

TODDLER PARENT HANDBOOK

2026-2027



“When a child is given a little leeway, she 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 principles and philosophies developed by Dr. Maria Montessori. We believe that to raise a child who becomes a successful member of society, he or she needs a strong foundation from early childhood.

Strong communication and growth are key to sustaining 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/playground/splash pad, and authentic classrooms that are equipped with authentic Montessori Materials.

Teachers work with children at their own pace, give individual attention, and foster children's developmental needs through classroom guidance. We seek to understand and promote diversity of all backgrounds. 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 has been 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 T2 (8 weeks - 14 mos) *(no blankets, pillows, or items allowed in cribs per DCFS)

Personal Items:

2 -3 photos for your child's crib (family picture, individual child, pets, etc.)

Diaper Bag - labeled with child's name on it

Diapers/wipes as needed

3 complete sets of clothing in a Ziploc bag, labeled

All food/bottles prepared - must be labeled with name and date every day

Sippy Cup, if applicable - labeled

Clean bibs each day - labeled - cloth or vinyl/silicone

Sleeper sac/pacifiers- for nap time only

Wet Ones container

Kleenex Box (3 pack)

Toddler Classrooms (15 months - 36 months): T1, T3, P1, P3, P5

* Closed-top flip-lid water bottles are permitted; please label them- children will transport daily.

*Children 3 and under are required to nap. Parents need to send a small blanket in a labeled tote each week. Teachers will send home this tote on Fridays to be returned on the following school day.

1 - 4x6 Family Photo (no glass allowed) *if you have not brought one already/New Students

1- * Indoor leafy plant - not a flower pot (care of botany) *Succulent is recommended /New Students

1- cloth diaper ***wet/dry bag** (Amazon) - student name on bag

3 - sets of complete clothing in a Ziploc, each item labeled

5 - pairs of thick underwear if in toilet training (labeled) *we do not use "Pull-Ups" at CDBM

1 - pair of indoor Velcro/elastic/ or Robeez soft slipper shoes (name labeled and will stay at school)

1- package of diapers as needed (labeled), size appropriate

1 - Box of wipes - labeled

*(teachers will let you know when personal supplies run low)



Toddler General Daily Schedule:

BEFORE CARE: 7:30-8:30: Families participating in Before-Care may arrive with their child and check in at the main entrance by scanning the QR code for Procure. Before-Care children can eat breakfast from 7:30-8:00 am.

A TYPICAL MONTESSORI SCHOOL DAY:

8:30-9:00 am DROPOFF: Parents drop off students using Carline, or parents may park and go to the main entrance to check in. Students walk independently or with a staff member to their respective classroom, where they will be greeted by their teachers. Please say a sincere goodbye in the vestibule, allowing the child to enter the building independently. The teacher will assist children in placing any items on their personalized hooks, and students will change into their indoor shoes (required) and wash hands.

9:00-9:40 am WORK TIME: Children are then encouraged to engage and explore 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 a.m. 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 per DCFS). No independent snacks are served at this time; teachers serve snacks 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 the classroom.

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

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

12:00-12:30 pm LUNCH: We have a catered lunch made fresh daily with an entrée, fresh fruit, vegetables, and milk (whole milk under age 2, 2% for over age 2). No outside foods are permitted unless a doctor's note is on file due to allergies/diet restrictions.

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

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

3:00 pm: Afternoon dismissal/transition to aftercare for extended day students

Open AFTER CARE: 3:00-5:30 Parents arrive at the Main Entrance to sign out (Noon for half-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 speak together softly so that everyone feels respected and heard.
- We tap someone's arm for attention, hold a finger out when walking with an adult.
- Children and adults must respect others' lessons and work; we avoid interrupting, handling, correcting, etc.
- We speak quietly, without shouting across the room. We do not touch others' work, or we may ask to 'watch' while someone is working.
- 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 are taught not to use something that has been left out by someone else, so the other child is afforded the opportunity to responsibly clean up.
- Children put work away in the place where it belongs so that other classmates know where to find it before choosing another work.
- 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 a school space with community items; we learn to wait patiently when it's not our turn, and sharing is not required...
- That is _____'s turn. Ask your friend, 'May I watch?' or 'Can I have a turn when you're done? Children may ask, "May I join you?"

Children have the right to answer:

"Yes, please." Or "No, thank you." Then, we help the students find alternative choices if that work is not available.

- Children may play alone or together, as they wish.
- If a child runs indoors, say "Try again; let's go back and walk. Hold my hand and walk with me". We take him/her back to walk from where he/she started. This is learning from a mistake.
- We only walk indoors. Running is for the outside, gym, or playground.
- If a child puts anything in their mouth, the item is removed to be disinfected. We use the phrase, "We only put food in our mouth".

For example: "This is not food. When we put _____ 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, and the child is given the opportunity to **reflect**. We do not use a time-out system for negative reinforcement. First, assist the child who was hurt in regaining their dignity and composure, and help them assert themselves out of a victim role.

For example, "Say 'That hurts, stop it, please! OR 'Do not touch my body; I don't like it' ". Second, assist the child who acted aggressively to regain self-control and relax out of an aggressive role. For example: "When we play kindly, we may play with others. When we don't play kindly, we need to be away from our friends. Next time, say excuse me."

Tips For Dropping Off:

- **Talk it up-** Begin at bedtime 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!
- **Be positive-**When talking about school, do not do so apologetically; be excited about your child’s upcoming adventure, and celebrate the thoughts and ideas with them.
- **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?”
- **Let them help- giving** your toddler something to carry (their folder, diapers) gives them something to focus on besides the fear or anticipation of mom or dad leaving. Plan this in the car while driving in. “Mommy is going to carry your diapers to school. What would you like to carry?” Compliment him or her for helping, and remember that these jobs help build a sense of independence and self-esteem.
- **A plan for the “lovies”-** If your child is attached to a certain item, decide on a plan for your child’s attachment item and treat it the same everywhere you go. He or she will probably have an even harder time adjusting to school if that item is taken away in the parking lot of our school. It gives the child the impression that they may be comforted with the item everywhere, but NOT at school. We do not want our little ones to associate school as being a “bad place” that causes upset. When their favorite item is confiscated just before walking in, this is commonly a child’s interpretation. **Don’t feel guilty.**
- **Be confident** - 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 leaving your child, they will also think something is “wrong” with the place they’re being left in. Take it slow, be patient, and give them strong, honest words to hold on to. “You are safe. You can handle this. I will be back soon and go have fun with your friends.” Once you have done that, let them blossom and allow them the opportunity to separate with confidence, waving happily. It will come.

**Remember that YOUR comfort and excitement are your CHILD’S comfort and excitement, just as YOUR fear and worry become 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 humans.*

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 yogurt
- 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. We will explain your child’s “timeline” during circle time, so please plan to send to school copies of some photographs, one for each year, to help with 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. This is determined on a case-by-case basis.



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 are less likely to 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 toward 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 concepts
- Able to say his or her name, the name of the teacher, and friends
- Following directions during routines and rituals

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 (15-20 Months):

Cognitive:

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

Social-emotional:

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

Motor:

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

Oral motor:

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

Language:

- Vocalizes more when playing
- Responds to requests to say words
- Responds to “give me”
- Understands “in” and “on”
- Asks for “more”, “what’s that”

Developmental Checklist (20-25 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 a straw
- Can drink one ounce from a cup without pausing
- Does a sequence of suck-swallow

Language:

- Uses adult-like dialogue
- Uses words during pretend play
- Uses words to interact with others
- Uses new words, often relates personal experiences

Developmental Checklist (25-36 Months):

Cognitive:

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

Social-emotional:

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

Motor:

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

Language:

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

Communicating With Toddlers:

Communicating with young children presents 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 speaking with a young child, think clearly about what you want to communicate and help them understand new meanings with new vocabulary (do not dumb down your conversations).

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, when we recognize children with phrases such as, “You did it! You finished your shape puzzle,” they will learn the beauty of intrinsic rewards. Passive, unclear phrases such as “Good job; Good boy; Good girl” do not build your child’s self-esteem. We do NOT offer external rewards in our Montessori environment such as prizes or stickers on finished work. Furthermore,

- 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.
- When we neglect a child’s feelings, we give the child the message that he or she is not worthy of our attention and that we do not understand his or her own reality. It also tells them we don’t care about 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. “I don’t like it when...”
- Toddlers are masters 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 in front of children.
- Speak gently, clearly, and quietly when speaking to young children. Our voices can be intimidating and frightening when we are loud; it is even *alarming/frightening* to some children.
- Touch your child or gain eye contact before speaking so he or she has your attention. It is important to be at the child’s level.

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.

- Toddlers need lots of time to react. They process language more slowly than we do. Learn to wait quietly while they process your request.
- **A daily report** will be updated using Procare from ages 8 weeks to age 36 months. This will include information about your child's activities, including diaper changes, eating habits, sleeping times, lessons of interest, and pictures.
- You will receive an invitation to register your child on Procare 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 upon arrival. This is how we track attendance and ratios.



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 sheds new light on how teachers think about their children's learning and their learning styles.

1. **Verbal / Linguistic Learners** relate to written and spoken languages and dominate most Western educational systems. They're good at memorizing names, places, dates, and trivia. They like to read, write, tell stories, and learn best by saying, hearing, and seeing words.
2. **Logical / Mathematical Learners** are often called "scientific thinkers" who deal with deductive thinking and reasoning, numbers, and the recognition of abstract patterns. They're good at math, reasoning, logic, and problem-solving.
3. **Visual/ Spatial Learners** rely on the sense of sight and the ability to visualize an object and to create mental images or pictures. They're good at mazes, puzzles, maps, and charts.
4. **Body/Kinesthetic Learners** relate to physical movement and feeling of the body. They're good at physical activities (sport/dance). They like to move around, touch, talk, and use body language. They learn best by touching, moving, interacting with space, and processing knowledge through bodily sensation.
5. **Musical/Rhythmical Learners** are based on the recognition of tonal patterns, including environmental sounds, and on sensitivity to rhythms and beats. They're good at imitating sounds, remembering melodies, noticing pitches/rhythms, and keeping time.
6. **Interpersonal Learners** operate through person-to-person relationships, communication, and social interactions while relying on all of the intelligences above. They're good at understanding people, leading others, organizing, communicating, and mediating conflicts.
7. **Intrapersonal Learners** relate to inner states of being, self-reflection, metacognition, and awareness of spiritual realities. They're good at understanding themselves, focusing inward on feelings, following instincts, pursuing goals or interests, and being original.

The Educational Nature of The School:

The Montessori learning environment:

In our school environment, with the careful observations of the teacher, we are flexible and adapt to meet the emotional, social, developmental, and spiritual needs of every individual child. Our classroom begins and ends with the children, focusing on the children's independence and growth.

All the children 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 has a unique layout for children's belongings as well as student lessons. Low sinks for handwashing and dishwashing are available to children to help them 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 overstimulates 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 baskets/trays/containers, encouraging the children to return the lesson to the shelf 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. Designate a work space such as a low table and chair or even use a towel/mat to define a work space for your child to do the activity.

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 36 months. Not only does this growth provide a linear, comfortable development, but it also affords the younger children 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, whereas 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 believe in themselves AND in 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 promote 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, are unable to ignore sensory stimuli, and must develop this ability. Once our toddlers make a connection with their work, we strive not to 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 pull-ups at CDBM during the toileting process.**

Try 5-ply training underwear instead. They can be laundered.

Here are some signs of readiness:

- Can stay dry for several hours or wake up dry from a nap
- Understands the difference between being wet and dry
- Understands the association between dry pants and using the toilet
- Can dress/pull their own pants up and down (or attempts to, insisting he or she tries)
- Lets you know when he/she has soiled his/her diaper (i.e., is uncomfortably wet)
- Can follow simple directions (let's go to the toilet, wash your hands, etc.)
- Imitates other family members and caregivers
- Shows interest and asks questions while watching you
- Wants to wear underwear like mommy or daddy (“diapers are for babies”)
- Wants to do things “by myself”
- Enjoys washing his/her hands (likes to be clean)
- Gets upset if his/her belongings are not in their proper place
- Wants to please you
- Understands toilet use terms (wet, dry, pee, poop, tickle, little, big, toilet, potty, wipe, flush, etc.)
- 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 have been bitten are also usually very concerned. Biting is an unacceptable behavior that needs to be stopped at an 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 often angers teachers and other adults.

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

- **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 decrease 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.
- **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.
- **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.

- **Stressful Biting:** occurs 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 groups 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 the 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.

We express to our children that, "When we hurt our friends, they are sad. Offer a hug or a high five and say, 'I'm sorry for biting you; I will only bite food next time'."

Restore harmony.



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 at 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, the parent must learn to go against their first impulse. The 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 inappropriately.

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. 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.

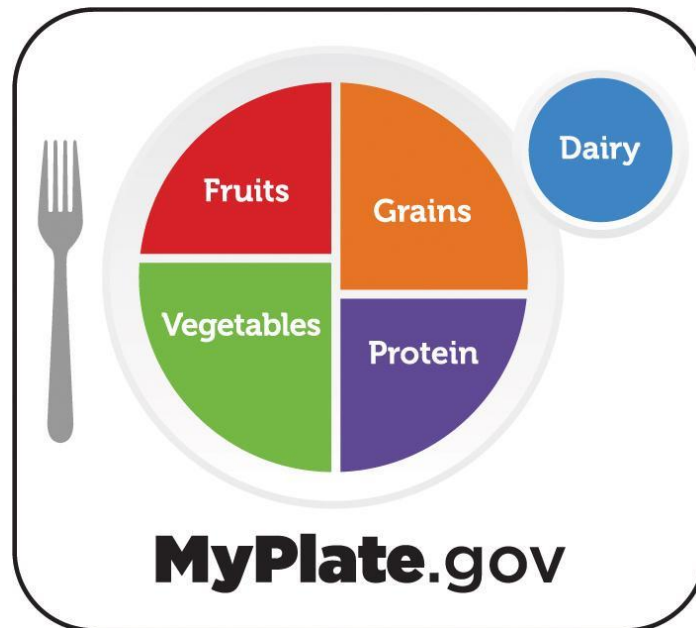
Redirect a child with loving guidance. Once a child is calm and giving you full attention, this is a good time to recap the situation. It may sound something like, "You were really frustrated when it was time to leave the park. I see that you understand it's time to go home for lunch now. Thank you for walking with me to the car. Would you like to hold this hand or this hand?"

Quick References for Snack and Lunch Ideas for HOME:



Food Guide for Young Children: MyPlate

MyPlate is a simple visual guide from the U.S. Department of Agriculture (USDA) that encourages a variety of foods from five food groups: Fruits, Vegetables, Grains, Protein Foods, and Dairy. MyPlate can help families build balanced and nutritious meals for growing children.



MyPlate – Fruits

- Offer a variety of whole fruits, including fresh, frozen, canned, or dried fruits.
- Choose whole fruits more often than fruit juice.
- Offer fruits throughout the day as part of meals and snacks.
- Serve fruits in developmentally appropriate sizes and textures.

MyPlate – Vegetables

- Offer a variety of colorful vegetables, including dark green, red, orange, and other vegetables.
- Provide different textures and preparations as developmentally appropriate.
- Offering a variety of vegetables helps children become familiar with different flavors, colors, and textures.

MyPlate – Grains

- Make at least half of the grains offered whole grains when possible.
- Choose foods such as whole-grain bread, oatmeal, cereals, crackers, brown rice, and whole-grain pasta.
- Choose grain products that are lower in added sugars and sodium.

MyPlate – Protein Foods

- Offer a variety of protein foods, including lean meats, poultry, fish, eggs, beans, peas, lentils, and soy products.
- Nuts and seeds may be offered when developmentally appropriate and prepared safely.
- Vary protein choices throughout the week.

MyPlate – Dairy

- Offer dairy foods such as milk, yogurt, and cheese, or appropriate fortified soy alternatives.
- Children **12–23 months** are generally offered whole milk. Children **2 years and older** may transition to lower-fat or fat-free milk, as appropriate.
- Choose plain or lower-added-sugar yogurt and other dairy products when possible.
- Lactose-free dairy products or fortified soy alternatives may be used when appropriate.

Healthy Eating Habits for Toddlers

- Offer a variety of foods from all five MyPlate food groups.
- Allow children to respond to their own hunger and fullness cues.
- Water and milk are the primary beverages recommended for toddlers.
- Limit foods and beverages with added sugars.
- Consider food safety and choking hazards when preparing and serving food to young children.

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

Berries, Raisins, Corn Kernels, 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., EpiPen, Benadryl, etc.)

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

Catered Lunch

We serve a full lunch at noon daily for our students. They eat in their own classroom under the guidance of their teachers. Toddlers explore food at their own child-sized table and may start by feeding themselves with their fingers. Others have started using utensils, thereby modeling for other classmates. Our toddlers use open tumbler cups and do NOT use sippy cups or bottles. DCFS does not allow us to take in outside food without a doctor's note specific to your child's allergies/diet restrictions.

Sharing Basket Rotations:

(starts from Toddlers to Primary)

An important part of the Montessori Philosophy is the care of self, care of others, and care of the environment. To help children develop this awareness, we have implemented the "Sharing Basket". It is a way for the child to share with others and to contribute back to their school environment. We ask that each child take the "Sharing Basket" home approximately once every 10-12 weeks. The basket will be sent home on a Thursday or Friday and is to be brought back the following Monday or Tuesday. Your teacher will let you know about the schedule and calendar of rotations.

Snack Sharing

The basket will contain a list of food or class items, which the teacher will check on an attached list. We encourage parents to take their children to **shop** for these items as a valuable learning experience of Practical Life. The child will feel so proud to participate in this process and then be an active snack helper in the classroom.

Book Sharing

The child is also welcome to bring a book to share with the class for the week, or to donate a hardcover book to the class as a gift. If sharing a book, please be sure to put your child's name on the front cover. If donating a book, we will place a special sticker inside the cover as a lasting gift. Let your teacher know your preference.

Flower Sharing

We will always appreciate a donation of a mixed floral bouquet. The children will learn flower arranging skills that are displayed throughout the classroom each week.

This, of course, is optional.

Should you have any questions, please contact your child's teacher via email.

Our Memberships:

CDBM is a proud member of the American Montessori Society:



AMERICAN MONTESSORI SOCIETY
education that transforms lives

Mission

Empowering humanity to build a better world through Montessori.

Vision

Montessori for all, embraced around the globe.

Values

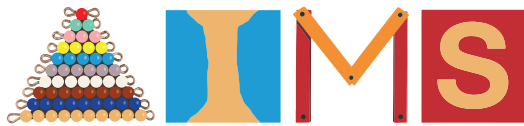
All of the work that we do is founded on the values of respect, integrity, diversity, inclusiveness, responsibility, and enthusiasm.

Additional information can be found on the AMS website.

Check out this informative video.

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

We are also a proud member of the Association of Independent Montessori Schools.



Association of Illinois Montessori Schools

THEIR VISION, MISSION, AND VALUES:

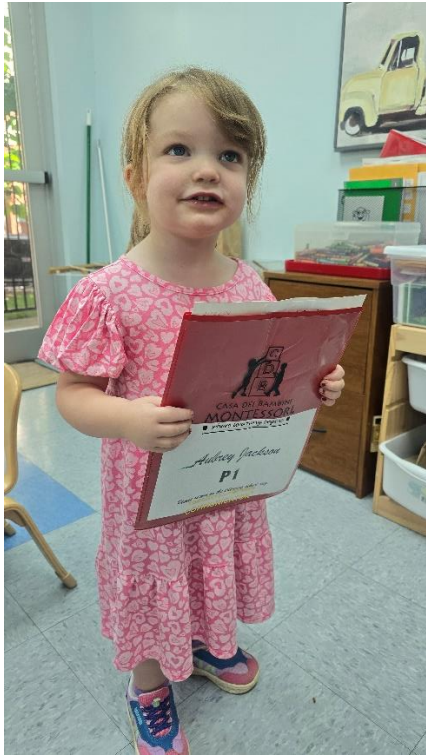
Vision: Inspire inclusive, accessible, high-quality Montessori schools & professionals, dedicated to developing human potential and promoting world peace.

Mission: AIMS strengthens Montessori education across Illinois by leveraging the power of our diverse community through professional development, networking opportunities, policy & advocacy work.

Values: Our work is grounded in love and respect for The Child and their unique development. We are guided by our commitment to integrity, diversity, belonging & equity within an evolving world.

Here is their site and information for your review: <https://ilmontessori.org/>

RED FOLDERS go home each Friday with any finished work or projects from your child. Please return it on the following Monday.



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 *