

THE INTERESTS OF THE CHILDREN ARE AT THE HEART OF ALL DECISIONS

EDGECOMB EDDY SCHOOL

edgecomb.aos98.net

AOS 98/Rocky Channels School System

207-882-5515

Jan. 17, 2017



MARK YOUR CALENDARS

- 01/19 - Performance Festival, gr. 3 @ 2:05pm
- 01/27 - Family sledding and potluck dinner, 5-7pm
- 01/30 - School Spelling Bee @ 12:45
- 02/07 - Lincoln County Spelling Bee at the Bristol School, 4pm

Edgcomb Eddy School sixth grade girls who are possibly interested in joining a middle school softball team in Boothbay should call the office at BRES (633-5097) to indicate an interest.



M.A.D.E. AWARD

CONGRATULATIONS to our most recent M.A.D.E. award recipients:

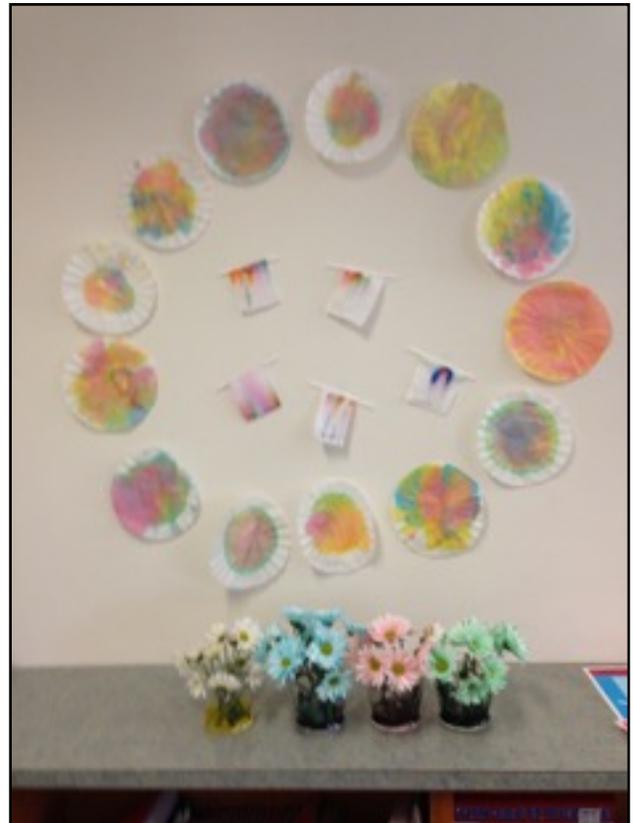
**Ryan Clark and
Nathalie Paulino, both of the
sixth grade.**

Recently, Ryan and Nathalie went above and beyond what is expected of them; we thank them for their assistance.



EDGECOMB EDDY TO HOST A STUDENT TEACHER

Beginning Jan. 18th, there will be a new face around Edgecomb Eddy. Miss Allison Carbone-Crocker, a 4th year student at the University of Maine at Farmington, begins her student teaching with the 4th-6th grade students. Miss Crocker, as she wishes to be called, will be mentored by Ms. Higgins, and will be with us until mid-May. We extend a hearty Edgecomb Eddy welcome to her.



On Tuesday the first and second graders celebrated their interpretation of color. Students participated in project based color activities in class shared projects they had made at home. We had posters, experiments, a rainbow song, a book review, a sewing project, oobleck, and slime. Thanks to everyone who sent in fruit, vegetables, and rainbow cupcakes. Also thanks to the Kindergarten class for touring and to our families who were able to attend.

A Piece About Your Child's Brain on Minecraft: Immediate Gratification versus Real World Connection

Mrs. Bezon, Guidance Counselor

A number of studies recently published connect delayed cognitive development skills in kids with extended exposure to electronic media. Too much screen time at a young age impedes the ability to focus, concentrate, lend attention, empathize, communicate, and build a large vocabulary. Much of the issue lies with the fact that what makes tablets and iPhones so great—dozens of stimuli at your fingertips, and the ability to process multiple actions simultaneously—is exactly what young brains do not need. The device does the thinking for them, and as a result, their own cognitive muscles remain weak.

In an over-exposed electronic world, children internalize that all actions have an immediate effect, and that all stimuli elicit a quick response. *This is true in the on-screen world, but nowhere else.* When every finger swipe brings about a response of colors and shapes and sounds, a child's brain responds gleefully with the neurotransmitter dopamine, which triggers the feelings of pleasure. Dopamine hits in the brain *can feel addictive*, and when a child gets too used to an immediate stimuli response, they will learn to always prefer smartphone-style interaction—that is, immediate gratification and response—over real-world connection.

The key to getting the most benefit out of technology, is to allow use in moderation. The American Academy of Pediatrics just came out with the following recommendations:

- For children younger than 18 months, avoid use of screen media other than video-chatting.
- Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing.
- For children ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them.
- For children ages 6 and older, place consistent limits on the time spent using media, and the types of media, and make sure media does not take the place of adequate sleep, physical activity and other behaviors essential to health.
- Designate media-free times together, such as dinner or driving, as well as media-free locations at home, such as bedrooms.
- Have ongoing communication about online citizenship and safety, including treating others with respect online and offline.

Signs of an unhealthy attachment:

- Lack of control - child has a meltdown and acts out physically when you try to manage their usage
- Trouble dealing - child 'deals' with most emotions by using some type of media, has no other go to coping skills for stress, boredom, sadness or anger.
- Tolerance - they need longer amounts of time on their technology more frequently than they used to

- Screen craving crowding out most other interests and activities
- Child is prone to mood swings, irritable, anxious, or depressed when they go long amounts of time without technology
- Deception - lying, sneaking about technology usage

Tips for Families to increase media free time:

- Start with an endpoint, 'when this show is over,' or set a timer to go off when the game should be done being played - have something planned that is fun and with you involved as you transition into these new expectations
- Help them re-balance their days, create a structured day with other activities to engage them in healthy habits outside and inside
- Use screen time as an incentive for other goals that have been accomplished, get your 'have to's' done before you can do your 'want to's'
- Keep phones and iPads out of kids' bedrooms, monitor their activity on it - consider it as another room in your house to supervise
- Lead the way with your own technology use
- Consider a filtering program (like Net Nanny) which blocks inappropriate internet exposure, and also controls the times when internet can be used
- Spending time outdoors enables our natural mood enhancers: restore attention, lower stress, and reduce aggression... We have amazing outdoor opportunities right here in our backyard! Empower your child to embrace the Maine winter by taking advantage of some of the youth programs (many free or with scholarships available) run by the following organizations:

<http://www.damariscottariver.org/>

<http://hvnc.org/>

<http://www.bbriit.org/>

www.clcymca.org

<http://www.boothbayregionymca.org>

Sources for this article that are also helpful if you need additional support:

G.E.A.R. Parent Network, free support for Maine parents of children with behavioral health needs:

gearparentnetwork.org

commonsensemedia.org

psychologytoday.com

Reset your Child's Brain: A Four Week Plan to End Meltdowns, Raise Grades, and Boost Social Skills by Reversing the effects of Electronic Screen Time, by Victoria Dunckley

Thank you to Mrs. Currier for arranging to have Mr. Seth Barker (aka The Kelp Farmer) speak with all our students about the techniques and benefits of aquaculture and farming the sea. Joining in the presentation was Ms. Pauline Dion from Boothbay's Sea and Science Center.

The students enjoyed tasting some dried seaweed and learning about the various types and the processes for growing them.

