Things to Remember, Things You Want to Know.

PART I: Routines, Maintenance and Safety

SECURITY
1. LCC now requires you to bring your ID card for access (see office staff for help). We have lanyards if you would like one (if you want one, please come to the office after your shift).

ALLERGIES
2. LCC is peanut, pine nuts, nuts, eggs and hazelnut coffee FREE. Do not bring any of these with you.
3. If you have any allergies or other medical conditions please let Howie know so that proper accommodations can be made.

WORK SCHEDULES/SUBSTITUTES
4. Be on time! If you must be late, call the classroom: x62202 get the message to your lead teacher.
   - Do not schedule other appointments during your work hours, we need you.
5. If you cannot work: tell us with as much advanced planning as possible.
   a. FIND A SUBSTITUTE by sending an email to Lemberg-tas@lists.brandeis.edu and to baker@brandeis.edu or lemberg@brandeis.edu
   b. If within 24 hours of your scheduled classroom time, call x62200 and leave a message.
      a) If during our workday 8AM – 6PM call the classroom, x62202 to speak directly to a head teacher.
      b) Should no one answer, call x62200 and leave a message.
   2. Then send an email to Lemberg-TAs@lists.brandeis.edu and try to get a substitute TA.
   3. When you find a sub TA please send an email with name of substitute and times to baker@brandeis.edu or lemberg@brandeis.edu

WHILE WORKING AT LCC
6. Put personal gear out of a child’s reach, hang coats in white cubbies or on the inside of the door to the Art or Toys Closets, in Room 2 or 12, respectively
7. Phone and Doorbell may need your attention.
   - If the Phone rings, please answer it by saying:
     “This is the Lemberg Children’s Center, I’m _________. May I help you?”
   - When the Doorbell rings someone needs to open it: we need you to open the door only for people you think are authorized. If you don’t know the visitor, bring them to a head teacher or send them upstairs to the office. The green door release button is located next to the Explorers Door and between the Sunshine and Rainbow Room Doors.
8. Confidential Information: Please don’t discuss a child in public and away from Lemberg. Maintain confidentiality. What you do with the children at Lemberg is private. When babysitting don’t volunteer information about someone else’s child(ren) to other parents.
SANITARY AND HEALTH ISSUES

9. To minimize your exposure to many illnesses you don’t want: WASH YOUR HANDS FREQUENTLY. Start your shift by washing your hands with the PURELL Hand Sanitizer found in the Entry (near mailboxes) or wash with water in the classroom or kitchen sink. Turn off the faucets with paper towel (DPH Guidelines).

10. When you see a runny nose…wipe it with tissues…”DAB don’t grab.”

11. Sanitize with DISINFECTANT made with water & bleach and wipe with paper towel. We make ours daily and write down the time it is made each day on the door separating the kitchen from the lunchroom.
   a. SANITIZE by spraying cots, toys, door knobs, child sinks, toilets, potties, the waving window, cabinet doors, and the food carts - wherever people touch.
   b. Wear Gloves when using the disinfectant. (The disinfectant is ¼ cup of bleach and 1 gallon of fresh water; just about the equivalent of the chlorine levels in swimming pools.)

12. WEAR GLOVES when serving and/or making food. DO NOT LEAVE SHARP KNIVES OUT on kitchen counters; put dirty knives in the sink or dishwasher. Clean ones go in the rack behind kitchen stove.
   - DO NOT use GLASS plates, or containers near children.

13. WEAR GLOVES when helping children with toileting or diapering.

14. WEAR GLOVES when helping a physically injured child or adult.

15. Bio-hazard material is put in a plastic bag and brought to the kitchen near the First Aid Box. On door #5, there is clip to hang the bag with bloody towels. Diapers are put into the diaper pail. Biohazard material is brought to the Bio-hazard Disposal Center in Kalman Hall.

PLAYGROUND/SAND

16. On the playground, please remember that the deck area is sand-free. The Deck is for activities brought out form the classrooms. Sand stays in the sandbox.

MAILBOXES and TIMESHEETS

17. You have a mailbox at Lemberg Children’s Center. Usually alphabetized by FIRST name.

18. Timesheets for recording your hours for each week are on the entry bulletin board or in your Lemberg mailbox. When you arrive bring your timesheet with you into the classroom. On your last shift for the week total your hours and sign the form. Please leave the signed form in the collection bin on the entry bulletin board no later than 7pm Friday.

19. When you work you are paid, except when you volunteer or when getting course credit. Meetings are paid time too, put these hours on your timesheet. When you substitute you will be paid for those hours at your pay rate.

20. DON’T FORGET TO SIGN YOUR TIME SHEETS. You will NOT get paid if it is not signed.

FUN at LCC!

21. Dress to work planning to get dirty and to be outside for an hour. Dress for FUN.

22. We want you to PLAY - talk, sing, dance, be creative and have fun. During transitions sing a song, do something to keep children waiting busy and positively engaged.
PART II: Teaching Style and Objectives

Teaching Objectives for Emotional/Social Development of our Children ages 2 - 6 years.

**Help children process rather than make assumptions – or accusations. Child should consider the other child by:

a. Being respectful of the other  
b. Listening to the other  
c. Verbalizing feelings to the other  
d. Speaking up for what they want  
e. Thinking "US" instead of "ME"  
f. Reversibility: sometimes like this, other time, like that

<table>
<thead>
<tr>
<th>Cognitive Problem-Solving</th>
<th>Affective Problem-Solving</th>
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<tbody>
<tr>
<td></td>
<td>1. Emotional conscience: understanding the other’s perspective</td>
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<td></td>
<td>2. (neuron-neurons: brain based understanding of…)</td>
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<td>3. Look at his face: and what do you understand of this feeling?</td>
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<td>4. Reasoning vs. visceral/intuitive reactions</td>
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<td>5. Greenspan: logical reasoning by age 4 – experience the situation, look at his face</td>
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<td>6. Co-Regulator: I’m separate from mommy… Linger in the moment… This is hard, you miss me but I’m here!</td>
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TAs skills needed for child development:

1. Smile, Have Fun!

2. Self-reliance in child  
   - Don’t do it for them… help a child feel safe enough and supported enough to act on task themselves.  
   - Encourage child to ask other children to help them

   - Child may be bossy  
   - Think about the mix of returning and new children!

4. Reversibility and not reversible: They were the oldest and now they are the youngest, Life → Death

5. Communicate with lead teacher, what you see and experience:  
   - Make sure TAs know about issues in classroom
6. Helping a child learn routines… what is the process: telling, watching (looking, understanding the pattern). Help child look for the pattern… help them seek understanding of the pattern or establishing the routine.

7. **Transitions**: Prioritize
   - Keep transitions simple and few as possible
   - Learning happens best when less stressed and not forced
     - Example: if washing hands is not wanted by child, let it go. It is more important to go to table and eat.

8. Be a co-regulator: Hold the affect for all involved. Child injured and child doing the violence – hold both children emotionally.

9. Teaching children to stay regulated about different affective states

10. ELL – keeping in mind child’s ability to speak English. Songs translated in English that is also in child’s home language

11. At a table or activity area: make sure you know about you can/should be doing at the activity area.
   - What are skills that can be worked on?
   - Have fun!
   - Narrate children’s behavior and language.
   - Model for children.
   - What you learned from last time working here, do what works again. Try what didn’t work once more to see if this time it will (different children or circumstance can be all the difference in the success).
   - Ask HT/LT for ideas when lost for how to proceed.

12. Strategies for working with particular individuals and their special needs (see the list/notes + talk with HT)

13. Patterning: setting out patterns and creating them

14. Ourselves:
   - Our emotions – recognizing and labeling expressions
   - Other people
   - Self-reliant

15. Self-reliance
   - Pouring your own milk