*Protective Factors*

Child Development 392: Child Development Practicum Course

Classroom: Maple (Toddler)

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

1. Family picnic days provide families the opportunity to create social connections with others. During the training Troy referred to this as social connectedness and it can help families form connections with people in the community.
2. Brochures and articles posted on the bulletin board made resources available to the parents on a daily basis. This refers to protective factor, knowledge of parenting and child development. It helps families broaden their understanding of their child’s development as well as resources that may be available.
3. Parent teacher conferences provided families information about their child’s development. Teachers also spoke to parent’s about different strategies or techniques they could use when communicating with their children.
4. In the classroom teachers exhibit developmentally appropriate interactions with children and families can benefit from observing how a child development professional interact with their child in order to build on their knowledge of parenting and child development.
5. Teachers in the classroom also aided in the child’s development of social and emotional competence. When a child acts out physically in anger the teachers in the classroom remind them that they can use their words. The teacher then gives the child words they can use. For instance, the teacher would say, “ I see that make you upset, you can say that makes me mad.”

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. During the training he spoke about providing parents the opportunity to speak to each other and connect. The program could host a parent café where parents can leave their children with a child care provider and connect with other parents in the program. This can help parents create connection with other parents.
2. During the training it was mentioned for programs to offer resources to parents. A resource the program can provide is trainings for parents. The program can find someone who is willing to present on the topic of interacting with children and help parents deal with stress effectively. This will help parents with resilience and everyday stress.
3. The program could send home language or phrases that parents can use when there child is still finding the language to say how they are feeling. This can help families with their child’s social and emotional competence as well as their knowledge of parenting and child development.

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.

In the pdf, <http://cecp.air.org/familybriefs/docs/Resiliency1.pdf>, it states that by giving children the phrase “I am, I can, and I have” in order to promote resilience within the child. This is a valuable implementation for the classroom because children will become more competent in how they are feeling and be able to communicate to their peers, parents, or caregivers their feelings.