*Protective Factors*

Name of CHLD 392 Classroom: Lilac (preschool)

Identify five ways the ASCDL classroom currently promotes components of the Protective Factors. For each one, identify the resources provided in the training which addressed this issue.

1. Social Connections: The Lilac room has a couple events throughout the semester such as Back to School night, a picnic at a pumpkin patch around Halloween, etc., where families were encouraged to come and hang out with one another. (The core meanings of protective factors handout, PowerPoint discussing how to develop social connections.)

2. Knowledge of Parenting/Child Development: The preschool has parent conferences towards the end of every semester in order to discuss their child’s development. The career staff may use this time to explain Child Development practices and information that a parent may not know or understand. (Topic of discussion- arranging parent education activities/blend with social activities; be a role model.)

3. Parental Resilience: When a parent has a problem or stressor, the career staff also makes time to talk it through and help the parent bounce back from their problem. Time for these discussions could be during drop-offs or pick-ups, as well as privately arranged meetings to go over resources and support for the parents. (PowerPoint slide- building blocks and how to help build resilience in parents.)

4. Social/Emotional Competence of Children: The Lilac room uses the P.R.I.D.E. acronym to show a child **P**raise, **R**eflect appropriate talk, **I**mitate the child’s behavior, **D**escribe the child’s activities, and **E**nthusiasm. (PowerPoint- P.R.I.D.E. Slide, building blocks of behavior handout.)

5. Social/Emotional Competence of Children: In the Lilac room the career staff also looks for challenging behavior from the children, and determines the cause or stem of this behavior. Challenging behavior includes hurting other children and being consistently resistant to the activities and learning in the classroom. They then have more frequent meetings with that child’s parent in order to discuss tactics to help or deter behavior and hopefully stop it from continuing. (Topic of Discussion- working with parents to address challenging behaviors.)

Based on your previous knowledge and experience with families, list three ideas for new ways (ideas not incorporated while you were completing your practicum) the classroom could promote an element of Protective Factors which could result in strengthening families. For each, identify resources provided within the training which addressed this issue.

1. Concrete Support in Time of Need: Provide resources or guides on a variety of issues a family might have. Even if they do not discuss it with the staff of the classroom, a family might be going through challenges and providing service resources may help them and encourage them to seek support through the staff. These materials may be made available by handouts in the classroom or on the community board in the hallway, or possibly a website discussing many of the challenges families might be facing and ways to increase support or knowledge of these challenges. (The Youthrive handout, Topic of discussion- how to support families and provide the support they need.)

2. Knowledge of Parenting/Child Development: Some parents could use more help in learning positive discipline techniques and recognizing the special needs of their specific child. (The core meaning of the protective factors handout.)

3. Social Connections: Having a way for the parents to share resources, or get/give advice to each other may help them connect with one another and build stronger relationships. A few ideas to promote social interactions between parents include a parent social, or a clothing swap, where parents are able to swap children’s clothing with others whose kids might have grown out of their current wardrobe. (PowerPoint- Social connections, discussion seeing other parents in action, sharing resources, as well as joys, challenges, etc.)

Research the topic of a specific component within the Protective Factors. Find a new idea that has the potential of strengthening families in this classroom. Provide the link and explain why you feel this would be a valuable implementation for the classroom.

I researched the topic of Social Connections within the Protective Factors. I found a type of preschool that has active parental participation in the everyday setting. As many parents cannot commit to this type of preschool, I thought it was just a good idea to have parents interact more with the school, but as much as their schedule would allow. Maybe once a month or so, in order to provide another network for families to build relationships with one another, as well as make stronger connections between the child’s school and home life. Within the site that I found and researched, parents who attend school with their child are more likely to extend projects or learning into their home, further progressing their child’s competence (which connects to another protective factor.) I think that implementing some sort of “parents day” scheduled throughout the semester can increase families’ social connections with each other, as well as support the competencies of their child.

The Importance of Parent Involvement in Early Childhood Education

http://www.livestrong.com/article/155828-importance-of-parent-involvement-in-early-childhood/