Social, Emotional & Behavioral Concerns in Children

Is your child expressing feelings of anxiety over things that they cannot control?
Does your child lack confidence or have low self-esteem?
Is your child easily frustrated or having behavioral issues?
Is your child struggling to focus in school or at home?

Date: Thursday, February 7th, 2019
Time: 7:30 pm– 8:30 pm
Location: Highview Elementary School
Guest Speaker: Kristin O'Rourke, LCSW

* Raffle will be held *
* Snacks will be served *

- Learn how to identify the signs of common social, emotional & behavioral concerns in children.
- Discuss steps you can take to decrease your child’s stress level and highlight their strengths.
- Review effective coping techniques and parenting interventions to create a more positive home environment and school experience.

Kristin O’Rourke is a licensed Clinical Social Worker with over fifteen years of experience supporting children and families with anxiety disorders and behavioral issues. She is the owner of In-Home LCSW, PLLC, a private group practice which provides home and office based counseling services to children and families. Kristin recently published the new children’s book, “There’s a Bully in My Brain” for children struggling with anxiety, shyness and low self-confidence. Read more about her and her practice on www.inhomeclsw.com

Please return in an envelope no later than January 20th
Highview: Homeroom Teacher (envelope addressed to Mrs. Lipson)
Miller: Homeroom Teacher

_______ YES, I will attend the parent workshop on addressing Social, Emotional & Behavioral concerns.

Child __________________________ Grade: ___________ Teacher __________________________
Parent/Guardian_________________________ # Adults attending ____________
Email ________________________________ Phone ________________________________
Embrace empathy

When Claire notices a classmate on crutches struggling with his books, she senses his frustration and offers to help. She has empathy—she can understand and share others’ feelings. Build empathy in your child with these ideas.

Read feelings
Learning to identify other people’s emotions is the first step toward feeling empathetic. Take turns acting out a feeling for family members to guess. For example, open your eyes and mouth wide to show fear. Or slump your shoulders and look down to display sadness. Variation: Draw faces on paper plates, and guess the emotions.

Create an “empathy identity”
Notice ways your youngster shows that she cares how people feel. You might say, “I can tell you feel bad that your brother is sick. It was nice of you to bring him a blanket.” You could also point out others showing empathy, too—in real life and in books and movies.

Respond appropriately
When someone is having a hard time (say, a friend’s parents are getting divorced), your child may not know what to say. The good news? Sometimes people just want another person to listen and express empathy. Brainstorm honest responses like “I’m not sure what to say, but I’m glad you told me,” or “I’m sorry this is happening. I’m here if you want to talk.”

Let’s collaborate!
Knowing how to collaborate with classmates will help your youngster work well and learn in a group. Try these tips to practice collaboration skills at home.

Balance speaking and listening. During family discussions, give each person a chance to talk. Your child should listen carefully so he can acknowledge what everyone says and build on their ideas. (“I liked what you said about _____ I think _____”)

Encourage compromise. If your youngster has a disagreement with a sibling or friend, such as whether to play indoors or outdoors, think of it as a learning opportunity. Ask them to think of a way they could both feel satisfied, perhaps by doing a jigsaw puzzle outside at a picnic table. Or they might flip a coin to decide which to do first.
Mix-it-up study methods

Fresh techniques will breathe new life into your child’s study sessions. Share these ways to add variety and help him stay motivated.

Create a mural

Suggest that your child hang a big sheet of paper on a wall. On it, he can write and illustrate facts, concepts, and procedures he’s studying. Say his math test includes rounding numbers, he might write the rule (“If a number ends in 5–9, round up”) in big orange letters across the bottom and add examples “electric circuit,” clues might include “path,” “current,” and “conductor.” He can shuffle the cards and stack them clue sides up. Players take turns drawing a card, reading the clues, and saying what’s on the other side. Keep the card if you’re right—the person with the most cards wins.

Write a picture book

Your youngster can use her imagination to retell a familiar story, then preserve her version in a homemade book! She’ll practice experimenting with characters, setting, and plot as she writes.

First, let your child pick a story and think of ways she could put her own twist on it. She might write a plot based on Charlie and the Chocolate Factory (Roald Dahl) but use herself and her friends for the main characters. Or maybe she’ll pick a story set in another country, such as Madeline by Ludwig Bemelmans, and have it take place in the United States.

Next, have your youngster write each sentence or paragraph of her story on a separate sheet of paper and illustrate it. Finally, invite her to read her book aloud to your family.

Boost independence

Coaxing my daughter, Grace, through her routine on school mornings was no easy task. I decided that she needed to become more independent—and that our mornings could be more pleasant. So I’ve started having her get ready by herself.

I let Grace pick out an alarm clock and showed her how to set it. Then, on her closet door, we posted a list of her morning tasks, including getting dressed, brushing her teeth, and fixing her hair.

Now when we’re both ready, we meet downstairs for breakfast before we head out the door. Our mornings are much easier, and I think Grace is proud of her newfound independence.

Time for a cell phone?

Q: My fourth-grader says some of his friends are getting cell phones, and now he wants one. Are cell phones appropriate at this age?

A: Most kids this age don’t really need a cell phone, since they’re supervised by adults who carry phones. And owning a phone, especially one with internet access, is a big responsibility. To decide when to give your son a phone, first think about your family’s budget. Also, consider how well he follows safety rules and takes care of his belongings. Those are good indicators of how he will behave with a phone.

If you feel he’s ready, you might start with a lower-cost one with limited features. Then, create guidelines. Perhaps he may use his phone only to call or text family members and close friends. Discuss consequences for breaking or losing it. And set times when his phone is off-limits, such as during family meals, in the hour before bedtime, and after lights-out.
HIGHVIEW HOMEWORK CLUB
Session 2

Where: Highview Elementary School
When: Tuesdays & Thursday
Time: 3:45 - 4:45
Teacher: Ms. Laurenzano
Session: February 5 - April 2 (15 classes) (No class on March 7, ½ day)
Fee: $150.00 for the session. Please make your check payable to Nanuet FRC
Payment plan available: please call the FRC at 627-4889.
Snack: Students are welcome to bring a snack to eat during HWC.
Transportation: To be provided by parent/guardian
Pick up: Please park your car across the street from the school when picking up your child.
NO parking in the school's driveway. This is a safety concern.
Pick up Time: Your child is to be picked up at 4:45 sharp.
There will be an additional charge of $10.00 for every 15 minutes you are late.
Please Note: Every family that registers a student for Homework Club must be on the
district's K12 Alert. This is how parents will be notified when Homework Club is cancelled
due to bad weather or other circumstances. Students will be instructed to go home on
their regular dismissal bus at 3:30.

***Limited space is available; sign up early***
Please return the form below to office at Highview by January 29.
For further information please call the Family Resource Center 627-4889

__________________________________________________________
Student Name: __________________________ Grade: ______ Teacher: ______
• I will be responsible to pick up my child from Homework Club at 4:45.
• I agree to pay the late fee of $10.00 for every 15 minutes I am late.
• I will park my car across the street from the school; not in the school’s driveway.
• If other arrangements are being made to pick up my child, I will send a note to the
  Homework Club instructor.
• My family is registered on the district’s K12 Alert.
• Waiver: If I am unreachable, I hereby give permission to the staff to obtain proper medical care.
  In case of injury or illness, I agree not to hold FRC, staff or related parties liable and not to make
  any claims against them. The student’s personal insurance company is the primary company on
  any medical claims.

X ___________________________________________ (Parent’s signature)

(Date)

Parent Daytime Telephone Number: __________________________
Parent Cell Phone number: __________________________
Parent E-mail: __________________________
Emergency Contact Number: __________________________
KELSEY’S CHOICES
You apologize you should look at the other person with a friendly face and use a nice tone of voice. When you have done something to bother a friend, stop what you are doing and say that you are sorry. When you are angry, cool off first. Go to a quiet spot and think about how you are going to solve this problem. Do not try to talk it out. If a small problem has gotten you really upset and the choices you have tried did not work,
S - Sit safely in your seat.

U - Use a quiet voice.

B - Be a good listener.
HIGHVIEW GOLDEN KNIGHTS

EAT & PLAY
PROGRAM

E.A.T.

1. Enjoy a relaxing lunch! Enter the cafeteria quietly, get your lunch and be seated.
2. Always use indoor voices and speak nicely to one another. For safety reasons, ask permission before leaving your seat.
3. Treat each other well. No throwing, no running, and no loud noise. Safety first!

*Unacceptable behavior will result in consequences and/or removal from the cafeteria.

P.L.A.Y.

1. Play safely and respectfully.
2. Listen to the adults in charge.
3. Ask others to play or take a walk and talk.
4. You must always keep your hands to yourself.

*Unacceptable behavior will result in consequences and/or removal from the playground.