

Core Curriculum and Terminology

TAP

First Semester

Ball Taps
Ball Steps
Heel Taps
Heel Steps
Toe Taps
Toe Steps
Steps (Marches)
Hop (2 Feet)
Shuffle (Paint the Floor)

Second Semester

Shuffle Hop
Shuffle Toe Back
Shuffle Step
Hop (One Foot)

BALLET

First and Second Positions
Plies (To bend)
Relevés (To rise up on balls of feet)
Tendus (To stretch or point feet)
Battement
Passé (To make a triangle shape with foot at knee)
Chasses
Skips
Runs
Turns
Port De Bras

JAZZ

Isolations or head, shoulders, hips.
Coordination Combinations (Stepping and Clapping)
Knee Bounces
Twisting
Jumping In and Out
“Just For Fun” (Animal Action, Locomotion, Freeze Dance)

First Day Procedures

- Always have fun “Disney” type music playing in the background.
- Greet all dancers and parents outside the classroom.
- Welcome the dancers with sparkles, stickers or whatever you think will break the ice.

- While still outside the classroom, discuss with parents the following:

The plan for the first day: It is an introduction day, and your child may or may not want to dance. The 2 year olds need to explore their environment and learn to trust you, the teacher.

Instruct the parent that it is perfectly normal for a very young dancer to have a bout of separation anxiety. If their child cries the parent should remove the child from class and hold them lovingly at the watch window to watch until they are ready to go back into class on their own. It's important that the parent offer only love and support to a child in this state. Tell a parent that with encouragement and support, a 2-year-old dancer will decide on their own within three or four lessons to participate.

Advise that the reason we don't have parents inside the classroom is that we don't want the dancers to learn that their mom or guardian is supposed to enter the class with them. This would make it more difficult for them to leave the classroom eventually. The students will also run back and forth to the parent if they are in the same room.

Again, ease their minds by telling them that it is totally normal for the dancers to not dance on the first day and it WILL get better. Sometimes it takes a few weeks. Also, reiterate that a young dancer will sense a parent's frustration and disappointment, which will turn the dance studio into a negative place. It's important to inform the parents precisely how to act if their dancer cries or exhibits separation anxiety.

Tips for Baby Classes

All 2 year olds suffer from separation anxiety. The first few weeks of class will be chaos! There will be crying, slamming doors and frustrated parents but have no fear, as the year progresses your 2 year olds will learn to trust you and their environment and the Twinkle Babies will become your best and favorite classes.

Twinkle Bear™ Procedures:

Make sure all Twinkle Bears have the child's name on them. The best way is to use a sticky label on the back of the bear with the dancer's name so that you can see the name easily. Make sure to spend some time going over the "Twinkle Bear" rules before you stand up and dance with the bears. Give the dancers a moment to explore their Twinkle Bear.

Twinkle Babies 2-3™ - Dancers bring their Twinkle Bears into the start of class. Have the dancers place the Twinkle Bears into the "Bear Box or Container" for use in the ballet time. Hand out the Twinkle Bears as the dancers are seated before the "Twinkle Bear Ballet" time in each class. Dancers will then "dance" back over the Bear Box to put Twinkle Bears back for the duration of the class. Dancers get their bears back at the end of class as they exit the room.

Twinkle Stars 3-4™ - Dancers bring their Twinkle Bears into the start of class. Have the dancers place the Twinkle Bears into the "Bear Box or Container" for use in ballet time. Hand out the Twinkle Bears as the dancers are seated after the "Be Our Guest Ballet Center Stretch". Dancers will then "Ballet Walk" over the side of the dance studio to go across the floor. Dancers will then "dance" back over to the Bear Box to put Twinkle Bears back for the duration of the class. Dancers get their bears back at the end of class as they exit the room.

Twinkle Stars 4-5 and 5-6™ - Dancers bring their Twinkle Bears into the start of class. Have the dancers place the Twinkle Bears into the "Bear Box or Container" for use in the ballet time. Dancers come over to the Bear Box at the start of the ballet section of class. They then walk over to the ballet barre and place their Twinkle Bear on the barre. Following the ballet barre, dancers use their Twinkle Bear in center. Dancers will then "Ballet Walk" over the side of the dance studio to go across the floor. Dancers will then "dance" back over the

Bear Box to put Twinkle Bears back for the duration of the class.
Dancers get their bears back at the end of class as they exit the room.

Sample Twinkle Babies 2-3™ Lesson Plan

Class Length: 30 Minutes

Recommended Class Size - 8 - 10 Dancers

Class set up

Pre-set Hula Hoops in a circle before dancers arrive; this will give the dancers a boundary for their bodies.

Tap - 15-Minutes

TB01-Rockin Pneumonia and Boogie Woogie Flu Tap Warm-Up:

Dancers in circle with Hula Hoops

TB01a-Rockin Pneumonia and Boogie Woogie Flu Tap Warm-Up Breakdown

TB02-Hokey Pokey: in Hula Hoops and ***Twistin' the Night Away***:

Dancers use Hula Hoops to music

TB02a-Hokey Pokey and ***Twistin' the Night Away Breakdown***

TB03-Twinkle Tap Barre Work: “Paint the Floor” – AL Gilbert Tap One - Shuffles (Start to use Primary Tap Barre after a few weeks)

TB04-Locomotion: Choo Choo Train

Recital Choreography or Class Combination: (no videos)

Ballet/Jazz - 15 Minutes

TB05-Twinkle Bear Ballet – Watch Me Kick, Balance, Skips, Turn, and Chasses holding bear – always in circular motion. First semester start dancers in a circle, move to a straight line to start when they are ready.

TB06-Animal Action Ballet Center Movement

TB06a-Animal Action Ballet Center Movement Breakdown

TB07-Walk, Run, Skip

TB08-Freeze Dance – Move Hips Shoulders, Head, and Jump out and in.

TB08a-Freeze Dance Breakdown

TB09-Twinkle Dust™ Reverence – Place a “Ballet Bear” face down in the middle of the floor and a hula-hoop a few feet away. This makes a dancing obstacle course. Have the dancers run and jump over the “Ballet Bear”, walk into the hula-hoop and do a turn with arms in high fifth, finish with a curtsy. Explain to the dancers that they need to only “go” when you tap them on the head. They wait on their bottoms on the other side of the room.

Twinkle Babies 2-3™ Class Materials

1. *Small Hula Hoops* - www.discountschoolsupply.com, www.orientaltrading.com
2. *Star Wands* - www.Orientaltrading.com
3. *Twinkle Bears™* - www.CostumeManager.com
4. *Sparkles of Stickers for Dancers* - www.fairydust.com
5. *Twinkle Wear™ for Dancers* - www.CostumeManager.com

Class Playlist: Twinkle Babies 2-3™

1. Rockin’ Pneumonia and the Boogie Woogie Flu -

Everyone is a Star - Sugar Beats - ITUNES

2. Hokey Pokey – Out of Print - Included in TSD

3. Twistin’ the Night Away - Sam Cooke - ITUNES

4. Shuffles - Al Gilbert Tap One - Al Gilbert – musicworksunlimited.com

5. The Locomotion - Back to the Beat - Sugar Beats - ITUNES

6. Twinkle Bear - Watch Me Kick - Children's Dance Favorites Blue Series - Track #2 Kimbo Educational – www.kimboed.com

7. Twinkle Bear - Balance - Children's Dance Favorites Blue Series - Track #3 Kimbo Educational – www.kimboed.com

8. Twinkle Bear - Skip - Children's Dance Favorites Blue Series - Track #4 - Kimbo Educational– www.kimboed.com

9. Bunny Rabbit Blues - Children's Dance Favorites Blue Series - Track #5 - Kimbo Educational – www.kimboed.com

10. Animal Action - Out of Print - Included in TSD

11. Run, Walk, Skip - Out of Print - Included in TSD

12. Freeze Dance - Out of Print - Included in TSD

13. Pure Imagination - Glee - Glee Cast - ITUNES

Music Links:

Itunes

Kimboed.com - Kimbo Educational

Musicworksunlimited.com - Al Gilbert Tap CD's

Twinkle Stars 3-4™ Dance Program

Recommended Class Size - 10-12 Dancers

Core Curriculum and Terminology

TAP-First Semester

Ball Taps

Ball Steps

Heel Taps

Heel Steps

Toe Taps

Toe Steps

Steps (Balls of the Feet)

Tightrope Walk (Crossing one foot in front of other on a line)

Hop (2 Feet, 1 Foot)

Jump (Changing feet)

Shuffle (Paint the Floor)

Flap (Brush Step)

Tap-Second Semester

Shuffle Hop

Shuffle Toe Back

Shuffle Step

Ball Heel (Walking)

Flap

Ballet

Parallel First Position

First and Second Positions Plies (To bend)

Relevés (To rise up on balls of feet)

Tendus (To stretch or point feet)

Point Feet

Flex Feet

Battements

Grand Jete

Passé (To make a triangle shape with foot at knee)

Pique Pointe

Port De Bras (first and fifth)

Sautes (Jumps in first or second position)

Skips (March Hop)

Chasses

Ballet Walks

Stretches: Cat Stretch - Cradle Stretch

Jazz

Isolations of head, shoulders, hips, and rib cage
Coordination Combinations (Stepping and Clapping)
Arm Isolations
Twisting
Knee Bounces
Criss-Cross Feet
Grapevine
Jump Out and In

Twinkle Star Dance 3-4™ Sample Lesson Plan

Class Length: 45 minutes

Recommended Class Size - 10-12 Dancers

Tap – 15-20 Minutes

TS01- Rockin' Pneumonia and Boogie Woogie Flu Tap Warm-Up:

Make sure dancers hold arms in second position for warm-up.

TS01a- Rockin' Pneumonia and Boogie Woogie Flu Tap Warm-Up Breakdown

TS02-Twinkle Tap Barre Work/Technique: Al Gilbert Grade 1;
Shuffles, Shuffle Hop, Shuffle Hop Toe Back

TS03- Ball Heels to Across the Floor

TS03a- Across the Floor: Hopping on One Foot, Flaps, Heel Steps,
Toe Steps, Ball-Heel - Mockingbird

Recital Choreography or Monthly Class Combination: (no videos)

Ballet – 10 – 15 Minutes

TS04- Be Our Guest Ballet Center Stretch – Contains Port de bras, Stretches, Pointe and Flex Feet, Chasses, Battements.

TS04a- Be Our Guest Ballet Center Stretch Breakdown

TS05- Can You Feel the Love Tonight Ballet Center Practice -
Plies, Releves, Tendu, Passé, Port de Bras, Ballet Walks.

TS05a- Can You Feel the Love Tonight Ballet Center Breakdown

TS06-Twinkle Bear Ballet™

TS07- Twinkle Bear Across the Floor: Chasses, Skips (March Hop), Releve Walks with Butterfly arms, Grande Jetes (Jumps over Objects), Ballet Walks (Princess Walks), Battements

TS08-Twinkle Bear Jumps

Recital Choreography or Monthly Class Combination: (No videos)

Jazz – 10 Minutes

TS09- Freeze Dance Jazz Movement - Dancers in Hula Hoops. Includes body and arm isolations as well as footwork combinations.

TS10-Twinkle Dust™ Reverence – Place a “Ballet Bear” face down in the middle of the floor and a hula-hoop a few feet away. This makes a dancing obstacle course. Have the dancers run and jump over the “Ballet Bear”, walk into the hula-hoop and do a turn with arms in high fifth, finish with a curtsy. Explain to the dancers that they need to only “go” when you tap them on the head. They wait on their bottoms on the other side of the room.

Twinkle Star 3-4™ Class Materials:

1. *Small Hula Hoops* - www.discountschoolsupply.com, www.orientaltrading.com
2. *Star Wands* - www.Orientaltrading.com
3. *Twinkle Bears™* - www.CostumeManager.com
4. *Sparkles of Stickers for Dancers* - www.fairydust.com
5. *Twinkle Wear™ for Dancers* - www.CostumeManager.com

Twinkle Star 3-4™ Class Playlist:

1. Rockin’ Pneumonia and the Boogie Woogie Flu -

Everyone is a Star - Sugar Beats - ITUNES

2. Shuffles - Al Gilbert Tap One - Al Gilbert - musicworksunlimited.com

3. Shuffle Hop - Al Gilbert Tap One - Al Gilbert - musicworksunlimited.com

4. Shuffle Hop Toe Back - Al Gilbert Tap One - Al Gilbert - musicworksunlimited.com

- 5. Mockingbird** - Back to the Beat Track 6 - Sugar Beats - ITUNES
- 6. Working in a Coal Mine** - Everyone is a Star - Sugar Beats - ITUNES
- 7. Freeway of Love** - Car Tunes Track 10 - Sugar Beats - ITUNES
- 8. Come and Get Your Love** - Everyone is a Star - Sugar Beats - ITUNES
- 9. Be Our Guest** - Beauty and the Beast Soundtrack - Disney - ITUNES
- 10. Can You Feel the Love Tonight** - The Lion King Soundtrack -Disney - ITUNES
- 11. Ballet Walks** - I Wonder If I'm Growing - Included in TSD Subscription
- 12. Chasses and Skips** - I Wonder If I'm Growing - Included in TSD Subscription
- 13. Princess Walks** - I Wonder If I'm Growing - Included in TSD Subscription
- 14. Battements** - I Wonder if I'm Growing - Included in TSD Subscription
- 15. Freeze Dance** - Included in TSD Subscription
- 16. Pure Imagination** - Glee - Glee Cast - ITUNES

Music Links:

ITunes - Sugar Beats, Disney, Glee Cast
Statler Music and Video
www.Musicworksunlimited.com

Twinkle Stars 4-5™ Program

Ages: 4-5 years old

Recommended Class Size - 10-12 dancers

Core Curriculum and Terminology

TAP - First Semester

Ball Taps

Ball Steps

Heel Taps

Heel Steps

Toe Taps

Toe Steps

Steps (Balls of the Feet)

Ball Change

Tightrope Walk (Crossing one foot in front of other on a line)

Hop (2 Feet, 1 Foot)

Jump (Changing feet)

Shuffle (Paint the Floor)

Flap (Brush Step)

Tap - Second Semester:

Note: You may cover some of this material in the first semester

Shuffle Hop

Shuffle Toe Back

Shuffle Step

Ball Heel (Walking)

Flap

Flap Heel

Flap Ball-Change

Shuffle Ball-Change

Buffalo (with shuffle)

Front Irish

Ballet

Parallel First Position

First and Second Positions

Plies (To bend)

Relevés (To rise up on balls of feet)

Tendus (To stretch or pointe feet)

Pointe Feet

Flex Feet

Battements

Grand Jeté

Passé (To make a triangle shape with foot at knee)

Pique Pointe

Port De Bras (first and fifth)

Sautés (Jumps in first or second position)
Skips (March Hop)
Chasses
Ballet Walks
Introduce Chainé Turns (Coordinate Arms and Feet – no turning)

Jazz

Isolations or head, shoulders, hips, and rib cage
Step Touch
Step Together
Arm Isolations
Step Pivot
Twisting
Knee Bounces
Chasse side to side
Criss-Cross Feet
Grapevine
Jump Out and In

Twinkle Star Dance 4-5 & 5-6™ Sample Lesson Plan

Class Length: 45 minutes

Tap – 15-20 Minutes

TSS01- Celebration Tap Warm-Up: Dancers start in a line facing you

TSS01- Celebration Tap Warm-Up Breakdown

TSS02- Twinkle Tap Barre Work/Technique: Al Gilbert Grade 1 - Shuffles, Shuffle Hop, Shuffle Hop Toe Back, Shuffle Jump

TSS03- Flaps to the Mirror

TSS04 - Across the Floor - Hopping on one foot, heel steps, ball heels, flaps

Tap Recital Choreography or Class Combination: (no videos)

Ballet – 10 – 15 minutes

TSS05-Twinkle Bear Barre™: Plies in First Position, Relevés, Tendus – “Make a Shelf, stretch to point, back to first. Port de bras – first to fifth, open to second and down, Tendus and Passés.

TSS05a-Twinkle Bear™ Center: Port de Bras, Tendu and Passé

TSS06-Greensleeves Ballet Center Movement - Each dancer gets a crown or tiara for the dance.

TSS06a-Greensleeves Ballet Center Movement Breakdown

TS05-Be Our Guest Center Stretches*: Point and Flex Feet, Second Stretch, Chasses, Plies. *Optional see Twinkle Star 3-4™ Video.

TSS07-Across the Floor: Chasses, Skips (March Hop), Relevé Walks with Butterfly arms, Grande Jetes (Jumps over Objects), Ballet Walks (Princess Walks), Battements

Ballet Recital Choreography or Class Combination: (no videos)

Jazz – 10 minutes

TSS08-Shake Your Body Jazz Center Movement: Includes body and arm isolations as well as footwork combinations. This can be followed by a few minutes of “FREE DANCE” to upbeat music.

TSS08a-Shake Your Body Jazz Center Movement Breakdown

TSS09-Twinkle Dust™ Reverence - Place a “Ballet Bear” face down in the middle of the floor and a hula-hoop a few feet away. This makes a dancing obstacle course. Have the dancers run and jump over the “Ballet Bear”, walk into the hula-hoop and do a turn with arms in high fifth, finish with a curtsy. Explain to the dancers that they need to only “go” when you tap them on the head. They wait on their bottoms on the other side of the room.

Twinkle Star 4-5 and 5-6™ Class Materials:

1. *Small Hula Hoops* - www.discountschoolsupply.com, www.orientaltrading.com
2. *Star Wands* - www.Orientaltrading.com
3. *Twinkle Bears™* - www.CostumeManager.com
4. *Sparkles of Stickers for Dancers* - www.fairydust.com
5. *Twinkle Wear™ for Dancers* - www.CostumeManager.com
6. *Princess Crowns* - www.OrientalTrading.com

Twinkle Stars Dance 5-6 Program

Recommended Class Size - 10-12 dancers

Core Curriculum and Terminology

TAP-First Semester

Ball Taps
Ball Steps
Heel Taps
Heel Steps
Toe Taps
Toe Steps
Steps (Balls of the Feet)
Ball Change
Dig Brush
Dig Brush Ball-Heel
Hop (2 Feet, 1 Foot)
Jump (Changing feet)
Shuffle (Paint the Floor)
Flap (Brush Step)
Shuffle Hop
Shuffle Toe Back
Shuffle Step
Ball Heel (Walking)
Flap
Flap Heel

Second Semester

(Note: You may cover some of this material in the first semester)

Flap Ball-Change
Shuffle Ball-Change
Buffalo (with shuffle)
Shuffle Jump (Changes Feet)
Front Irish
Shuffle Hop
Shuffle Toe Back
Shuffle Step
Ball Heel (Walking)
Maxi Ford
Cramp Roll
Hop Shuffle Hop

Ballet

Parallel First Position
First and Second Positions
Plies (To bend)
Relevés (To rise up on balls of feet)
Foot Articulation (Make a Shelf)
Tendus (To stretch or pointe feet)
Pointe Feet
Flex Feet
Battements
Grand Jete
Passé (To make a triangle shape with foot at knee)
Pique Pointe
Port De Bras (first and fifth)
Sautés (Jumps in first or second position)
Skips (March Hop)
Chasses
Ballet Walks
Introduce Chainé Turns (Coordinate Arms and Feet - no turning)
Introduce Pique Turns (Pique Passé - Fondu - no turning)
Introduce Arabesque

Jazz

Isolations or head, shoulders, hips, rib cage
Arm Isolations
Body Roll - up and down
Step Pivot
Step Pivot with arms
Arm Positions - Jazz Hands, "V", "L", Blade
Cross Touch - front and back
Lindy
Jazz Square
Introduce Passé in Parallel
Tendu Passé
Toe Touch
Tuck Jump
Right and Left Chasses (Across the Floor)

Twinkle Stars 4-5 & 5-6 Class Playlist

1. Celebration - Everyone is a Star-Sugar Beats
2. Shuffles - Al Gilbert Tap One-Al Gilbert
3. Shuffle Hop - Al Gilbert Tap One-Al Gilbert
4. Shuffle Hop Toe Back - Al Gilbert Tap One-Al Gilbert
5. Shuffle Jump - Al Gilbert Tap One-Al Gilbert
6. Shuffle Ball Change - Al Gilbert Tap One-Al Gilbert
7. Working in a Coal Mine - Everyone is a Star-Sugar Beats
8. Come and Get Your Love - Everyone is a Star-Sugar Beats
9. Freeway of Love - Car Tunes-Sugar Beats
10. Be Our Guest - Beauty and the Beast Soundtrack-Disney
11. Ballet Plies - I Wonder if I'm Growing - Included in TSD Playlist
12. Ballet Port de Bras - I Wonder if I'm Growing - Included in TSD Playlist
13. Greensleeves - London Promenade Orchestra - Candlelight Classics
14. Ballet Walks - I Wonder If I'm Growing - Included in TSD Playlist
15. Chasses and Skips-I Wonder If I'm Growing - Included in TSD Playlist
16. Princess Walks-I Wonder If I'm Growing - Included in TSD Playlist
17. Battements-I Wonder if I'm Growing Track #7, Let's Do the Numbers Rumba Statler Music and Video

**18. Shake Your Body -Everyone is a Star-Sugar Beats-
ITUNES**

19. Pure Imagination-Glee -Glee Cast

Music Links:

iTunes - Sugar Beats, Disney, Glee Cast
Statler Music and Video
www.Musicworksunlimited.com

Teaching Strategies

Classroom Control: Teachers need to keep control of the classroom at all times. Control is usually an issue of how engaged the students are in the material. Sometimes the children with behavior issues cannot be controlled easily. Be creative when leading in the studio and keep the dancers moving at all times. Move quickly from one exercise to the next. Make sure to organize music and lesson plans so the class flows. Never turn your back on the dancers as you are changing the music or looking at your notes. Continue leading them with your voice as you are tending to the music, etc.

Engaging Students: Students are engaged when they are interested or curious. Sometimes if the material is too difficult or too easy they lose interest. They also thrive on verbal feedback and are inspired by the teacher's energy and enthusiasm for the material. A good teacher knows her student's ability and gives material that will challenge the child while making them feel a sense of accomplishment. Make sure to slow down and lower your voice if the class is getting loud and wiggly, and raise your voice and speed up if they are staring off into space.

Learning Styles: We all learn things in a different way. Dance is typically taught verbally as well as the "follow me" method. That works for the majority of dancers, however some dancers learn in a more "hands on" way. While teachers need to be careful when touching dancers, sometimes it is necessary to physically move the dancer through the movement. The use of analogies, rhythmic exercises such as clapping the rhythm, etc. are good alternate ways of getting the material across to the students. It is the teacher's responsibility to determine the learning styles of her students and use the necessary techniques to ensure the students learn the material to the best of their ability.

Preparation/Organization: Teachers, especially dance teachers, need to be prepared and organized. You cannot run into class 2 minutes before its scheduled start time and turn on the music. At that point there has been no physical or mental preparation for your class or the classes that follow. I have seen that teacher and their classes have never been up to par. A large part of teaching is the preparation and organization before the class; otherwise it would be called “giving” a class. All Twinkle Star Dance™ teachers need to be prepared for their classes and are to arrive at least 15 minutes before their first scheduled class.

Discipline Strategies: It is a fine line that we walk when we go to discipline a child that is not our own. Dance class should be a positive activity for dancers and their parents and, with any luck should not include any “time-outs”. Unfortunately, it is not a perfect world, and in order to keep the peace in class so that all of the dancers can learn, we need to resolve some situations. If a child’s behavior is disrupting the learning process of the class and or if the dancer is physically or emotionally harming any dancer they need to be dealt with. Try this course of action:

Give a warning to the child about behavior and try to divert attention to a positive. For the second warning have a talk with mom outside.

*Remember that if a parent feels as if they are in control of their child’s discipline they will handle the punishment better. Talk with mom about how to team up and get the child to listen and be successful.

Keeping Class Notes: Keeping notes at the end of each class about what took place will help you keep consistency in your classes. You may also write down any ideas you have for new steps or ideas on how to teach a certain step in a more efficient way.

Teaching the whole child: Remember that you are teaching the whole child. You cannot separate the child’s personality or life experiences from the dancer. Take an interest in your student’s well-being and make mental notes about background and family situations. Is mom pregnant with child #2? Is that why Susie is acting out and needing more attention in class? These are the things that are helpful to know when you are teaching.

Parent Relations: The first thing to understand (if you are not a parent), is that parents have a crazy kind of love for their children. They will do anything to protect them and ensure that they are happy. There are also some parents that don’t know how to handle the feelings they have for their child and become very irrational when it comes to dealing with their child or anyone who deals with their child.

This is why teaching a child is so very difficult. They do not come to dance class on their own will. They come with a parent. It is a package deal. A teacher has a relationship with both the parents and the dancer. Sometimes the parents' feelings about the dance class and how well it is going is directly related to the relationship between themselves and the teacher even more so than the relationship you have with their child. Parents need to feel valued as much as they want their child to be valued. The tricky thing is that some parents receive their validation as a good parent through the actions of their child and how people react to their child. For example, if Susie is the only dancer who can't skip across the floor the mom is going to feel less valued than the parent of the dancer who can skip. Not all parents are like this, but most are to different degrees. A child is an extension of the parent and everyone wants to feel important, loved, valued and they sure always want to feel like they are "special".

Okay, so there is my take on the situation. Now, how do you take that information and use it to your benefit? First, keep reminding yourself that #1 - Parents have a crazy kind of love when it comes to their kids - #2 - Parents and kids just want to feel valued and important. This will help when there is a conflict or problem in class. When a conflict arises, remember it is not personal. Make sure to validate the feelings of the parent and listen! Remember in offering a solution to the problem that they need and want to feel valued. Try to forget all of the irrationally and crazy things the mom has just said to you, because it is human nature for a mom to be crazy for her child.