

Children of Hope Child Development Center

March 2026

Hope Happenings:

Jessica Mueller
Preschool Director

News from Mrs. Mueller's Office

Happy Birthday!



STAFF Birthday:
Mrs. Mueller -4th

We zipped right through February and now are approaching the final stretch of the year. March will be a quick one around here as we take our spring break from March 9th – March 23rd. Enrollment is open and we still have spots to fill for next year, please help us spread the word about this special little place. Word of mouth really is our best way to advertise.

Conference times will be sent out from your classroom teachers. Penguin conferences will occur on Feb 23rd. Gliders and Owlets will do theirs the following week so that we always have a classroom open for our open houses. Mrs. Mueller will have the Gliders from 12-2:00 on the March 2nd while the classroom teachers are doing their conferences. Thank you in advance for attending and participating in conferences. We really are helping to build the foundation for education during these early years to set you child up to be successful.

We enjoyed having so many Grandparents and special VIPs on campus on the 19th. It was a fun morning to share with special friends. Thank you to all that attended.

Big News for the month: The Grand Canyon Synod, which is part of the ELCA and oversees Esperanza Lutheran Church, has gifted Children of Hope with a grant. This grant will help to enhance our outdoor space and our outdoor classroom. It will also help in the exploration of Spiritual Development through Nature. You will begin to see the fruits of this labor after spring break. The project will include new surfacing, new water line into the playground and materials to support outdoor learning. We are so appreciative to the Grand Canyon Synod for seeing the value in nature based education and helping us to change this space into something we can be proud of.



Also a HUGE thank you to Katherine McAlvage who wrote the grant proposal.

I can't wait to hear about all the adventures and fun that was had over spring break!

Mrs. Mueller

Spring Break
No school
March 9th -23rd



Preschool Board Meeting
No meeting in March




PARENT-TEACHER
Conference



Conferences in your classroom
Feb. 23 (Penguins) and March
2nd-3rd (Owlets and Gliders)

WELCOME
BACK

Classes Resume
March 24th



Carter's Petting Zoo will be here
April 1st from 10:30-12:00



Church Events:

***Sunday School March 1st, 8th and
22nd***

Playing and Praying with Deacon Connie

March 15th

Palm Sunday Service March 29th @ 9:00AM



**Chapel starts at 8:30 and
everyone is welcome to attend.**



**March 30th -Gliders
March 31st - Owlets
April 1st - Penguins**

**Don't forget to wear your
purple school shirt on your
chapel day!**

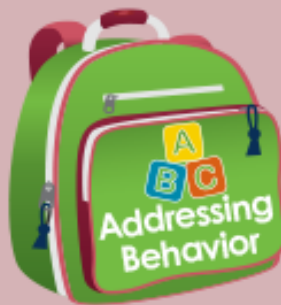


Pick Up at 1:00pm: \$15

Pick Up at 2:00pm: \$20

Will invoice via Brightwheel daily

NO LUNCH BUNCH March 26th due to Staff Meeting



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model



The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.



ChallengingBehavior.org

Teachable Moments: How to Help Your Child Avoid Meltdowns

Brooke Brogle, Alyson Jiron & Jill Giacomini

Does this sound familiar? Your children are playing in the living room while you clean up the kitchen. You answer the phone, and a few minutes later, one child is angry and screaming because someone took her toy and the other is in tears because her sister hit her. It is in escalated moments like this that parents often find themselves trying to teach rules or give long explanations. Unfortunately, in moments such as this, your child usually is not even hearing your words let alone learning the rule. This is not a teachable moment.

There are countless teachable moments daily when skills can be taught and emotions discussed, such as during play time, in the car, at bath time or while reading together. As a parent, you can reduce challenging behaviors such as hitting, biting, pushing and whining when you 1) concentrate on calming your child during a challenging behavior incident and 2) wait until an appropriate teachable moment to actually teach your child.

Think again about the scenario when you are on the phone and your children are fighting. Below are several examples of how you could use teachable moments throughout the day to reduce the chance that the challenging behavior occurs in the first place.

- **Teachable Moment #1** – During morning reading time, read the book *Hands Are Not for Hitting* by Martine Agassl. For additional activities to do with this book, go to <https://csefel.vanderbilt.edu/resources/strategies.html#booknook>.
- **Teachable Moment #2** – During breakfast time, intentionally teach the skill of sharing by saying, "Thank you for sharing the syrup with your sister!"
- **Teachable Moment #3** – When your children are playing on the floor quietly, sit on the floor, make eye contact and say, "Wow, you girls have been playing for 10 minutes quietly! Tell me about what you are building." This teaches the desired behavior of playing quietly together.
- **Teachable Moment #4** – When the phone rings. Put the phone down, tap both girls on the shoulder and say, "I am going to be on the phone for 10 minutes. When this timer is done, come tap me on my leg and show me the timer."

Try This at Home

Find teachable moments throughout the day!

- **Play Time (responding to common challenging behavior):** "Oh, no! I see that your bunny is super sad. Her sister is trying to take her toy. I wonder what she can do?" You can teach appropriate ways of getting her needs met. She

can ask for help, get a timer or trade her sister for another toy.

- **Bath Time (teaching rules):** "The water stays in the tub. You can use the cup and pour water into another cup or you can pour water on your body."
- **Car Time (teaching friendship skills):** "I saw that your friend, Bella was sad at school today and you made her a picture. I bet that made her feel better. What a great friend you are!"
- **Story Time (teaching emotions):** "Wow, that little girl in this book is really angry! I saw that she asked her mom for a hug. That is a great way to feel better. I wonder what you can do when you feel angry?"
- **Meal Time (teaching expectations):** "Let's practice asking for more milk." Role play with whining, yelling or just banging your cup. Then, teach the expected behavior. "You can ask nicely, say, 'Mommy, milk please.' When she does this, jump up and say, 'I'm happy to get you milk!'"



Practice at School

At school, teachers prepare students to solve social problems in appropriate ways before problems occur. Teachers use role playing, puppets or circle time to discuss emotions and possible solutions. Teachers provide opportunities to practice and reinforce skills during class. For example, children may practice how to trade a toy at circle time with a puppet. Later, teachers can compliment a child when they see him trade during play time. "Wow! You remembered that when a friend is using a toy, you can ask him to trade!" Teaching skills in advance gives children the confidence to successfully manage a situation and allows caregivers the opportunity to praise a child for making a wise choice.

The Bottom Line

Young children are learning in every moment. They are actively discovering the world around them. You are always teaching your child. Strolling in the park, reading books and giving her a kiss before bed all teach her about her world. You can use the many calm and happy moments in your day to intentionally teach expectations, rules and skills that will help your child be successful and reduce challenging behavior.



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Traditional Discipline vs Conscious Discipline Poster

Conscious Discipline seeks to consciously teach new skills. Traditional discipline often has punishment as its intent, whether conscious or not. This poster breaks down the core progression of both traditional discipline and Conscious Discipline when dealing with a chronic problem so you can clearly see what “teaching” looks like.

In our example, one child chronically pushes others when lining up. This is not an occasional behavior, it is a regular challenge.

In traditional discipline, the first offense is generally met with some sort of warning. “Stop pushing in line!” In Conscious Discipline, the teacher would offer a verbal and visual reminder of helpful ways to act using Picture Rule Cards and stating the expectation with positive intent and two positive choices, “You wanted more space and didn’t know how to get it. You may not push. Pushing hurts. You may stand in your own space with your arms at your sides or you can say, ‘Move please, I need more space.’”

In traditional discipline, the second offense is generally met with another warning and the threat of punishment, “Your card is already on yellow. If you don’t stop pushing, you’re going to get a red card!” In Conscious Discipline, the teacher would assist the child in applying the skill or assist the child in going to the Safe Place to compose himself before attempting to repeat the skill.

In traditional discipline, the third offense is generally met with a loss of privileges, “Your card is now red. You will lose 10 minutes of free play today.” In Conscious Discipline, the teacher would create a behavior plan that uses the Brain Smart components of safety, connection and problem solving in addressing the root cause of the problem and helping the child be successful with the desired skill.

In traditional discipline, the final offense is generally met with a phone call or conference with a parent in efforts to get the parent to make the child behave better at school. In Conscious Discipline, the teacher would apply a logical consequence that is reasonable, respectful and related in order to motivate the child to use the desired behavior/ skill. Logical consequences are only effective with children who are connected and have already been taught the new

behavior/skill extensively, so the adult will revisit the behavior plan to ensure safety, connection and problem solving are in place before applying the logical consequence. “You have a choice. You may stand in your own space with your arms at your sides and remain at your usual place in line, or you may continue to push and walk at the end of the line with me. What will happen if you continue pushing?”

Consequences require the use of all the other powers and skills of Conscious Discipline in order to be successful. For this reason, “Consequences” is the final skill of Conscious Discipline, and is explored in depth in the final chapter of the Conscious Discipline book. A deep belief in the Power of Intention, “Mistakes are opportunities to learn,” is integral to the Skill of Consequences.

Traditional Discipline	
First Warning	Choice to Be Helpful 
Second Warning	Choice of Safe Place 
Loss of Privilege	Behavior Plan Increase safety, connection and problem-solving 
Call to Parents	Logical Consequences 



Please make drop off and pick up times with your child

NO CELL PHONE ZONES 😊

SMOKE-FREE ENVIRONMENT

We at **Children of Hope Child Development Center** are committed to providing a smoke-free environment for children, staff members, and childcare providers. Due to hazards from exposure to second-hand smoke and as a recognized Empower childcare facility, it shall be the policy of this childcare facility to provide a tobacco-free environment for children, staff members, childcare providers, and parents.

