

Welcome to your Pre-Service Course!

This packet of handouts and reference sheets will help you get through this course and, hopefully, will help you in your daily classroom ministry as well. These handouts are always available within each module – they are the same. This packet just puts them all in one place!

You will need to turn in the first few pages (Dev 101 activity sheets) along with your first certificate (Dev 101). This certificate is a "partial completion" of this course. Per Texas guidelines, it allows you to enter a classroom once you've completed 8+ hours of training. Our Dev 101 course is 10 hours.

The other pages are for your note-taking and for your reference so you can be equipped to be successful in your classroom. You will not be required to turn them in unless your director requires them.

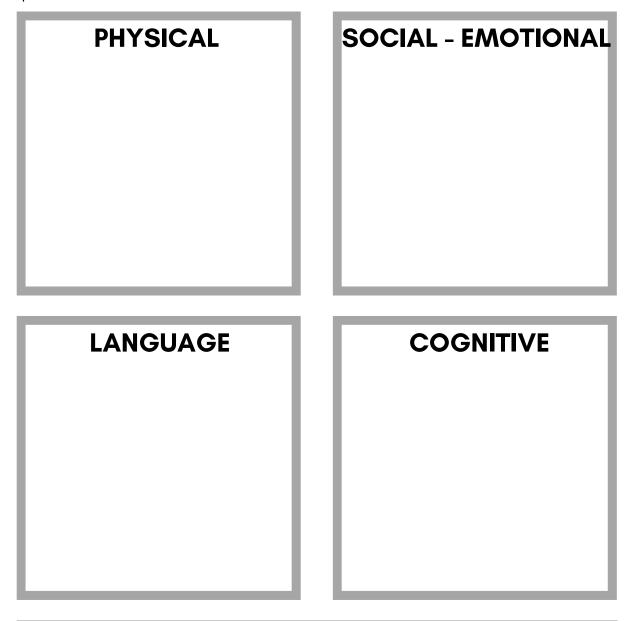
Once you complete all 24 hours of course-work, you'll be asked to take a final quiz. Don't worry, this is not stressful and is not a cumulative final exam over all you've learned. It's merely a couple of questions that will trigger our software to generate a completion certificate for you.

Your certificate is a downloadable PDF that you can either print or email to your director. It will be available in your account as well, but I would encourage you to save a copy for yourself. You may need it should you ever switch schools.

Thanks for accepting this call to nurture young children for the glory of God. He will work through you in ways you can't even begin to imagine today.

ECCN is here to support you as you continue to live out your calling. Check out our other on-line courses as well as in-person conference events throughout the year.

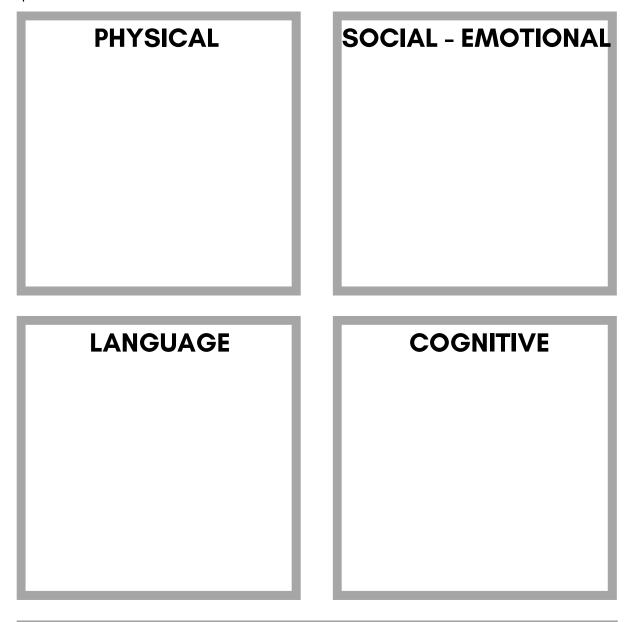






PHYSICAL	SOCIAL - EMOTIONAL
LANGUAGE	COGNITIVE





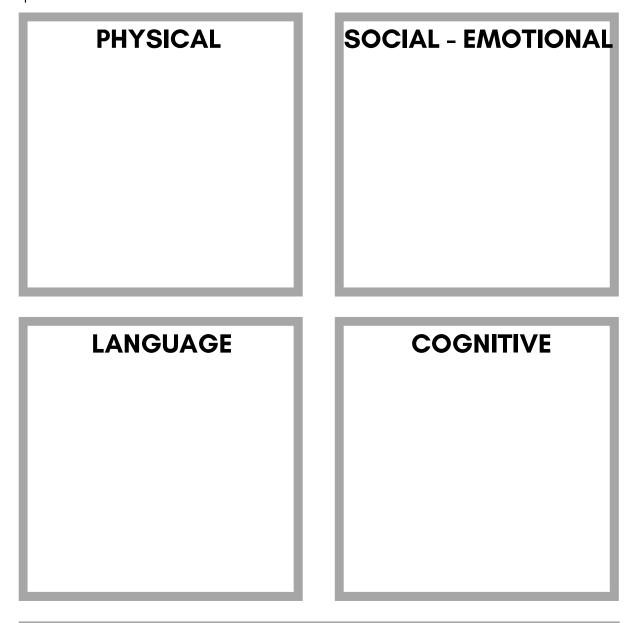


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SCRIPTURE MEMORY

WITH TINY DISCIPLES

Scripture memory is such a wonderful way to make God's word easily accessible to every heart! It does not have to be rocket science or take hours & hours. Break each verse down as much as you need to. Add hand motions, music, or rhythm to help you. The more senses you can include, the better. At this age focus on comprehension. It is much more important for them to know the meaning behind the verses than for them to be able to recite every word.

START SMALL:

"The Lord is good to all!" – Psalm 145:9

"In God I trust!" – Psalm 56:11

"Jesus is LORD!" – Romans 10:9

"Praise the Lord!" – Psalm 150:6

"Be kind to one another." – Ephesians 4:32

"Children obey your parents." – Colossians 3:20

"I am with you always!" - Matthew 28:20





BEGIN TO BUILD:



Once they are solid on the meaning/recitation of 3-5 word memory verses, kick it up a notch! **Meaning is still more important than rote memory**, but mastering those first verses show us they can handle more TRUTH! Try to select verses that match what you're learning or support social-emotional skills or character traits you're trying to foster.

"Your word is a lamp to my feet and a light for my path." – Psalm 119:105

"This is love for God: to obey his commands." – 1 John 5:3

"All people have sinned and come short of the glory of God." -Romans 3:23

"Everyone who calls on the name of the Lord will be saved." – Romans 10:13

"Trust in the Lord with all your heart." - Proverbs 3:5

"Give thanks to the Lord, for he is good. His love endures forever." - Psalm 136:1



"Every word of God proves true." – Proverbs 30:5

"I will praise you with my whole heart." – Psalm 138:1

ERIK ERIKSON'S PSYCHOSOCIAL STAGES

What is Erikson's Theory?

Erikson's theory describes the impact of social experience across the whole lifespan. Erikson was interested in how social interaction and relationships played a role in the development and growth of human beings. This is relevant to the field of early childhood education, because we are having interactions and social experiences with tiny disciples daily! We know those interactions and experiences make an impact... but how? Erikson's theory of psychosocial development helps us unpack the HOW! He theorizes that there are different "conflicts" at each stage. According to Erikson these conflicts revolve around developing the desired outcome or failing to.

How Can I Use Erikson's Stages in the Classroom?

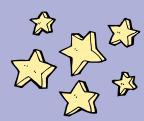
Using the charts below, find your age group, and look at the information provided on them. What "conflict" are they experiencing? Think about how you can design activities or lessons to help them achieve their desired outcome. For example: I would provide a 2 year old with plenty of opportunities to safely "do it myself" such as, taking shoes off, feeding themself, putting toys away, using a glue stick, stacking blocks, or putting their water away. I would provide a 5 year old with plenty of opportunities to explore ways they like to take responsibility for themselves or to be an active member of our classroom community, such as asking if anyone can help me exchange library books, having a class stuffed animal that goes home on weekends to be "cared for", or encouraging the care and responsibility of their own belongings (waters, backpacks, nap mats).

ERIK ERIKSON'S PSYCHOSOCIAL STAGES

Stage	Conflict	Major Events	Key Question	Relationship Focus
Infancy (0–18m)	Trust v. Mistrust	Feeding & bonding	Am I safe & cared for?	Mom or primary caregiver
Toddlers (19m –3)	Autonomy v. Shame & Doubt	Toilet training & self dressing	Can I do it myself?	Parents
Preschool (3–5y)	Initiative v. Guilt	Exploration & PLAY	Am I good or bad?	Family
School age (6-11y)	Industry v. Inferiority	Learning & Socializing	How good can I be?	Friends, Neighbors
Adolescent (12–18y)	Identity v. Role Confusion	Relationship building	Who am I? What's next?	Peer groups
Young Adult (19-40y)	Intimacy v. Isolation	Intimate relationships	Am I loved & wanted?	Desiring a spouse, Close friends
Middle Adult (41–65y)	Generativity v. Stagnation	Work & parenthood	Will I leave a valuable legacy?	Sharing life with spouse/others
Maturity (65y – death)	Ego Identity v. Despair	Reflection & Enjoyment	Have I lived a full life?	Humankind

ERIK ERIKSON'S PSYCHOSOCIAL STAGES OUTCOMES

Stage	Every stage has an "outcome". The outcome is the predicted response based upon how the stage was stewarded.
Infancy (0–18m)	Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to mistrust.
Toddlers (19m –3)	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feeling of autonomy, failure results in feelings of shame and doubt.
Preschool (3-5y)	Children need to begin asserting control and power over the environment. Success in this state leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School age (6-11y)	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feeling of inferiority. **Children who experience bullying often feel inferior regardless of success.
Adolescent (12–18y)	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self. This is similar to autonomy vs. shame & doubt!
Young Adult (19–40y)	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation. *Relationships do not have to be romantic.
Middle Adult (41–65y)	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65y - death)	Older adults need to look back on life and feel a sense of fulfillment. Success at this state leads to a feeling of wisdom and enjoyment, while failure results in regret, bitterness, and despair.







These are all auditory helpers. Unlike movies or videos, these are okay to use daily, with all ages per Minimum Standards for Child-Care Centers Subchapter F 746.2207 and Subchapter M 746.2901.These are all found on Spotify. You may also find them on YouTube or Apple Music or whatever podcast app you prefer.

Podventures in Odyssey Abide Kids Bedtime Stories Lamplighter Kids Papa's Bible Stories God's Big Story Kid's Bible Stories Bible Stories from Kids Corner Jesus is Better The SeedPod Adventures of the Star Keepers Jesus N Me Clubhouse Little Seeds Big Hearts

BRAIN BASED LEARNING WHY IS MOVEMENT IMPORTANT?

Physical movement supports brain development and learning by providing benefits to attention, memory, emotional regulation, neurogenesis, and the balancing of neurotransmitters.

WHAT WE KNOW:

Sustained physical activity (20min+/day) results in enhanced circulation, heart rate and blood pressure regulation, increased release of BDNF & norepinephrine in the brain (Univ. of Queensland, 2017).

BDNF is essential for learning and memory, as it helps neurons survive. Norepinephrine is a chemical messenger involved in a number of bodily functions including: memory, attention, stress reactions, fat break down, energy levels, and the regulation of emotions (Univ. of Queensland, 2017).

Exercise is a "training program" in self regulation (Alvarez-Bueno et al., 2017) Build healthy life skills by providing children opportunities to practice self control and endurance through exercise.

Decreased physical activity results in increased instances of behavioral issues and outbursts (Carlson, et al., 2015).

Exercise supports mood, positive classroom behaviors, & stress regulation. Exercise releases dopamine. Dopamine is a mood booster!

The benefits of physical movement on the brain are numerous and evident!

BRAIN BASED LEARNING HOW CAN WE IMPLEMENT IT?

Implementing physical movement opportunities can be daunting without the right tools! Check these resources & activities out:



This is a great way to practice listening & literacy skills whilst engaging their brains and bodies!

Move! – Robin Page; From Head to Toe – Eric Carl; I Went Walking – Sue WIlliams; Barnyard Dance – Sandra Boynton; The Busy Body Book: A Kid's Guide to Fitness – Lizzy Rockwell; Stomp, Wiggle, Clap, and Tap: My First Book of Dance – Rachelle Burk



Put on some upbeat worship music and get up and dance! Add in streamers, maracas, tambourines, drums, bubbles, or balloons for extra fun & fine motor skill practice!

WORKOUT!

Start with some stretching and then teach a few basic exercises. Planks, squats, and wall sits are a great way to teach endurance and self control!

Jumping jacks, burpees, and squat jumps are a great way to improve balance and burn off high energy! Have a race on the playground or jog a few laps together. Exercise should be used as a punishment. I am advocating for it to be used as a means to add physical activity into the day in a way that lays the foundation for healthy living and lifeskills!

BRAIN BASED LEARNING HOW CAN WE IMPLEMENT IT?

Implementing physical movement opportunities can be daunting without the right tools! Check these resources & activities out:

SCAVENGER HUNT

Get your binoculars out! Make a list of items you're looking for -- bonus points if you can tie them into your lesson for the week -- and get outside! Try to "hunt" for 15-20minutes. Involve as many muscles groups and movements as you can on your hunt! Ex: Walk up and down steps or stairs , squat down, crawl or sneak like ninja's, skip, hop, or jump like a frog!

GROUP GAMES

Use games like Simon Says, Follow the Leader, or Mother May I to get movin' & groovin' while building SEL skills too! Games like kickball, catch, tag, and sardines promote community and coordination skills.



Relay races are a faritastic way to promote the acquisition of self control, gentleness, direction following, and precision. Fun relay races for this age are: egg on spoon, running water balloons to a basket, running down and hopping back, crab walk, squat-jumping like a frog, throwing a ball and running it back, or dribbling a basketball back and forth.

ADDITIONAL RESOURCES

- Edutopia. Activating the brain with movement breaks. Youtube. https://www.youtube.com/watch?v=SsKLihqkcd0
- Amor-Zitzelberger, J. Movement builds a child's brain. https://extension.psu.edu/movement-builds-a-childs-brain

0-12 MO milestones

PHYSICAL

- At 2-months-old we ideally want to see baby:
 - Learning to hold their head up independently.
 - Attempting to push up or forward when lying on tummy.
 - Making smoother, more controlled movements with arms/legs.
- At 4-months-old we ideally want to see baby:
 - Steadily holding their head up independently.
 - Pushing down on their legs when feet are on a solid surface.
- Trying to roll from front to back.
- Holding and shaking a toy.
- Swinging at hanging toys.
- Pushing up on elbows when lying on tummy.
- At 6-months-old we ideally want to see baby:
- Rolling over from front to back AND back to front.
- Working on sitting up without supports.
- Supporting weight on legs or bouncing when standing.
- Rocking back & forth when on all fours.
- Attempting to crawl.
- At 9-months-old we ideally want to see baby:
 - Crawling well.
 - Pulling up to stand.
 - Standing (may hold onto something to maintain balance).
 - Able to get into a sitting position with minimal assistance.
 - Sitting independently.
 - At 12-months-old we ideally want to see baby:
 - Able to get into a sitting position independently.
 - Pulling up to stand.
 - Cruising (walking or taking steps while holding onto furniture or other objects).
 - Attempting to take steps.
 - Putting out arm/leg to help with dressing.
 - May attempt to take steps without holding onto anything.
 - May stand alone.

SOCIAL - EMOTIONAL

0-12 MO milestones

At 2-months-old we ideally want to see baby:

- Beginning to smile at people.
- Briefly calming themselves. (May bring hands to mouth, sucking on hands).
- Trying to look at parents/caregivers.

At 4-months-old we ideally want to see baby:

- Spontaneously smiling. Especially at people.
- Enjoying playing with others.
- Crying to communicate. (Upset that play stopped, hungry, tired, etc.)
- Copying some movements and facial expressions. (Frowns, smiles).
- At 6-months-old we ideally want to see baby:
 - Recognizing familiar/stranger faces.
 - Enjoying playing with others. Favoring play with preferred family members or caregivers.
 - Responding to the emotions of others.
 - Appearing happy or content most of the time.
 - Looking at self in the mirror.
- At 9-months-old we ideally want to see baby:
 - Engaging with others at play time.
 - Favoring certain playmates or toys.
 - May be afraid of strangers.
 - May be clingy with parents, preferred caregivers or family members.
 - At 12-months-old we ideally want to see baby:
 - Expressing apprehension or uncertainty with strangers.
 - Acknowledging separation from a parent. (May cry, or wave bye bye).
 - Expressing preferences for toys, people, foods.
 - Repeating sounds or actions for attention.
 - Playing games like peek-a-boo, or pat-a-cake.

0-12 MO milestones

LANGUAGE

- At 2-months-old we ideally want to see baby:
- Cooing.
- Making gurgley sounds.
- Turning head towards sounds.
- At 4-months-old we ideally want to see baby:
 - Beginning to babble.
 - Babbling with expression.
 - Copying sounds.
 - Crying to communicate. (Hunger cry, pain cry, sleepy cry)
- At 6-months-old we ideally want to see baby:
 - Responding to sounds by making sounds of his own.
 - Stringing vowel sounds together when babbling. (ahhhh, ehhh, ooooooh)
 - Enjoys taking turns making sounds with others.
 - Able to respond to name.
 - Making sounds to express joy or pleasure.
 - Beginning to babble with consonant sounds. (mmm, buh buh, dah dah)
 - At 9-months-old we ideally want to see baby:
 - Understanding "no".
 - Making a variety of sounds. (Mamamama, dadadadada, bababa)
 - Copying the sounds and motions of others.
 - Using fingers to point.
 - At 12-months-old we ideally want to see baby:
 - Responding to simple, spoken requests.
 - Using simple gestures. (reaching out, shaking head no, waving)
 - Making sounds with changes in tones.
 - Saying simple words. (Mama, Dada, Ba-ba)
 - Making exclamations. (Uh oh! No!)
 - Trying to say words modeled by parents/caregivers.

0-12 MO milestones

COGNITIVE

- At 2-months-old we ideally want to see baby:
 - Paying attention to faces.
- Following/tracking with their eyes.
- Recognizing people.
- Beginning to act bored/fussy if under-stimulated.
- At 4-months-old we ideally want to see baby:
 - Communicating emotions with appropriate facial expressions and gestures.
- Responding to affection.
- Using hands and eyes together. (Seeing a toy and reaching for it).
- Watching faces closely.
- At 6-months-old we ideally want to see baby:
 - Bringing things to mouth.
 - Expressing curiosity by trying to obtain things just out of reach.
 - Beginning to pass things from one hand to the other.
 - At 9-months-old we ideally want to see baby:
 - Watching/following the path moving things take.
 - Looking for things a parent/caregiver hides.
 - Playing peek-a-boo.
 - Putting things in mouth intentionally.
 - Moving things smoothing from one hand to the other.
 - Picking up things between thumb and index finger. (Pincer Grasp).
 - At 12-months-old we ideally want to see baby:
 - Exploring things by shaking, banging, dropping, or throwing.
 - Finding "hidden" things.
 - Looking at the correct picture/object when it is named.
 - Using things for their intended purposes.
 - Banging two things together.
 - Putting things in a container.
 - Taking/dumping things out of a container.
 - Poking things with index finger.
 - Following simple directions. ("No", "put toy in basket", "throw ball", "come").

12-18MO milestones

PHYSICAL

At 12-months-old we ideally want to see:

- Able to get into a sitting position independently.
- Pulling up to stand.
- Cruising (walking or taking steps while holding onto furniture or other objects).
- Attempting to take steps.
- Putting out arm/leg to help with dressing.
- May attempt to take steps without holding onto anything.
- May stand alone.

At 18-months-old we ideally want to see:

- Taking steps without holding on.
- Standing independently.
- Walking without assistance.
- May walk up steps and run.
- Pulling toys while walking.
- Can help undress self.
- Drinking from a cup.
- Eating with appropriately sized utensils.
- Feeding self with independence.

12-18 MO milestones

SOCIAL - EMOTIONAL

At 12-months-old we ideally want to see:

- Expressing apprehension or uncertainty with strangers.
- Acknowledging separation from a parent. (May cry, or wave bye bye).
- Expressing preferences for toys, people, foods.
- Repeating sounds or actions for attention.
- Playing games like peek-a-boo, or pat-a-cake.

• At 18-months-old we ideally want to see:

- May have temper tantrums.
- May be afraid of strangers. (Separation anxiety, stranger danger peaks at 15mo).
- May cling to caregivers in new situations.
- Showing affection to familiar people.
- Playing pretend, such as feeding a doll or playing with a kitchen set.
- Pointing to show others something they find interesting.
- Exploring alone but with parent or caregiver close by.
- Likes to hand things to others as play.

12-18 MO milestones

LANGUAGE

At 12-months-old we ideally want to see:

- Responding to simple, spoken requests.
- Using simple gestures. (reaching out, shaking head no, waving)
- Making sounds with changes in tones.
- Saying simple words. (Mama, Dada, Ba-ba)
- Making exclamations. (Uh oh! No!)
- Trying to say words modeled by parents/caregivers.

At 18-months-old we ideally want to see:

- A vocabulary of several single words. (10-20+ words is perfect)
- Says and shakes head "no".
- Pointing to show someone what they want.
- Ability to identify favorite people or objects using correct words ("ball", "mama", "dada", "sissy", "paci", the name of a pet, favorite stuffed animal, etc.).
- Attempting to engage in songs like Twinkle Twinkle Little Star, Itsy Bitsy Spider, ABCs, Jesus Loves Me, by babbling along, trying to sing recognized words, clapping, or dancing, etc.

12-18 MO milestones

COGNITIVE

At 12-months-old we ideally want to see:

- Exploring things by shaking, banging, dropping, or throwing.
- Finding "hidden" things.
- Looking at the correct picture/object when it is named.
- Using things for their intended purposes. (Eating with a spoon, drinking from a cup, throwing a ball).
- Banging two things together.
- Putting things in a container.
- Taking/dumping things out of a container.
- Poking things with index finger.
- Following simple directions. ("No", "put toy in basket", "come").
- At 18-months-old we ideally want to see:
 - Knows what ordinary things are for (phone, spoon, diaper, toy baskets).
 - Showing interest in a doll or stuffed animal by pretending to feed it.
 - Pointing to body part when named.
 - Scribbling on their own.
 - Can follow 1-step verbal commands without any gestures; for example, sits when you say "sit down".

PHYSICAL

At 18-months-old we ideally want to see:

- Taking steps without holding on.
- Standing independently.
- Walking without assistance.
- May walk up steps and run.
- Pulling toys while walking.
- Can help undress self.
- Drinking from a cup.
- Eating with appropriately sized utensils.
- Feeding self with independence.

- Ability to stand on tiptoes.
- Ability to kick a ball.
- Beginning to run.
- Climbing onto and down from furniture without help.
- Walking up and down stairs holding on.
- Throwing a ball overhand.
- Makes or copies straight lines and circles in art.

SOCIAL - EMOTIONAL

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- Pointing to show others something they find interesting.
- Exploring alone but with parent or caregiver close by.
- Likes to hand things to others as play.

- Copying others, especially adults and older children or siblings.
- Gets excited when with other children.
- Showing more and more independence/desire for autonomy.
- Shows defiant behavior (doing what he has been told not to).
- Plays mainly beside other children (parallel play).
- Beginning to include other children in play (cooperative play), such as in chase games or playing kitchen/house together.

LANGUAGE

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- Pointing to things or pictures when they are named.
- Knows names of familiar people and body parts.
- Can show/point to body parts when named.
- Saying sentences with 2 to 4 words.
- Ex: "My water" "Play cars" "Go outside please"
- Following simple instructions.
- Ex: "Sit down" "Pick up cars please" "Color on paper"
- Repeating words overheard in conversation.

COGNITIVE

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- Pointing to body part when named.
- Scribbling on their own.
- Can follow 1-step verbal commands without any gestures; for example, sits when you say "sit down".

- Finds things even when hidden under two or three covers.
- Begins to sort shapes and colors.
- Completing sentences/rhymes/lyrics in familiar books, songs, or lessons.
- Plays simple make-believe games.
- Building towers of 4 or more blocks & knocking them down.
- May use one hand more than the other.
- Following two-step instructions.
- Naming items in a picture book such as a cat, bird, or dog.

PHYSICAL

2YR

milestones

- Ability to stand on tiptoes.
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- Throwing a ball overhand.
- Makes or copies straight lines and circles in art.

SOCIAL - EMOTIONAL

2YR

milestones

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LANGUAGE

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milestones

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COGNITIVE

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- May use one hand more than the other.
- Following two-step instructions.
- Naming items in a picture book such as a cat, bird, or dog.

PHYSICAL

3YR

milestones

- Climbing well.
- Running easily.
- Pedaling a tricycle or bicycle with training wheels.
- Walking up and down stairs, with one foot on each step.
- Playing with ease on an appropriately sized playground.
- Developing good balance.
- Potty-trained or actively working on potty training.
- Able to hold and use regular sized crayons or markers.
- Shows a hand preference or dominance. (Right/Left handed).

SOCIAL - EMOTIONAL

3YR

milestones

- Copying adults and friends.
- Showing affection for friends or loved ones without prompting.
- Engaging in turn-taking games.
- Showing concern for a crying/upset friend. (Developing empathy)
- Understanding the idea of "mine" and "his" or "hers".
- Showing a wide range of emotions.
- Separating easily from mom and dad.
- May get upset with major changes in routine.
- Able to dress and undress independently.
- May attempt to argue/barter when a boundary is placed. (Ex: told no or to wait)

LANGUAGE

3YR

milestones

At 3-years-old we ideally want to see:

- Following instructions with 2 or 3 steps.
- Can name most familiar things. (Ex: farm animals, foods, family members, classmates, teachers, places, etc.)
- Understands and use words like "in," "on," and "under".
- Says first name, age, and gender.
- Has and can name the names of friends.
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Can talk clearly enough for strangers to understand most of the time.
- Able to carry on a conversation using 2 to 3 sentences. May tell stories. Ex: "Last night we had spaghetti for dinner. I like spaghetti" "We went to the movies on Saturday. My daddy bought me popcorn and candy!"

• Able to exercise vocal volume control.

• May use different tones of voice.

3YR milestones

COGNITIVE

- Able to work with toys with buttons, levers, and moving parts.
- Playing make-believe with dolls, animals, and people.
- Completing puzzles with 4+ pieces
- Understanding numerical values. (Knows that 2 is more than 1. or count how many cars they have, etc.)
- Copying a circle with pencil or crayon.
- Drawing pictures with intentionality. (More than just scribbles)
- Turning book pages one at a time.
- Building towers of more than 6 blocks.
- Screwing and unscrewing simple lids.
- Able to turn a door knob or handle.
- Pretending to read. May show an interest in learning to read.
- Showing interest in ABC's, numbers, and shapes.
- Able to recognize and name colors.
- Singing along with simple songs.
- Engaging in more dramatic/pretend play.
- Can recall basic storylines.
- Asks questions.
- May have imaginary friends.
- May tell made up stories.
- Recalls and shares memories.
- Knows age and birthday month or season. (May not know that their birthday is February 26th, but is able to say "My birthday is in February" or "My birthday is before my moms" or "after my brothers".)

4YR milestones

PHYSICAL

- Developing ability to hop or skip.
- Standing on one foot for 2 or more seconds.
- Catching a bounced ball most of the time.
- Pouring with or without help.
- Further developing scissor skills.
- Able to remove cap from gluestick, twist gluestick, and replace cap.
- Increasing hand dexterity and fine motor skills (can pick up and use small legos or puzzle pieces without help, use thin paint brushes, hold pencils, open playdoh containers)
- Can stop and change direction with ease when running.
- Showing an interest in learning new large motor skills (sports, dancing, climbing higher, jump rope, propelling self on swing, monkey bars, etc.)
- Beginning to throw a ball with more distance and accuracy.
- Writing their own name.
- Able to complete copywork (alphabet, scripture memory pages).
- Can tear or rip paper independently.

SOCIAL - EMOTIONAL

4YR milestones

- Taking basic responsibility for oneself and belongings. (Puts backpack/lunch/water in correct place, cleans up toys, knows which belongings are theirs)
- Engaging primarily in cooperative/associative play. (Playing with peers).
- Increasing attention span.
- Developing patience. Can wait when directed to. (2–3 minutes at most)
- Understanding differences between genders.
- *Please note: Though the children may say "this is a boy toy" or "that's girl backpack" we do NOT want to feed into the genderization of objects or toys. Our classrooms need to be safe places for boys to play with dolls or like pink glittery things, and girls to play with race tracks and like batman shoes and camo pants.
- Engaging in group play.
- Able to role-play. (Pretending to play house and be the "mommy", or playing doctor and being the "patient)
- Using verbal skills to solve problems. (They will not be perfect at this. We just want to see an effort to use words more than sobs most of the time.)
- May use "bad words" or "kiddie profanity" when frustrated. ("Stupid", "I hate ____!", "Meanie-head", "Poo-poo head", "Doody face" etc.)

LANGUAGE

4YR

milestones

- Speaking in 6-10 word sentences.
- Singing more complicated songs. (Moving from Wheels On The Bus to He's Got The Whole World In His Hands or I Want A Hippopotamus For Christmas)
- Telling simple stories in order.
- Can spell name.
- Using speech appropriately. (Words with correct meaning, no baby voice, is conversational)
- Can follow 3 step directions. (Do this, then this, then that)
- Utilizes "yesterday" and "tomorrow" correctly.
- Knows first and last name.
- Uses pronouns correctly in sentences and stories. ("Daddy did this. Then he did this." or "Ms. Juica did this and then she said")
- Can sing songs or recite short poems/scripture verses from memory.

4YR milestones

COGNITIVE

- Names and identifies most colors.
- Names numbers 1-10 in order.
- Names and identifies basic shapes.
- Understands the idea of counting.
- Starting to understand time. (Not as in reading a clock, but understanding that 5minutes is shorter than 15minutes, or that some things in the schedule take longer than others).
- Remembering and retelling parts of a story.
- Can differentiate between what is the "same" and what is "different".
- Draws a person with 2 to 4 body parts.
- Using scissors well, with minimal help.
- Beginning to work on printing letters.
- Playing board or card games.
- Telling you what they think is going to happen next in a story.

PHYSICAL

5YR

milestones

- Stands on one foot for 10 seconds or longer
- Uses large muscles to run, skip, tumble, kick a ball, and hop
- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on their own
- Swings and climbs on playground equipment
- Throws a ball to a target overhand and underhand
- Catches a ball when thrown or bounced
- Uses left or right hand with dominance
- Jumps over objects without falling
- Is learning to jump rope
- Is learning to tie shoes
- Uses a tripod (three-finger) grasp on writing utensils
- Writes name with ease and confidence

5YR milestones

SOCIAL - EMOTIONAL

- Wants to please friends/classmates
- Wants to be like friends/classmates
- More likely to agree with rules
- Makes up their own rules
- Likes to sing, dance, and act
- Is aware of gender (self and others)
- Can tell what's real and what's make-believe
- Shows more independence (for example, may walk something to another class/teacher by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative
- Exhibits strong emotions
- Plays simple games with rules
- Takes turns and shares independently
- May attempt to problem solve themselves -- Encourage this!
- Plays with and without peers depending on mood/situation
- Shows strong connection to family, especially siblings
- Is sensitive to the feelings of others (developing empathy)
- Responds positively to appropriate praise
- May appear deflated or down in response to correction or aggression

LANGUAGE

5YR

milestones

- Speaking in 8+ word sentences.
- Speaks very clearly and fluently; constructs sentences that include detail
- Tells a simple story using full sentences
- Uses future tense; for example, "Pawpaw will be here."
- Says name and address
- Answers questions about familiar stories
- Argues, reasons, and uses "because"
- Asks LOTS of questions
- Makes up stories
- Converses easily with adults
- Has an expanding vocabulary
- Uses language to control; for example: "Pretty pleeeaaase, I really want it! I'll put all the toys away!" (Think: persuasive car salesmen)

5YR milestones

COGNITIVE

At 5-years-old we ideally want to see:

- Names and identifies most colors, shapes, letters.
- Counts 10 or more things. (20+ is ideal!)
- Can draw a person with at least 6 body parts
- Prints letters or numbers without tracing or prompting
- Copies a triangle and other geometric shapes
- Knows about things used everyday, like money and food
- Use measurement terms; "I picked 11 flowers!" or "It was 150 million feet tall!"

• Understands whole and half and uses them in sentences

- Matches objects with ease; (Think: matching games, puzzles, sorting)
- Knows some names of coins and bills (money)
- Estimates numbers in a group
- Sorts and organizes
- Expresses interest in creative movement
- Understanding physical directions; May be able to tell you the way to school or home, knows how to get from the front doors to their classroom, makes attempts at left/right, knows what 1 or 2 in an elevator means

• Demonstrates openness to new learning

- Engages in play activities to demonstrate learning
- Develops an interest in the community and outside world
- Begins to organize information for remembering

ACTIVE SUPERVISION | Jerri Thompson

 At the very beginning, Jerri said: "We're doing more than just educating the child. We have to also ______for the children. When the safety and health are in place, THEN we can teach the children."

The Child Care Licensing Minimum Standard for 746.1205 "What does Licensing mean by "supervise children at all times?" says:
Supervising children at all times means that the assigned caregiver is accountable for each child's care. This includes:
A) responsibility for the ______ of

A) responsibility for the ______ of each child

B) appropriate <u>visual</u> and/or auditory______,

_____ and knowledge of

activity requirements for each child's needs.

The caregiver must intervene when necessary to ensure _____

When deciding how closely to supervise children, the caregiver must take into account:

- 1. _____of the children
- 2. individual ______ and abilities
- 3. indoor and outdoor layout
- 4. neighborhood circumstances, hazards, and risks

Supervision is basic to the prevention of _______.

Child-care centers should establish an understanding with parents regarding who is responsible for the child while the parent and the child are both on the premises.

When do you find it difficult to supervise children in your care? Why?



Active Supervision transforms supervision from a passive approach to an

Informing other teachers in your school about a child in your class is important. T/F

Strategies

Set up the Environment

List 3 ideas for setting up the environment to facilitate better supervision.

Position Staff

List 2 things you learned about positioning staff well

Scan and Count

- Always know your ______count (especially as kids are coming and going throughout the day.
- You must couple discipline with the use of any devices in the classroom.
- Constantly scan the ______.
- Use ______to face during transitions.

What is your school's policy on picking up children during transition times?

<u>Listen</u>

• The ______ of sound is just as important as the sound itself.



Anticipate Children's Behavior

- Know your children
- Create ______ for children to keep them engaged
- Recognize when children might tend to wander or take dangerous risks
- Use information from the daily ______ check
- Communicate with ______.

Engage and Redirect

List 3 ways we should engage and redirect children

Print out the Activity Sheet and follow along with us on the video.

What tips and tricks could you use that might help you as you supervise your classroom?



What Does Active Supervision Look Like?

To understand what active supervision might look like in your program, consider the following example. As you read the vignette, identify the specific strategies used in the bolded text.

Maria and Yasmin have taken their class of 3 year olds out to the playground for outdoor playtime. The 15-foot square playground has a plastic climber, a water/sand table, and a swing set. Maria and Yasmin stand at opposite corners of the playground to be able to move quickly to a child who might need assistance. 1

The children scatter through the playground to various areas. Some prefer the climber, while others like the swings. Many of the children play with the sand table because it is new. Maria and Yasmin have agreed on a supervision plan for the children they will observe? _______ and are always counting the children in the areas closest to them, occasionally raising their fingers to show each other how many children are close to them.3 ______

This helps them keep track of where the children are, and to make sure no one is missing. If one child moves to a different area of the playground, they signal each other so that they are both aware of the child's change in location.4

Maria has noticed that Felicity loves to play in the sand table. She hears children scolding each other 5_______ and notices that Felicity throws the toys without looking. As Maria sees Felicity and Ahmed playing at the sand table, Maria stands behind Felicity and suggests she put the toy back in the basket when she is done with it. 6 _______ By remaining close, she is also able to redirect Ahmed who has never seen a sand table before and throws sand at his classmates. 7 _______ Kellan has been experimenting with some of the climbing equipment and is trying to jump off the third step onto the ground. While he is able to do this, some of the other children whose motor skills are not as advanced also try to do this. To help them build these skills, Yasmin stands close to the steps on the climbing structure. 8 ______ She offers a hand or suggests a lower step to those who are not developmentally ready.9 ______

Maria and Yasmin signal to each other 5 minutes before playtime is over, then tell the children they have 5 minutes left to play. When the children have 1-minute left, Maria begins to hand out colors that match color squares they have painted on the ground. 10 ______ She asks Beto, a child who has trouble coming inside from play time, to help her.11 ______ When the children are handed a colored circle, they move to stand on the colored spot on the playground. As the children move to the line, Maria guides them to the right spot. 12

______When all the children are in line, both Maria and Yasmin count them again. They scan the playground to make sure everyone is in place, then move the children back into the classroom. 13 ______They also listen to be sure that they do not hear any of the children still on the playground. 14 ______Yasmin heads the line and Maria takes the back end, holding Beto's hand. 15 ______When they return to the classroom, there are spots on the floor with the same colors that were on the playground. The children move to stand on their matching color in the classroom.

16_____ Maria and Yasmin take a final count, then collect the circles, and begin the next activity. 17 _____

Both Yasmin and Maria are actively engaged with the children and each other, supporting the children's learning and growth while ensuring their safety. They use systems and strategies to make sure they know where the children are at all times, and to support children in developmentally appropriate risk-taking and learning.

SAFETY, HEALTH & WELLNESS | Monica Healer

- 1. Texas Child Care Licensing requires annual training on 6 topics for both staff and directors:
 - a. Emergency Preparedness
 - b. Preventing and controlling the spread of ______ including immunizations

 - c. Administering _______
 d. Understanding _______and premises safety
 - e. _____, storing and disposing of hazardous materials
- 2. When identifying illness in children, you should consider these 4 things:

a.		
b.		
c.		
d.		

- 3. Most illnesses require a child to be ______ for at least 24 hours without fever-reducing medication (Per: 25 TAC 97, Subchapter A Control of Communicable Diseases) before they can return to school.
- 4. When a child is ill, you should notify the caregiver/parent to come pick up the child. Sometimes you must notify others as well. List those requirements below:
 - a. Licensing -
 - b. Health Department -
 - c. Other Parents -
- 5. Sanitizing and Handwashing are the best ways to keep germs from spreading when communicable illness are present. List several rules regarding sanitizing:



6. Adults must wash hands in at least 13 different situations in a child care program. List 4 below:

- 7. Children (including infants) must wash hands multiple times each day. List 2 times below:
- 8. Hand sanitizer can be used with children older than ______, but only with proper supervision and NOT when hands are ______ dirty or might have chemicals on them.
- 9. What are 3 things you can do to make sure your diapering procedures follow good hygienic practices?
- 10. Immunizations must be _____ before a child can begin attending a program. (Unless there is an exemption affidavit on file)
- 11. Programs can create policies for staff immunizations as well. Immunization records are _____ protected by HIPAA laws in regard to employment.
- 12. Medications can only be administered if you have authorization from parent. Parents can authorize medications in 3 ways:
 - a. In writing with _____ and date
 - b. _____ if it can be saved and viewed
 - c. One-time administration of a specific medicine over the
- 13. A child with ______ must have a Food Allergy Reponse Plan on file.
- 14. Food allergies must be posted in multiple areas. List them below:



15. In responding to a food allergy emergency, the first step is to follow the

16. Building hazards can include:

- a. _____ Hazards
- b. Bodies of _____
- c. And Vehicular Traffic
- 17. List 3 basic building safety requirements:
- 18. Which specific bodily fluids are considered hazardous?
- 19. Gloves should be worn when handling any hazardous bodily fluids. When done, gloves should be disposed of in a ______- plastic bag and discarded of _______ rather than waiting until later. You should also ______ your hands after removing gloves.



EYES WIDE OPEN-EMERGENCY PREPAREDNESS | John Deleon

1. A fire inspection must be completed by the Fire Marshall every				
2.	Your role in a Fire			
	afire/smoke/heat to facilities			
	b. Listen for any (i.e. "Facility Alert – Fire Alarm Activation	_		
	(location)"			
	calarms, strobe lights and instructions			
	d. Know Fire Response Plan (i.e. RACE and PASS)			
	e. Know where the and	are		
	in your area.			
	f. Know your evacuation route and keep the route			
	R			
	Α			
	C			
	Extinquish/E			
3.	Doors should be rated to withstandof a fire.			
4.	You should have a on file for every			
	chemical in your building.			
5.	List 3 things that should be included in your Emergency Preparedness Plan			
6.	Drill Frequency			
	a. Fire			
	b. Shelter			
	c. Lockdown			
7.	Complete the included checklist for your building.			
-	· · · · · · · · · · · · · · · · · · ·			
	EARLY CHILDHOOD CHRISTIAN NETWORK			

EMERGENCY PREPAREDNESS CHECKLIST

This checklist is a reference point and not intended to be a comprehensive, all-inclusive list. Every building and program is different. You should be informed and familiar with your specific building and emergency preparedness plan as well as Child Care Regulation requirements.

Check	Item			
	We have a documented emergency preparedness plan in our parent handbook.			
	We have a documented emergency preparedness plan in our staff handbook.			
	Our emergency evacuation and relocation diagram is posted in a prominent place in view of employees and parents.			
	Emergency telephone numbers are posted within easy view of telephones.			
Our eme	ergency preparedness plan includes the following:			
	 Procedures for evacuation, relocation, and sheltering/lock-down including: Staff responsibility in relocation and evacuation to move children to a designated safe area How children under 24 months will be evacuated Staff responsibility in a sheltering/lock-down emergency Emergency evacuation and relocation diagram 			
	Procedures for communication with local authorities and parents			
	Procedures for ensuring you have the proper essential documentation with you when you evacuate			
	Procedures for continuation of care of children after an evacuation			
	Procedure for reunifying children with their parents			
Drill Doo	cumentation			
	Monthly fire drill documentation			
	Sheltering drill for severe weather documentation (4x per year)			
	Lock-down drill documentation (4x per year)			
Emerge	ncy Evacuation and Relocation Diagram			
	Diagrams are posted close to an exit in each room that children use			
	Diagrams include:			
	 Floor plan Two exit paths unless a room opens directly to the outdoors Designated meeting location outside the building Designated severe weather shelter 			



Other E	Other Emergency Safety Requirements		
	How many fire extinguishers are there in my building?		
	I know where the fire pulls are located in my building.		
	I know where the Carbon Monoxide detectors are located in my building.		
	I know where the first aid kit is located		
	We have Safety Data Sheets for chemicals in our building		
	Our doors are fire safety rated.		



EYES WIDE OPEN-SITUATIONAL AWARENESS | John Deleon

- 1. Four categories of people that cause violence in the workplace:
 - a. Criminals with an intent to commit a ______(robbery, etc)
 - b. Customers, clients, parents, etc who direct violence toward employees
 - c. Present or former ______ who are disgruntled
 - d. Someone with a personal ______ to an employee (spouse, significant other)
- Employees who feel unsafe or threatened (at home or at work) should notify their
- 3. A supervisor's responsibilities include:
 - a. _____ process
 - b. Protective steps to reduce risk in the workplace
 - c. ______ with conflict resolution
- 4. List 4 things you can do to help promote a safe & secure environment

5. List 6 warning signs that someone might be heading toward committing workplace violence.

6. List 4 characteristics of escalating behaviors



- 7. There are three levels of aggression
 - a. T_____ b. D_____
 - 5. D_____
 - c. V_____
- 8. Your body has a physiological response to stress. List 3 things that might happen to you when you experience major stress:

- 9. The easiest thing to do to calm yourself is to take a deep ______.
- 10. The survival mindset must be ______.
- 11. Three of your senses are extra important when you're in a stressful situation
 - a.
 - b.
 - c.

Run/Hide/Fight – What are some important things to remember for each strategy?

12. Run

13. Hide

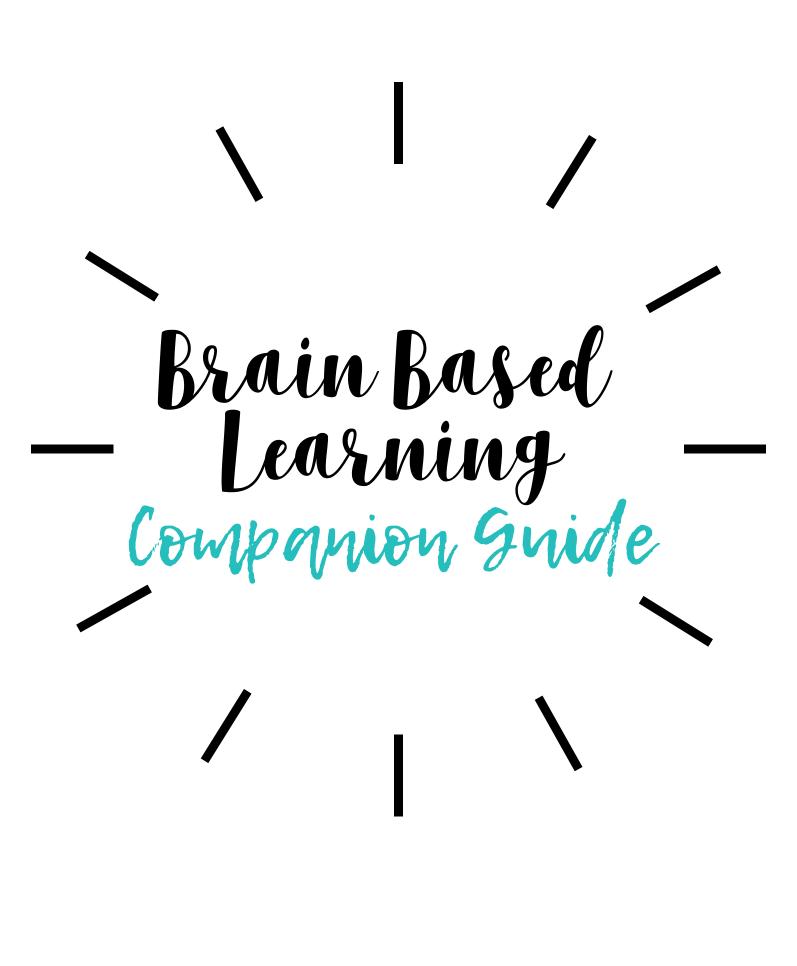
14. Fight



- 15. When you are notifying law enforcement, list at least 4 helpful things to remember:
- 16. What else do you want to remember about this training?

17. What areas of safety does your program need to address or at least talk through?







The purpose of this Brain Based Learning Companion Guide is to help you breakdown and implement those tools throughout the school year. This is a lot of information to absorb and apply all at once. Our hope and prayer is that this companion guide is kept in your office or classroom as a support and tool you can go back to as you begin implementing these principles!

Positive Guidance

What is positive guidance?

Positive child guidance describes the support provided in terms of social and emotional growth for the child (Gartrell & Gallo, 2015). It is a process of guiding children to develop healthy self-esteem, respect for themselves and others and skills to manage an array of potential stressors (Marion & Koralek, 2013). Miller (2004) suggests that positive child guidance should focus on the growth of naturally unfolding motivation for self-control and pro-social behaviors, which are necessary for healthy living. The ultimate objective is to develop self-confidence, inner responsibility, motivation and self-control in the child (Miller, 2004). Positive child guidance can be seen as a process of developing self-control in which adults use strategies such as logical reasoning, choice giving, problem solving, cooperation, conflict resolution and redirection (Mcfarland, Saunders, & Sydnye, 2008).

What does positive guidance look like in the classroom?

Sometimes, teachers are also doubtful about the effectiveness of positive child guidance, as it does not yield immediate results, and is more a process of observation, assessment and adjustment. <u>The</u> <u>positive guidance process is more of a classroom culture than it is a tool.</u> Creating a culture of positively guiding the children WILL be worth it over time, but it will also come with challenges. Give yourself and the children grace! You <u>can</u> integrate positive guidance into your classroom!



Set Everyone Up for Success

- <u>Spend quality time every day talking and listening to each child.</u> These don't have to be lengthy conversations or interactions. Think: "Hey Griffin I see you playing with the legos, what are you building?" or "Oooo! Allie I see that you have pb-and- j for lunch today! Do you like pb and j the best?"
- <u>Give children the same respect given to adults</u>: Listen to them as if their words have the exact same value as yours -- because they do! Respond with kindness. Show grace, compassion, and patience.
- <u>Set realistic expectations for children.</u> Unrealistic expectations set children up for failure and often lead to frustration and behavioral issues.
- <u>Create classroom environments that promote independence and engagement.</u> Materials should be organized so children can easily access and use them. The classroom should have both noisy and quiet areas, and plenty of soft spaces.
- <u>Observe children to understand the causes of behavioral challenges, such as fatigue, confusion,</u> <u>or frustration.</u> Help children solve problems and find solutions.
- <u>Model positive communication and social interactions.</u> Teach social skills directly when needed.
- <u>Plan ahead and maintain a predictable schedule</u>. Children feel safer and happier when they know what to expect. Give notice before making transitions or ahead of any unusual changes.

Riding the Struggle Bus?

- <u>Spend time together</u>. Children may not understand the intricacies of adult life, but they are acutely sensitive to the emotional states of those around them. When adults are stressed or anxious, children may feel fearful. Try to slow life down as much as possible and engage in group activities, especially in outdoor settings. Eat snacks in the sunshine, read stories, and take time to talk about the bumps of the day. These little moments cement your teacher-child relationship and give children the security they need.
- <u>Keep perspective</u>. It's easy to become frustrated or worn down by the daily challenges of loving and leading young children. Try to remember that most of these challenges probably won't matter in a week or two!
- <u>Tell a joke</u>. Sometimes just saying something silly or absurd is enough to reduce tensions. Use humor that's at the child's developmental level. Humor should never be mean-spirited or at a child's expense. Bubble machines or dance parties can accomplish this as well!
- <u>Change it up.</u> If you're having a rough day, go for a walk, put on some music, or get out of the classroom. Sometimes a change of scenery is all that's needed.



• <u>Take care of yourself physically, mentally, emotionally & spiritually.</u> Go to bed early, or make time for exercise. Establish a solid routine. Eat enough. Drink enough water. Connect with friends, participate in a hobby, or read a book. Go for a walk, whether it be around the neighborhood park, or though Target. Join a small group or Bible study. Reach out to a director or co-teacher for support. Like parenting, **teaching young children is an endurance sport and you need to care for yourself well, so you can care for the children well!**

In Discipline Situations

- Look for the reasons behind behavior. Remember: behavior is the communication of needs. Children's challenging behavior is usually caused by: 1) A lack of knowledge or experience; 2) A need for attention; 3) Physical triggers, such as fatigue or hunger; 4) Emotional triggers like boredom or fear. If you can find and alleviate the cause, the behavior typically stops.
- <u>Tell the child specifically what **to** do, rather than what not to do.</u> The words, "Put your crayons in the box and put the paper in the drawer," are much more helpful than, "Don't make a mess with the art supplies."
- <u>Point out positive behavior</u>. Let your child know when he gets it right. "You put your shoes in the closet AND hung up your backpack. You're such a hard worker! I love having you in my classroom." Clear, descriptive encouragement and praise, rather than empty praise (Good job! Or Well done!) helps the child understand your expectations and builds up their confidence.
- <u>Try the "when/then" strategy.</u> "When you put away the books, then you can go outside." "When you are ready to sit in the chair, then you can join us." "When you stop yelling, then I can listen to what you have to say."
- <u>Divert a behavioral issue by offering two choices that are both okay with you.</u> For example, perhaps the child runs away from you in the parking lot. You could say, "You can walk next to me or I can hold your hand. Which would you like to do?" If the child refuses to comply, you gently but firmly make the choice. "Okay, I will help you. I am going to hold your hand."
- <u>Encourage the child to use words to solve problems.</u> Give verbal prompts. "You don't like it when Sophie takes your toys. Can you tell her how you feel?" Do this without saying "Use your words please." *They may not have the words they need at the moment,* and may require the verbal prompts to help them get there!
- <u>Use natural and logical consequences when appropriate to guide learning.</u> For example, a child who spills his milk cleans it up or a child who throws a toy, retrieves it and puts it away.
- Learn nonverbal techniques. Make sustained eye contact; use gestures, such as shaking your head; mirror the child's body boundaries (if they stand close to you, offer a gentle, reassuring touch; if they stand away from you, respect their boundary!). If you find yourself unable to manage a situation even with the use of these ideas or feel angry, frustrated, or overwhelmed, let your co-teacher or director know. Asking for support is a sign of strength and courage!

Sometimes it takes more than one person to guide a child's behavioral development, and that's okay.





The best way to facilitate optimal development in children is to know how their brain develops! As a preschool teacher, you should know that:

- 90% of a child's brain develops by age 5.
- A supportive learning environment reduces the risk of children experiencing developmental delays.
- More than one million new neural connections are formed every second in the first few years of life.
- Children who face greater adversity, like living in poverty, are at far greater risk for delays in their cognitive, language, or emotional development.
- Starting in infancy, children are learning the social skills that determine their future social capabilities.
- Emphasizing the breadth of skill development over depth is key. Exposing children to a wide variety of activities lays a foundation for developing skills in a range of fields.
- In the first three years, the brain continues to grow dendrites, myelinate and create synapses. Some of this is genetic, but the rest is dependent on environment and experience. <u>What happens</u> in the first three years of life, literally shapes the brain.
- The connections that are used remain in the brain. The connections that are not used, are "pruned" away. If you don't use it, you lose it.



What does the brain do?

Frontal Lobe:

Abstract Thinking Problem Solving Reasoning Executive Functioning Organizing Motor Functions Emotional Regulation Expressive Language Remembering Starts & Completes Facts Story Telling

Cerebellum:

Balance Coordination Attention Rhythm Proprioception Kick a ball Throw a ball Jump on one foot Bike riding

Temporal Lobe: Speech Auditory Processing Hearing Behavior Emotions Short-Term Memory Long-Term Memory Processing Information Fear Fight/Flight/Freeze Retaining Information

Parietal Lobe:

Sensory Information Taste Touch Smell Temperature

Occipital Lobe:

Visual System Visual Information Processing words on a page Letter recognition Knowing left from right



Brain Stem:

The brain stem is the bottom, stalklike, portion of the brain that connects the brain to the spinal cord. It is responsible for many vital functions such as breathing, blood pressure regulation, consciousness, and heart rate regulation.



How does brain science help us teach?

Brain-based learning refers to teaching methods, curriculums, lesson designs, and programs that are based on scientific research about how the brain learns, including factors such as: cognitive development—how students learn differently as they age, grow, and mature socially, emotionally, and cognitively. Brain-based learning is motivated by the general belief that learning can be accelerated and improved if educators base how and what they teach on the science of learning, rather than on past educational practices, established conventions, or assumptions about the brain or the learning process.

Teachers who are able to understand and utilize brain development have more success with: teaching new concepts, implementing positive guidance strategies, achieving calm and pleasant classroom environments, and promoting optimal development for the children in their classrooms.

According to Jensen & McConchie, authors of Brain-Based Learning: Teaching the Way Students Really Learn, "brain based education is the engagement of strategies based on principles we currently believe to be true about the brain." The current strategy believed to be the most effective form of brain based learning is called: "Learning's Big Five Players". The "Big Five" are:



Context - All learning occurs somewhere. You are inside or outside. You are with friends or not. You are feeling happy or not. The "place" you're in plays a major role in the learning process. Context is the physical, social, and emotional learning environment. If you're sick, upset, hungry, unable to focus, experiencing trauma, etc., that is a context for poor learning. As educators, we hope to always influence our learning environments (classrooms, playgrounds, gyms, music rooms, etc.) to be a positive context for learning. At the preschool level this looks like: inviting and engaging classrooms, age appropriate toys and books, fun centers, safe places to experience big feelings, appropriate and engaging playscapes, spending plenty of time outdoors, etc. By setting up the physical environment, or "place", we are setting the children up to be in the best mental, emotional, social "places".

Think: In gardening, you need the right "context" (soil, weather, surroundings) for your plants to grow.





Triggers are internal or external stimuli such as: words, phrases, sounds, songs, etc., that "flip the switch" in the brain. Triggers help students remember and adhere to classroom expectations, recall new knowledge, and apply what they already know. Triggers are useful in the preschool classroom because they aid in things like: cleaning up toys, lining up, lunch time procedures, how to walk in a hallway, nap time expectations, drop off/pick up routines, etc. You can implement triggers in your classroom by: playing the same clean up song to signal that it's time to put toys away and move onto the next activity, saying phrases such as "1-2-3 eyes on me!" or clapping in a call/response rhythm to gather the children's attention, asking "what do I expect from you at snack/lunch/playground/etc ?", playing the same playlist or soundtrack at nap time, providing laminated visuals of how your children are expected to line up, walk, or put things away.

Think: In gardening, you need the right "triggers" (water, sunlight) in order to start the growing process.



Triggers activate what is called a process within a system. The trigger stimulus activates an electrical signal within the brain. The electrical signal stimulates the release of neurotransmitters from the end of a specific axon. The specific neurotransmitter and axon depend on what you triggered within the brain. For example: You have a child in your class who is having a particularly emotional day. Their emotions are disrupting the class and frustrating you and the other children. You want to help the child calm down, so you can all move on with the day. You have a choice to make here, do you: A.) Calmly and gently invite the child to sit in the feelings corner for a few minutes, or B.) Attempt to address the underlying problem causing the child's emotions in the first place. Trick question, both answers are technically correct, but in order to achieve the best result you would want to employ both tactics. Why? Option A, is a very subtle change, which may result in a calming of the child's emotions, but it will likely not take care of the whole issue. Option B, is an attempt at what's called a "positive change", which results in the release of serotonin, a brain chemical correlated with decreasing aggression and anxiety. Combining Option A & B triggers a process (the release of serotonin) within the brain that helps the child soothe AND learn from the experience.

Think: In gardening, you need the right "processes" (seasons, pest eradication, fertilizer) for the plants to continue growing.





The processes triggered by the stimuli are part of larger systems. We have many systems within our bodies, and the brain controls all of them. Here are a few examples of how systems interact with triggers and processes:

- The digestive system helps the body turn food into energy. Energy levels affect thinking and focus.
- The respiratory system helps the body breath. Breathing can affect states of anxiety or relaxation.
- The circulatory system keeps the blood in the body moving. This enables blood to reach the brain and keep things on track.

Think: In gardening, you need the right "systems" (routines, protection from frosts or overbearing sunlight) to prevent damage and promote further growth.



Most of our body and mind systems work together. Most every process in the brain engages multiple body systems and structures. For example, if you eat something that upsets your stomach and then walk into a lecture, you might find it difficult to concentrate. Is the concentration problem in the brain or the belly? Both. Because your belly is upset, your brain is unable to concentrate on the lecture. The mind/body structures are the source of the process (distraction) but it's not just the brain's fault or just the belly's fault. They all work together. In the preschool classroom, it is important to recognize how all of these things, the "Big Five", tie into one another. If the context is off, it is much more difficult for any learning to occur in any structure of the brain. If the context is great, but the triggers don't stimulate a process, the electrical signal is never sent and the learning doesn't continue or further develop.

Think: In gardening, you need solid "structures" (the sturdiness of the plant itself, stakes to hold up the plant, pruning, fences, grafting, harvesting) to keep the plant going season after season.



Here's the thing:

If you put in the hard work setting up the context and developing triggers in your classroom, processes, systems and structures will follow suit much more easily. All of these new concepts may sound overwhelming or impossible to implement right away, but rest assured, you likely already have some of these rhythms in place. Each week when you set up your classroom, ask yourself "is this a positive place for learning?" You should be able to answer yes, and articulate why the classroom environment you created for this particular lesson plan is a positive place for the children to learn.

Think of the things in your schedule that occur everyday. Where do water bottles go? The water bottle caddy or cubbies act as a "trigger" for the brain that stimulates those neurotransmitters and axons to tell the child "hey kid, your water bottle goes right here!" What do your transitions look like? If these times are typically chaotic for you, this tells us that the children don't know what to expect during this time and would likely benefit from a trigger. Use a key word or phrase to trigger their brains that it's time to line up and be quiet as you walk down the hallway. Processes, systems, and structures really will follow behind as you begin to successfully implement context and triggers in your classroom.



However, there are times where you may need to invite processes, systems, and structures into a time where the context or trigger has fallen short. The key to doing this is remembering: **children are not vending machines for desired behavior.** In order to obtain the desired behavior we must teach them. In order for them to learn, they must feel safe and trust us. A child will not calm down, listen, obey, or do anything remotely close to what you like them to if they feel the need to be defensive, feel unsafe, or if you have engaged in a power struggle with them. Avoid these situations by deescalating the child. Instead of getting big, loud, and imposing, get on their level, use a gentle tone, apologize, and invite reconciliation. Say things like "I wonder, did I hurt your feelings by asking you to sit down? It seems like you weren't ready to sit down. I'm sorry I hurt your feelings. Can you forgive me? Thank you for forgiving me. The rest of the class will be over here sitting down, you are welcome to join us when you are ready." Then return to teaching the rest of the class. By doing so, you have invited the child to engage in the positive change process, but they must choose to participate. If you force them to do it, the serotonin will not be released, and the situation will likely escalate rather than deescalate. Escalation in children often leads to what is called the amygdala hijack.



The Amygdala Hijack:

When children are experiencing these types of situations, there are very high amounts of stress on the brain. High stress situations cause the adrenal glands to release cortisol and adrenaline, stress hormones. Cortisol and adrenaline are the two stress hormones responsible for what's called the "amygdala hijack". The amygdala is a collection of cells near the base of the brain. There are two, one on each side of the brain. The amygdala is part of the limbic system, and is where emotions are given meaning, remembered, and attached to associations and responses to them. The frontal lobes are the two large areas at the front of your brain. They're part of the cerebral cortex. This is where thinking, reasoning, decision-making, and planning happen. The frontal lobes help you to process and think about your emotions. You can then manage these emotions and determine a response. Unlike the automatic response of the amygdala, the response to fear from your frontal lobes is consciously controlled by you. When you feel that danger is near your amygdala wants to automatically activate the fight-or-flight-or-freeze response immediately. However, at the same time, your frontal lobes are processing the information to determine if a danger really is near and what the most appropriate, logical response to it may be. When the threat is deemed mild or moderate, the frontal lobes override the amygdala, and you respond in the most rational, appropriate way. When the threat is strong, the amygdala acts quickly.

It overpowers the frontal lobes, automatically triggering the fight-or-flight-or-freeze response. This response was appropriate for early humans because of threats of physical harm. Today, there are far fewer physical threats, **but there are a lot of psychological threats caused by the pressures and stresses of modern life.** When stress makes you feel strong anger, aggression, or fear, the fight-or-flight-or-freeze response is activated. It often results in sudden, illogical, and irrational overreactions to the perceived threat. In fact, you may even regret your reaction later. In children, the amygdala hijack response is often a tantrum, tear-filled, illogical, loud, and sometimes even violent. The amygdala hijack itself is a process in the brain structure (amygdala) within a system (the nervous system) caused by triggers in an un-ideal context. In adults, an amygdala hijack can be prevented or stopped by consciously activating the frontal cortex, the rational, logical part of your brain. This may take some practice and persistence. The first step is to acknowledge that you feel threatened or stressed and that your fight-or-flight-or-freeze response has been activated. Become aware of how your emotions and body react to threats and stress. Talking through an episode after it's over can help. This isn't so easy for our tiny humans. Once the little bit of logic they have access to is lost, all bets are off until the brain is able to calm itself.

Saying things like "use your words" "stop crying" "what's wrong?" are NOT helpful in this situation, and may even escalate or prolong the amygdala hijack. Instead, move the child to a calm, quiet location, and say things like "you are safe here" "would you like a hug or space?" "can I bring you some water or a snack?". Creating this positive change (process!) is likely to create a calmer, safer feeling context, and result in triggering the brain to release serotonin and help calm the child.



In Conclusion:

I understand that this can be a lot to take in, and may require a big perspective shift to implement, but science has shown us that it really is worth it! Make baby steps towards implementing these principles where you can. Ask co-teachers or directors to hold you accountable to positive guidance over being loud and aggressive. Invite parents to learn alongside you and post one brain-based learning strategy you are using each month! Challenge yourself to apply these new techniques not just for the sake of doing them, but for the sake of the little minds you are shaping! I know that this is worth your time & trouble AND that you are capable of doing anything with His help! I believe in you, I am praying for you & am so excited to see how He uses this to transform your programs and classrooms!

Thank yon, Kadie B. Seweryn, M.S., CFLE



Root yourself in truth!

The following scriptures are great ways to anchor yourself in truth and remind yourself of the WHY behind this perspective:

"Train a child up in the way he should go, and when he is older he will not depart from it" (Proverbs 22:6)

"Children are a gift from the Lord" (Psalm 127:3)

"I have no greater joy than to hear that my children are walking in the truth." (3 John 1:4)

"Fathers, do not provoke your children to anger by the way you treat them. Rather, bring them up with the discipline and instruction that comes from the Lord." (Ephesians 6:4)

"Fathers, do not embitter your children, or they will become discouraged." (Colossians 3:21)

"Oh, that their hearts would be inclined to fear me and keep all my commands always, so that it might go well with them and their children forever!" (Deuteronomy 5:29)

"Discipline your children, and they will give you peace of mind and will make your heart glad." (Proverbs 29:17)

"I tell you the truth, 'Anyone who doesn't receive the Kingdom of God like a child will never enter it.' Then he took the children in his arms and placed his hands on their heads and blessed them." (Mark 10:15–16)



Root yourself in truth!

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"Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts." (Colossians 3:16)

"Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen." (Ephesians 4:29)



MOVING BEYOND BEHAVIOR CHARTS| Carrie Andrus

- 1. List a few characteristics of Generation Alpha that stand out to you.
- 2. Discipline can ______ or _____ a child's well-being.
- 3. What are some of the drawbacks from using traditional behavior charts?
- 4. The four elements of the Circle of Courage are:

- 5. If the circle is broken, you end up with a ______ sense of self.
- 6. How could you build a sense of **belonging** for preschoolers?
- 7. What are examples of what preschoolers can master?
- 8. What does generosity look like for preschoolers?
- 9. _____ of America's kids have had one traumatic event in their lifetime.
- 10. Trauma in children often manifests itself outwardly (also known as ______).
- 11. List several signs of trauma -
- 12. What is one thing you can do as a teacher to help yourself?



- 13. Instead of saying "Why aren't you following directions?", you could say...
- 14. Going to the "Calm Down Corner" is a matter of ______, not ______ whether good or bad.

What is ONE thing I learned today that I will implement in my classroom today?



USING THE BIBLE WITH PRESCHOOLERS| Jessica Hendrickson

- 1. What benefit do you have in your childcare program that other secular programs do not have?
- 2. How can you foster your own relationship with God?

True/False Your perception of God will influence the children you teach profoundly.

3. Why is faith development so important for young children?

4. The stories, symbols and gestures of faith form long-lasting emotional ______ that can have an almost indelible ______ on the child's later understanding of faith, God and spirituality.

Erikson's Stages of Development

Age Range	Development
Birth to 18 mos.	
	VS
18 mos. to 3 years	
	VS
3 to 5 years	
	VS

5. By building trust with an infant through meeting their needs, it lays the ______ for their faith development.

A preschooler's faith development is tied to their _____ development.

6. Preschoolers think in a _____ manner.

Every time you express a more ______ idea about God or a Biblical truth, tie it to a ______ idea.

7. According to a Lifeway survey, the biggest impact on young adults who have remained active in the church is _____.

8. Where Do We Start?

 Don't read ______ to preschoolers.

 Use Biblical ______ or _____.

 The Main Point is ______, not _____.

9. Start by using ______ concepts and build onto them over time. What are some examples of Bible skills for younger preschoolers?

What are some examples for Bible skill for older preschoolers?



10. In the Levels of Biblical Learning, how does "God Loves Me" progress from the toddler to the older preschooler?

What are a few other benefits of reading scripture for a child's development?

a.

b.

c.

11. It is important to have an ______ Bible in the classroom.

We want to always reiterate to children that the Bible is a _____ book of stories that really happened.

12. Paraphrasing Bible Stories

It is OK to ______ developmentally inappropriate information.

<u>Genesis 37 Example – Joseph and His Brothers</u> What is the main Biblical truth you want your preschoolers to understand?

What would you leave out from the story in order for your preschoolers to better understand?

If the things you omitted were left in, how would your preschoolers be distracted?

What are the benefits of paraphrasing a story or pulling only some verses?

When you paraphrase Scripture, you never ______ the story, you only omit details that could be distracting or take away from the main point.

13. What is a "God Moment"?

Give an example for turning a situation into a "God Moment".

Misuse of "God Moments"

Be careful to no use God to ______ children in a negative way. We want God Moments to be ______ connections.

How can children create their own "God Moments"?



14. Biblically-based Learning Centers

What are some ideas for re-enforcing a Bible story in centers? Dramatic Play

- a.
- b.
- c.

Sensory Bin

- a.
- b.
- c.

Process Art Activities

- a.
- b.
- c.

Hands-On Science

- a.
- b.
- c.

Blocks/Empty Box

- a.
- b.
- c.

What are ways you can implement these things in your current classroom?

What are obstacles or challenges do you foresee?

How can you work through them?



NAVIGATING EMOTIONAL DEVELOPMENT | David Thomas

1. Why It's Important to Focus on Emotional Development

- a. Video
 - i. If you feel anything, _____
 - ii. Deeper message: _____
- b. US has highest rates of childhood______ and ______.

c. Confirms that we are becoming highly skilled at______

- d. Kids are having messages thrown at them all the time.
- e. We are _____ creatures.
 - i. Example: Jesus and Lazarus (John 11:28-35)
 - ii. Jesus chose to ______. (to be present with)
 - iii. Jesus in his ______ felt all the things we feel.
 - iv. Our job is to help children know ______ and

_____. (emotional literacy)

v. Children with SEL skills are healthier across the board.

2. ABC's of Emotional Development

- a. These emotional milestones are ______ than physical milestones.
- b. Milestone of _____ (reading emotions)
 - i. Redefining "good" and "bad" feelings not true
 - ii. Replace with "feelings are _____"
 - iii. Feelings Chart
 - 1. Point to the feeling and ______ with consistency
 - 2. FINE "Feelings in need of _____"
 - iv. Congruence
 - 1. Your tone matches what you say
- c. Milestone of _____ (Regulation)
 - i. Kids go to extreme words and declarations because they don't have a



ii. Anchoring – how misery loves
iii. Anchoring stays instinctive unless we teach
iv. Separation – healthy
v. Redirecting – create
1. "Calm Down"
Kids can do the work of settling and
3. Deepexercises
vi. Instead of "stop being angry", say "let's work it"
d. Milestone of
i. Categorize events of
e. Milestone of (responding to emotion)
i. How do we teach it?
1 statements
a. "What you're saying is"
b. "I'm looking at your face and you look like you feel"
2. Role-play
a. After conflict,doing something
different.
f. Milestone of (social)
i. Healthy relationships involve astreet.
g. Examples of Teaching Resources:
Practice makes
Additional Resources:
Are My Kids on Track? The 12 Emotional, Social, and Spiritual Milestones Your Child
<u>Needs to Teach</u> by Goff, Thomas & Trevathan

www.raisingboysandgirls.com



THE POWER OF RELATIONSHIPS | Dr. Barbara Sorrels

- 1. Dr. Sorrels refers to attachment as the best kept ______. Why?
- 2. Who are silent weepers?
- 3. Complete this definition of attachment.

4.	Attachment is a	enduring	_ between a child and an
	who is	in a child'	S
5.	We feel toward ourselves the way our and teachers react and care for children ou		_ felt toward us. Parents
6.	The foundation for attachment is laid durin	ng	·

 Dr. Sorrels described in detail the process of secure attachment. Write a paragraph of at least 75 words describing how and when the process begins and how attachment contributes to mental health and self-regulation.

8. If we take away a baby's voice and fail to legitimize his power during the first year, he will usurp power in ______ ways ______.



9. What is "theory of mind" and when is it developed in a well-nurtured child?

10. List 5 characteristics of children with secure attachment.

11. Describe an avoidant child.

- 12. The power of a teacher (or parent) to influence learning and behavior of a child is directly ______ to the strength of the attachment ______.
- 13. Therefore, think about the relationships you have with the children in your classroom. Describe what you need to do to strengthen or repair any relationships.

14. What was the most intriguing or eye-opening information you gained by watching this training?



My Heart is Overwhelmed | Stephanie Chase

1. List 3 important things to remember as a teach	er.
a	
b. I am an	
c. I should dress,, and	like a professional.
2. From the handout "Characteristics of Preschool a. T	ers", list the three stages of development.
b. A	
c. l	
teach for each area of development.	lers", list three characteristics of the age group you
b. Mental/Cognitive	
c. Social/Emotional	
d. Spiritual	
4. Explain the meaning of parallel play.	
5. Unscramble these words to discover ways your ngdoi	-
ypal	eprettioni
miitaiont	saistafacion
realitonships	nesses
6. List the Learning Centers mentioned in the vide	0.



7. Explain the difference between an art activity and a craft activity
8. What should be the teacher's role on the playground?
9. List two things you will do in your classroom after viewing this video.
b
10. As a new teacher, what is your greatest fear?



	CHARACTERISTICS OF CHILDREN							
STAGES	TRUST		AUTONOMY		INITIATIVE			
AGES	Infants (0-8 months)	Infants (8-14 months)	Toddlers (14-24 months)	Twos (24-36 months)	Threes	Fours	Fives	
NEEDS	COMFORT	CONSISTENCY	COMPETENCE	CONTROL	CREATIVITY	CONFIDENCE	CHALLENGE	
PHYSICAL	 Gains control of neck and back muscles Learns to reach for, grasp, drop items Learns to sit alone Begins teething 	 Triples birth weight Crawls and scoots Uses hands together Learns to stand Climbs 	 Walks, climbs Eats finger food Drinks from a cup Likes push-pull, lug-tug, fill-dump activities 	 Runs, stands, on tiptoes Scribbles Learns potty control Cuts all baby teeth 	 Is nimble on feet Cuts with scissors Is potty trained Dislikes nap time; Sleeps restlessly at night 	 Hops, gallops, balances Draws recognizable pictures Shows good fine motor control Needs physical activity 	 Skips, somersaults Ties knots Cuts permanent teeth Shows hand-eye coordination 	
MENTAL	 Responds to his name Knows familiar people and voices Explores hands and feet 	 Handles and mouths everything Opens and closes hinged items Understands some words Says first word 	 Says about 10 words Understands object permanence Knows several body parts 	 Solves problems by thinking Exhibits short attention span Speaks in 3 or 4 word sentences 	 Remembers short songs and rhymes Develops imagination and creativity Experiences fears Is literal-minded 	 Remembers own name and address Cannot separate fact and fantasy Ask "how" questions Improves language skills 	 Likes new challenges Asks "why" questions starts to think concretely Matches, sorts, classifies, sequences Utilizes a 2000 word vocabulary 	
SOCIAL EMOTIONAL	 Likes attention Smiles Coos and babbles Enjoys sucking and gumming objects 	 Cries when mother leaves Cries with strangers Is usually congenial Likes to play with adults 	 Shows great independence Is learning "mine"; does not understand "yours" Becomes easily frustrated Enjoys parallel play 	 Exhibits negativism Is egocentric Cannot share Is flexible Enjoys dramatic play 	 Likes to please adults Shows self-control Likes to talk Begins cooperative play 	 Shows overconfidence Is bossy and brags Defies authority Enjoys silliness Can take turns 	 Develops personal identity Likes to please adults Cooperate with peers Begins to share well Enjoys small-group Play 	
SPIRITUAL	 Responds to happy times at church May associate the names of God and Jesus with good feelings 	 Likes same teachers at church May recognize names of God and Jesus 	 Develops attitudes toward church May recognize Bible 	 May respond to Bible stories and songs May recognize Jesus and God as special 	 Can listen to Bible stories May enjoy handling the Bible Begins developing a conscience 	 Can listen to Bible stories May enjoy handling the Bible Begins developing a conscience 	 May express love for God and Jesus Loves family and friends Likes to take care of things God made Continues developing conscience 	

- What is something that you related to in Jennifer's story of her own healthy journey?
- 2. Jennifer says "Stress is Stress." What did she mean by that?
- When our body is under stress, it goes into fight or flight response a ______ response.
- 4. Deep breathing is one way to dial back a stress response. Describe the four-square breathing Jennifer mentioned:
- Our goal is to shift from the sympathetic Fight or Flight mode to para-sympathetic
 _____ and _____ mode.
- 6. What can you add into your routine to help reduce your stress?
- 7. What are some ways that you can become more self-aware about yourself?
- 8. What routines do you have in place to help you nourish your soul? Do you need to add or change something?
- 9. "The body listens to what the brain is saying." What did this statement make you think about?



10. What stuck out to you about Jennifer's diet advice – Keep It Simple!

11. What are some of the impacts of not getting good sleep?

12. What "small and sticky" changes can you make THIS week?

13. Jennifer says "You cannot move forward when you're stuck in that spiral of

______ and _____."

14. What are some ways you can show yourself compassion when you mess up?

