



# Mrs. Milillo's Connections Corner



## November 2022

### **HAWK Expectations!**

Please make sure to review these with your child as they are expected to follow while on campus.

## **EXPECTATIONS**

**H** - Hands, feet, and objects to yourself

**A** - Always listen and follow directions

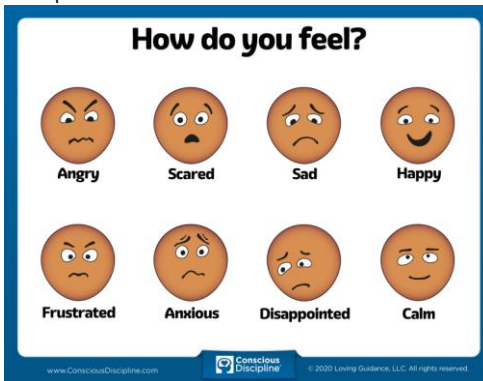
**W** - Wait for permission to speak or leave your seat

**K** - Kind and respectful to all



### **Regulating Our Emotions**

Self-regulation is the cornerstone skill for all development. It refers to both the conscious and unconscious processes that allow us to regulate our thoughts, feelings, and actions in service of a goal. The first step to self-regulation is to understand the variety of emotions that exist. A fun game to play that helps children identify an emotion is to make a face/body motion or movement and have your child name the emotion. Extend the game by having your child give an example of something that would make them feel this way. Practice this over and over! More steps to come in next month's newsletter.



### **Screen Time! Hurtful or Helpful?**

How much time does your child spend watching TV or movies, playing with a smartphone or computer, or enjoying video games? Although some screen time can be educational, it's easy to go overboard.

According to research and a study conducted by The American Academy of Pediatrics, it is discouraged that children 2 and younger use electronic devices and have any screen time. It is recommended that elementary school-age students have no more than 90 minutes in a day of screen time (ex: TV, movies, video games, computers, iPads/tablets, phones, etc.).

Too much screen time has been linked to obesity/weight gain, irregular sleep, behavioral problems, impaired academic performance, violence, and less time for developmental play and conversations.

Here are a few simple steps to limit and reduce screen time.

- **Eliminate background TV.**  
If the TV is turned on – even if it's just in the background – it's likely to draw your child's attention. If you're not actively watching a show, turn it off.
- **Keep TVs, smartphones, iPads/tablets, and computers out of the bedroom.**  
Children who have electronics in their bedrooms watch more than children who don't have these in their bedrooms. Monitor your child's screen time and the websites he or she is visiting by keeping TVs and computers in a common area in your house.
- **Don't eat in front of a screen.**  
Allowing your child to eat or snack in front of electronic devices increases his or her screen time. The habit also encourages mindless munching, which can lead to weight gain.
- **Use timers all around the home.**  
Have your children earn screen time by positive choices and use a timer so that everyone is aware of how long the child has been on a screen.

# Noticing Your Child!

As a part of our school-wide study and implementation of Conscious Discipline, one key ingredient is called “noticing”. Noticing means to describe the various observations you make about your child. For example, when your child is angry, you may say to them “I notice your eyes are squinted, your mouth is pursed shut, your nose is crinkled, and your arms are folded. This shows me that you are feeling very mad or angry.” This is great example of describing what is happening with the child’s body, arms, and face in a non-judgmental way. Then, they are aware of what they are doing without feeling attacked or blamed for their emotions. It is very similar to what some know as “mirroring”. The purpose is to mirror the child’s physical characteristics with a calm and compassion demeanor. The slightest hint of mocking will derail the process entirely. Noticing must start in and come from your heart. As we mirror the child’s physical state back to them with a helpful intent and without judgement, they will feel a natural tendency to look up at the adult. Once we regain eye contact, we can reestablish our connection and begin the calming process. This is very helpful with children becoming aware of their facial expressions and the non-verbal language they use daily.

## Spotted Around Hartley: CLASS JOBS!

Children have a need and want to feel important, and they have a universal need to be of service. Among the many aspects that give life meaning and promote self-worth, contribution is one of the most rewarding. Neuroscience emphasizes that our brains develop through meaningful social interactions. Psychologists tell us we must balance our needs for survival, safety, and belonging with our need for power. This can be explained as simply as we need each other, and we need each other to do our part in contributing to the whole of humankind. Caring and contributing to others opens our hearts to something greater than ourselves and allows the vulnerability of our own spirit to surface. To raise our self-worth, we must turn away from relying on external sources of power such as money, status, materials goods, and physical appearance and shift to internal empowerment that relies on universal truths such as “give and it is returned tenfold unto you.” This way of viewing self-worth puts the need to be a contributing, caring, compassionate person at the heart of the School Family. Here are a few samples of job charts created and used in many of our classes school-wide! Be sure to ask your child what their job is currently and let them explain all of the details and their responsibilities, it will bring a smile to your face AND theirs!

