Leadership Training Written Assignment 2: Protective Factors

Reflections on your Supervised Practicum

Troy Nichols presented a training on protective factors and distributed many materials to that included handouts, models, frameworks, diagrams, and a resource list. Each material that was distributed correlated with the information that he discussed. The printed slides that were in the folders allowed for following along while he presented as well as allowed for notes to be taken. Some of the slides had handouts that went with them which had detailed information.

 While interning at the Associated Student Child Development Lab (ASCDL), the classroom promoted the protective factors which included, parental resilience, social connections, knowledge and parenting and child development, concrete support in times of need, and social and emotional competence of children. This information is from the resource called, The Pathway to Improved Outcomes for Children and Families by the Center for the Study of Social Policy’s Strengthening Families. The first protective factor, parental resilience was prominent in the ASCDL because the head teachers demonstrated that they valued each of the child’s parents. They had meetings, allowed parents to come into the classroom, would greet them and would build positive relationships with each one of them. The next protective factor, social connections, is a major part of the ASCDL. One thing the ASCDL did was put together a family day at a local pumpkin patch. Many parents, children, teachers, and other family members attended this event, which promoted engagement in the community as well as helped families build social connections. Not only did the parents interact, the children did as well. Knowledge of parenting and child development was discussed with each parent or guardian regarding their child. The teachers modeled and discussed developmentally appropriate interactions to have with each child. Based on observation notes and the DRDP, parents were shown and talked to about positive interactions, but did not do so in a judgmental or condescending way. This was more of a teaching tool for parents to know other ways to promote positive interactions. Concrete support in times of need was another protective factor that I was aware of but did not observe. The ASCDL provided many handouts that were hanging on the wall outside of the classroom, but I do not know how many parents or guardians utilized these. The last protective factor is social and emotional competence of children. This is the one protective factor that was used the most throughout the classroom, because learning and activities were based on children’s social and emotional development. This was communicated with parents by parent teacher conferences at the end of the semester.

 Based on previous knowledge and experiences with families, one idea for a new way that could promote a protective factor would be to have a “Dad Day”. This would bring more dads or male guardians in, which is something I did not see a lot of at the ASCDL. Another idea that could promote a protective factor would be to have formal parent education activities. This would be a great idea to allow parents to meet and interact as well as learn new ideas and information on how to best meet their child’s needs. One last way the classroom could promote protective factors would be to honor each family’s race and culture by having a cultural day. This could allow other families to become familiar with new cultures and races and become more accepting and knowledgeable.

 I researched the topic protective factors to enhance concrete support in times of need and found a website called, Parent Leadership and the Five Protective Factors. This had many different ideas to get families involved, which included finding out their interests and figuring out what their ideas are. This would be a valuable implementation, because it would allow parents to be involved by using their ideas to implement new things in the classroom. This could also be an invitation for parents to come in and talk to children about new ideas and subjects. It also described how to appropriately integrate ideas in the classrooms.

<http://www.familyresourcecenters.net/wp-content/uploads/2013/03/Parent-Leadership-and-the-5-PF.pdf>