Getting Ready for PRESCHOOL

Los Angeles County Office of Education

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PARENTING CURRICULUM RESOURCES

Children experience many transitions throughout their lives and are strongly influenced by their home environment. Therefore, it is important for parents and families to recognize their role in nurturing their children's social and emotional development. Children who have a solid social and emotional foundation in early childhood powerfully impacts children's later positive attitudes and behaviors, their academic performance, career path, and adult health outcomes.
https://talkingisteaching.org/resources/social-emotional-tips-for-families

Fostering Healthy Social & Emotional Development in Young Children: Tips for families.

FOSTERING HEALTHY SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN
TIPS FOR FAMILIES

Children are born with the need and desire to connect with those around them. When parents and caregivers establish positive relationships with children from birth through the early years, children feel safe and secure, laying the foundation for healthy social and emotional development. This process affects how children experience the world, express themselves, manage their emotions, and establish positive relationships with others.

Social and emotional development involves several interrelated areas of development, including social interaction, emotional awareness, and self-regulation. Below are examples of important aspects of social and emotional development for young children.

Social interaction focuses on the relationships we share with others, including relationships with adults and peers. As children develop socially, they learn to take turns, help their friends, play together, and cooperate with others.

Emotional awareness includes the ability to recognize and understand our own feelings and actions and those of other people, and how our own feelings and actions affect ourselves and others.

Self-regulation is the ability to express thoughts, feelings and behaviors in socially appropriate ways. Learning to calm down when angry or excited and persisting at difficult tasks are examples of self-regulation.

Parents and families play an important role in nurturing their children's social and emotional development. Supporting children's social and emotional development can be both rewarding and challenging at the same time. Critical to providing support is having realistic expectations of children's development at different ages. Realistic expectations of when infants are able to experience emotions (hint: early!), how easy or difficult it is for a toddler to take turns, and when young children are able to follow simple directions can bring greater success – and less frustration – for young children and their families.

And remember: every child develops at her own pace and has diverse learning needs and approaches. Tuning in and being aware of your child's specific needs and where they are developmentally can help you adjust to daily routines and activities with your child. But if you are ever worried about your child's development, don't wait! Talk with your child's doctor if you have concerns. Acting early can make a big difference. Remember: you know your child best. Get tips to help at www.cdc.gov/Concerned and Birth to 5: Watch Me Thrive!

DID YOU KNOW?

Research shows that a strong social and emotional foundation in early childhood powerfully impacts children's later positive attitudes and behaviors, their academic performance, career path, and adult health outcomes! *For more information, see Social and Emotional Development Research Background in this series.*

SECOND STEP

Froggy Goes to School
By Jonathan London

Encourage your child to continue using the Second Step Listening Rules at home as they did in their classroom.

Eyes watching. Ears listening.
Voice quiet. Body calm.

As you review the Second Step Listening Rules with your child, give examples of when to use them (at home: clean-up time, reading time – at school: line-up time & group time).

VIRTUAL BOOKSHELF: FAMILY BONDING

Children's memories of special moments and routines with their dads can last a lifetime.

When dads nurture children with hugs & other gestures of physical affection, it can help make children feel more secure.

HOME-BASED CURRICULUM: PARENTS AS TEACHERS (PAT)

For Parents: Safety

Many childhood injuries in homes can be prevented.

1. Childproofing is an ongoing process because children's skills and abilities are always changing, and they need safe places to explore.
2. For young babies: Consider safety from falls and choking hazards.
3. For mobile babies: Secure objects that could tip over when they pull up.
4. Children need to be able to touch and explore without danger of breakables, poisons, sharp objects, falls and choking hazards.

Children Need Close Supervision.

Early Head Start

- For the first 6 months: Supervised tummy time strengthens babies' neck and shoulders.
- Just around 2 years old: Children's judgement to know what is safe and their self-control are still developing. Remember their drive to use their expanding motor skills may overtake their thinking skills.
- It's getting hot, children need to always be supervised around water!

Adapted from PAT Toolkit, p. 13

Gathering the necessary pieces of evidence to complete the DRDP (2015) can be a time-consuming process. Use of checklists may save a little time without sacrificing the observation of children in their routines, experiences, over time, and across different settings. Some of the DRDP measures allow specific demonstrated skills and knowledge to be documented by a teacher's initials, date, and a very brief comment. These can be recorded over time on monthly checklists and can supplement other pieces of documentation, including parent report of observations. Other measures require more substantial work samples and/or detailed anecdotal notes to accurately describe a child's knowledge and demonstrated skills and cannot be adequately evidenced on a checklist.

Home Visitors/Educators may use their own checklist, or sample checklists are available on the Desired Results (DR) Website:

https://www.desiredresults.us/drdp-resources

FATHER/FATHER FIGURE CONNECTIONS

TIPS FOR ALL COPARENTS:

- **Focus on communication.** Good communication is key to all relationships.
- **Compromise.** Parents who are more flexible are able to coparent more effectively than those who are more rigid.
- **Work as a team.** Be consistent, share decision making, never undermine or criticize your coparent. Don't let the children play you off against each other!
- **Create a parenting plan.** Clearly establish schedules, rules, and expectations.

The Responsibilities of the Noncustodial Parent

You Can Do It!

Spending quality time with your children is the greatest gift you can give them. Communicating in a genuine way—really listening to them—will not only solidify your relationship, but it will also help them—and you!—get through this tough time.

CREATIVE CURRICULUM

Parent Activity: Tell children what is going to happen in advance to prepare them for changes and transitions. For example, "Tomorrow we are going to go to the doctor to check and see you that are growing healthy and strong." Remind them several times before the doctor appointment as children's sense of time is not developed and it can be a difficult concept for them to understand. Use this same strategy to prepare them for going to preschool.

For Educators: ELOF IT-SE 12: Sense of Identity and Belonging

For Sense of Identity and Belonging, showing confidence, the goal is for the child to show confidence in their own abilities through relationships with others, to show confidence and show others what they can do.

Notice and acknowledge the activities and contributions of each child and plan activities that allow children to express what makes them unique.

Do they love building with blocks and make tall towers, or love painting and create beautiful masterpieces?

Express to them how special and unique those talents and interests are! Ask them to explain how they create and why they like it so much.

Have the child look in a mirror and describe their unique physical characteristics. Compare their physical characteristics to a photo of another child their age.

These discussions and responses from the child can be documented in DRDP measure SED 1: Identity of Self in Relation to Others.

READ ALOUD RESOURCES

Join our online community and stay in the know! Keep up to date with all the activities, news, and resources relating to LACOE Head Start & Early Learning Division by following us on our social media platforms. For any further information, please contact us at (562) 940-1770, HS_Resourcecenter@lacoe.edu.