



JOHN KENNEY CHILD CARE CENTER at Heller Park **February 2020**

211 Mill Road, Edison, NJ 08837

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Subsidized Quality Child Care

for Heller Park Employees, Edison Residents, and Edison Township Employees

Winter Gear School Spirit Fundraiser



Order a long sleeve t-shirt, a crew neck sweatshirt, or hooded sweatshirt with our school's logo for your child to help support our Student Activity Fund!

Please see the attached order form for pricing and more details.

**Order are due on
Tuesday, February 11th!**

Pictured are the children wearing the t-shirts that were sold in the Fall! They love wearing them to school and "matching" with their teachers!



♥ HAPPY Valentine's DAY ♥

Valentine's Day is on Friday, February 14th, please have your child wear red or pink to school! If you plan to bring Valentine's Day cards in for your child's class, please talk to your child's teacher to get class specific details (ex. How many children in total, how many boys/girls, etc.).

Please keep in mind that Valentines should NOT include candy or sweets of any kind.

Join us at
Chuck-E-Cheese
for a fundraiser!

Friday, February 28th

3:00-9:00 PM

All proceeds will benefit
our Student Activity
Fund.

**We hope to see you
there!**



More Details to Follow!

Why a Child's Social-Emotional Skills Are So Important

By: Joe Magliano Ph.D.

<https://www.psychologytoday.com/us/blog/the-wide-wide-world-psychology/201701/why-child-s-social-emotional-skills-are-so-important>

Imagine you are 4 years old. You are given the choice of eating one marshmallow now or receiving two marshmallows if you wait. What would you do?

In a now-famous series of studies, Walter Mischel and colleagues (Mischel, Ebbsen & Zeiss, 1972; Mischel, Shoda, & Peake, 1988) had preschool and school-age participants make this decision. This research taught us that children who were able to delay eating the marshmallows to obtain the larger prize were more likely to do well in school and in their careers for decades following the study.

This ability to delay gratification and regulate our emotions and behavior is a key component of a set of skills often referred to as social-emotional skills. In a world where academic skills are often viewed as the priority, social-emotional skill development may not always be at the forefront of most parents' and teachers' minds. However, research has shown that social-emotional skills are crucial for children to become successful both socially and academically.

What are the key social and emotional skills?

The Collaborative for Academic, Social, and Emotional Learning has identified five core skills that are widely recognized as critical social-emotional skills:

- Self-awareness is the ability to recognize your emotions and understand the links between emotions, thoughts and behaviors.
- Self-management is the ability to regulate emotions, thoughts and behaviors.
- Social awareness is the ability to take other's perspectives and demonstrate empathy.
- Relationship skills are the ability to build and maintain healthy relationships.
- Responsible decision making is the ability to make good choices about your behavior and interactions with others.

Why are social-emotional skills important?

Early social-emotional skills are related to how socially, emotionally, academically and professionally skilled we are later in life. For example, having higher social-emotional skills in kindergarten is related to important outcomes at age 25 (Jones, Greenberg, & Crowley, 2015). These outcomes include:

- Educational success, such as completing a college degree
- Career success, such as an increased likelihood of being employed
- Other key life outcomes, such as being less likely to have problems with the police

Social-emotional skills help children to persist on challenging tasks, to effectively seek help when they need it and to be thoughtful in their actions.

Importantly, social-emotional skills can be taught. This was highlighted in a large review of research on social-emotional skills in 270,034 students in kindergarten through 12th grade (Durlak et al., 2011). The review found social-emotional learning programs in schools not only improved social-emotional skills, but also increased positive attitudes toward school, positive social behavior and academic performance. These programs also decreased the likelihood of kids getting in trouble or experiencing emotional problems.

Five strategies for promoting social-emotional learning in children

1. **Be a good emotional role model.** Children model their behavior from people they admire, such as their parents and teachers. When caregivers model a variety of emotions and coping strategies to manage their emotions, children learn appropriate ways to react in similar circumstances.
2. **Be an "emotion coach."** Accept and talk about children's emotions. It is also useful to teach children how to label emotions, cope with and problem-solve emotions, and appropriately express emotions. Emotion coaching is associated with greater emotion regulation and adaptive behaviors as well as lower levels of disruptive behaviors (Dunsmore, Booker, & Ollendick, 2013; Gottman, Katz, & Hooven, 1996).
3. **Read books with social-emotional plots.** Reading books can provide opportunities to learn and discuss social-emotional topics, such as turn-taking and cooperation. Asking children to label and explain the emotions of the characters in the story helps them learn a variety of emotions (Brownell, et al., 2013).
4. **Give choices.** Providing children with choices and the independence to make them are linked to higher levels of social-emotional learning. A parent-child relationship that involves working together to solve problems teaches children how to negotiate and solve problems with parents, which later leads to improved social skills and higher acceptance in relationships with peers (Matte-Gagné, Harvey, & Stack, 2015).
5. **Use positive discipline strategies.** Setting rules and expectations for behavior, giving warnings of potential consequences, offering praise and incentives for positive behaviors and ignoring unwanted behavior are associated with higher levels of social-emotional skills (LaRosa, Ogg, Suldo, & Dedrick, 2016). When children act out, discuss the effects of their behavior on others to promote empathy, perspective-taking and prosocial behavior (Eisenberg, VanSchyndel & Hofer, 2015).

There is a common theme in these strategies. Children need to be taught and to have opportunities to practice social-emotional skills, in much the same way that they learn how to read and solve math problems.

These efforts come with a big payoff, as strong social-emotional skills can help children in a wide variety of social and academic settings for years to come.

Dates to Remember:

Monday, February 17th
Center Closed— Presidents' Day

Friday, April 10th
Center Closed—Good Friday

Monday, May 25th
Center Closed—Memorial Day

Did you know...

You can claim the money you pay for childcare. Please make sure you save your year-end statement which was emailed to you in mid-January. It has the year's total expenses and Tax ID on it.

Tax ID # 22-2855112

Winter Weather

Reminders:

When severe weather or school emergencies occur, there are several ways we have of informing you.

- ◇ Tune into News 12 New Jersey or go online at www.news12.com
- ◇ You will receive an email and text message alert via Tadpoles.
- ◇ Check our Facebook page.
- ◇ Call the Center and see if we answer the phone.

Please make sure that we have your updated home and cell phone numbers. If your phone number has changed please let Natalia or Roxanne know so we can update our records.