

## Maywood's News You Can Use!

### Here Comes Summer!

What a year it has been! All the staff appreciate your flexibility and compliance with new protocols that were put in place to keep everyone healthy and safe during these unpredictable times. As the year draws to an end, the teachers and staff thank you for allowing us to be a part of your family's lives this past year. It has been such a joy to get to know your children. If you are a family in our **WRAP program**, we hope to see you this summer! If we will not see you this summer, we encourage you to keep in touch and have an awesome summer!

For those children going to Kindergarten next year, we will miss you! As with all transitions, preparing for kindergarten can be a stressful/anxious and exciting experience for child and family. Here are some tips to help make it the most successful transition for all involved.

- Three to four weeks before your child's first day, help him/her get into the routine they will need to follow once school starts. Wake up earlier, eat breakfast and lunch, and spend time doing some simple learning activities/games.
- Some simple learning activities you can do with your child to prepare them are things like writing their name, practice naming and writing letters, learning about shapes and talking about numbers.
- If you as the parent/guardian feel scared, anxious or sad about your child going to kindergarten, try not to show it in front of the child. Your child will feel much more comfortable with the transition if he/she knows you are.
- Lastly, don't forget they are still young and kindergarten should be full of learning and fun!

Angie Barth  
MW Program Manager



## Lily Ferguson May Newsletter

The weather is warming up and the staff and children here at Lily have been getting outside as much as possible. We are continuing to clean frequently and monitor the health of everyone who enters the building to prevent the spread of germs as much as we can. Thank you for being patient with us as we ask you the same questions every day! We want to do our part to keep everyone healthy so we can keep learning and playing together in person!!

Remember if your child is not attending for the day, please call us and let us know.

Check out the [Lily Ferguson Head Start Facebook page](#) for fun stuff that's happening in the classrooms!

Planning for the summer program is underway. If you received a letter from enrollment for summer care please respond so we can have enough staff to provide the best care.

Ms. Natalie and Ms. Sarah don't work in the summer so their last day at Lily is May 27<sup>th</sup> until we see them back in August.

Happy Spring!

Angela Syhlman-Interim Program Manager



# Children's Responses to Crises and Tragic Events<sup>1</sup>



**I**nfants, toddlers, preschoolers, and young children who experience a tragic event may show changes in their behaviors. They may also be indirectly affected by a crisis by what they see on the TV or hear.

The most important role you can play as a parent in an emergency situation is to stay calm. Children of all ages easily pick up on their parents or other's fears and anxieties. This may cause changes in behaviors.

Children, no matter what their age, do not always have the words to tell you how they are feeling. They may not know how to talk about what has happened. Their behavior can be a better sign. Sudden changes in behavior can mean they have been exposed to trauma or a crisis.

## What you might see:

- Problems sleeping, including not wanting to sleep alone, having a hard time at naptime or bedtime, not wanting to sleep or repeatedly waking up, nightmares
- Separation anxiety, including not wanting to be away from you, not wanting to go to school, and crying or complaining when you leave
- Not eating
- Not being able to do things they used to do
- Being scared by new things
- More cranky behaviors
- Being more stubborn than usual

<sup>1</sup>Material adapted from:

National Child Traumatic Stress Network Schools Committee. (October 2008). *Child Trauma Toolkit for Educators*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress

National Child Traumatic Stress Network. Parent Tips for Helping Infants and Toddlers after Disasters. Available at [http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e4\\_tips\\_for\\_parents\\_with\\_infants\\_and\\_toddlers.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e4_tips_for_parents_with_infants_and_toddlers.pdf)

HealthyChildren.org. What to tell your children about disasters. <http://www.healthychildren.org/English/safety-prevention/at-home/Pages/Getting-Your-Family-Prepared-for-a-Disaster.aspx>

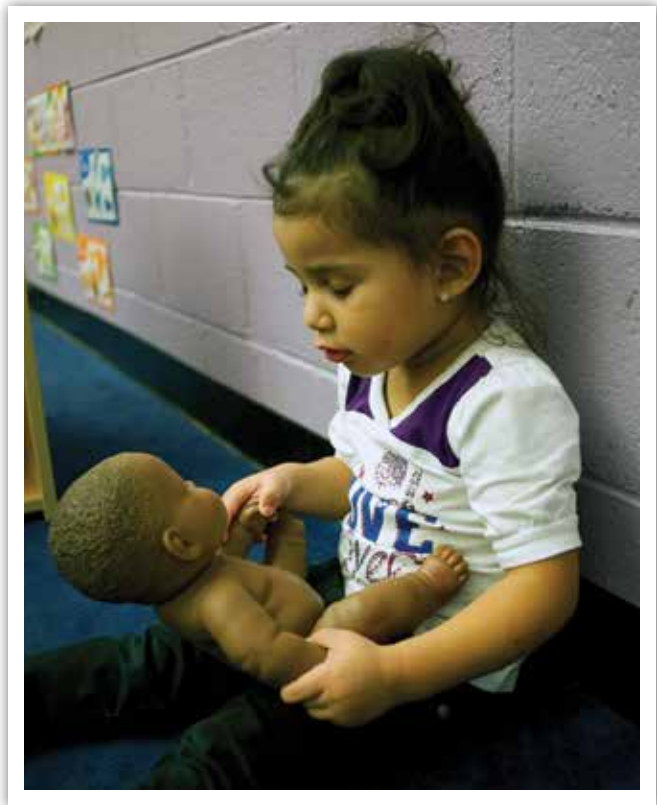
Federal Emergency Response Agency. Helping Children Cope with Disaster <http://www.fema.gov/news-release/2005/10/14/helping-children-cope-disaster>

**School readiness begins with health!**

- Wanting things only done his/her way
- Social regression
- Increased complaints (headaches, stomachaches)
- Intense preoccupation with the details of the event
- Wanting to always talk about what happened
- Fear that the event might happen again
- Not paying attention, being restless
- Moody, depressed, or irritable
- Playing in violent ways
- Hitting you or others
- More tantrums
- Clinginess with teachers, caregivers, or yourself
- Regression, or going back to an earlier stage of development
- Bedwetting or other toileting issues
  - Baby talk
  - Wanting to be carried or rocked
- Re-creating the event, without prompting by staff or mental health consultant
  - Playing out or drawing the event
  - Repeatedly talking about it
- Overreacting to minor bumps or falls
- Changes in behavior (not wanting to eat, angry outbursts, decreased attention, withdrawal, wetting the bed, having bad dreams)
- Over- or under-reacting to physical contact, sudden movements, or loud sounds such as sirens and slamming doors
- Anxiety and worry
- New fears and/or fears about safety
- Asking questions and making statements about the event

### **What you might see (in addition to those listed above) in your older children**

- Strong angry or sad feelings
- Acting out in school
- Poor grades
- Fighting with friends
- Wanting to be alone
- Behaving as if he or she has no feelings
- Disobeying, talking back, or getting into fights
- Drinking or using drugs, hanging out in groups and getting into trouble



Additional information about children's responses to trauma and disasters is available from the following resources:

- American Academy of Pediatrics Promoting Adjustment and Helping Children Cope <http://www.aap.org/disasters/adjustment>
- The Youngest Victims: Disaster Preparedness to Meet Children's Needs <http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Documents/Youngest-Victims-Final.pdf>
- Office of the Administration for Children & Families Early Childhood Disaster-Related Resources <http://www.acf.hhs.gov/programs/ohsepr/early-childhood>
- The National Child Traumatic Stress Network <http://www.nctsn.org>

If you see changes in your child, tell your child's teacher or home visitor. It is important that you and your child get the support. Your Head Start/Early Head Start teacher and/or mental health consultant can help you find resources that can help.



### Ms. Ashley's Avenue

Welcome to the month of May! The school year is winding down and your child has grown by leaps and bounds in so many ways. As we prepare to transition to the summer months, it is very important to look for many activities to do this summer to activate their learning—who knew learning could be so much fun? Taking an afternoon to explore the library and find books about flowers, animals, and transitioning to kindergarten, a new classroom, or school will allow for rich and engaging conversations to occur throughout the day and weeks. Visiting local museums, taking walks throughout your neighborhood, and discussing the changes in the environment allows for your child to see learning in new and purposeful ways.

Some helpful books to explore this summer for you and your child:

- Mrs. Bindergarten Goes to Kindergarten by Joseph Slate
- Kindergarten Rocks by Katie Davis
- First Day Jitters by Julie Dannenberg
- How do Dinosaurs go to School? By Jane Jolen and Mark Teague
- It's Rainy Today by Kristin Sterling
- What will Grow? By Jennifer Ward