



Rising Twos Info Session

2026-2027 School Year



JCC
EARLY
LEARNING
SCHOOL

BIG Changes Between Toddlers and Twos

- Ratios and Group Size: New Ratio of 1:7, Maximum 14 per class (2 teachers, we cap at 10)
- Potty Training
 - Starting or adjusting to change
- Flow of the Day
- Gaining independence



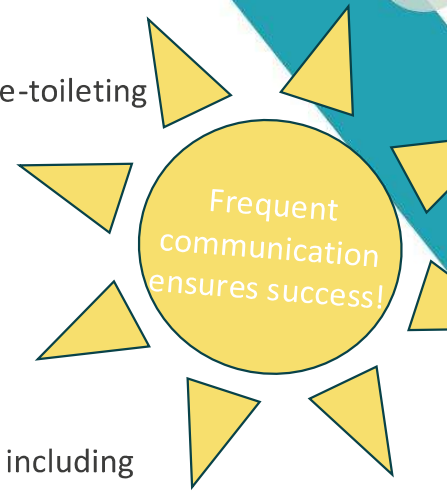
Sleep Reminders

- Cots are slightly bigger at this age group – send a bigger fitted sheet!
- Rest time starts between 12:30-1 pm and is no longer than two hours.
- If children are still awake after 30 minutes on their cot, then they will be given a book or quiet toy to engage with on their cot.
- At the end of the designated rest time, lights will be turned on. Children who are still asleep will be allowed to remain sleeping until they wake up.
- If your child is beginning to outgrow naps, or you have any questions or concerns regarding naps, communicate with your child's teacher. We are happy to help coordinate alternatives!



Toileting

- Your child *might* be ready to toilet train if they can consistently demonstrate at least 3 of these pre-toileting readiness skills at home:
 - Indicates they need to go pee/poop
 - Indicates they have a soiled diaper/pullup
 - Can pull up/push down bottoms independently
 - Can sit on the toilet for 3-5 minutes at a time
 - Can maintain a dry diaper for at least two hours
 - Can follow simple 1-2 step directions (sit down, wait, wipe your bottom, etc.)
- When toilet training at school, children must wear clothing that covers their bottoms at all times, including nap.
- School-appropriate rewards for toileting can be verbal praise and tangibles like stickers, bubbles, etc.
 - In accordance with licensing, the ELS cannot offer food as rewards.
- Accidents happen!
 - Our staff will respond with patience and kindness.
 - Send your child to school with several changes of clothes and shoes/socks.



Learning Through Play: Where to See It





JCC EARLY LEARNING SCHOOL
 Staenberg - Loup Jewish Community Center

Lesson Guide for Room: 108 Date: 2/9/26
Teacher completing: Angela **Coteacher:** Heather

Observed interests of children → **What's underneath?**
 playing on claiming mats, coloring with makers, making food and pretend play, puzzles, singing songs

Teacher Questions:
 how do we encourage the children in more social play through verbal communication.

☐ Masa
 ☒ B'rit
 ☒ Hit'Orerut
 ☐ K'dusha
 ☐ D'rash
 ☐ Tzelem Elohim
 ☒ Tikkun Olam

Connection: celebrating Tu B' shevat

Provocations and Proposals

- using different claiming mats and rearrange them in different ways.
- coloring pete pot with markers
- scooping and dumping in the sensory bin with garden soil
- watering and careing of the plants the classroom
- exploring different types of seeds

CELDT Domains of Learning
 Interaction with Peers: The developing ability to engage positive play with other children.

 Routines: The developing ability to understand and participate in personal care and sleep routines.
 fine motor: developing the skill to manipulate writing tool, and other materials with hands.

 gross Motor: The developing ability to move the large muscles with coordinatinu and balance.

Outdoor Plans

This week, we revisited the song "People are Rainbows" while also learning it in American Sign Language (ASL) to celebrate Pride Month. Our goal is to promote inclusive practices throughout the year, guided by the Jewish principle of B'tzelem Elohim, which teaches that every person is unique, capable, and competent in their own right.

During our time spent with Stephanie, we engaged in a thoughtful discussion about who is welcome here at the J. The children eagerly shared their diverse thoughts, mentioning that grandmas, grandpas, aunts, siblings, and even hamsters are all considered an important part of our welcoming and inclusive community.



Language Development

All children
develop at
their own
unique
pace

- Being surrounded by children and adults at different stages of language development increases expressive language output.
- Most children...
 - Move from 1-2 word phrases to 3-4 word sentences.
 - Increase vocabulary from 50-100 words to 200-1,000 words and begin to consistently label familiar places, people, and objects.
 - Can be understood by familiar and some unfamiliar adults when asking for common items.
 - Refer to themselves using pronouns like "I," "me," "my"
 - Begin to sustain interest in brief back-and-forth conversations.
 - Conversational turn-taking is still developing.



Encouraging Independence

- Teachers will begin to intentionally teach skills that encourage independence
- Some examples include...
 - Taking out snack from their cubbies.
 - Getting out/putting away nap bag.
 - More responsibility for supplies: e.g. water bottle, jacket, cleaning up classroom materials, etc.
- Teachers will provide fading support throughout the year
 - Support will be intentional and scaffolded at the beginning of the year, with the goal of children demonstrating these skills on their own by the end of the school year!
- Children feel a sense of pride when they can "do it by myself!"



Social-Emotional Development

- At this age, children are transitioning from parallel play to playing together. Shared materials combine with shared play, creating more social tension.
- Behaviors like biting, hitting, and pushing/taking toys are still developmentally appropriate and common.
 - As confidence in spontaneous expressive language and impulse control increases, maladaptive behaviors typically decrease.
- Frequent use of American Sign Language (ASL), a predictable routine, and visual cues can decrease frustration and maladaptive behaviors for many children at this age.





Behavior Communication

- Incident/Accident reports will be used when necessary. Phone calls will be used for more serious injuries or accidents.
- Brightwheel will still be used to communicate about minor incidents.
- Ring, ring... telephone!
 - Children remember the most impactful parts of their day, both positive and negative. This is what they often self-report.
 - It's common for children to re-remember incidents from several days ago as if it just happened.
 - Clarify what *really* happened with your child's teacher if you are unsure.

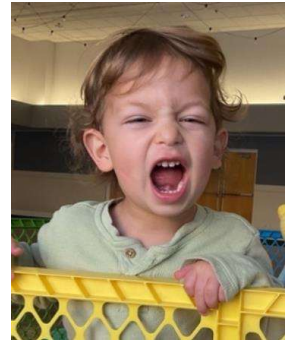


Typical Behaviors in the Twos Rooms

- As children become more independent and continue to learn how to effectively communicate their needs, it is common to see the following behaviors related to lack of impulse control:

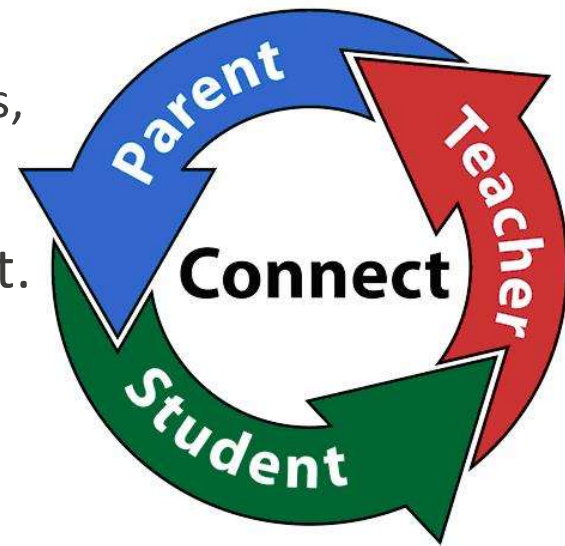
- Biting
- Scratching
- Pushing/
- Tantrums and defiance/refusal
- Rough play/accidental injuries

It's important to recognize that these behaviors are never malicious, manipulative or even intentional. If you are ever concerned about a behavior your child is exhibiting or experiencing, please reach out!



Teamwork Makes the Dream Work!

- Frequent home-school communication is a strong indicator of future school-based successes!
- Communicating with your child's teachers ensures success and generalization of skills.
 - This is especially important with potty training, transitions, and behavior.
- We are here to work as a team, not to pass judgment.
- Everything you share is important and has value!



What to Bring to School

LABEL
EVERYTHING
!!!!!!

- Sleep/nap bag:
 - Required: fitted sheet (remember: the cots are bigger!)
 - Optional: blanket, pillow, stuffed animal, pacifier
- Water bottle clearly labeled with your child's first and last name.
- Meals:
 - Morning snack, lunch, afternoon snack
- Jacket/snow or rain gear/sun hat dependent on weather.
- **IF** your child is potty training:
 - Plastic/washable or extra shoes.
 - Several changes of clothes including bottoms, underwear and shirts.



Preparing Yourself for the Transition

- We recognize that as parents, you may have mixed emotions about your child moving to a new classroom.
 - It's entirely natural to feel a range of emotions, including excitement, apprehension, and even a tinge of sadness.
- Showing your enthusiasm can help your children feel excited about the transition!
- Our team is here to support you every step of the way. We're here to listen, provide guidance, and offer reassurance throughout this process.



Preparing Your Children for the Transition

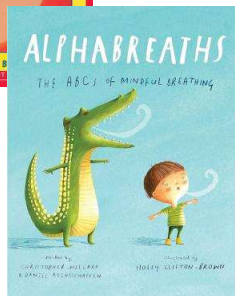
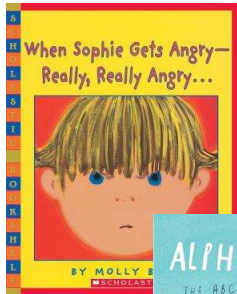
- Refer to the Weebly → look for the Inclusion Blog!
- Use social stories and visual schedules/cues to support children through the transition.
- Some children experience regression during a big transition. Feel free to reach out to your child's teacher or any member of the administration team if you are concerned about the transition.



Books to Read with your Children

Best Behavior book series

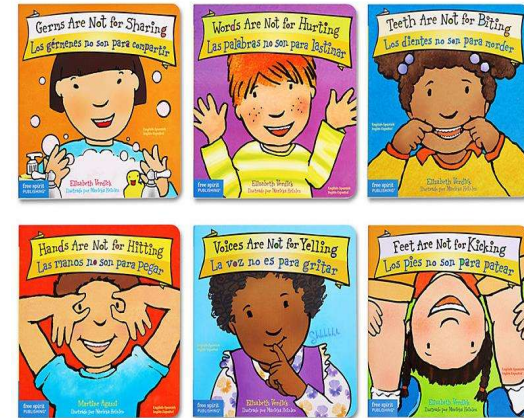
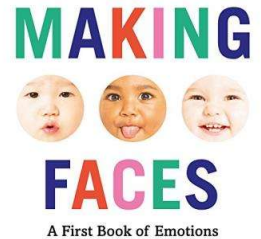
Includes *Teeth are Not for Biting* and *Hands are Not for Hitting*, among others



Alphabreaths: The ABCs of Mindful Breathing
by Christopher Willard ([link](#))

When Sophie gets Angry, Really, Really Angry...
by Mollie Bang ([link](#))

Making Faces: A Book of First Emotions
by Abrams Appleseed ([link](#))



Resources

Zero to Three

[Challenging Behaviors: What Helps and What Doesn't](#)
[How to Help Children Develop Self Control](#)

National Association for the Education of Young Children (NAEYC)

[Understanding and Responding to Children who Bite](#)

Center for the Social and Emotional Foundations of Early Learning (CSEFEL)

[Responding to Your Child's Bite](#)

[Teaching Your Child to Identify and Express Emotions](#)

[The Development of Theory of Mind in Early Childhood](#)



Questions?



How to Reach Us:



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