



PROMOTING RESILIENCE IN PRESCHOOLERS

Just 4 Parent Meeting
January 25, 2021



RESILIENCE

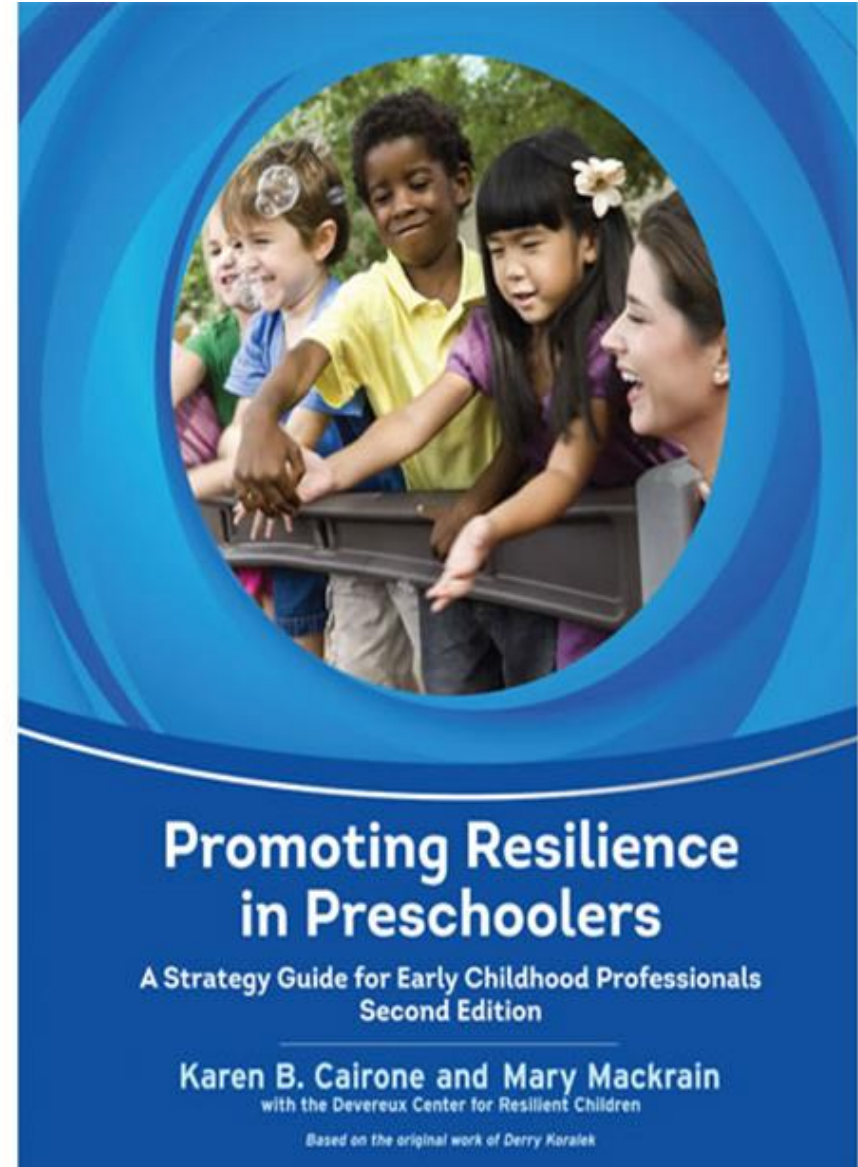
WHAT IS RESILIENCE?



WHAT IS RESILIENCE?

1. Identify the problem,
2. determine way to address it,
3. recover quickly,
4. move on.

- Coping through adversity



RESILIENCE: A TOOL TO BUILD SOCIAL AND EMOTIONAL SKILLS

Resilience is built with three skills:

Attachment/Relationships: how does my child navigate relationships with adults and children?

Initiative: how does my child handle choices, staying focused, try new things, or persist when things get hard ?

Self-Regulation: how does my child handle big feelings?

COMMON ATTRIBUTES AMONG RESILIENT KIDS

1. Have been active and social infants.
2. Had at least one positive role model fostering trust, autonomy, and initiative.
3. Possessed one skill that gave them a sense of pride.



RESILIENCE AND ACADEMIC SUCCESS

Children that.....

- Play well together
- Listen
- Ask for help
- Engaged and interested



EARLY CHILDHOOD IS ALL ABOUT PLANTING SEEDS- PLANT SEEDS TODAY TO GROW RESILIENT ADULTS



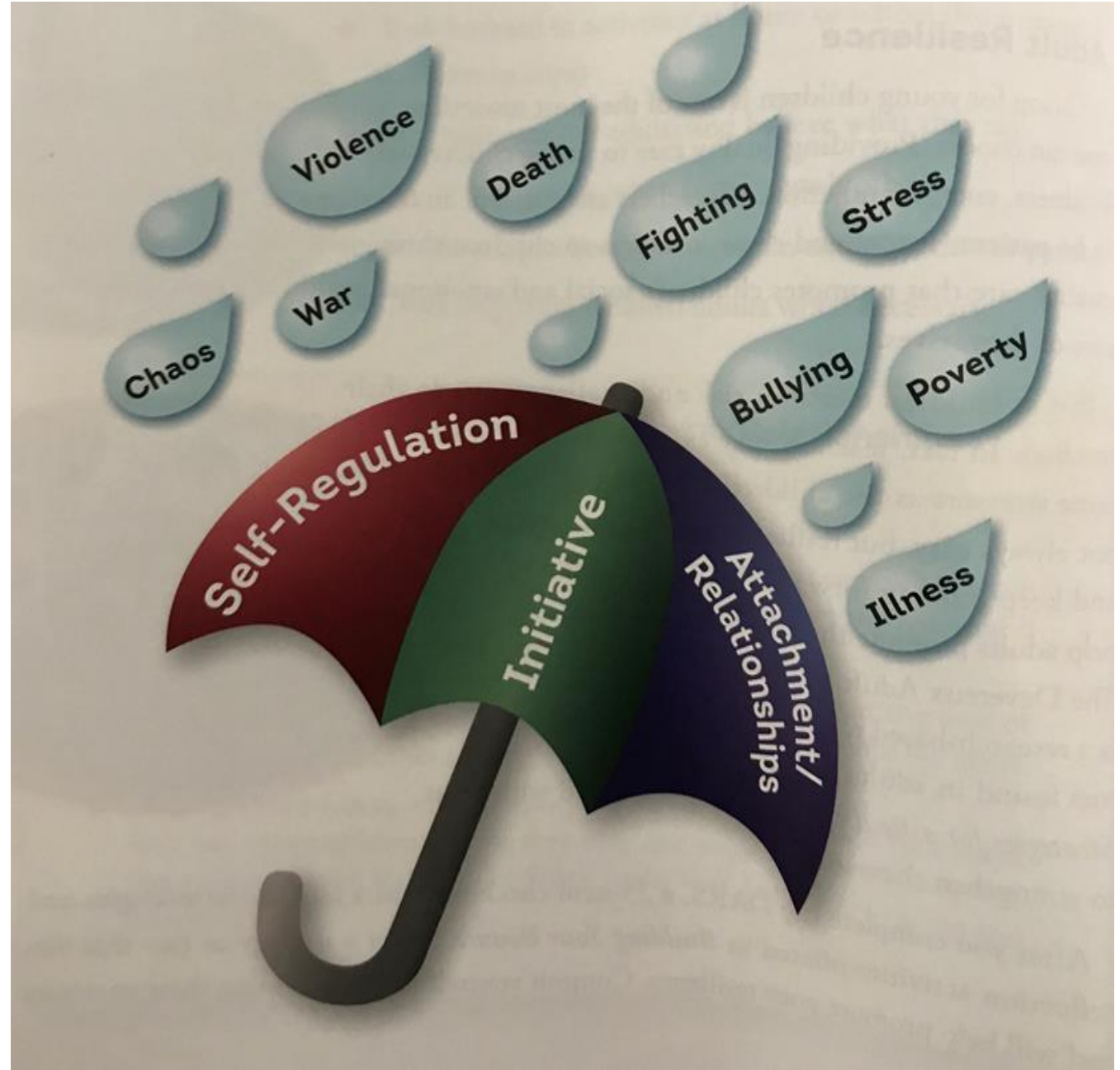
The seeds we plant today, grow into skills your children will need tomorrow!

Seeds of **initiative** today grow in an adult who can complete tasks at work and save money for “rainy days”

Seeds of **attachment** today, grow in an adult a skill of working through relationships and valuing other people’s view

Seeds of **self-regulation** today grow in an adult who can hear an opposing view and not erupt or become angry and not react in an embarrassing way

RESILIENCE
“PROTECTIVE FACTORS HELP
WEATHER THE STORM”



SELF REGULATION IS A KEY COMPONENT

- Handle frustration well
- Control his/her anger
- Show patience
- Accept another choice when first choice not available
- Cooperate with others
- Share with others
- Listen and respect others
- Play well with others
- Able to calm themselves down



WHY SELF-REGULATION? WHY IS IT IMPORTANT?

Children who have self-regulation:

- Pay attention
- Take turns
- Make choices
- Show patience
- Cooperate with others
- Listen and respect others
- Calm down when upset

What this looks like in teenagers:

Pay attention in class even when it is boring

Talk about how they feel

Handle disagreements with friends

Accept another choice when the first choice is not available

Cooperate with others

Control their anger and their words

HOW CAN WE BUILD SELF-REGULATION IN OUR CHILDREN?

- 1- Help your children learn to deal with BIG emotions! NAME IT TO TAME IT
- 2- Give your child (and yourself) time to calm down and talk about it later.
- 3- Name and discuss feelings. Don't be afraid to let them express themselves.
- 4- Practice taking turns.
- 5- Offer different choices.
- 6- Have simple rules.
- 7- Be consistent.
- 8- Be aware of what is going on with your child. (Know their/your triggers.)
- 9- Use warnings to help your child get ready for change
- 10- Explain what to do. (Focus on the positive.)



<https://youtu.be/RVA2N6tX2cg>

INITIATIVE



WHY INITIATIVE? WHY IS IT IMPORTANT?

Children who have initiative will:

- Explore people and the environment around them
- Try new things
- Stick with a task even when it is hard to do
- Ask lots of questions
- Make plans for friends and create games
- Find different ways to solve problems

What this looks like in teenagers:

Learn a new skill for a job promotion

Save money to buy a car

Take photographs and make a family album

Choose a college path in high school and choose classes wisely to prepare for college

Play music in a band

Organize a school club

Create plans to be successful to juggle busy schedules

Prioritize responsibilities

HOW CAN WE BUILD INITIATIVE IN OUR CHILDREN?

Play with them. Have fun together every day.

Let your child teach you how to do something.
Preschoolers love to be in charge.

Encourage your child's interests.

What will you do to build initiative in your
child/children?

- Support your child's initiative by helping him or her try new things and continue to try them when they are challenging.





<https://youtu.be/4A6Bu96ALow>



ATTACHMENT

WHY ATTACHMENT? WHY IS IT IMPORTANT?

Children who have strong attachment:

- Make and keep friends
- Trust others
- Enjoy being around other people
- Understand adults are a safe resource, they mean what they say through consistent and predictable routines

What this looks like in teenagers:

- Make good choices when choosing friends
- Feel willing to share problems
- Offer support to others in need
- Understand the boundaries of relationships and not cling to others for self-validation

HOW DO WE BUILD CONNECTIONS WITH CHILDREN?

Connections are built through:

Eye contact

Touch

Presence

Playful Situations

Strategies to promote connections:

- Cuddle with your child.
- Respond when your child wants to talk and play with you
- Use your child's name often.
- Create special hello and good-bye routines.
- Show your children how to make friends.
- Talk with your child about things he/she does well.





USING DAILY ROUTINES TO PROMOTE RESILIENCE



WHEN DAILY ROUTINES ARE PLANNED, CONSISTENT, ENGAGING AND INDIVIDUALIZED, THEY SUPPORT THE DEVELOPMENT OF ALL **THREE WITHIN-CHILD PROTECTIVE FACTORS.**



	Initiative	Self-Regulation	Attachment/Relationships
School Routines	Daily routine or daily schedule	10-minute warning until clean-up time	Building attachment fosters a sense of security
	Transition schedule	Explain to students what is going to happen next (if they are not on a regular schedule, ex. field trips)	
Home Routines	Morning routine- get dressed, brush teeth, pack book bag, get in the car, kiss everyone good-bye	10-minute warning-we are getting in the car in 10 minutes! Follow the same routine!	Don't change a child's routine without telling them (ex. Sending someone new to pick them up without telling them)
	Nighttime routine- play, homework, dinner, bath brush teeth and bed	If your routine changes, please let your child know!	Building attachment fosters a sense of security



USING THE ENVIRONMENT TO PROMOTE
RESILIENCE



USING THE ENVIRONMENT TO PROMOTE RESILIENCE

A well-planned environment reflects the culture, home language, and interests of all children and their families.

HOW DOES ENVIRONMENT SUPPORT PROTECTIVE FACTORS?

Three Child Protective Factors

Initiative (IN) - demonstrated by asking questions, making and carrying out plans, exploring their surroundings, and using creativity

- Toys and materials should be displayed within reach
- Cozy places
- Games and materials that encourage peer interaction
- An outdoor space

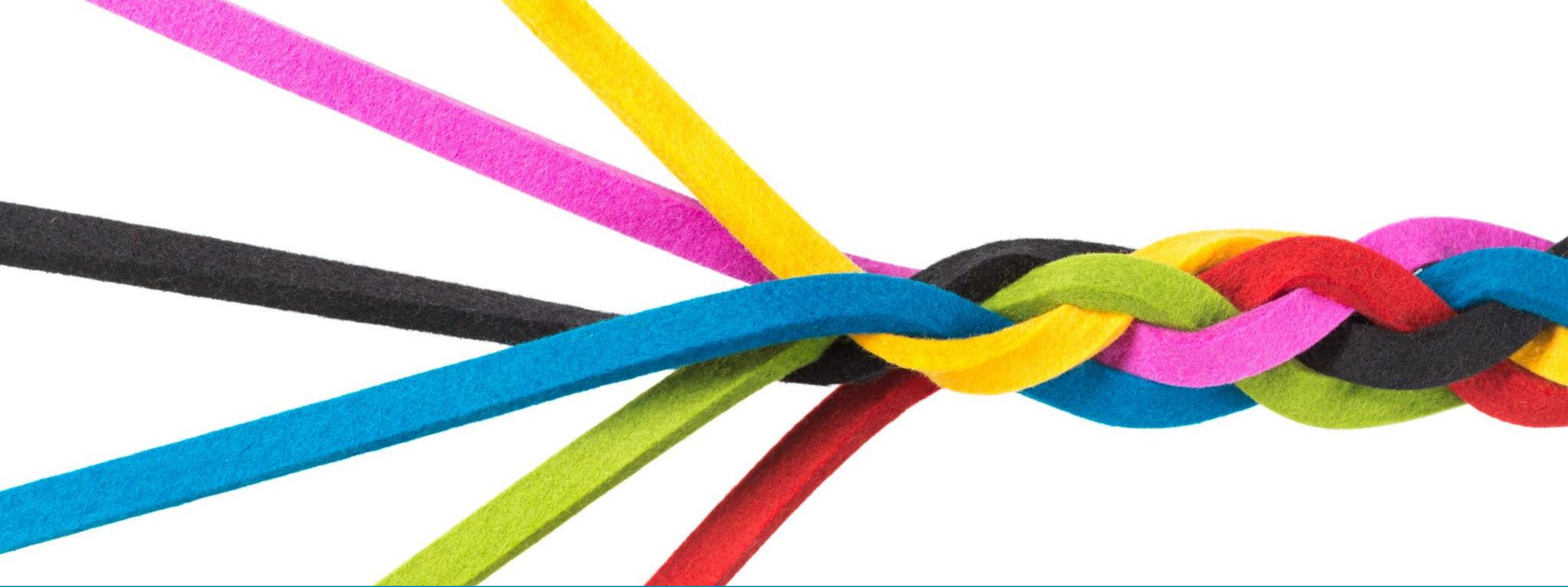
THREE CHILD PROTECTIVE FACTORS

Self-Regulation (SR) - children have a good relationship with others and to actively participate in daily activities and experiences

- Clearly established areas
- Rules presented
- Space for different kinds of activities where children can freely expend energy, quiet play, or be alone
- Student/Teacher ratio

Attachment/Relationships (A/R)- intentionally creating, then regularly assessing and updating an engaging environment.

- Verbal and print communication spoken in classroom and at home
- Toys and materials that represent children's diverse cultures and languages.
- Family photos posted throughout the classroom



USING CARING CONNECTIONS TO PROMOTE
RESILIENCE



BUILDING A TRUSTING RELATIONSHIP WITH AN ADULT

Be sure to include respect, warmth and interest by :

- Call each child by name when interacting with the child.
- Use eye contact and gentle touching.
- Take part in activities the child is interested in (books, puzzles, playing ball).
- Listen to the child's ideas and their feelings.



HAVE REALISTIC EXPECTATIONS FOR A CHILD'S BEHAVIOR BASED ON THEIR DEVELOPMENT

Encourage Positive Behavior:

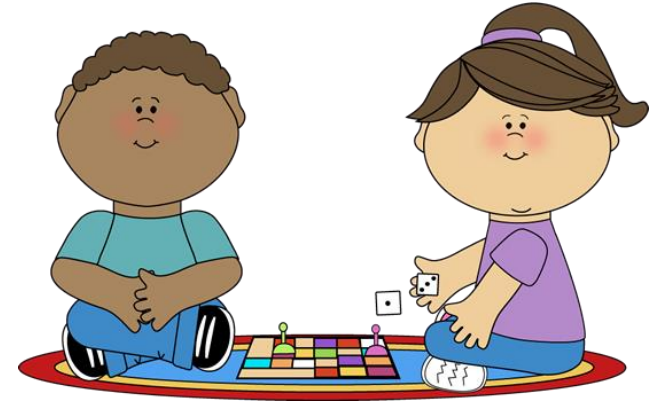
- Ask your child how to make activities such as cleaning up work better.
- Change the plan if it does not work for your child.

Support Your Child's Development:

- Let your child decide what to do next (puzzles, writing, blocks).
- Let your child do easier tasks if something is too difficult (take care of a baby doll instead of completing a large floor puzzle).



HELP YOUR CHILD LEARN NECESSARY SKILLS TO PLAY AND LEARN WITH OTHERS



Role Play to Teach Behavior for Difficult Situations:

- Provide your child with ideas on how to act when feeling strong emotions (walk away, breathe deeply).
- Ask your child how they would solve problems like a child not wanting to share.

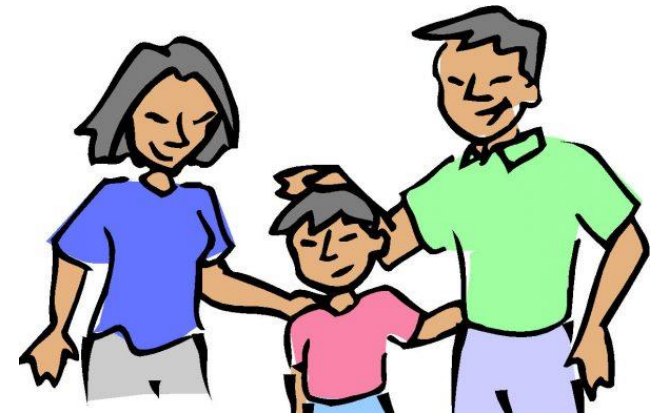
Model Sharing, Problem Solving, and Learning From Mistakes

- Model sharing so your child understands the difference between sharing and taking.
- Give positive feedback when your child shares or work out a problem.

Help Your Child Use Their Imagination to Relax

- Ask your child to pretend to be an animal sleeping in its den.
- Have your child visualize being somewhere special (the toy store, grandma's house, the beach)

POSITIVE GUIDANCE TECHNIQUES TO FIT THE CHILD AND THE SITUATION



Allow Your Child to Take Risks and Learn From Mistakes

- Ask our child how they could make an activity go better if it didn't go well (such as bike riding)
- Tell your child how their behavior made you feel (proud, worried)

Provide Several Ways for Your Child to Deal with Challenging Situations

- Your child can draw a picture, role play or even sing about a challenging situation
- Have a face-to-face discussion with your child about how he or she reacted and what your child could do differently next time.

Redirect Your Child's Behavior

- Provide your child alternatives to a chosen behavior (skipping instead of running)
- Explain why your child should not participate in a specific activity (you could fall if you run).
- Model acceptable behavior.

USING ACTIVITIES AND EXPERIENCES TO PROMOTE RESILIENCE



ACTIVITIES TO PROMOTE INITIATIVE

Support children's initiative through daily opportunities:

- Lead peers in an activity
- Choose to work alone or in a group
- Make choices about their role in an activity
- Engage in experiences that match their current skills and encourage them to build new ones
- Plan and carry out a project.

Activities

- Provide opportunities for children to practice simple problem-solving steps using puppets or dolls.
- Have children help in the process of making a list of items to get at the store and then have them help find those items when you are at the store.



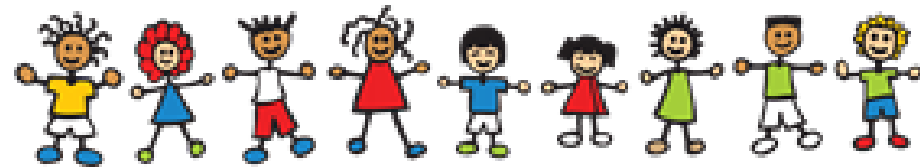
ACTIVITIES TO PROMOTE SELF-REGULATION

Support development of self-regulation skills through daily opportunities:

- Experience and discuss emotions throughout the day
- Practice problem-solving skills with peers and adults
- Attend to and focus on chosen activities
- Engage in both active and quiet play

Activities

- Offer small carpets, hula-hoops, or floor mats where children can do a chosen activity alone.
- Introduce new words that children can use to describe their feelings and those of others, such as “perplexed,” “agitated,” and “blissful.”



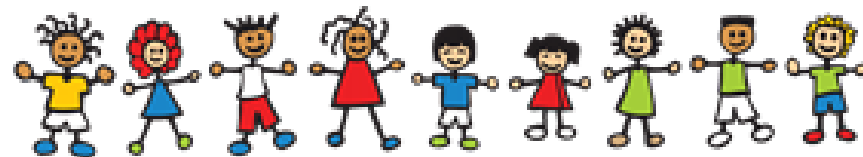
ACTIVITIES TO PROMOTE ATTACHMENT/RELATIONSHIPS

Support attachment/relationships between adults and children and between children and their peers allowing children to:

- Work cooperatively with peers
- Observe adults modeling healthy relationship skills such as, listening, using clear communications, and teamwork
- Be an active part of the classroom community

Activities

- Create a special share and play box. Place activities in the box that can be used together like bubbles with several wands, musical instruments, or a box of sidewalk chalk.
- Plan family outings that center around child's interests such as museums, nature centers, farm, bakery, fire station, or a pet store. This also helps children learn new words and make connections.





**SUPPORTING PARTNERSHIPS BETWEEN TEACHERS
AND FAMILIES TO PROMOTE CHILDREN'S
RESILIENCE**

PRACTICES THAT BUILD TEACHER-FAMILY PARTNERSHIPS TO SUPPORT CHILDREN'S INITIATIVE WITHIN THE PROGRAM INCLUDE OPPORTUNITIES FOR FAMILIES TO:

Share their hopes and dreams for their child

Observe their child interacting with you, other children, and your colleagues

Provide feedback on the curriculum and your teaching practices

Learn about and participate in upcoming program events

Contribute to the program and their child's education in a way that is convenient and relevant for them

PRACTICES THAT BUILD TEACHER-FAMILY PARTNERSHIPS TO SUPPORT CHILDREN'S SELF-REGULATION INCLUDE OPPORTUNITIES FOR FAMILIES TO:

Learn about their child's day in varying ways-phone calls, texts, emails, and informal and formal conversation

Learn typical child development and appropriate expectations

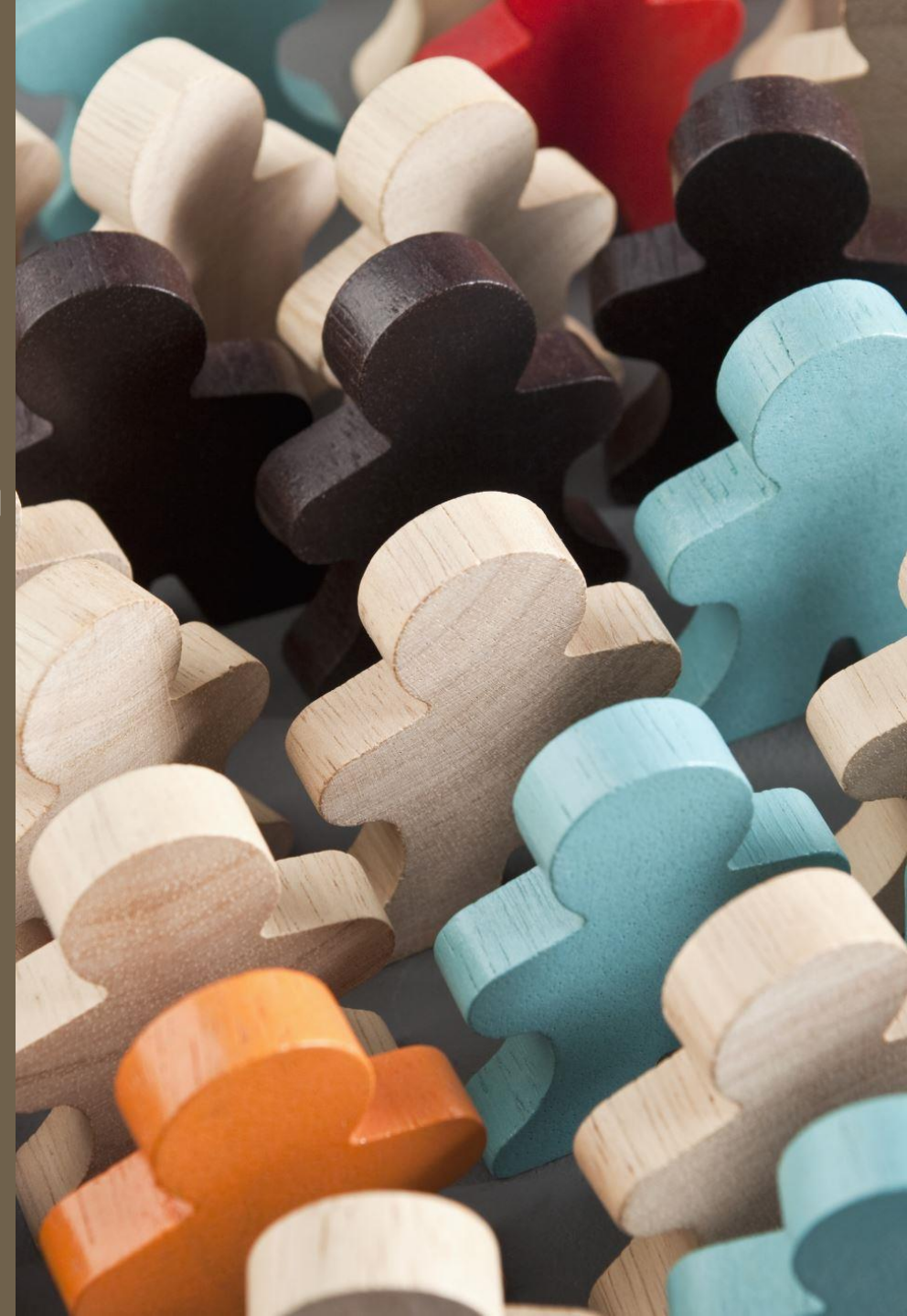
Access information about other community services that might benefit family or child

Model or suggest teaching practices that meet their child's strengths and skills

EXAMPLES OF TEACHING
PRACTICES THAT SUPPORT THE NURTURING OF
RELATIONSHIPS WITH FAMILIES INCLUDE:

Being available to exchange information about beliefs, traditions, culture, and language

Planning opportunities to learn about and build relationships with other families



ADULT RESILIENCE



ADULT RESILIENCE AND TAKING CARE OF YOURSELF



BUILDING INNER STRENGTH



BUILDING A PLAN FOR HOME

Challenge to you	Examples
How will you commit to building resilience, initiative, and self-regulation in your children?	<ul style="list-style-type: none">• Allow all emotions and model for your child how to work through them• Support you children with helping around the home
What will you do to build a stronger attachment to your child?	<ul style="list-style-type: none">• Spend 5 minutes with your child daily, no technology and no interruptions• Find your child's interests and share in them
What will you do to foster your own resilience as a parent and take care of yourself?	<ul style="list-style-type: none">• Find your hobbies you have forgotten• Take some deep breaths when upset to get a calm mind• Find some activities that calm you and be available for them

QUESTIONS/COMMENTS



SIGN-IN IN THE CHAT BOX TO RECEIVE CREDIT

Include the following:

Student's First and Last Name

Teacher's Name

Attending Parent's First and Last Name