



PFA Parent/Guardian Night

Welcome New & Returning Families!
April 2021



PFA Parent/Guardian Education Agenda

5:00 pm - 6:00 pm

5:00 - 5:05	Check - In	
5:05 -5:15	Welcome and Program Expectations	Ms. Stutzman
5:15 - 5:30	Cognition & Preschool Learning	Ms. Barrington
5:30- 5:40	Social Emotional Learning/Behavior	Ms. Edwards/Ms. Swindler
5:40- 5:50	Communication	Ms. Ramirez
5:50- 6:00	Questions/ Conclusion	Ms. Stutzman



Welcome and Program Expectations

By Pam Stutzman



Welcome & Program Expectations

Welcome:

Please type your name and your child's name in the chat box- we want to know who is here!

Staff introductions

Presentation

Questions

Expectations:

PreK program is held at John Mills Elementary, 5 days per week for 2 ½ hours. AM session 8:15-10:50; PM session 12:10-2:45

We follow the school calendar for holidays, conferences and early release days

We follow the district attendance policy

Child must be 3 years old to start; does not need to be potty trained

Registration is OPEN: [PreK Registration Link](#) Or Check the John Mills website

Meet our staff!

Mr. Frank Kuzniewski

John Mills Principal

Ms. Alexandra Oreluk

John Mills Assistant Principal

Dr. Kari Smith

Assistant Superintendent for Student Services

Ms. Pam Stutzman

Special Education Coordinator

Teachers: Ms. Barrington

Ms. Guilde

Ms. Huerta

Ms. Jacquat

Paraprofessionals: Ms. Byrne, Ms. Carbone, Ms. Fleming, Ms. Sanchez-Martinez

Related Service Staff: Speech Therapy, Occupational Therapy, Social Work, Behavior Specialist, Physical Therapist, Hearing/Vision itinerants (if applicable)



Cognition and Preschool Learning

By Ms. Barrington

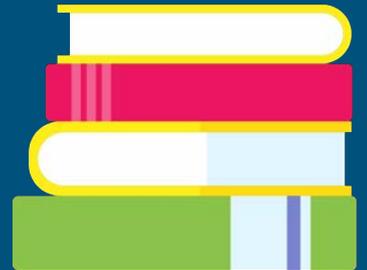


What is Cognitive Development?

Cognitive Development is the way that your child learns, acquires knowledge, and interacts within the environment.

Cognitive skills are acquired as your child meets developmental milestones.

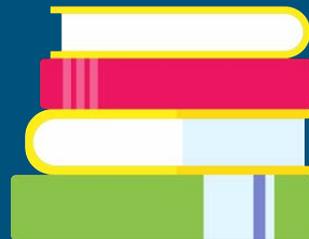
Your child's cognitive development can be encouraged and strengthened by incorporating simple activities into what you already do.



Preschool Cognitive Developmental Skills:

Cognitive Developmental Skills involve:

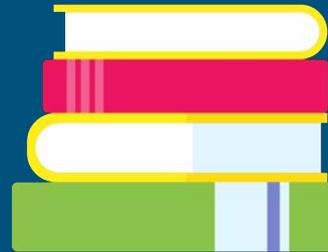
- Asking questions
- Developing an increased attention span
- Problem solving
- Visual discrimination, matching, comparing, sorting, and organizing
- Understanding fact and fiction (or the difference between a truth and a lie)
- Understanding cause and effect
- Simple reasoning



Preschool Cognitive Development Skills

Activities that Demonstrate cognitive development include:

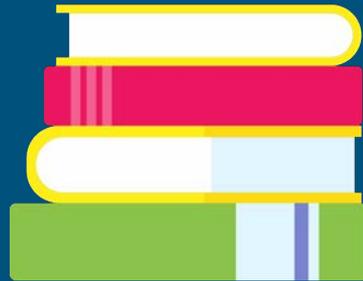
- Correctly name familiar colors
- Understand the idea of same and different
- Pretend and fantasize more creatively
- Follow three-part commands
- Remember parts of a story
- Understand time better (for example, morning, afternoon, night)
- Count, and understand the concept of counting
- Sort objects by shape and color
- Complete age-appropriate puzzles
- Recognize and identify common objects and pictures



Everyday Math Activities:

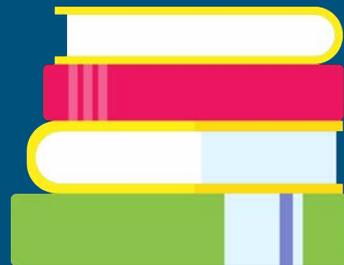
Sorting and Counting:

- Count during everyday routines:
 - Ask: “how long will it take for you to put on your socks?”
 - Count out small groups of objects such as pennies, pinecones, and rocks.
- Sort during cleanup:
 - Laundry: sort socks, shirts, and pants
 - Sort Spoons and Forks
- Create Collections:
 - Group Similar Items: Rocks, sticks, coins.



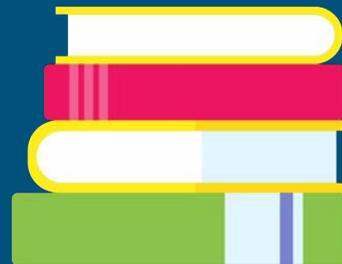
Everyday Literacy Activities:

- Read Books:
 - Ask Questions- what does your child see; what does your child think will happen next?
- Create your own Books:
 - Write down your child's ideas about his/her drawings and staple the pages together to create a book.
- Go on a Letter Hunt
- Practice Writing



Everyday Science Activities:

- Think Like A Scientist:
Ask “wh” questions.
 - If it is windy, ask why are the leaves blowing on the trees?
 - If it is raining, ask why is the ground wet?
- Go for a walk and explore the neighborhood:
 - Look for plants, animals, rocks- talk about sizes, shapes, colors



Everyday Activities that Support Cognitive Development

Outside

- While walking, count how many steps it takes to walk from the car into the house
- Describe objects, people, and animals.
- Use colors, adjectives to describe how big/tall, small/large, etc.
- Fill up water buckets, count and then dump into garden and/or pool

Within the Home:

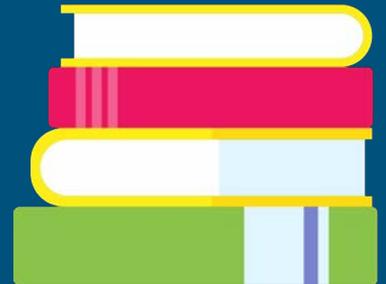
- Provide choices such as would you like 3 crackers or 4, then count out
- Look at books, ask the child to describe what is seen; ask the child to point to people and objects.
- Allow child to help set table, count people at the table.
- Count out ingredients for food items

Incorporate learning into everyday activities:

[Second Step Social Emotional Resources for Families and Educators](#)

[Sesame Street Little Children, Big Challenges](#)

The District is not responsible for the contents on these websites.





Social Emotional Learning & Positive Behavior

Ms. Edwards & Ms. Swindler



Second Step: Social Emotional Learning Curriculum

What is Second Step?

Second Step is a program focusing on social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

Research has shown that using the lessons and activities in the class significantly increases Executive Functioning skills, which leads to Kindergarten Readiness. This includes pre-academic skills and on-task behavior.

Click [here](#) to view an example of an early learning environment in action

Skills and Kit Contents

Skills Taught:

- Listening
- Following directions
- Self-control
- Getting along with others

Curriculum Kit Contents

- Take-Home Activities and Family Letters
 - Links what students learn in school to home
- English and Spanish Versions available

Second Step Unit Themes

Unit 1: Skills for learning:

- Welcoming, Listening, Focusing Attention, Self-Talk, Following Directions, Asking for What You Need or Want

Unit 2: Empathy:

- Identifying Feelings, Identifying Anger; Same or different feelings, Accidents, Caring and Helping

Unit 3: Emotion Management:

- We feel feelings in our bodies, Strong Feelings, Naming Feelings, Managing Disappointment, Managing Anger, Managing Waiting

Unit 4: Friendship Skills and Problem Solving:

- Fair Way to Play, Having Fun with Friends, Inviting to Play, Joining in with Play, Saying the Problem, Thinking of Solutions, Speaking Up Assertively

Unit 5: Transitioning to Kindergarten:

- Learning in Kindergarten, Riding the Kindergarten Bus, Making New Friends In Kindergarten

Second Step Themes in Spanish

Unidad 1: Habilidades Para Aprender:

- Escuchar, Enfocar la atención, Hablar consigo mismo, Ser firme

Unidad 2: Empatia:

- Identificar los propios sentimientos y los de los demás, Entender las perspectivas de los demás, Mostrar que los demás nos importan y que nos preocupamos por ellos

Unidad 3: Control de las emociones:

- Comprender los sentimientos fuertes, Identificar los propios sentimientos fuertes, Controlar los sentimientos fuertes

Unidad 4: Habilidades para hacer amigos y solución de problemas:

- Hacer amigos y conservarlos; Calmarse y usar para resolver problemas

Unidad 5: Transición al kinder:

- Repaso de las habilidades y los conceptos del programa; Reflexionar acerca de como las habilidades del programa ayudarán en el kinder

Home Links English & Spanish

Early Learning Unit 1 Week 1: Welcoming

Home Link 1



Lesson Time

Your child is learning how to welcome someone new to class. Welcoming someone is a way to show we care. To welcome someone new, children:

- Introduce themselves (Hi, my name is _____.)
- Say something kind (Do you want to play with me?)
- Do something kind (I will play with this toy with you.)

Your child can do the same things to welcome new children to your neighborhood or your home.

Play Time

Play a game with your child to practice welcoming someone.

Say: **We're going to play a welcoming game. Pretend I am your age and I just moved in next door. You are meeting me for the first time. How can you welcome me?**

Help your child do the following:

- Say hello and tell you his or her name
- Ask if you want to play
- Show you some of his or her toys

Then play with your child to show you feel welcome!

Story Time



Aprendizaje temprano Unidad 1 Semana 1: Dar la bienvenida

Enlace con el Hogar 1



Lección

Su niño o niña está aprendiendo cómo dar la bienvenida a alguien nuevo en la clase. Dar la bienvenida a una persona es una manera de demostrarle que nos preocupamos por ella. Para dar la bienvenida a alguien, los niños:

- se presentan a sí mismos (Hola, me llamo _____).
- dicen algo amable (¿Quieres jugar conmigo?).
- hacen algo amable (Jugaremos juntos con este juguete).

Su niño o niña puede hacer las mismas cosas para dar la bienvenida a niños nuevos en el vecindario o en la casa.

Juego

Juegue un juego con su niño o niña para practicar cómo dar la bienvenida a alguien.

Diga: **Vamos a jugar al juego de la Bienvenida. Imagina que tengo la misma edad que tú y que acabo de mudarme a la casa de al lado. Es la primera vez que nos vemos. ¿Cómo puedes darme la bienvenida?**

Ayude a su niño o niña a hacer lo siguiente:

- saludar y presentarse diciendo su nombre.
- preguntarle si quiere jugar.
- mostrarle algunos de sus juguetes.

¡Luego juegue con su niño o niña para mostrarle que usted se siente bienvenido(a)!

Historia



All Behavior is a Form of Communication

Kelly Swindler, Behavior Analyst

- Everybody communicates through behavior.
 - An infant may cry when she is hungry or wet, just like an adult may cry when they are upset.
 - A child's problematic or inappropriate behavior is a sign that he is upset and that something is not right.

All Behavior is a Form of Communication

Kelly Swindler, Behavior Analyst

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 - For example:
 - An infant may cry when she is hungry or wet, just like an adult may cry when they are upset.
 - A child's problematic or inappropriate behavior is a sign that he is upset and that something is not right.

There are 4 Functions of Behavior

Sensory Stimulation: A person's own movements/actions feel good to that individual. For example, a child twirls his or her hair as they sit for an extended amount of time.

Escape: Something is (or signals) an undesirable situation and the person wants to get away from it. For example, a therapist says, 'Wash your hands,' and the learner runs out of the bathroom."

Access to Attention: Someone wants access to social interaction(s). For example, the child screams, 'Look at me!' If screaming gets access to attention, then screaming will continue."

Access to Tangibles: Someone wants access to a specific item or activity. For example, Michelle takes the iPad away Aaron so Aaron pinches her. If pinching gets access to the iPad, then pinching will continue."

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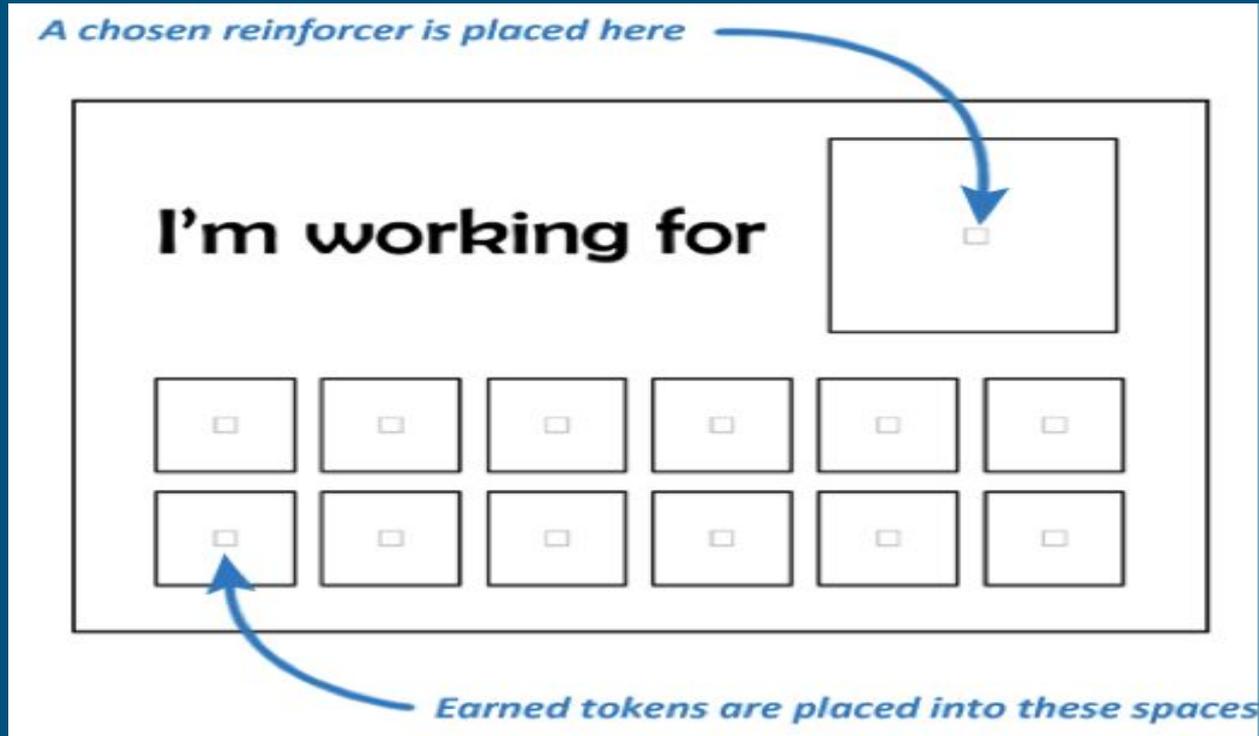
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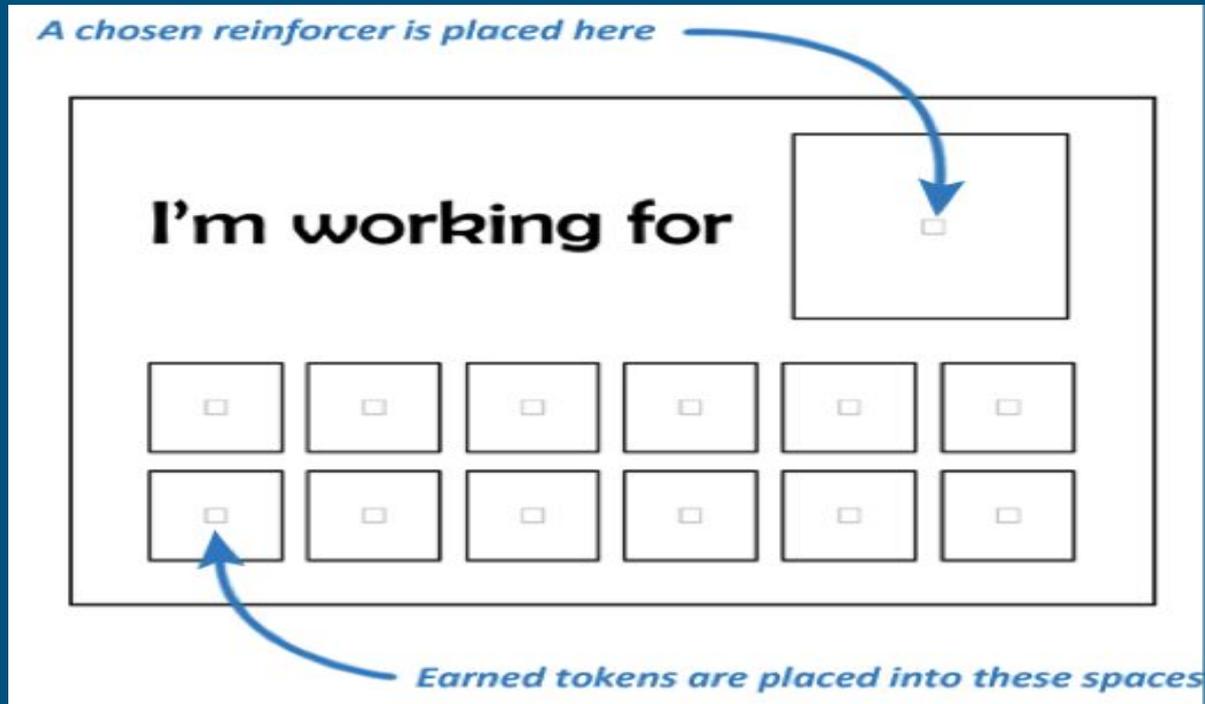
Reward Charts

To increase motivation to complete a non-preferred task and gain positive reinforcement.



Reward Charts

Charts can be used to increase motivation to complete a non-preferred task and gain positive reinforcement.



First-Then Charts

First, the student completes the non-preferred activity “work” then he/she receives a preferred activity “playdough.”

FIRST

“Work”



THEN

“Play with Playdough”



First-Then Charts

First, the student completes the non-preferred activity, ie: math; and Then he/she receives a preferred activity, ie: playdough.

FIRST

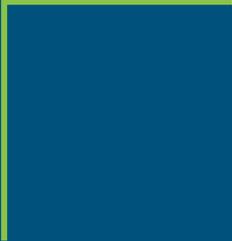
“Work”



THEN

“Play with Playdough”





Communication

Ms. Ramirez



Speech and Language Development

- Expressive Language
- Receptive Language
- Phonological skills
 - oral-motor
- Fluency

Expressive Language

- Build on what your child says by adding a word or two.
 - Child-"dog", Parent-"I see a dog," "brown dog," "dog runs fast"
- Try to ask questions with options instead of yes/no questions.
 - Instead of "Do you want milk?" Try "Do you want to drink milk or water?"
 - This requires your child to use more vocabulary beyond just "yes" or "no."
- Verbal routines-Use the same words in daily routines.
 - For example, while getting dressed you might say "shirt on, pants on, socks on" or during bath time you might say, "wash legs, wash belly, wash face."
- Sabotage-set it up so your child has to ask for help.
 - Put favorite toys in view but out of reach or in containers that are hard to open.
 - Give only a few snack items at a time so your child has to ask for more.

Expressive Language (cont)

- Who, what, where questions are the easiest questions to answer because they have a visual response. Use these questions while reading stories or watching shows.
 - If your student is having trouble offer answer options. “Who is going down the slide? Is it the boy or the girl?”
- **WAIT TIME!** Give your child plenty of wait time to use language. As parents you are great predictors of your child’s need but a little frustration can cause great action. Give your child a few extra seconds to make language attempts.

Receptive Language

- Play guessing games like “I spy” or “I’m thinking of something”
 - “I’m thinking of something I like to eat that is red”, “I spy something that is flying.”
- Describe toys or items using concepts such as colors, size, patterns.
 - “Can I have the red crayon?”, “I want the big Buzz Lightyear.”
- Talk about what you or your child are doing- children are always listening!
 - “I am pouring the flour into the bowl, next I will add the eggs.”
 - “You are putting Gecko in the car.”
- Simplify if your child is not getting it.
 - “Put on your shoes and your coat then find you backpack” might be too much for some children.
 - Instead try “Go get your shoes.” “Put on your shoes.” “Now get your jacket.”

Phonological Skills and Oral-Motor Skills

- Repeat words produced in error emphasizing correct productions.
 - Child “pider.” Parent “You’re right, it is a SSSpider.”
- Repeat lists of words containing sounds produced in error.
 - If your child is missing the /s/ sound, repeat 10 words that start with /s/ while your child does a quiet activity like coloring.
- Go on an item hunt and find items that start with the errored sound.
 - If your child is missing the /k/ sound, you might find a kite, cat and crayon.
- Remember that some sound errors might be age-appropriate at this time. Offer correct productions without pressure for your child to say it correctly.
- **Oral-motor ideas**- drink from straws, blow bubbles, make funny faces, use straws to have cotton ball races

Fluency

- Many students will go through developmental stages of stuttering while language skills increase.
- Practice singing songs using a melodic tone.
- Read books with repetitive phrases such as, *Brown Bear, Brown Bear What Do You See*.
- Talk about the terms smooth vs. bumpy. Tell your child how speech should be smooth.
- Let your child finish his or her thought and then repeat it back to him/her using smooth, fluent speech.

Communication Conclusion

Language is part of everything we do, sometimes we just need reminders to use it more often.

Talk to your children about everyday things.

Have fun singing songs, playing board games, setting up obstacle courses or even playing parachute with a sheet.

Most importantly remember it's okay for your child to make mistakes and get frustrated from time to time. This is how we all learn.

Questions and Summary:

Items for school:

Backpack (normal size)

Change of clothes (labeled)

Diapers/wipes as needed

Important Reminders:

Medical forms must be completed and turned in to the school nurse before starting school

For absences, please contact the John Mills Attendance Voicemail: 708.583.6288 or Email millsattendance@epcusd401.org

PreK Program Questions:

Pamela Stutzman (708) 583-5852 or stutzmanp@epcusd401.org

Kelli Girka (708) 583-5850 or girkak@epcusd401.org

Wrap Up & Thank You

We're excited you will be sending your child to John Mills for the PreK program for the 2021-22 school year.

We look forward to seeing everyone on August 18th.

Your child's classroom teacher, session time (AM: 8:15-10:50 or PM 12:10-2:45), and arrival/dismissal information will be shared in a separate mailing or by email.

Please register your child for PreK to ensure their spot for the 2021-22 school year!

Registration is OPEN: [PreK Registration Link](#)