

HARVEST OF THE MONTH

Butternut Squash Soup

Yield: 4-6 servings

Ingredients:

- 2 lbs. butternut squash
- $\frac{1}{2}$ onion
- 1 clove fresh garlic, minced
- 1 stalk celery, chopped
- 1 carrot, chopped
- 1 cup vegetable broth
- $\frac{1}{4}$ cup water
- 3 Tbsp. olive oil
- $\frac{1}{8}$ tsp. oregano
- 1 tsp. thyme, parsley or basil
- salt and pepper, to taste

Directions:

1. Preheat oven to 400 °F degrees.
2. Roast whole squash face down on sheet trays in oven until tender (about 1 hour).
3. While squash cools, chop vegetables.
4. Sauté onions and garlic in oil in a large soup pot.
5. Scoop out squash and mash.
6. Add herbs and squash to soup pot, cook one minute.
7. Add water, vegetable broth, and simmer for at least 15 minutes.
8. Purée soup in a food processor or with an immersion blender. Add more water to reach desired consistency.
9. Season with salt and pepper, to taste.

Kale Chips

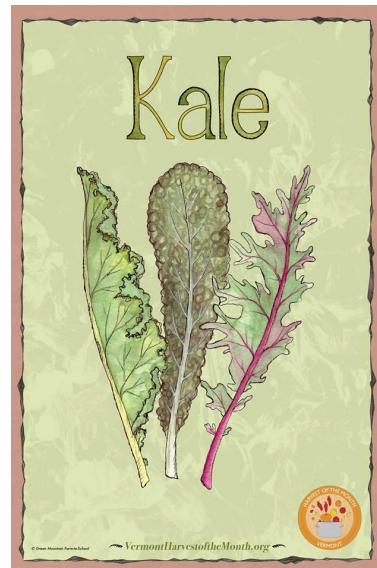
Yield: 4-6 servings

Ingredients:

- 1 bunch fresh kale
- 2 tsp. olive oil
- salt

Directions:

1. Preheat oven to 350 °F degrees.
2. Wash kale and thoroughly dry it.
3. Remove kale leaves from stems and tear leaves into bite-sized pieces
4. Place kale in a bowl. Add olive oil, and toss to fully coat leaves.
5. Spread coated leaves out on a cookie sheet, and sprinkle with salt.
6. Bake until edges are brown, but not burnt, about 10-15 minutes.



For more information about how to join the Harvest of the Month go to:

www.greenmountainfarmtoschool.org/programs/harvest-of-the-month/

and on Facebook @ Vermont Harvest of the Month

Ten Tips for Supporting Children's Learning During the Holidays: This set of suggestions from NAEYC may come in handy over the next few weeks. <http://families.naeyc.org/learning-and-development/child-development/support-your-childs-learning-during-holidays>

INFLUENZA VACCINE

The flu shot is recommended for everyone over the age of 6 months. Help keep your family healthy—call your doctor's office to schedule a time for you and your family to get the flu shot.

Infants and children can also come to the Middlebury WIC office to receive the free shot Please call 388-4644 to schedule an appointment.



MIDDLEBURY FOODS

Great Food at Great Prices!

Delivered twice a month to your local delivery site!

No income guidelines—open to all!

8 lbs. of high quality meat! 6 lbs. of fresh vegetables!

2 lb. fresh fruit!

2.5 lbs. of pasta!

Middlebury Foods is a non-profit organization with a simple purpose: to offer delicious, healthy, high-quality food at affordable prices. We offer a week's worth of dinners for a family of 4 for \$35. We deliver the food boxes twice monthly to your local delivery site.

Middlebury Food Accepts EBT Cards!

If you have questions or want to sign up call 349-6543 or email info@middleburyfoods.com

FREE COMMUNITY DINNERS—ALL ARE WELCOME!

Every Friday night at 5 PM at the Congregational Church Fellowship Hall.

FREE COMMUNITY LUNCHES—ALL ARE WELCOME!

11:30 am—1 pm Mondays at St. Stephen's

Tuesday, Wednesday and Thursday at the Charter House Dining Hall

WOMEN, INFANTS AND CHILDREN Supplemental Food Program (WIC):Woman and children who meet income and health or nutrition guidelines are eligible for WIC. Fathers and foster parents may apply for children who are in their care. If your family income is below 185 % of the federal poverty income guidelines, or if you are enrolled in Medicaid/Dr Dinosaur or VHA, you are considered Income eligible for WIC. In addition to providing healthy foods, WIC provides nutrition counseling, breastfeeding support, health education, and connections to other community resources. Call **388-4644**.

THE COMMODITY SUPPLEMENTAL FOOD PROGRAM (CSFP) is a federal nutrition program administered by the Vermont Foodbank. Every month, approximately 4,000 boxes of food, each worth about \$50, are distributed to income eligible senior citizens and families with young children. More boxes are now available to eligible Vermonters. Call the Foodbank toll free at 1-800-214-4648 for more details, outreach materials, or a free pre-screening. Please spread the word in your community about this important nutrition resource!

AUTISM SUPPORT DAILY is an online parent-led support group open to parents, families and friends of those on the spectrum. New members are always welcome. www.autismsupportdaily.com

VERGENNES AREA RESCUE SQUAD holds “fitting station” hours on the first Thursday of each month from 3:00-6:00 pm and on the third Saturday from 9:00 am to 1:00 pm. **877-3683**

WHAT'S HAPPENING?

Check out Minibury.com for ideas on where to go and what to do for families with children.

STORY TIMES--check w/ your library for days & times of story hours & special events.

RECREATION

- Bristol for information **453-5885 or visit www.bristolrec.org**
- Middlebury for information **388-8104 or 388-4041**
- Vergennes contact **Tara Brooks @877-1159 T&W, 8 am -12 pm or recreation@vergennes.org**

PLAYGROUPS--The Addison County Parent/Child Center will be sponsoring **free** playgroups for children birth to 6 and accompanying adult. The Play Group calendar follows the school calendar and snow day closings. For info call 388-3171

Bristol: Tuesdays 9:30-11:00 @ the Baptist Church

Middlebury: Tuesdays 9:30-11:00 Memorial Baptist Church

Salisbury: Fridays once a month at Salisbury Community School Gym from 9—11 am on the following dates: Sept. 27, 10/25, 11/22, 12/13, 1/24, 2/28, 3/28 4/11 5/16

Vergennes: Wednesdays 9:30-11:00 Congregational Church

The VERMONT FAMILY NETWORK (VFN) is the merged organization of Parent to Parent of VT and the VT Parent Information Center (VPIC) Vermont Family Network provides information, support, and advocacy for children and adults with specials needs and promotes family-centered policies and practices. **1-800-800-4005 or www.VermontFamilyNetwork.org**

Great resource for parents and practitioners!! VFN provides families of individuals with Autism and the people who support them with family centered, accessible information, appropriate referrals and assistance. We can assist families and individuals with:

- ◆ phone support
- ◆ information and help navigating complex systems of care
- ◆ answering questions, and connecting them with resources

www.vermontfamilynetwork.org/i-need-help-with/developmental-disabilities/autism

THE PARENTS' STRESS LINE is available in Vermont to parents, professionals, and community members for parenting support, resources and referrals. What types of issues do people call about? People call for a variety of different reasons—some are having a particularly difficult day with a child and just need a listening ear, for some it's an ongoing problem and they are wondering where to turn next for more professional assistance. Often, calls have come because of them any stresses of being a single parent or difficulties dealing with a former partner. Sometimes people call because they want to find out where the nearest parent education programs are located. Or they call because they don't want to abuse their children anymore and are looking for help. Is this a counseling service? The support team is available to provide a listening ear, resources and referrals, but they are not trained counselors. **The Stress Line is open Monday -Friday from 9AM - 5PM.** The phone number is **1-800-CHILDREN (1-800-244-5373)** You can also e-mail us at: **pcavt@pcavt.org**

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time doing or avoiding?", "What self-defeating responses is she getting from others that seems to be the opposite of what we know children really need?".

An essential step to establishing learning environments which are emotionally safe is to design the first hour of the day to meet each and every student's unmet needs. As a guideline for implementation, the ten First Hour Needs described by Tobin are listed below followed by three statements which refer to characteristic signs of when the child is unable to delay the need; the child is unable to express the need; and the child has given up hope of getting the need met.

The Need for Acknowledgement - this need pertains to the desire for recognition of one's existence or presence.

- A child who can't wait may **pester** for attention
- A child who has difficulty expressing the need for acknowledgement may appear lonely, **withdrawn**, or lost in the crowd
- A child who has given up hope of getting acknowledgement may withdraw or **rebel**.

Having one's presence acknowledged by someone is as important to a child as a good hug. Such acknowledgement breaks the void of separation from the group. Being respectfully acknowledged validates the value of the child in the group, re-establishes the connectedness, or sense of belonging and thus nourishing the child's spirit.

How are children greeted upon arrival to your program? What responsibilities can be offered to validate the importance of their presence? Are there particular actions the child can take that indicate "I am here" and "I matter!"?

The Need for Communication - the need to exchange thoughts, ideas, information, feelings.

- Children who need to share what is on their mind may **annoy** you by not being quiet.
- A child who doesn't talk about their thoughts and feelings will have their energy consumed by them and be **distracted**.
- A child who believes no one cares about what is bothering them, or exciting them, may be troublesome and **act out**.

The drive for communication is at the core of being human. We have an innate desire for connectedness to others and communication is a primary means of such connections. This is especially vital for children coming from stressful environments. Having outlets to express the feelings building inside reduces the risk that children, or adults, become explosive. The earlier you offer opportunities for genuine communication the healthier the outcomes and the easier your day!

What routines can you establish that would make you free to listen early on in the day even briefly? How else can the environment meet the need for communication? Do you have journals, art materials, tape recorders, video cams or other means with which the child can share? How might you respond to let the child know they have been heard?

The Need for Encouragement - the need for words or actions that inspire hope, courage, or confidence.

- A child in need of encouragement may frequently seek reassurance.

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- If the child is afraid of failure she may avoid challenges, say “I can’t”, and avoid trying.
- A child who has become discouraged by failure she will say “I won’t”, give up, or refuse to try.

Learning about each child’s individual strengths, struggles and other unique qualities can guide you in offering encouragement. What things are they good at? How can they have the impact they desire? What support can you offer them to achieve their desired goal?

The Need for Humor - humor refers to an appreciation of what makes something laughable, amusing or funny. Having a sense of humor is the ability to perceive, enjoy, or express what is amusing, comical, incongruous, or absurd.

- A child who needs laughter may **clown around**.
- A child who hides the need for humor may be **overly serious** and act more like an adult.
- A child who has given up hope of finding fun, joy and laughter in life may appear **cynical or gloomy** or even become sadistic.

There is an increasing amount of research showing the healing effect of humor. For many, it is a very important way of coping with the stresses, and even tragedies, of life. When we laugh our body produces chemicals that help us heal and be healthy. In what ways do you welcome the laughter of children? How can you role model the freedom to laugh and how can humor be used to reduce stress? Can you see the funny side of when things don’t go perfectly? Is it ok when children see the funny side even if you don’t? Sometimes we can learn from them!

The Need for Nutrition – refers to a need for food that contains nutrients for growth and the maintenance of body tissues. The process of being nourished by the caring actions of being fed or served food in a nurturing way is an important aspect of nutrition as the environmental mood will affect the body’s chemistry and digestion.

- A hungry child may steal food or **chew on objects**.
- A child who is hiding hunger may **tire easily**, be irritable or unable to pay attention.
- The child who has come to believe they may never have enough to eat may **show anger** and act resentful because a need critical for survival is not being met.

The provision of nutritious food is the only remedy for a child’s hunger. Hungry children must be fed somehow. Not doing so will arrest learning and development. What resources do you have in your area to support you in this effort? During this time when food insecurity has become widespread there may be new initiatives to support you in this effort. Do you offer breakfast? If not, how might you offer nutritious food to those who need it? Could you set up a food cart with high quality options available for children who arrive hungry?

The Need for Physical Activity – refers to the need to move one’s body for a change of place, position or physical exertion.

- A child who appears sleepy, overactive or **moves restlessly**, may need physical activity.
- A child avoiding needed activity may appear listless, unenthusiastic and **stretch** more than other children.
- A child who has experienced prolonged suppression of their need to move may begin to **resist activity** or be unwilling to participate in activities offered.

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Children are naturally inclined to move. Their innate intelligence drives them to meet the need for physical activity. Our bodies and our brains need muscle movement in order to function and stay healthy. Recent advances in neuroscience have shed new light on the essential role that movement plays in our overall wellbeing and the learning process in particular. If the stress level in your room seems to be rising, remember: one of the best ways to release tension is through active muscles!

Can you add a stretching routine to your opening circle or other part of your routine? What are the opportunities for indoor gross motor activities? Many children will need this level of movement throughout the day.

The Need for Relaxation – Relaxation refers to the need for a release of tension or a return to equilibrium or a balanced state. What is relaxing for a child or another can vary by temperament or personal preferences.

- A child who needs to relax may **withdraw** or appear exhausted.
- A child who doesn't know how to relax may remain **agitated**, nervous, and "wired"
- A child who is under severe stress and who has become frustrated in their attempts to relax may **appear oppositional** and discouraged, dejected or depressed.

For some children, relaxation will need to be taught as a skill. Regaining inner balance and decreased tension will free learning and reduce many classroom challenges such as stress, conflict and angry episodes. As you strive to know each student ask children about what they find relaxing. How can you design your environment to meet the range of preferences? You can teach relaxation as part of your curriculum through prompting and role modeling. For example, showing them how to take a deep breath before starting a challenging task, teaching a stretch, or offering time with a headset to listen to a relaxing music or relaxation instructions....such as guided imagery. Sensory items such as beeswax or a squishy ball can also aid in relaxation and can serve to heal trauma.

The Need for Socialization – refers to the need for companionship with others.

- Children whose need for socialization remains unmet may **talk constantly**.
- A child who is concealing the need for time with friends may **isolate** or come across as a loner
- When a child is frustrated by his inability to make friends he may become aggressive and, instead, **make enemies**.

While there is currently a huge push to teach information and specific academic skills at younger and younger ages, much of the research shows that our ability to get along with others has a greater impact on our ultimate success. How does your environment encourage connectedness? Are there opportunities for children to do their work in pairs or small groups? What children are most dependent on your environment to meet their socialization needs? Meeting these needs thoroughly can turn a life around!

The Need for Structure – refers to the need to be informed of and experience how the parts of an environment or timeframe come together in an understandable predictable way.

- A child who needs structure in life may frequently ask, "What do we do next?" or "What are we doing today" and demand consistency.
- A child who is hiding the need for structure and consistency may resist change.

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- A child who has given up the hope of finding order in life may create chaos and regularly appear unprepared.

In this time of rapid change, you have the opportunity in your program to offer children one thing they can depend on. For some children, you may be the only one offering this to them. In what ways do you share your schedule with children? How do you notify them of changes, no matter how small? Does your week follow a rhythm so that children can look forward to certain things happening on certain days? While the unexpected can happen even on the most well-planned day...what parts in your day serve as anchor points....that is, what parts can they count on consistently?

The Need for Touch – touch is a vital human need for contact with others typically by feeling, pressing or pushing lightly. Some individual's will have a sensory preference for firm touch.

- Children with a need for touch may be perceived as touching excessively.
- A child who hides the need for physical closeness may poke and jab to get a physical response and may even provoke fighting to meet this need.
- A child who has become angry because they can't get the needed touch may become distant and start to act as if he fears touch.

Touch is a form of direct communication between two people engaging a primary sense. There are many times in our lives when words will fail us but touch can communicate a message of caring and understanding without the need to speak. How is the need for touch met appropriately in your program? Circle time offers many opportunities to teach and role model healthy touch. You can facilitate conversations about preferences, similarities and differences. Who likes hugs? Who doesn't like hugs? Do you like gentle, soft hugs? Or do you like big, bear-hug squeezes? What do you do if you want to give a friend a hug? You can also role model and have children practice touch (handshakes, high fives, hugs, holding hands). When doing such activities it is important to allow those who do not like to be touched to opt out and just observe. There are many ways to honor and meet the need for touch while staying within professional confines and respect for one another.

Learning how the behavioral responses of children are linked to their unmet First Hour Needs will help us reduce the risk of mistakenly seeing them as behavior “problems” needing “consequences”. Arbitrary consequences can further reduce chances needs getting met. For example, consider what happens when a child who desperately needs to experience the recognition of being acknowledged gets sent to “Time Out” as a consequence for her pestering. When we miss an opportunity to meet needs, or worse, take actions that increase the need, we place children at greater risk of developmental challenges. As a profession, our goal is to enhance developmental growth and well-being for each and every child in our care.

It is the child's feeling that he is being well cared for and well-protected that ultimately allows play, and learning, to occur (Winnicott, 1971). Whether you are working in a home or school setting, with children of any age, regardless of background and personal history, they will be better prepared to engage in learning when their First Hour Needs are met early in the day or at the start of your time with them.

*Contributed by Robbin A. LaRue, M.A. Ed., Certified Human Behavior Consultant.
Robbin specializes in helping adults nurture the hearts and souls
of children in emotionally safe environments.*