



Getting Ready for PRESCHOOL



2020

EHS Transition Bulletin, Number 4

PARENTING CURRICULUM RESOURCES

Active involvement by parents in their child's school helps create support systems and opportunities for future educational success. When a parent advocates for their child, they take an active role in defending and supporting decisions made for the benefit of their child's well-being. Parents need to follow their instincts and ask questions, to find answers, identify solutions, and access support from systems such as childcare centers, preschools, health care, and other services that are important for your child's success.

Ask questions...

- *Is my child developing like other children?*
- *Are their needs being met?*
- *Are they receiving the resources and services they need?*
- *Are they receiving the quality education they deserve?*

Advocacy tips below are provided by the Abriendo Puertas Parenting curriculum:

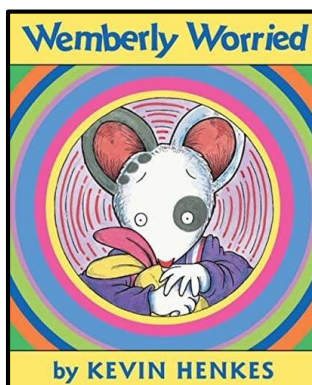
Abriendo Puertas/Opening Doors
Session 9: Champions for Our Children's Future

**Participant Handout:
Advocacy Tips**

- ✓ Learn and prepare. Find out more about the problem, rules, laws, or how the system works.
- ✓ Stay calm but be persistent.
- ✓ Be clear about what you want to get out of the conversation/meeting.
- ✓ Describe your concern or the problem and the solution you want to see.
- ✓ Listen. Ask questions. Be as clear as you can and ask the person you're talking with to be clear as well. Don't be afraid to ask them to explain.
- ✓ Keep the meeting focused on the needs of your child and solutions to address them. Ask for a specific timeline to resolve the issue.
- ✓ Avoid using a negative tone, yelling, or being overly demanding. Instead use a tone of collaboration. For example, you can say, "We should," instead of "You should".
- ✓ Plan for the future by setting specific times for future meetings.
- ✓ Document the results of the meeting or conversation.
- ✓ Seek free legal advice or outside help if there is no progress.

SECOND STEP

Wemberly Worried
By Kevin Henkes



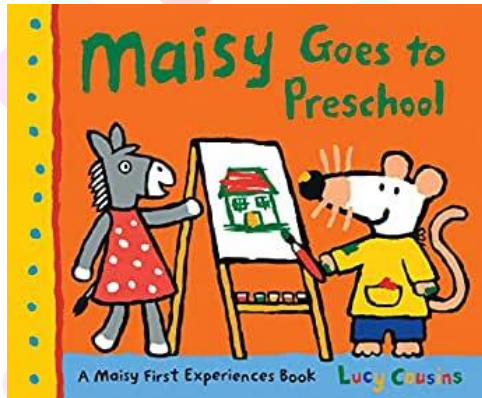
Talk to your child about their experience with the safe-at-home order and now with the new social distancing guidelines.

In this time of uncertainty, it is important to acknowledge our feelings about our current situation.

Use the [Second Step Feelings Poster](#) to identify and help your child label how they are feeling.

VIRTUAL BOOKSHELF

Maisy Goes to Preschool By Lucy Cousins



LOS ANGELES PUBLIC LIBRARY RESOURCE

Los Angeles Public Library is now offering Library To Go pickup service at selected libraries.



Library To Go

HOME-BASED CURRICULUM: PARENTS AS TEACHERS (PAT)

For Parents: Supporting Your Child's attempts At His Own Speed

When Will My Child Be Out of Diapers? Each child is different when it comes to controlling his bladder and bowels. Your child may be able to feel when he needs to go, but that does not mean he has the control he needs to give up diapers. No matter when you introduce toilet learning, your child will learn it at his own speed.

Be patient. Your child's feeling of self-worth may be damaged if he thinks you will be mad at him for something he can't control (like accidents in his underwear). He may be discouraged from making independent choices. Pressure for a child to complete toilet learning before starting at a new preschool may increase his worry about the transition.

Don't worry.... Just as children walk at different ages, they also develop the SKILLS for using the toilet at different stages.

Toileting Tips:

If your toddler has accidents while learning to use the toilet:

1. Understand that this is normal.
2. Do not punish him for having wet or dirtied his pants.
3. Be positive while you help him clean up.
4. Praise him the next time he is successful.
5. Remember that daytime control will come sooner than night time control.

Early Head Start

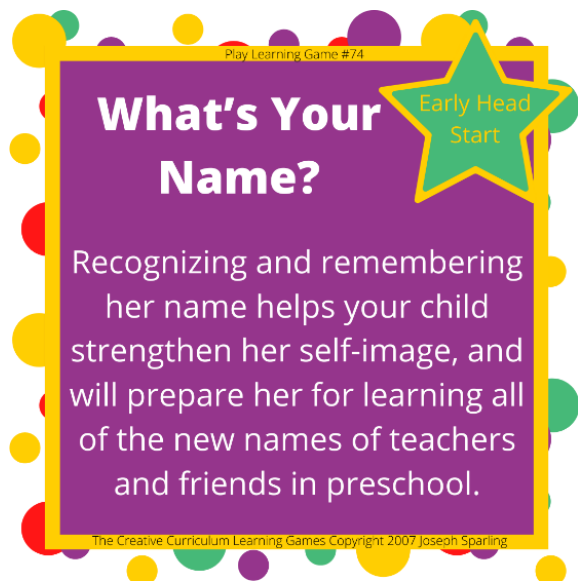
Tips for Home Visitors/Educators

Share these tips with families to help toileting go smoothly.

1. Set up routine times for your toddler to visit the potty chair or toilet (ex. following each meal)
2. Check in with your child once every 2 hours to ask if she is dry.
3. Expect child to want to go to the bathroom if you are at a store, a restaurant, or a friend's house. They become curious about toilets.

CREATIVE CURRICULUM

Parent Activity: Play Learning Game #74!



Sing this song: **Everybody Has a Name**

Everybody has a name
Some are different, some the same.
Some are short, some are long
All are right, none are wrong.
I like my name,
It's special to me.
It's exactly who I want to be!

- Write their name on a piece of paper and count how many letters it has.
- Write and count the letters in the names of other family members and compare, who has the most and fewest letters, or longest and shortest names.
- Look through family photos and say the names of other family members. Tell them why their name is special and why you chose it for them.

For Educators: Discuss dressing with parents and children.

Read stories or do chants about getting dressed. Build children's vocabularies by discussing different items of clothing and their closures, such as button, zip, tie, snap, etc.

Encourage parents to support their children in practicing dressing themselves when possible, taking on and off their own sweaters, snapping pants, putting on their own socks.

More information can be found in Chapter 10, "Getting Dressed," in volume 2, Routines and Experiences, of your Creative Curriculum for Infants, Toddlers, and Twos. Observations can be documented in measure PD HLTH 8, Personal Care Routines: Dressing and PD HLTH 4, Fine Motor Manipulative Skills.



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@lacoed.edu.

