies.
- Eat more of the dark green and orange veggies and more of the dry beans and peas.
- The amount of vegetables you need to eat depends on your age, sex and level of physical activity.

- For adults 2 1/2 cups of vegetables and 2 cups of fruit per day is recommended for a reference of 2000 calorie intake, with higher or lower amounts depending on the calorie level.

1 cup=1 cup of raw/cooked vegetables, or vegetable juice.

1 cup=2 cups of raw leafy greens.

MyPyramid – Fruits:

- MyPyramid recommends that you should eat a variety of fruits but go easy on the fruit juice. Choose fresh, frozen, canned or dried fruit.
- The amount of fruits you need to eat depends on your age, sex and level of physical activity. For adults 2 cups of fruit and 2 1/2 cups of vegetables per day is recommended for a reference of 2000 calorie intake, with higher or lower amounts depending on the calorie level.

1 cup= 1 cup of fruit, or 100% fruit juice, or 1/2 cup of dried fruit

MyPyramid – Oils:

- MyPyramid recommends that most of your fat should come from fish, nuts and vegetable oils.
- Keep total fat intake between 20-35% of calories with most fats from polyunsaturated and monounsaturated fatty acids.

MyPyramid – Milk, Yogurt and Cheese:

- MyPyramid recommends 3 cups per day of fat-free or low-fat milk, or milk products for adults.
- Children 2-8 years old should consume 2 cups per day of fat-free or low-fat milk.
- Milk, yogurt and cheese are all rich in calcium.
- Choose lactose-free product or other calcium sources if you can't consume milk.

MyPyramid – Meat, Poultry, Fish, Dry Beans, Eggs and Nuts:

- MyPyramid recommends that you should choose low-fat or lean meats and poultry.
- Bake it, broil it or grill it.
- Eat more fish, beans, peas, nuts and seeds. They contain healthier unsaturated fats.

***What we DON'T serve at school, under age 2:**

Berries , Raisins, Corn Kernals, Raw Carrots, Whole Grapes, Hot Dogs, Seeds, Nuts, Popcorn, Raw Peas, Peanut Butter

We are a NUT FREE school environment

If you suspect your child is having allergies to certain foods, please consult your physician. Inform us immediately of any changes to your child's diet restrictions or allergies. If an **action plan** is put in place by your pediatrician, we need that copy on record with a detailed description of how we should respond if your child is showing allergic symptoms (i.e. Epi pen, Benadryl, etc.)

We have **medication forms** in the main office if your child needs over the counter or prescription meds administered while at school.

Additional information can be found on the AMS website (American Montessori Society.) Check out this informative video.

<https://amshq.org/About-Montessori/Inside-the-Montessori-Classroom/Infant-and-Toddler>

As always, please contact your child's teacher if you have specific questions about our program or your child's needs. You may also call the school office to schedule an appointment or a conference, if need be.

** 630-907-7554 **