

Of Special Interest

"Et Tu Santa!" page 1

Quantum Mechanics and
The Preschooler Page 2

"No Child Left Behind Act"
vs "Leave No Child Behind"
Page 4

Features:

New definitions of some old
terms II Page 1

The Preschoolers' Guru™
Q&A Page 4

Highlight of a CC School
Page 2

New on the Horizon
Page 3

Word Search Page 3

Calendar of Events
Page 4

Happy New Year

"Et Tu Santa!"

A Study of Negations Embedded in Christmas Traditions



As we pass a time of year when children anticipated the coming of Christmas and the excitement of waiting up for Santa on Christmas Eve, adults are also called upon to engage their imaginations in the spirit of Christmas. Although imagination is a natural job for children, adults freely revisit their own childhood imaginations through the nostalgia of traditional songs and events. Together we bring to life a character infused with folklore, symbolism and fantasy and in this world of mystical

imagination traditional songs and customs are performed while the lines of adulthood and childhood become fused, even if only for a few moments in celebration.

Even here, in this fantastical realm of imaginative possibilities, previous generations have laced the season with *cognitively-incorrect* terms, tainting our experiences and coveting the true nature of emotional ownership that is deserved by every generation of children. Representing the most heinous and prime example of the 'knowledge of guilt' is the very

popular; "You'd better watch out, you'd better *not* cry, you'd better *not* pout, I'm telling you why... who's naughty and nice." These words imply that you are 'bad' if you go against my commands or refuse to do what I tell you to do.

Conduct your own study. Just look at your preschooler's books, how many of them have negations? How many have eliminated negations? How many promote the knowledge of advantages, potential and possibilities, instead of consequences and impossibilities? Let us know, we want to hear from you - really.

New definitions of some old Terms II

Hypothesize:

The ability to see, create, foresee, develop, recognize or tie-together a set of details, ideas or premises that conclude a truth or yield a useful outcome, reliable and innovative set of facts and useful information. Theorizing ideas that require compassion as the active link between E.Q. & I.Q.

Cognition:

The process of using all of our 5+ senses to acquire knowledge – The logical, sequential mathematical process of receiving knowledge first into our E.Q. function and then our I.Q. function.

Negations:

An overly used language and grammar semantic that repudates the action quality of verbs.

Possibilities:

The tendencies and unlimited options of diversified learning; the explorative seed of intuitive knowledge.

Emotional Cognition:

The process of acquiring, gaining, learning and re-using emotions as knowledge, the process of acquiring motivational knowledge.

For more information about anything you have read, or if you have a personal question that you need an answer to please log on to www.ccthedots.com and ask the Preschoolers' Guru™.

Highlighted School – NJ & NYC



Emotional Ownership is the birthright of all human beings regardless of race, culture, gender or religious persuasion. It is the doorway to independent and usefully, good critical thinking skills ~~~ by C. A. Woolf

The Bergenfield Montessori

New Bridge Road S Prairie
Bergenfield, NJ 07621
Tel: (201) 385-5214
Director: Michelle Leah

The Montessori has a wonderfully caring staff, which has been with the company for many admirable years. So it was very gratifying to hear that even these professionals felt as though Cognitively Correct® was a technique that should always be employed at their school. The information was more than a reconfiguration of ideas they had learned, believed and utilized before. Questions and discussions challenged the premises of Cognitively Correct®

while the theme and calculations of Cognitively Correct® addressed all the angles of positive, potential development. They all felt that **"Connecting the Dots"** put positive speech into a clear perspective. Cognitively Correct® reaffirmed many of their own intuitive inclinations and experiences and many felt that Cognitively Correct® held together the real practices of teaching preschoolers.

Red Balloon Day Care Center

560 Riverside Drive,
New York, NY 10027
Tel: (212) 663-9006
Director: Norma

"The preschool environment works much better when both the parents and the staff work together", Norma said in a recent conversation. Reportedly, the Red Balloon staff had a higher level of excited discussion about the Cognitively Correct® technique than any other seminar they had attended. As well, the seminar caused a great deal of discussion amongst the attendees.

The director knows that to create real change, more than just one single naptime seminar will be necessary. She is willing to put in the time and energy to ensure her staff really employees this technique.

Quantum Mechanics and The Preschooler

By Carla A. Woolf

So, what do you really know about preschool development? Are all good feelings right? Are all bad feelings wrong? Is positive development only about doing what feels cushy and comfortable? Does 'positive' indicate all smiling faces and the lack of confrontation?

As adults we have become subject to strict classifications. 'Classification' is one of the basic math skills. In preschool development children lack this kind of understanding and are merely in the process of learning the basics of patterns, sequences, orders, measurements, sizes and shapes and putting their intuition to practice by engaging in memory and guessing games through exploration and discovery.

Typically, because we have learned to classify, we believe that this maturely acquired knowledge is something we are obligated to teach children, be it by force, reward or shame. Einstein thought that the study of Quantum Physics (the uncertain behavior of atoms) might undermine the certain General Theory of Relativity that described the basic principles of mass and energy in the universe. But without the basic certain structure of atoms, energy and mass, Quantum Physics would have to be based on the principle that 'matter could be created or destroyed or just disappear'. The fact is that 'matter, mass, energy and atoms do exist, can neither be created or destroyed but can be changed from one form to another,' so that in order to have endless possibilities for the re-creation and changes of matter, there has to be creative uncertainty (just like preschoolers answers to life's questions).

The particles of atoms are all constructed out of the same substance or materials and it is the pattern of its atomic structure that classifies it and turns it into a particular element. In preschool, we are like the pre-formation of atoms - floating particles that are waiting to be driven toward the creation of certain elements.

Until that time when we find our own unique pattern of construction, we require unclassifiable direction. In other words, giving a preschooler safety and hygiene directions has the same significance as being read a book, enjoying sand and surf at the beach, finger painting, experimenting with writing or doing flips on a trampoline. What manner of direction is that? The kind that teaches us the benefits of learning while refining our personal skills and talents. Language that promotes the potential of possibilities and the possibilities of potential is the kind that allows us to develop trust and confidence in our own abilities. All humans have the same capabilities but until we are sure of the specific aptitudes and abilities of each individual child, then all possibilities must be left open - like an atom floating in space. That is the character of preschool learning and development, it is the reflection of Quantum Mechanics – the nature of unlimited possibilities.

For more information about anything you have read, or if you have a personal question that you need an answer to please log on to www.ccthedots.com and ask the Preschoolers' Guru™.

New on the Horizon

In the coming year be on the look-out for the

Business opportunities:

We supply the books you get a commission. You already think the book is a must read for everyone. You have been a cognitively correct® parent/caretaker for months now and have told all your friends about it.

Here is your opportunity to get paid for recommending a book to friends and family members and other professionals.

Cognitively Correct, Inc. is

currently looking for moms, dads and caretakers who are seeking to earn some extra cash. We would provide you with postcards as hand outs to promote "Connecting the Dots" and Cognitively Correct® development. Arrange a Cognitively-Correct®-Tea-Party session or organize a seminar for your child's school with the preschoolers' guru™.

All these things will pay on a commission basis.

Career opportunities:

We will offer training to individuals on how to teach

and conduct seminars. For your qualifications, you as the orator, will comply with Cognitively Correct® training for a period of time prior to applying which includes reading the book (Connecting the Dots) completing the workbook (to be released this year) and a personal interview and/or coaching session from the Preschoolers' guru™ to make sure you understand the concepts and practices of Cognitively Correct® Development.

Thank you for your interest. Updates will be continually posted on the website at ~ www.ccthedots.com



Never, ever underestimate the emotional visibility of children. ~~ by C.A. Woolf

Word Search: - Find the Cognitively Correct® words or terms list to the right.

N O I T C E N N O C
A I R N C N L O V D
T H N A B I L I T Y
U C D H L M S T U F
R F A L E P V A I U
A L I E A R K G B L
L K V L R O E E S F
S I E N N V F N N I
K L L A D E U U T L
D I V E R S I F Y L

Find the following:

Ability
Basic
Connection
Diversity
Fulfill
Fun
Improve
Inherent
Learn
Natural
Negation
React
Skill

Cognitively Correct, Inc.
 P.O. Box 73
 Paramus, NJ 07653

Phone
 (201) 674-4215

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 (866) 711-5369

E-mail
 info@ccthedots.com

Calendar of Events: January 2008

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5 TPG back in the USA
6	7	8	9	10	11	12
13	14	15	16	17	18	19 Hands-off Adults!! Tea Party Hartford, CT
20	21	22	23	24	25	26
27	28	29	30	31		

Feb. 12th 2008 – Parents Seminar hosted by Red Balloon in NYC, NY
 Feb. 14th 2008 - Full day Training Seminar – Private for Deptford, NJ

Preschoolers –
 The Future is in
Their Cognition

“No Child Left Behind Act” vs “Leave No Child Behind”

What is the difference and what is the connection? The connection is that **Marian Wright Edelman**, president of the *Children's Defense Fund*, leads the children of this nation in testing scores in order to assess the skills of teachers. **Dr. Comer's** book specifically points out that *all* adults involved in the process of children's education should engage in the kind of communicative rapport that would actually address the developmental needs of any and every child - social, academic, emotional, etc. In fact, there is little if anything

at all about mastering tests. Before we wag our tails and lag our tongues in front of politicians who promise to bring our children to academic perfection, for your child's sake, have a read into Dr. Comer's book. It is enlightening! Meanwhile, back in the political arena, politicians are jumping on the title and stirring the emotions of the American public. The idea of 'my child' left behind in school has horrified the voting public. Independent thinking, the kind that supports democracy, depends on the freedom to

Above book: By James P. Comer, M.D.

express and refine all of our unique talents and qualities. The more we become too 'standardized' - the more we will lose our 'democratic' edge. Of course we should learn how to read, write and calculate, but we should do it willingly and desire-ably. How can that be done? By giving children Cognitively Correct education in the formative years. Unfortunately, real preschool education has been sacrificed and replaced with earlier and earlier academic practice.

The Preschoolers' Guru Q&A: Examples

Cognitively Correct® **Cognitively Incorrect**

What are you planning to do right now/ at this moment?

Don't even think about it!

That belongs inside the toy chest. (z)
 Please put that underneath the bed / next to / beside / in back of / in front of, etc

That doesn't go there / That doesn't belong there. Did I say you could put that just anywhere, put it where it belongs

You'll have to explain yourself again (z)
 Why do you think that makes sense (y)
 Let's try asking him in a different way.

Why are you talking to him that way, do you really think he's going to share his toys with you when you talk/act like that? - That doesn't make any sense.

You have to speak up / speak clearly and ask kindly. Please remember to use good manners, say "please" and "thank you".

I'm not going to listen to you if you mumble and cry like that and you're not getting a thing if you don't say "please".

We're on the Web!
 See us at:
 www.ccthedots.com
