*Protective Factors*

Name of CHLD 392 Classroom: Maple/Toddler Room

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 Maple Room promotes social connections by building trusting relationships and by respecting parents. The Maple Room teachers are always in communication with the families and making sure the parents can come to them for any concerns. They have meeting at the end of the semester and make sure the parents can ask any questions and openly talk to the teachers about their feelings. The resource from the training where I found this information was handout two: Core Meanings of the Strengthening Families Protective Factors.

2. The Maple Room promotes social and emotional competence of children by helping the children work on learning how to self regulate their behaviors and emotions. They also help the children to work on their words and language skills. The resource from the training where I found this information was handout two: Core Meanings of the Strengthening Families Protective Factors.

3. The Maple Room promotes concrete support in times of need by being resourceful for the families. The teachers in the Maple Room are aware of different services the families may be eligible for and if they cannot help them to find these services, they will point them in the direction of the office so they can get the help they need. The resource from the training where I found this information was handout two: Core Meanings of the Strengthening Families Protective Factors.

4. The Maple Room promotes parental resilience by helping the parents whenever they can. They make sure that the families feel comfortable enough to be able to ask for help when needed or address their concerns. The resource from the training where I found this information was handout two: Core Meanings of the Strengthening Families Protective Factors.

5. The Maple Room promotes knowledge of parenting and child development by assessing the children’s developmental level throughout the semester. At the end of the semester the teachers have a meeting with the parents to discuss the developmental level where their child is. They also discuss the appropriate developmental level where the child should be and ways the families can help to facilitate and expand the child’s developmental level. The resource from the training where I found this information was handout two: 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. Something that could be done in a classroom to promote an element of Protective Factors that could be to put together is a binder of resources, which the families could benefit from. If one of the families was having an issue they needed assistance with the teachers could point them in the right direction and help them through a possibly difficult time. The resource from the training where I found this information was handout two: Core Meanings of the Strengthening Families Protective Factors.

2. Something that could be done in a classroom to promote an element of Protective Factors that could be put together is to celebrate all holidays and major events for all cultures and religions. A Protective Factor for parental resilience is to “honor each family’s face, language, culture, history and approach to parenting.” The resource from the training where I found this information was handout six: The Pathway to Improved Outcomes for Children and Families: Everyday Actions That Help Build Protective Factors.

3. Something that could be done in a classroom to promote an element of Protective Factors that could be put together a flyer of the Protective Factors and ways to enhance them. This flyer could be given out on the first day of school and the teachers could not only work on enhancing Protective Factors in the classroom, but also encourage families to work on them at home. The resource from the training where I found this information was handout five: The Pathway to Improved Outcomes for Children and Families: Everyday Actions That Help Build Protective Factors.

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 found the link for the article Parent, Family, Community Involvement in Education

which talks about the important of making sure parents, families, educators and the community are involved in children’s education from pre-K to high school. This is very important because it makes sure children have the “support and resources they need to succeed in school and in life.” I think this is very important because it can help children to succeed and have a great educational experience. <http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf>