

The Bear Cub Facts



INSPIRING LIFE-LONG LEARNING
**THE SCHOOLS OF
BETHANY
LUTHERAN**
CULTIVATING CHRISTIAN CHARACTER

At Bethany He blessed them—Luke 24:50

Harvest Hoedown

On October 25th we will be having a preschool family "Harvest Hoedown" event. There will be hayrides, Trunk-or-Treat, and pumpkin painting events. The success of the evening depends on participation from our families. We are asking families who would like to participate to sign-up for the Trunk-or-Treat (Fish Hours offered for participation) and to bring a pumpkin to paint.

This year is our first Trunk-or-Treat event! You decorate your car and pass out a treat (candy, fruit snacks, apple chips, Pirate Bootie, pretzels, small erasers, pencils, small toys, etc.). A great resource for ideas is Pinterest. There will be a contest for the best decorated vehicle, so use your imagination! The more cars and pumpkins we have, the more fun it will be for the kids. Please sign up in your child's classroom.

6-6:15 Trunk Set-up

6:15- 7 PM Trunk-or-Treat, hayrides, & pumpkin painting

7-7:15 voting for the best trunk

7:15-7:30 winner announced & prize awarded



Upcoming Events

& Dates to remember

- ⇒October 22-23 Pre-school Picture Day
- ⇒October 25 Harvest Hoedown
- ⇒November 3 Preschool singing in church @ 10:55 AM
- ⇒November 11 Preschool CLOSED in observance of Veteran's Day
- ⇒November 21 Preschool feast

Lost & Found

Reminder: Make sure all items that your child brings to school are labeled clearly with their first and last names. Please check with the teachers if anything is missing or the lost and found crate on the sign-in rolling cart.

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CHEESE!



Picture Day

Preschool Pictures are scheduled for Tuesday, October 22nd & Wednesday, October 23rd.

Each family will receive a standard packet of photos which includes: a class composite, (1) 5x7, (2) 4x6, (4) 2x3. An order form will go home in the picture packet and parents may choose to order more photos at this time.

Effects of Lead Exposure

Lead is a toxic metal that has been used in many products over time. Even in small amounts, lead can have harmful effects on the body, which may lead to lifelong learning, behavioral, reproductive, cardiovascular, and other health problems.

While many leaded products have been phased out, lead may still be found in and around older homes and buildings, in certain occupations and hobbies, and some consumer products, remedies, and foods. Lead poisoning is one of the most common environmental illnesses in California, but is completely preventable.

Please see the attached brochure for more information regarding the effects of lead exposure, symptoms of lead exposure, and the potential sources of lead.



Parent Academy

What does Positive Intent really mean?

Are you a mind reader? I'm not, yet I find myself walking through the day attributing intent to other people's actions and words. The waitress is an idiot because she didn't give me correct change. My husband is being spiteful by leaving his shaving can on the tile after I specifically told him it leaves a rust ring. My child is being selfish by grabbing things out of my purse without asking.

Are stupid, spiteful and selfish the "real" motivations these people have when they open their mouths or take a certain action? There is no way for us to know for certain. We make up their intent in our minds. We can choose to see the best in others or to see the worst. Once we've judged the nature of another person's actions or words, we reap a slew of emotions of our own. When we attribute negative intent, the emotions that we experience are equally nasty. Attributing negative intent to them creates negative feelings within us and throws us into the lower centers of our brain. If we're making up the intent, why in the world would we want to attribute an intent that results in nasty feelings for us? We can just as easily attribute positive intent to these situations and reap positive emotions.

Negative intent does more than just flood us with nasty feelings, it also inhibits our ability to teach others how to treat us and how to treat each other. Particularly when dealing with children, seeing the best in them is the only perceptual frame that will enable us to teach new skills rather than project guilt, hurt and other negative feelings. Children convey their wants and needs through actions such as hitting, grabbing and fussing. When they don't get what they want, they tend to fuss louder and bigger. To be effective parents, we must shift from viewing "louder and bigger" with negative intent (she's being selfish), to viewing it with positive intent (she's missing social skills).

The habit of attributing negative intent is so ingrained in most of us that it is difficult at times to recognize, much less reframe positively. Yet this shift is 100% necessary if we want to raise children with self-esteem, responsibility and self-control. It is also essential for teaching them a new skill and solving problems. Below are common examples of attributing negative intent followed by possible positive intent for the same situation. Remember, we are making it up; it is our choice which way to perceive the situation.

Casey is just mean.

Casey wanted the crayon and didn't know how to ask for it.

Mathieu sure pushes my buttons!

Mathieu is giving me an opportunity to practice staying calm.

Devon is acting crazy!

Devon has a lot of energy and needs help to focus.

Parent Academy



Conscious Discipline[®]

What does Positive Intent really mean? Continued

Keri is disrupting my quiet time just to irritate me.

Keri is having trouble finding her blankie.

“Wait a minute,” you’re saying, “You mean nothing the child does is wrong?” Attributing positive intent doesn’t mean the rules fly out the window and limits don’t need enforcing! Rather, positive intent allows you a frame of mind from which you can better teach the skills the child needs. First attribute positive intent, then set the limit and teach as necessary.

Step 1 - Breathe and attribute positive intent to the action. You could reframe the situation with the child calling for love, displaying a need for skills, etc. Make the shift to positive intent in your own mind first, and then say, “You wanted_____.” “You wanted my attention.”

Step 2 - Put words to the child’s action. No judging words allowed; just describe the action. “So you_____.” Your verbal description will bring the child’s action into his/her awareness. “So you hit me in the knee.”

Step 3 - Finish speaking the positive intent out loud. Define the child as a worthy person who made a mistake. You might say, “You didn’t know how to_____.” “You didn’t know how else to get me to look at you.” Your child may correct you. If this happens, repeat the correction and reframe. “Oh, you hit me in the knee because you were mad at me. You didn’t know how else to tell me you were angry.”

Step 4 - Assertively set the limit and explain why. Give the child a clear limit and a simple reason why the limit is set. Be assertive. Relate the limit to safety whenever possible. Setting the limit fits nicely into this sentence: “You may not ____, ___ isn’t safe (hurts, etc.)” “You may not hit. Hitting hurts.”

Step 5 - Finally, teach what is acceptable behavior. Once you have taught the appropriate action, ask the child to practice the new skill. It’s helpful to use these words to frame the learning: “When you want _____, say (or do) _____. Say (or do) it now “When you want my attention, touch my arm gently. Try touching my arm gently now.”

Step 6 - You did it! Reinforce the action by telling the child how his/her new skill is successful. Say, “You did it!” and describe the action. “You did it! You touched my arm gently so I would know you wanted my attention. ” With positive intent, we can transform hurtful situations into teaching moments. With negative intent, we will continually punish our children for not having skills that they have not been taught. The choice is ours.