



## The Relationship of Boundaries to Freedoms and Abilities

Please review these past newsletter issues that are related to this topic:

- [1.3 Tell them what they CAN do](#)
- [1.4 Freedom within Limits AND The Value of Conflict and Conflict Resolution](#)
- [2.4 Benefits of Limits](#)
- [3.3 Individual Education for Independence](#)

We have explored the related concepts of Freedom and Limits in past issues. The ideas of autonomy and freedom may not seem immediately related to their own boundaries, but in fact, the limits of our individual freedoms and abilities are defined by their own edges.

While this complex relationship is at the crux of many of the most complicated aspects of our adult world, early childhood provides some simple examples of this basic truth.

We take a lot of pride in meeting our individual students where they are, based on their development, both physical and emotional, as well as their temperament. The only way that we can heighten and encourage so many unique individuals, is to have very clear limits and expectations that are in reference to the overall group's needs, but also adapted to each individual.

Very small children have such obvious limits on their abilities to both do and understand certain things and those limits can make it easier to define what their freedoms ought to be. If they cannot get to a certain area safely, open something, successfully clean their own hands, etc., then that is where our adult responsibility kicks in. As they are learning various skills, we provide a safe place for them to practice and one day open the next levels of autonomy up to them.

Should they be held responsible for noticing when another person is being negatively affected by their behavior? Only once they have shown us that they can consistently do such. Until that time, it is our job to reinforce the limit of other humans' needs for them.

Children gain this specific awareness at a wide array of times and until they are 6 years old, it is our job to notice when it is not happening, point it out, and model appropriate behavior.

By providing our students with as much freedom as safety allows, we leave open the space for them to come up against the limits of their own autonomy. This process helps them to embody where they are on their journey toward being a responsible individual, and provides them with concrete examples of what they can and cannot do, which provides intrinsic motivation for them to keep practicing and earning wider and greater freedoms.

This is both a physical as well as social process. If a child is just learning to walk, they obviously encounter many impediments to their new found freedom. How else besides toddling, falling, getting up and trying again can they learn to enhance their freedom into confident walking, then running, climbing, etc. It can be easier to understand this concept as it relates to physical development, but the same concept applies to verbal skills, self-help skills, social skills, as well as emotional intelligence.

This process of allowing them to find the edges of their own freedom is one way we provide experience of natural consequences. Once again, this can be easier to conceptualize around physical development, but has analogues in other areas of development.

The natural consequence of moving too fast results in a fall. The natural consequence of feeling cold is to add a layer. The natural consequence of being hungry or tired is to eat or sleep.

Natural consequences of social or emotional limits can be much more opaque. Once again, this is where the adults' responsibilities kick in; sometimes natural consequences must be reinforced by adults who wish to facilitate the development of socially conscious children.

Sometimes taking some time alone is a natural consequence of certain behaviors, but this is very different than being in trouble or 'time out.' The value of this alone time is in refocusing the child on themselves. This is much more effective for young children if they have something to do, something in their hands to manipulate, something to focus upon. Even quick resets can be very effective for young children.

Freedom and limits are contentious issues in the adult world, but they are simple and important for young children. Please take some time to consider how this applies to you and your children, and as always, please let us know if you have any questions!

# Harvest Festival

OCTOBER 23 | 10-1

FREE FAMILY-FRIENDLY FUN!

LIVE MUSIC 10:30-12:30



ALLISON-DEAVER HOUSE PROPERTY  
2753 ASHEVILLE HWY, PISGAH FOREST

FOOD BY:



GAMES  
ACTIVITIES  
VENDORS  
& MORE!

CELEBRATE  
COMMUNITY  
AND SUPPORT:



PHOTO BOOTH WITH  
KINDER STUDIO

PHOTOGRAPHY BY RHEA

## Harvest Festival

We are looking for more volunteers and vendors to be a part of this community-focused celebration of fall! We are also collecting donations and ideas for raffle prizes!

## Important Dates

- Harvest Festival  
Saturday, October 23 | 10-1
- Fall Conferences  
October 20th - 29th  
We will send out reminders at the beginning of the week your conference is scheduled. Please fill out the parent input form at least 1 week ahead of time for us to have a chance to review it!
- CLOSED: Fall Break  
October 11-15
- DUE DATES: Spring 2022  
**October 27:**
  - Financial Need Survey
  - Morning Deposit(s)**November 17:**
  - Paperwork Packets
  - Afternoon Deposit(s)
- 5th Annual Stone Soup  
Friday, November 19 | 3-6 p.m.
- CLOSED: Thanksgiving Break  
November 22 -26
- Last Day of Fall Semester  
Afternoons: November 18  
Mornings: December 17

## SEASONAL SHIFT & PREPAREDNESS

We are excited to be entering our fifth cold season operating an outdoor preschool program in this county. We feel confident in keeping your children safe and happy in this environment in the colder months, but need your help to ease their transition. Having your child come to our program prepared with proper layers, warm options for hands, feet, and heads, and rain gear are of course essential aspects, but our adult attitudes about the cold/wet are just as important. We ask that you do your best to get the buy-in of everyone that will be dropping off your child. During this seasonal transition especially, dressing your child in layers is important. Short sleeves, then long sleeves, then a warmer layer on top is the best method for them to be able to de-layer easily as the morning warms up significantly. Check out and share the [Nov. '18 issue: Attitudes about the Cold and the Benefits of Outdoor Play in Winter.](#)

For those families who are entering their first cold season with us, please reach out to other families who have done it before!

We suggest mittens over gloves, especially for the younger students, to assist in their autonomy of being able to put them on and take them off. Sometimes it may be easier for us to assist your child in putting on their jacket or boots and we are happy to help with that at drop-off.

Please know that the safety of your children is always our top priority.

**Fall Payment #3 Due:**  
Wednesday, Oct 13  
**Fall Payment #4 Due:**  
Wednesday, Nov 10

## CLASSROOM HAPPENINGS

We have been settling into the semester and enjoying the beginning of this fall season. The students are increasingly more adjusted to their routines and expectations and we are excited to continue being a part of their individual developmental journeys, while learning to be kind members of their community. Morning and afternoon students have been busy with art projects, intentional independent work, fall garden prep, lots of play, and so much more!

