Protective Factors Reflections

Lilac Room (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. The ASCDL provides opportunities for families to interact, such as with family picnic days at the park, this opportunity is consistent with the factor of Social Connections of the five protective factors (Handout 6: Pathways to Improve Outcomes for Children and Families).
2. The staff at the ASCDL provide resources and tips for parenting through the use of display and newsletters that support the factor Knowledge of Parenting and Child Development. The classrooms often display the domains of child developmental growth (i.e. cognitive, social emotional, etc.) as well as provide families newsletters of how children are developing in the classroom (Handout 10: 40 Developmental Assets for Early Childhood).
3. Parental resilience is promoted in the ASCDL as staff honor each family’s race, language, culture, history and approach to parenting (Handout 6: Pathways to Improve Outcomes for Children and Families).
4. Social and emotional competence of children is core in what the ASCDL provides as the staff facilitate opportunities for children to interact positively with others and for children to communicate his or her feelings effectively (Handout 9: Building Blocks of Behavior).
5. The staff in the ASCDL classroom also supports social and emotional competence of children by modeling positive behaviors that support development (Handout 2: Core Meanings of the Strengthening Families Protective Factors).

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. Provide information and services in the community to families who maybe experiencing a crisis or may need other supporting tools, this could be done with a simple bulletin board of resources outside each classroom (Handout 6: Pathways to Improve Outcomes for Children and Families).

1. Parenting class once a week to build parental resilience and knowledge of parenting and child development as well as encourage social connections (Handout 6: Pathways to Improve Outcomes for Children and Families).
2. Encourage parents to support children’s social and emotional competence by giving out or displaying resources such as the P.R.I.D.E handout to strengthen families at home Handout 9: Building Blocks of Behavior).

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 think parent volunteers in the ASCDL will help to strengthen all of the Protective Factors. Parents should come in once a week or once a month to volunteer an hour of their time to be with their child, get familiar with their child’s environment, make connections to other families, and pick up a few tips from early childhood educators about how their child is developing and ways to positively encourage their child’s growth. <http://motherhood.modernmom.com/impact-parental-involvement-preschool-classroom-17441.html>