



Scholarship

Please be on the lookout for information from our founding mom and board trustee, Joy Wilder. ToTH is raising \$9700 this year for four spaces for a qualifying, low income family in the neighborhood. Thank you for your support!

Expansion

As you know, ToTH would like to add a 3-6 Montessori classroom in the Fall of 2017. We understand many of you need to make arrangements for next year. Please move forward with back up plans if deadlines are upon you, and we hope to have a final answer for you around the 1st of April.

Observations

ToTH teachers will be writing formal observations for each child beginning April 24th. Our goal is for every family to receive their child's observation no later than May 15th.

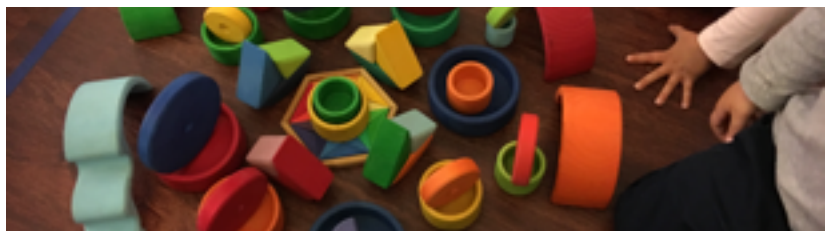


Big Emotions

As guardians, our role is many fold and sometimes we are pulled, in an instant, in multiple directions as if necessity dictates we be all things at all times - adult protector, compassionate parent, enforcer of boundaries, behavior model, punisher of misdeeds, teacher of norms, shower of the way, example of perfection...*just to name a few.*

Regarding emotion, what do you value?

We cannot be all things at all times and so to choose our response wisely, it's helpful to decide ahead of time what your values are, regarding emotion. Let's remember that as toddlers, our children





Independence

A principle of Montessori education and one supported by research is that children have a strong, innate desire for meaningful activity. Specifically, young children find satisfaction in caring for themselves, others, and their environment. When we support this healthy impulse to do for oneself, we find children become quite capable and can execute tasks with multiple steps while problem solving along the way.

"Never help a child at a task at which he feels he can succeed."

-Maria Montessori

It is important that we don't treat young children as incapable. Let your child do for herself - if there is something with which she needs support, help just enough until she masters the work (putting on socks and shoes, pouring water into a glass, putting toys away, picking out clothes, carrying dishes to a basin in the kitchen, etc.) Between now and the end of the year, at school, we will be asking more of the children in this regard. Help us by fostering independence at home.

have not yet grown the part of the brain that works through and processes emotions and stress. *An emotion is not intellectual, it's visceral.* An emotion is a response to a thought/action. As adults we can move from emotion to intellect, then reason the situation, and then define some truths in our minds, moving us to a reasonable place. Children cannot do this.

If your core value regarding emotion is that at all ages **it's a healthy, normal human response to feel sadness, anger, disappointment, grief, fear, frustration, and exhaustion**, then you are on the right track! Anger is a healthy and normal emotional that serves a purpose, just like sadness and grief. Anger tells us a boundary has been crossed while sadness is the message that we do not feel safe, loved and/or accepted. Grief is the feeling of loss when something cherished is gone. Frustration lets us know that our impulse for something natural is being blocked while exhaustion is a full body expression of overload; it's our body asking us to stop and rest from head to toe, inwardly and outwardly. Fear is a warning.



There is no longer any argument in the scientific community about whether or not there is a body mind connection. We are emotional beings with a physical body and ever the twain shall meet.

Basic Truths About Toddlers and Emotions

1. **Emotions happen** and we don't get to choose how our young child handles disappointment, fatigue, or change.
2. Once the body reacts and the emotion is happening, **adult displeasure in any form rarely brings about a change in the child.**
3. Age appropriate meltdowns are an essential struggle; this is how your child is learning. Put another another way, **the struggle is essential** (let it happen).

Helpful Guidelines for the Adult

1. Your child's emotional meltdown is not intellectual, therefore introducing your intellect into the situation is not helpful. If your child is under five or six the "passage to abstraction" has not yet happened and so **it's best to stay quiet**. Lectures, ideas, opinions, rules, and philosophies need to wait.

When the emotion has passed, the tears have dried, and the personality is again intact, then... move forward with any brief statements you feel you must say. The talking and touching needs to happen when the emotion is over, or when the child shows you she's ready.

2. Judgement about the big emotion will never do good, it will only do harm. Can you sit quietly next to your child and **accept the fact that in this moment, she is melting down** and it will pass?
3. Pacification is another way of saying, "your emotions are not that important; I'd rather move on from this" or "I'm uncomfortable seeing you upset therefore I'm going to make this stop". Although it's a normal reaction for the busy and tired adult to want to move on from the drama, the **child needs to work the emotion through and see it to completion**. Toys, songs, distraction, bribery, and magic tricks do not allow your child the experience to work through an emotion until it passes naturally.

On **Saturday, April 8th @11am**, let's have a discussion about your child's meltdowns and what is working and not working for you. Let's come together and inspire one another to practice acceptance, quiet, and patience so our little ones can find the grace at the end of the struggle and make it through early childhood without developing any unhealthy associations about emotion. Some buzz phrases and go-to language will be shared. We can even roll play a little!

We will meet in the ToTH classroom, invite your friends and neighbors.

Happy Spring Everyone!