Getting Ready for KINDERGARTEN

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: Exploration is a key part of healthy development. Preschool age children need to be able to touch and explore. Children age 3 to 6, are more independent in their play. Childproofing is still important. It can be difficult to find a balance when talking about normal versus unsafe adult-child interactions. Talking about healthy personal boundaries can be better than frightening warnings.

Parents' role is to create an environment free of hazards and unsafe situations:

Head Start

1. Closely monitor children around vehicles and during water play.
2. Family members should wear safety helmets when riding bikes, scooters, skates/skateboards.
3. Explain how to recognize responsible, trusted adults.
4. Practice the family emergency plan. As children get older, they have the ability to follow a plan for emergencies.
5. Help children understand when and how to call 911

Adapted from PAT Foundational 2 Toolkit, p. 5

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

Daddy-Kiddie Dance Day

Family Bonding · Age 2 to 6 · 4-10 Min

FATHERWORK

Fathering Activities

- Infants (0-18 months)
- Toddlers (18-36 months)
- Three Year Olds
- Four and Five Year Olds
- Six to Eight Year Olds
- Eight to Twelve Year Olds
- Early Adolescents (13-14 years)
- Late Adolescents (15-18 years)

National Responsible Fatherhood Clearinghouse

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: Observe and wait before offering assistance so children can solve their own problems and decide for themselves whether to ask for help. Ask questions to invite children to explain, elaborate, and share their ideas and thinking process. While they work to solve a problem, offer encouragement for their efforts, such as "Wow! You're really working hard to figure this out!" If your child becomes frustrated, try saying something like, "That looks hard. Keep going because I think you can do it." As a result, your child will be more ready to persist even when working on difficult tasks, an important quality in kindergarten and throughout life.

Educator Activity: Link the New to the Familiar

Read a story such as "Countdown to Kindergarten" by Alison McGee or "Look Out Kindergarten, Here I Come" by Nancy Carlson. Children need guidance to bridge the gap in understanding between their life experiences and all the new things they are learning. This "bridging" makes it easier for them to take in, remember, understand and use the new knowledge, ideas, and skills.

Build links by asking "connection questions" that help children relate familiar experiences to new knowledge and understanding, such as:

"What does this remind you of?"
"Where else have you seen/heard this?"
"Has something like this ever happened to you before?
"Who does this person remind you of?"

These connections to what children already know, their preschool classrooms, friends, and teachers, will make for a smoother transition into their new schools.

More guidance can be found in the CLASS manual under Concept Development, Integration and Connections to the real world. Discussions and children's responses can be documented in DRDP under measures LLD 3, Understanding of Language (Receptive), LLD 3 Communication and use of language (Expressive), and LLD 5 Interest in Literacy.

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.