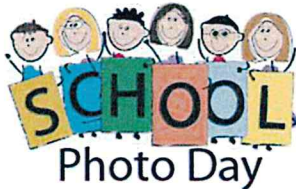


## Infant, Toddler, Preschool & School Age Programs November 2023 Newsletter

In this Newsletter. . .

- School Photographs
- Center Services – Dec/Jan
- Parent Teacher Conferences
- Welcome New Teacher Assistant
- Feedback
- Inclement Weather
- School Age – Holiday Care
- Friendly Reminder
- Holiday Schedule
- From the Front Desk



Due to the Center being in the midst of facility projects (roofing and subsequent flooring & painting), we have decided to schedule school photographs for after the December holidays:

for later in January or early February.

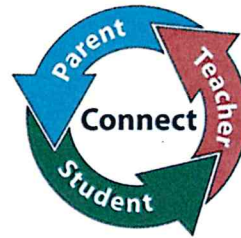
As soon as the date is determined, we will let you know.

Photographs will be available for the Spring holidays.

**CENTER SERVICES SCHEDULE  
DURING THE PERIOD  
DECEMBER 27<sup>TH</sup> THROUGH JANUARY 2<sup>ND</sup>**

Please see the attached letter regarding limited services available during this period due to classroom renovation work.

Thank You!



**Parent-Teacher Conferences are  
Coming Soon**

During the mid-November to mid-December period, Parent/Teacher Conferences will be held in person or via phone. Your child's teacher will reach out via DoJo to set up a mutually convenient time to meet to discuss your child's progress.



Please join us in welcoming a new Teacher Assistant to our teaching team:  
Ms. Robyn – Red Bird Room



How can you keep informed about changes in schedules during inclement weather?

- News Channel 12 New Jersey
  - Our Facebook Page
  - Class Dojo
- Decisions to delay opening or closing the Center are made based on weather conditions at the time. We make every effort to open when there is no danger to our families & staff.

STAY SAFE & INFORMED!

### School Age – Holiday Care

Did You Know. . .

Monday 11/6, Tuesday 11/7, Wednesday 11/8 the Mt. Olive Township Public Schools will have an early dismissal.

If your child will only attend MOCCLC on these three days, the tuition will be the same as usual.

However, if your child needs "Holiday Care" when the MOSTD schools are closed for the NJ Teachers Convention (11/9, 11/10) and for the day before Thanksgiving (11/22); then there will be an additional fee.

Brian and/or Pat will advise.

Please let us know your needs ASAP.

Thank you!



### FRIENDLY REMINDER

Weather permitting, children play outside every day. Please make sure to dress your child warmly and bring a coat. Remember to also bring a hat/earmuff, gloves, & scarf as it gets colder.



### Holiday Schedule

The Center will be **Closed** Thanksgiving Day and the day after in observance of the Holiday.



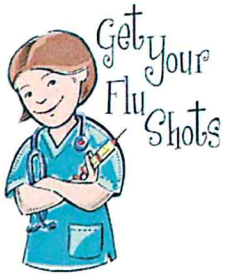
Thank you for participating in "Survey of Interests"

Top winners are:

- Age-appropriate discipline
- How to get children to listen
- Child development

In this newsletter: "It's not Discipline, It's a Teachable Moment" and "Children Don't Really Misbehave"

## From the Front Desk



Mt. Olive Child Care & Learning Center, in accordance with the State of NJ & Mt. Olive Township, requires an up-to-date copy of your child's Immunization Record & Universal Health Record (physical), including the flu vaccine, on file with us by 12/1/2022. Please be sure we have your child's updated records before the deadline.

Thank you!



11/2/23

Dear Parents:

As you know due to the written communications which we have posted and distributed, a major grant from the NJEDA is enabling Mt. Olive Child Care & Learning Center to benefit from some building improvements. **In order to enable the work crew to repaint and change the flooring in the wing of the Center where the Infant Rooms, Toddler Room, and Preschool Rooms are located, during the period of Wednesday, 12/27/23 through Tuesday, 1/2/24, we will not be able to use these 6 classrooms.**

While we recognize and apologize for the inconvenience created when services are interrupted, we have scheduled this part of the project during a time frame when many families may be on vacation and/or have alternative care options due to the holidays.

**\*\* In order to prepare for the work crew coming in early on December 26th, we will have to close the Center at 1:00 P.M. on Friday, December 22<sup>nd</sup>.**

**Here's what we will be able to do:**

We **will be able to use the large Yellow Classroom** on the other side of the building, as well as the smaller room off the lobby for care and programming for up to 28 children during this period.

- Unfortunately, these spaces are not equipped for Infant or Toddler Care, so we will not be able to serve children in the Infant or Toddler Rooms. Tuition for the week will be waived for Infants and Toddlers.
- **First priority for service will be for preschool children** for December 27<sup>th</sup> through 29<sup>th</sup>. **Second priority will be for school age children.** We will need parents of preschool and school age children to let us know as quickly as possible about their need for child care services from December 27<sup>th</sup>, 28<sup>th</sup>, and 29<sup>th</sup>. Please let Pat know ASAP!
- **The Center will reopen for all children on Wednesday, January 3<sup>rd</sup>.**

Again, we are sorry that we have to change the scheduling to accomplish these building improvements. We are confident that you will be pleased with the "new classrooms"!

Thank you for your anticipated understanding.

Sincerely,

Gail Reuther, M.A. ECE  
Executive Director

HEALTH

# It's Not Discipline, It's a Teachable Moment

By TARA PARKER-POPE SEPT. 14, 2008

WHETHER facing a toddler temper tantrum or an insolent adolescent, every parent struggles to find the best way to discipline children.

But many parents fail. A recent study found that 1 in 3 say the methods they use simply don't work.

The problem may not be the kids so much as the way parents define discipline. Childhood health experts say many parents think discipline means meting out punishment. But often the punishments parents use end up reinforcing the bad behavior instead of correcting it. Surprisingly, the most effective discipline typically doesn't involve any punishment at all, but instead focuses on positive reinforcement when children are being good.

Dr. Kenneth Ginsburg, adolescent medicine specialist at Children's Hospital of Philadelphia, said that when parents come to him complaining of discipline problems, he often explains the etymology of the word. The Latin root is "discipulus," which means student or pupil.

4 "Defining discipline is really important," said Dr. Ginsburg, author of "A Parent's Guide to Building Resilience in Children and Teens," published by the

American Academy of Pediatrics. “When I tell parents this, you see their faces and they say: ‘It’s not about punishment? It’s about teaching?’ That changes things.”

But effective discipline is more difficult for busy parents because strategies that involve teaching and positive feedback take a lot more time than simple punishment, noted Dr. Shari Barkin, chief of the division of general pediatrics at the Monroe Carell Jr. Children’s Hospital at Vanderbilt University.

It was Dr. Barkin’s study of more than 2,100 parents that reported that 1 in 3 said they could not effectively discipline their kids. The findings, published last year in the journal *Clinical Pediatrics*, showed that parents often used the same punishments that their own parents had used on them. Forty-five percent reported using time-outs, 41.5 percent said they removed privileges, 13 percent reported yelling at their children and 8.5 percent said they used spanking “often or always.”

Parents who resorted to yelling or spanking were far more likely to say their disciplinary approach was ineffective. Given that parents often don’t admit to yelling and spanking, the study probably underestimates how widespread the problem of ineffective discipline really is, Dr. Barkin said.

Many parents’ discipline methods don’t work because children quickly learn that it’s much easier to capture a parent’s attention with bad behavior than with good. Parents unwittingly reinforce this by getting on the phone, sending e-mail messages or reading the paper as soon as a child starts playing quietly, and by stopping the activity and scolding a child when he starts to misbehave.

“How many times have you heard someone say, ‘I need to get off the phone because my child is acting up’?” asked Dr. Nathan J. Blum, a developmental-behavioral pediatrician at Children’s Hospital of Philadelphia. “You’re doing exactly what the child wants.”

Trying to reason with a child who is misbehaving doesn’t work. “Talking and lecturing and even yelling is essentially giving kids your attention,” Dr. Blum said.

4 While time-outs can be highly effective for helping young children calm down and regain control of their emotions, many parents misuse the technique, doctors



say. Parents often lecture or scold children during time-outs or battle with kids to return to a time-out chair. But giving a child any attention during a time-out will render the technique ineffective.

Another problem is that parents miscalculate how long a time-out should last. A child in an extended time-out will become bored and start to misbehave again to win attention. Doctors advise no more than a minute of time-out for each year of a child's life.

A better disciplinary method for younger children doesn't focus on bad behavior but on good behavior, Dr. Blum said. If children are behaving well, get off the phone or stop what you are doing and make a point to tell them that you wanted to spend time with them because they are so well behaved.

DISCIPLINE is more difficult in the teenage years as children struggle to gain independence. Studies show that punishments like grounding have little effect on teenagers' behavior. In several studies of youth drinking, drug use and early sex, the best predictor for good behavior wasn't punishment, but parental monitoring and involvement. The best methods of keeping teenagers out of trouble are knowing where they are, knowing who is with them, and spending time with them regularly.

That doesn't mean teenagers shouldn't be punished. But parents should set clear rules that allow children to earn or lose privileges, which gives them a sense that they control their destiny.

"You don't want kids to feel victimized or punished," said Dr. Ginsburg of Children's Hospital of Philadelphia. "You want them to understand that the freedoms they get are directly related to how they demonstrate responsibility."

Dr. Barkin said she believed the problem of ineffective discipline was getting worse, in part because reinforcing good behavior is far more time-consuming than punishment. Dr. Barkin noted that busy parents juggling work and family demands often are distracted by cellphones, e-mail and other media.

“We have these new forms of technology which urge us to be working all the time,” Dr. Barkin said. “We are a distracted society. It’s harder to turn off the media and turn on that personal engagement.”

A version of this article appears in print on , on Page H5 of the National edition with the headline: It's Not Discipline, It's a Teachable Moment.

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# Children Don't Really Misbehave

*\*Also covered in the Parent Empowerment Program*  
by Thomas Gordon, Ph.D.

Most parents and teachers think of children as either "behaving" or misbehaving." This labeling of behavior as "good" and "bad" begins when the child is quite young. We try to see that children don't really misbehave. \*

Interestingly enough, the term is almost exclusively applied to *children* – seldom to adults. We never hear people say:

- "My husband misbehaved yesterday."
- "One of our guests misbehaved at the party last night."
- "I got so angry when my friend misbehaved during lunch."
- "My employees have been misbehaving lately."

Apparently, it's only children who are seen as misbehaving – no one else. Misbehavior is exclusively *parent and teacher language*, tied up somehow with how adults have traditionally viewed children. It is also used in almost every book on parenting I've read, and I've read quite a few.

I think adults say a child misbehaves whenever some specific action is judged as contrary to how the adult *thinks* the child should behave. The verdict of misbehavior, then, is clearly a value judgment made by the adult – a label placed on some particular behavior, a negative judgment of what the child is doing. Misbehavior thus is actually a specific action of the child that is seen by the adult as producing an undesirable consequence for the *adult*. What makes a child's behavior *misbehavior* (bad behavior) is the perception that the behavior is, or might be, bad behavior *for the adult*. The "badness" of the behavior actually resides in the adult's mind, not the child's; the child in fact is doing what he or she chooses or needs to do to satisfy some need.

Put another way, the *adult* experiences the badness, not the child. Even more accurately, it is the consequences of the child's behavior for the adult that are felt to be bad (or potentially bad), not the behavior itself.

When parents and teachers grasp this critical distinction, they experience a marked shift in attitude toward their children or students. They begin to see all actions of youngsters simply as behaviors, engaged in solely for the purpose of *getting needs met*. When adults begin to see children as persons like themselves, engaging in various behaviors to satisfy normal human needs, they are much less inclined to evaluate the behaviors as good or bad.

Accepting that children don't really misbehave doesn't mean, however, that adults will always feel *accepting* of what they do. Nor should they be expected to, for children are bound to do things that adults don't like, things that interfere with their own "pursuit of happiness." But even then, the child is not a misbehaving or bad child, not trying to do something *to the adult*, but rather is only trying to do something *for himself*.

Only when parents and teachers make this important shift – changing the locus of the problem from the child to the adult – can they begin to appreciate the logic of non-power alternatives for dealing with behaviors they don't accept.

Excerpted with permission of the author from *Discipline That Works: Promoting Self-discipline in Children*, New York: Plume/Penguin, 1989, (pp. 106-7).

World-renowned psychologist, Dr. Thomas Gordon, author of *Parent Effectiveness Training* (P.E.T.) and founder of Gordon Training International of Solana Beach, California, died August 26, 2002 at the age of 84..

Dr. Gordon introduced the Parent Effectiveness Training course in 1962 and revised it in 1997. Parent Effectiveness Training does not encourage punishment or time-out but rather teaches effective parenting skills.