

Children of Hope Child Development Center

October 2025

Hope Happenings: News from Mrs. Mueller's Office

Jessica Mueller
Preschool Director



Fall Updates and Exciting Events Ahead!

As temperatures begin to shift in a direction we all enjoy, we're looking forward to spending more time outdoors and making the most of the beautiful weather. We're especially excited for our Halloween event at the end of the month—it's always a highlight!

We currently have a few openings in both our Glider Room and Owlet Room. If you know of any families looking for a spot, please send them our way—we'd love to welcome them into our community.

We're also thrilled to welcome Mrs. Baldwin to our staff! She will be joining the Glider Room as an assistant to Mrs. Gerrish. Mrs. Baldwin is a long-time member of our church community and is excited to get to know our pre-k class. Be sure to stop in and say hello—we're so glad to have her on board!

A huge thank you also goes out to Mrs. Angilletta for coming out of retirement to lend us a hand these past few weeks. Your dedication and support mean so much to us!

Thank you to all of our wonderful parents and board for the support during our first open assessment window. From tasty treats to beautiful flowers, your kindness truly helps lower stress levels and reminds our staff how appreciated they are. We are confident that high-quality learning is happening in every classroom each and every day, thanks to our passionate and dedicated team of educators.

We hope you found the recent Parent/Teacher Conferences helpful and informative. Our teachers love sharing the amazing growth and accomplishments they see in your children, as well as providing insight into each child's development from an educator's perspective.

A quick reminder: Fall Break is upon us! There will be no classes from September 29–October 13 as we align with the Kyrene School District calendar. We will welcome everyone back on October 14, and we can't wait to hear about all the adventures and stories from the break!

Warmly,
Mrs. Mueller 😊

Happy Birthday!



STAFF BIRTHDAYS



Church Events:

***October 5th- Packing Naloxone kits
with Sonoran Prevention Works***

October 25th- Oktoberfest

Chapel this month:



**October 20th -Gliders
October 21st- Owlets
October 22nd- Penguins**

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

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

LUNCH BUNCH



Pick Up at 1:00pm: \$15

Pick Up at 2:00pm: \$20

Will invoice via Brightwheel weekly

NO LUNCH BUNCH Thursday, October 23rd due to staff meeting

UPCOMING EVENTS

Fall Break



Enjoy the time with your children. All classes resume on October 14th

Preschool Board Meeting



Monday,
October 20th, 2025
6:00 - 7:00pm



Scholastic Book orders due:
October 21st

Butterbraids



Butterbraids are a tasty pastry that comes frozen. We sell them as a fundraiser. Sales will start October 19th- Nov. 3rd. Delivery will be November 17th at the school.

Halloween Party



Our family event will be held on October 30th. Parents will stay with their child as the teachers will be manning the stations during the day. Students will start the day in our classrooms, and the parents will meet us in the parking lot for our costume parade that ends on the playground. Then you (parents) can take them around to games, activities and food stations.

PARENT EDUCATION



National Center for
**Pyramid Model
INNOVATIONS**



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

How to Give Clear Directions

Brooke Brogle, Alyson Jiron & Jill Giacomini

"Why do I have to repeat myself time and again?" "Why won't she listen to me?" Listening and following directions are important skills young children must learn. There are many reasons why children do not follow directions.

- **The child does not hear the direction.** Parents often give directions from a distance or in passing. "Lauren, get your shoes on." Did your child actually hear what you said? Just as adults often don't hear what their partner has said to them because they are focused on reading, email or talking on the phone, children too often don't hear what a parent has said because they are focused on a task such as building a tower or drawing a picture.
- **The parent gives too many directions at one time.** When you give your child too many directions at one time, it reduces the chance that she will follow the directions and increases the chance that she will be confused. "Lauren, please go upstairs, brush your teeth and pick up your blocks while I finish the dishes." This multi-step direction is too long and complicated for your child to easily understand. Instead, try giving one direction at a time.
- **The child doesn't understand the direction or the direction is too vague.** Directions such as "Settle down," "stop," or "be nice" might be too vague and difficult for your child to understand. If she is throwing toys out of the bathtub and you simply say, "Lauren," you have not actually told her what you want her to do. If you say, "stop it," it may temporarily stop the behavior, but she still may not know what you want her to do. If what you mean is, "Lauren, toys stay in the tub," then you need to explicitly tell her so.
- **The direction does not tell the child what to do.** Parents often tell children what not to do, rather than what they should do. It is important to state directions positively in order to teach your child the expectation. Instead of saying, "Stop running!", state the direction positively by saying, "Use walking feet."
- **The direction sounds like a suggestion or question.** Daily conversation is filled with questions, suggestions and directions. When you say, "Will you put your shoes away?" you are not giving your child a direction—you are asking her a question. When you give your child a direction that needs to be followed, it is essential that you tell your child what to do rather than ask. For example, "Lauren, put your shoes by the door."

Try This at Home

- It is important to follow through when you give your child a direction. A technique you can use to make sure you do follow through when your child has difficulty complying, or following directions is Do-WAMP.
 - » Do—State the "do" direction.
 - » W—Wait for compliance (silently count to 5).
 - » A—Ask the child to restate the direction.
 - » W—Wait for compliance (silently count to 5).
 - » P—Provide encouragement or help (helping will ensure success).

- **Make sure that you have your child's attention.** Eye contact is a great indicator! When you state the "do" direction you



are teaching your child the desired behavior. For instance, "Lauren, go brush your teeth." When you count to five, you are giving her the opportunity to hear and process the direction. Parents often repeat the same direction over and over in that five second period. When you repeat the same direction to your child time and again, it teaches her that she does not have to follow the direction the first time. Instead, state the direction once and then have your child restate the direction back to you. This way you can confirm that she heard you and understood what you were saying. Finally, offering help may simply mean that you take her hand and lead her to the bathroom. Don't forget to encourage your child by saying something like, "Wow, Lauren, what great listening ears! Thank you for brushing your teeth."

Practice at School

In addition to verbal instructions, teachers use many methods to give directions and help children understand expectations. These methods may include using symbols or pictures, sign language or gestures, songs, puppets, instruments, sand timers, or other tools. The more opportunities children are given to see or hear the instructions, the more likely they are to complete the task. For example, when teachers need to tell the class that it is time to go inside from the playground, in addition to words they may use a sound (e.g., ring a bell) to alert the children about this event. Children know that the sound means that it is time to line up at the door, even if they do not hear the verbal instructions. When teachers pair words with other signals, they help children to confidently and successfully participate in activities.

The Bottom Line

Listening and following directions are skills that children learn through their daily interactions. When children do not follow directions, for any reason, it can be extremely frustrating for parents. You can increase the chances that your child will listen and successfully follow your directions when you make sure that your direction is clearly stated and you follow through.

An important consideration for parents when teaching their child to follow directions is to "pick your battles." You want to avoid insisting that your child follow directions that are not important or can escalate to a major struggle when the direction is not critical. Pick a few, very important directions that you will follow-through with your child.

Reproduction of this document is encouraged. Permission to copy is not required.

This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children funded by the Office of Special Education Programs (OSEP), U.S. Department of Education (J016007002) and updated by the National Center for Pyramid Model Innovations funded by OSEP (J016007002). The views expressed do not necessarily represent the positions or policies of the Department of Education, July 2010/January 2018.





Why does everything turn into a power struggle?

People create power struggles when they feel powerless. With young children, power struggles often occur after giving the child a command or when the child is tired, hungry or otherwise stressed. Knowledge of child development, connection and active calming will help you to lessen power struggles.

Child Development: Before age six, children process information 12 times slower than adults. We must slow down our speech and give only one or two commands at a time. If we speak at a normal pace and say, "Finish your snack, get your crayons and go color in the TV room." The child may only process bits of information, hearing "crayons color the TV."

Young children cannot conjugate the word "don't." When we say, "Don't touch the lamp," they hear, "Touch the lamp!" They look at you with a smile and touch the lamp. We think, "You wicked child, you deliberately defied me," and enter power struggle territory. Instead of using "don't," pivot and tell the child what to do. "Don't touch the lamp," becomes, "Hold my hand (offer your hand) so you can learn how to touch delicate things softly." "Don't run," becomes, "Walk slowly like this."

Children under age seven also lack mature inner speech. Adults use inner speech to rehearse choices and outcomes before we act. Instead of inner speech, children encode information in pictures. So, we can use pictures to guide children's behavior and avoid power struggles. Use your body as a picture by modeling what you want, use your words to help paint pictures of what you want, and put up actual pictures that show what to do. Instead of, "Walk in the house," say, "Walk carefully with each foot going like this through the house." Not only do you get better compliance (fewer power struggles), you also build language and literacy.

Finally, the brain is a pattern-seeking device. The more consistent your routines, the easier it is for the brain to pick up the pattern. If there is a consistent routine, the brain picks up the pattern, the child feels safe, and his neurological resources can be used for learning and exploration rather than for protection, and power struggles lessen.



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



**Like our Facebook
Page/Follow us on
Insta!**

Also, join our Private Group
Children of Hope Preschool/
Child Development Center of
Ahwatukee