

Handout No. 2: Family Atmospheres

Atmosphere in the Home	Predictions for the Child		
<i>Authoritarian</i>			
Rigid, controlling	Tension and conflict		
Demanding	Distrust between parent and child		
Punitive	Hostility toward parent		
Unreasonable expectations	Power struggle		
Adult-like responsibilities	Rebellion		
Little verbal give-and-take (parent always right)	Timidness (withdrawal) by milder temperament child		
Parents make all decisions	Low self-esteem		
Little expression of affection and warmth	Dependent		
Ideas, feelings, emotions not expressed	Difficulty making decisions		
Discourage independence	Fearful		
Little encouragement and praise	Rejection of parental values and beliefs		
Excessive dominance by one parent	Higher rate of anti-social behaviors		
<i>Permissive</i>			
Parent avoids exercise of control	Insecure, often feel unloved		
High nurturing and communication	Low self-concept		
Few rules and guidelines	Difficulty adjusting to structure, especially in school		
Inconsistent	Immature socially and emotionally		
Little structure	Little self-control		
Few expectations set	Irresponsible		
Parents become easily frustrated and give up (resulting in the "parentified child")	Lack social skills, consideration, and thoughtfulness of others		
Few demands for responsibility and orderly behavior	Less willing to live by parental standards		
Few social rules of mutual consideration and sharing	Difficulty following rules of society		
Parents seen more as resource than shapers	High rate of anti-social behaviors		
Does not encourage obedience and responsibility for external controls			
<i>Uninvolved</i>			
Few rules and guidelines	Question parent's love		
Inconsistent	Insecure	Irresponsible	Disorganized
Child takes over the role of being the parent	Seek structure	Appears to have independence	
Parent is absent or emotionally unavailable	Immature social and emotional skills		
Few expectations	Difficulty socializing and respecting others		
Little structure	Difficulty adjusting to structure, rules		
Does not engage child	Little self-control	Less willing to live by society's values	
Risk of little or no attachment	High rate of anti-social behaviors		
	Increased risk of being a victim of abuse/neglect		
	Peers may become major "role models"		
<i>Authoritative</i>			
Parents are clearly in charge	Close family relationships		
Firm, well-defined guidelines	Emotionally and socially mature		
Flexible boundaries	Self-confident	High self-esteem	
High level of communication	Achievement-oriented	Independent	
Respect for ideas, feelings and emotions	Leadership skills	Happy	
Mutual respect and consideration	Creative		
Teamwork, give-and-take	Secure, fewer fears		
Accept uniqueness of individuals	Cooperative, friendly		
Allow for mistakes	Nurturing, affectionate		
Reasonable expectations	Responsible, good decision makers		
Developmentally appropriate responsibilities	Willing to take risks		
Healthy role modeling	Concern for others, service oriented		
Encourage independence and autonomy	Remain close to family values and beliefs		
	Lower rate of anti-social behaviors		

Handout No. 4: Discipline/Guidance Responses

Below are two examples of healthy and unhealthy discipline/guidance responses from each brain style.

Situation #1: Ten-year-old Sally left her homework assignment at home. How will her parent(s) respond?

Healthy Responses

Logical Parent

Sets logical and natural consequences
"You won't forget it the next time."

Practical Parent

Sets boundaries
"What did you learn from this?"

Explorer Parent

Seeks creative solutions
"What are your options?"

Relational Parent

Expresses sympathy
"Gosh, that's too bad."

Unhealthy Responses

Logical Parent

Yells and threatens
"You'd better make up the assignment, or else!"

Practical Parent

Takes over other's responsibilities
"I'll call your teacher for you."

Explorer Parent

Ignores or minimizes the situation
"Oh well, it's not really a big deal."

Relational Parent

Is overly protective
"I'll skip my lunch and bring it to you."

Situation #2: Five-year-old Paul doesn't want to go to bed. How will his parent(s) respond?

Healthy Responses

Logical Parent

Maintains clear limits
"It's eight o'clock, time for bed."

Practical Parent

Promotes a consistent routine
"You have ten minutes before bedtime."

Explorer Parent

Makes everyday tasks fun
"Want a piggy back ride to bed?"

Relational Parent

Nurtures individual needs
"Choose a book. I'll read to you in bed."

Unhealthy Responses

Logical Parent

Too controlling
"No excuses. I don't care if you had a late nap."

Practical Parent

Resists change and is always rigid about rules
"No exceptions. 5-year-olds should always be in bed by 8PM."

Explorer Parent

Struggles to maintain consistent routines
"OK, if he stays up late, he'll sleep in later."

Relational Parent

Makes too many exceptions to the rule
"OK, you can stay up late to watch TV."

Handout No. 5: Keys to Building Effective Family Communication

- ◆ Communicate frequently (in the car, doing chores, dinner table, bedtime, etc.)
 - ◆ Communicate clearly and directly
 - ◆ Be an active listener
 - ◆ Pay attention to verbal and non-verbal messages (from speaker and listener)
 - ◆ Be open and honest
 - ◆ Think about person with whom you are communicating
 - ◆ Be positive
 - ◆ Focus on strengths
 - ◆ Restate what was said (clarify meaning)
 - ◆ Share opinions
 - ◆ Seek to understand
 - ◆ Encourage
 - ◆ Talk everyday
 - ◆ Ask questions about their life
 - ◆ Tell what you hope for in the relationship
 - ◆ Share your thoughts
- ◆ Don't shut off other person
 - ◆ Respect differences
 - ◆ Work with family members' natural styles
 - ◆ Keep adult talking, moralizing and preaching, to a minimum
 - ◆ Assist child in coming up with solutions
 - ◆ Physically get down to child's level
 - ◆ -Speak without attacking or blaming
 - ◆ Have a "regular" time and place for communicating
 - ◆ Accept each person as an individual
 - ◆ Spend time together as a family
 - ◆ Be supportive
 - ◆ Turn off the TV
 - ◆ Put down the newspaper
 - ◆ Avoid taking phone calls or texting when your child is talking
 - ◆ familyjournal (see **Handout No. 6**)

TIME

Handout No. 7: Words and Phrases to Use and Not Use**Words and Phrases to Use**

I love you
I'm listening
What do you want?
I won't judge
Let's talk
I like the way you do....
I will make time for you
Tell me about it
That's good
Together
I'm glad you're mine
You're doing better
I've noticed
You can say anything
I had fun with you
You showed responsibility....
What do you think?

Words and Phrases to Avoid

Be careful what you say
I'm not interested
Don't tell me
Be quiet and sit down
How could you say such a thing?
What a dumb thing to say
I don't care what you have to say
I don't want to know

**Show Them How You Feel**

Smile
Hug
Pat on head or shoulder
Wink
High Five
Laugh with them
Nod
Signal approval
Tickle

Handout No. 8: "One Final Touch"

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with ridicule, he learns to be shy.

If a child lives with fear, he learns to be apprehensive.

If a child lives with shame, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns to be confident.

If a child lives with acceptance, he learns to love.

If a child lives with recognition, he learns it is good to have a goal.

If a child lives with honesty, he learns what truth is.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith in himself and those about him.

If a child lives with friendliness, he learns the world is a nice place in which to live to love and be loved.

-Anonymous

Extender No. 4: Understanding and Responding to Tantrums

Tantrums are a normal aspect of development in young children, and should be expected, especially in the 2-4 year old age group. As children begin to see themselves as separate entities, they often experience frustration as they learn how to function independently. A parent's role is to help each child learn appropriate methods of expressing strong emotions, and a consistent approach is valuable.



A few reminders:

- ◆ Remain calm. Stay in control of yourself. Respond with love and concern. Don't give in or get over-involved with the child's emotions. Do not try to reason with a child when she is having a tantrum.
- ◆ With very young children, remain close but do not give attention to the tantrum. With older children, remove yourself from the area or send them into another area until they have regained control.
- ◆ Look for patterns which seem to trigger explosive reactions (fatigue, hunger, illness, overstimulation, boredom, increasing frustration, etc.). Prevent tantrums as much as possible. Distraction, changing activities, soothing words or music may avert a tantrum.
- ◆ Avoid or prepare children for situations which may trigger a tantrum.
- ◆ Teach children to use words for their feelings. Help them discover appropriate outlets for intense feelings (running, throwing a ball outside, yelling into a pillow, art).
- ◆ Model managing your anger and frustration appropriately.
- ◆ Do not allow tantrums to become powerful weapons. Normal two year olds have tantrums, but if children learn they are effective in getting their way, the tantrums will increase in frequency and in sophistication as children get older.
- ◆ Avoid power struggles when you can. Issues of safety, health, and morality are important. However, issues of parental preference (clothing, hairstyle) are less important and power struggles in these areas can be avoided.
- ◆ Changing how a parent deals with tantrums can be difficult. The tantrums may get worse, last longer, become more intense and occur more frequently. It will take many weeks for the child to learn tantrums no longer work.
- ◆ Public tantrums should be moved to a quiet or secluded spot (bathroom, car, corner area) and then ignored. Calmly warn the child to regain control or both of you will leave. Prepare to stay in the secluded spot until the tantrum runs its course, and do not be ruled by feelings of embarrassment.
- ◆ Seek professional assistance when tantrums exceed beyond "normal" boundaries or stages. If an infant or toddler engages in head banging during tantrums, speak to your pediatrician.
- ◆ Examine your stress level. Fatigue, hunger, overstimulation, and unrealistic expectations of yourself can decrease a parent's ability to remain calm and manage tantrums successfully.

Handout No. 1: Parents of Children with Special Needs Worksheet

(Adapted from www.kidsource.com)

1. Understand common reactions - denial, anger, fear, guilt, confusion, powerlessness, disappointment, and rejection are all common initial reactions when you find out you have a child with special needs.
2. Seek the assistance of another parent - this support person will assure you that you are not alone in the unexpected journey.
3. Talk with your mate, family, and significant others - at first it may not feel comfortable talking about your complex emotions during this time, but it is necessary to communicate your feelings.
4. Rely on positive sources in your life - a minister, priest, rabbi, good friend, or counselors can be strengths in your life.
5. Take one day at a time - thinking about the future can bring about fear of the unknown. Focus on the day at hand.
6. Learn the terminology - before you can help your child, you must know the words and statements professionals will use.
7. Seek information - don't be afraid to ask questions. Make certain you find accurate information which will be the first step in beginning to understand more about your child.
8. Do not be intimidated - this is a new and different situation for you, but don't let your unique situation keep you from asking questions or expressing concerns.
9. Don't be afraid to show emotions - showing feelings does not diminish your strength.
10. Learn to deal with natural feelings of bitterness and anger - these are natural and common feelings and must be recognized and managed. Outside help may be required.
11. Maintain a positive outlook - look for the positives in your child. This will diminish some of the negatives.
12. Keep in touch with reality - accept life the way it is. Remember, there are some things you cannot change, some you can.
13. Remember time is on your side - time heals many wounds. This does not mean your job will be easy, just the negative emotions will die away.



14. Find programs for your child - assistance is important no matter what problems you may have. Your child needs assistance as well as the rest of the family.
15. Take care of yourself - sleep, eat, socialize, take time for yourself, and your emotional needs.
16. Avoid pity - self pity, pity from others or pity for your child are actually disabling. However, empathy is the attitude to be encouraged.
17. Decide how to deal with others - think about how you will react to others who do not understand or know how to react to your situation.
18. Keep daily routines as normal as possible - consistency and normalcy are wanted and needed when life becomes too hectic.
19. Remember this is your child - your child is a person first and foremost. Your child is not less of a person or less human. The disability is second.
20. Recognize you are not alone - you may feel no one will ever understand your situation, but there are people out there who can help.





It's Time to Make Some Rules

Rules allow family members to trust each other, to know what is expected. When a child has a clear understanding of what is expected, he feels more in control and independent.

- ☑ Make rules for things that are very important to your family – standards of behavior, curfews, issues relating to health and safety.
- ☑ State what you want very clearly and with results that you can see and measure. *“I want the television turned off when you start your homework. You may turn it back on after I have checked your assignments.”*
- ☑ Anticipate situations that may be problems and make and discuss the rule in advance. *“When your grandfather is here this weekend, give him the sports pages to read before you take them to your room.”*
- ☑ As your child gets older, involve him in appropriate negotiations. Then you make the final decision. *“Now that school has started again, we need to agree on a new curfew.”*
- ☑ Be prepared to enforce all rules that you make.
- ☑ Consider your needs and the needs of other family members when making rules. *“I have to get up early and leave for work by 6:30 a.m. so you need to be in bed with lights out by 9:00 p.m.”*
- ☑ Expect complaints and resistance, but remain consistent.
- ☑ When the situation changes, be willing to change the rules.



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Es Hora de Establecer Algunas Reglas

Las reglas permiten a los miembros de familia tener confianza el uno al otro, saber lo que es esperado. Cuando un niño tiene un entendimiento claro de lo que se espera de él, se siente más en control e independiente.

- Establezca reglas para cosas que son importante para la familia – modos de comportamiento, permisos, situaciones relacionadas a la salud y seguridad personal.
- Declare lo que usted quiere claramente y con resultados que usted pueda ver y medir. *“Quiero la televisión apagada cuando comiences tus deberes. Puedes volver a encenderla después que yo revise tu trabajo.”*
- Anticipe situaciones que pueden crear problemas y decida y discuta la regla por adelantado. *“Cuando tu abuelo esté aquí este fin de semana, dale la hoja de los deportes para que los lea antes de llevártelos a tu habitación.”*
- A medida que su hijo crece, envuélvalo en convenios apropiados. Luego usted toma la decisión final. *“Ahora que comenzaron las clases nuevamente, tenemos que ponernos de acuerdo en un nuevo horario de permiso.”*
- Esté preparado a enforzar todas las reglas que usted establece.
- Considere sus necesidades y las necesidades de otros miembros de familia cuando establece las reglas. *“Necesito levantarme temprano y partir para el trabajo a las 6:30 de la mañana, así es que necesitas estar en la cama con la luz apagada a las 9:00 de la noche.”*
- Espere quejas y resistencia, pero manténgase consistente.
- Cuando la situación cambia, permita cambiar las reglas.



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Parenthood: Pleasure Cruise or Grueling Trek?

Are you the chauffeur, just getting your children from one place in life to another? Or are you the cruise director anxious to set the course for the best childhood your children can have? If the second option sounds appealing, here's a checklist to help ensure the most exciting journey of your life and theirs:

- Take care of yourself physically and emotionally. The best gift that you can give your child is a healthy parent!
- Tell them frequently that you love them
- Use words that help, not words that hurt. Children believe what you say about them.
- Discover the world with you child. Young children have new experiences every day.
- Organize time so that children do not have to be rushed constantly. They are small and curious and not in a hurry to get somewhere. Enjoy that time with them.
- Respect you children and be courteous to them. They will learn from you.
- Give them chores around the house. Even 2 year olds can pick up toys or fold towels.
- Set guidelines and limits so that they know what they are supposed to do.
- Celebrate their successes. Make them feel good about what they have done.



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Paternidad:

¿Crucero de placer o viaje doloroso?

¿Es usted el chofer que transporta a sus hijos llevándolos por la vida de un lugar a otro? O es el director de cruceros, ansioso por establecer el curso adecuado que proporcionará la mejor infancia a sus hijos. Si la segunda opción es la elegida; a continuación le proporcionamos una lista que le ayudará a asegurarse de que el viaje se convierta en el más interesante en la vida de sus hijos y en la propia.

- ☑ -¡Cuidese física y emocionalmente! El mejor regalo que le puede dar a sus hijos es ¡Un padre saludable!
- ☑ -Dígales con frecuencia que los quiere.
- ☑ -Use palabras que los ayuden, no palabras que los lastimen. Los niños creerán lo que usted piense y diga de ellos.
- ☑ -Descubra el mundo con su niño. Los niños pequeños experimentan experiencias nuevas todos los días.
- ☑ -Organice el tiempo de tal manera que los niños no tengan que ser apresurados constantemente. Ellos son pequeños, curiosos y no tienen prisa por llegar a ningún lado. Disfrute el tiempo que pasa con ellos.
- ☑ -Respete a sus hijos y sea amable con ellos. Los hijos aprenden del ejemplo de los padres.
- ☑ -Asigneles tareas apropiadas en la casa. Hasta los niños de dos años pueden recoger juguetes o doblar toallas.
- ☑ -Establezca guías y límites para que sepan lo que es correcto e incorrecto.
- ☑ -Celebre los éxitos de sus hijos. Hágalos sentirse bien por lo que han hecho.



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- ☑ -Asigneles tareas apropiadas en la casa. Hasta los niños de dos años pueden recoger juguetes o doblar toallas.
- ☑ -Establezca guías y límites para que sepan lo que es correcto e incorrecto.
- ☑ -Celebre los éxitos de sus hijos. Hágalos sentirse bien por lo que han hecho.





Parenting Children with Special Needs

Every parent has dreams of having the "perfect child." Most of us adjust our idealistic view of parenting as we gain experience and grow with our children. For some parents dreams are shattered at birth, or further down the line due to an unexpected illness or accident. A very special form of grief occurs. The journey of parenthood now must begin with moving from grief to acceptance. Likely steps that will occur include:

Task 1: Acknowledging the Loss

- Deal with the shock of the child's disabilities
- Make immediate decisions on the welfare of the child
- Feel consumed with questions of why
- Experience intense feelings of disbelief, confusion, etc.

Task 2: Experiencing the Pain

- Allow yourself to feel a wide range of emotions such as anger, disappointment, guilt, blame, pain, fear, resentment, sadness, etc.
- Focus on the immediate needs of the child
- Begin letting go of the child you had dreamed of and freeing yourself to love this child



Task 3: Readjusting to the Loss

- Begin gathering yourself emotionally
- Start gaining a sense of control over your life
- Adapt to new parenting roles and responsibilities
- Be able to love the child with her or her disability and not in spite of it
- Begin integrating the child into the family
- Search for professional resources

Task 4: Moving on with Life

- Come to accept that life is changed
- Begin establishing new support systems with others in similar circumstances
- Begin planning for the future with a new sense of direction



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Siendo Padres de Niños con Necesidades Especiales



Cada padre sueña con tener el "niño perfecto." La mayoría de nosotros adaptamos nuestra visión idealística del ser padres mientras que ganamos experiencia y crecemos con nuestros niños. Para algunos padres, sus sueños se ven rotos en el nacimiento, ó más adelante debido a una enfermedad inesperada ó accidente. Ocurre una forma especial de aflicción. El trayecto de ser padres ahora debe comenzar moviéndose del gran pesar a la adaptación. Más ó menos los pasos que ocurrirán incluyen:

Paso 1: Reconociendo la Pérdida

- Enfrentar con el impacto las incapacidades del niño
- Hacer decisiones inmediatas sobre el bienestar del niño
- Sentirse consumido con preguntas de porqué
- Experimente sentimientos intensos de no creer, confusión, etc.

Paso 2: Experimentando el Dolor

- Permitase sentir una gran variedad de emociones como enojo, decepción, culpa, culpable, dolor, temor, resentimiento, tristeza, etc.
- Enfóquese en las necesidades inmediatas del niño
- Comience abandonando la idea del niño que usted soñó y libérese para amar a ese niño

Paso 3: Reajustándose a la Pérdida

- Comience calmándose usted misma emocionalmente
- Empiece ganando un sentido de control sobre su vida
- Adáptese a nuevas responsabilidades y papel de ser padres
- Ame a su niño con su ó su incapacidad y no a pesar de eso
- Comience a integrar al niño en la familia
- Busque recursos profesionales



Paso 4: Siga Viviendo

- Llegue a aceptar que la vida cambió
- Comience a establecer sistemas nuevos de apoyo con otros en circunstancias similares
- Comience a planear el futuro con un nuevo sentido de dirección



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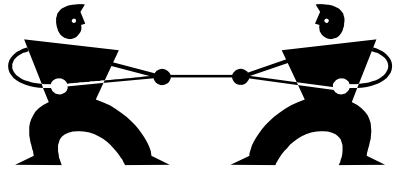


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Power Struggles... No One Wins!



All children love to engage parents in power struggles at one time or another, but they commonly end up being no-win situations as parent and child each vie for power.

During power struggles, parents usually feel...

- ⊗ angry
- ⊗ drained
- ⊗ helpless
- ⊗ and wondering if they are the only parents who can't control their child.

Kids usually feel...

- ☺ like they've succeeded in gaining attention
- ☺ that they have manipulated the parent
- ☺ that if they put up a big enough battle, they will wear the parent down
- ☺ and that they have won even if they don't succeed in getting their way.

Parents can avoid power struggles by...

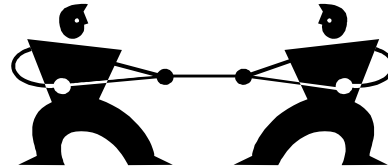
- ☞ not allowing themselves to get into an argument
- ☞ choosing battles carefully (avoid struggles over minor issues)
- ☞ responding calmly, but firmly
- ☞ being consistent with enforcing rules and consequences
- ☞ giving themselves time to make decisions ("I will think about this and let you know my decision.")
- ☞ not being concerned with proving you are right
- ☞ being firm, but empathetic ("I know you would like to go to the mall with your friends, but your science project has to be completed first.")



Parenting Quick Tips

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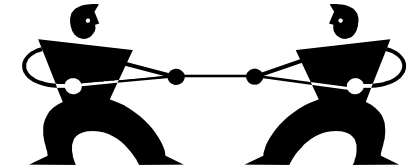
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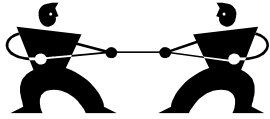


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Batallas de Poder...

¡Nadie Gana!



A todos los niños les gusta involucrar a sus padres en batallas de poder de vez en cuando, pero estas batallas terminan con el resultado de que ni padres ni hijos ganan, ya que padres e hijos compiten por el poder.

Durante las batallas de poder, los padres normalmente se sienten:

- ☹ enojados
- ☹ cansados
- ☹ incompetentes
- ☹ y se preguntan si serán los únicos padres que no pueden controlar a sus hijos.

Los niños generalmente

- ☹ sienten que tuvieron éxito al recibir la atención
- ☹ que han manipulado a los padres
- ☹ piensan que si hacen una batalla grande, los padres se cansarán
- ☹ que ganaron, aunque no tuvieron éxito en lo que querían.

Los padres pueden evitar estas batallas de poder por medio de:

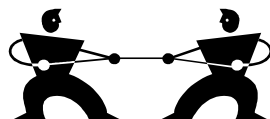
- ✌ no entrar en argumentos
- ✌ escoger las batallas con cuidado. (No tenga argumentos sobre cosas pequeñas)
- ✌ responder en una manera calmada, pero a la vez firme
- ✌ ser consistente al enforzar reglas y consecuencias
- ✌ darse tiempo para tomar sus decisiones (decir a sus hijos "voy a pensar sobre esto y después te digo mi decisión")
- ✌ no estar preocupado en comprobar quien tiene la razón
- ✌ ser firme y enfático ("Yo sé que quieres ir a la tienda con tus amigos, pero tienes que terminar tu proyecto de ciencia primero").

Educando a sus hijos Consejos

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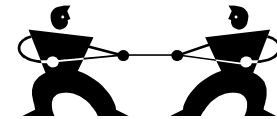
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Understanding How Parenting Patterns in the Early Years Set a Course for the Future

Practical Parent Education

South Carolina Department of Education
Office of Early Learning and Literacy

Ablean B. Hanna and Herk Huggins

Molly M. Spearman – State Superintendent of Education

“We cannot know the consequences of suppressing a child’s spontaneity when he is just beginning to be active. We may even suffocate life itself. That humanity which is revealed in all of its intellectual splendor during the sweet and tender age of childhood should be respected with a kind of religious veneration. It is like the sun which appears at dawn or a flower just beginning to bloom. Education cannot be effective unless it helps a child to open up himself to life.”

- Maria Montessori, Pediatrician, Psychiatrist,
Creator of Montessori Education

Learning Targets

- Recognize how parents deal with parenting challenges in the early years will establish a pattern for future challenges and the parent/child relationship
- Identify one's own parenting style and determine if this style is in the best interest of the child
- Gain skills and resources for handling common early childhood challenges



Profile of a Ready Kindergartner



THE READY KINDERGARTNER, with engaged support from parents, caregivers and community, has developed the skills and abilities necessary for achievement at age-appropriate levels. He/she is physically, socially and emotionally prepared to benefit from a quality kindergarten experience.

What does it mean to be READY FOR SCHOOL?

All children are ready for kindergarten when they are five years old by September 1 of that school year. But kindergarten readiness is more than a matter of age. For a strong start in school, children need positive relationships and supportive learning environments beginning at birth. It is our responsibility as families, caregivers and communities to nurture the health and development necessary for school success.

South Carolina's Profile of the Ready Kindergartner describes the physical, cognitive, social and emotional signs of school readiness. Because each child develops differently, each child will be ready in different ways. That is why schools and educators must also be ready: prepared to meet the individual needs of students at all levels of readiness and providing whatever support and services are needed for a quality kindergarten experience.

For more information, visit SCFIRSTSTEPS.ORG

Resources are available to help parents and caregivers foster school readiness from birth through age five.

READY FOR SCHOOL

South Carolina's Profile of the Ready Kindergartner

APPROACHES TO LEARNING & INQUIRY

- Demonstrates eagerness to learn
- Shows curiosity through questioning
- Shows creativity and imagination through pretend play
- Engages in daily opportunities for play and exploration
- Shows willingness to try new things
- Persists in tasks that are challenging
- Maintains attention
- Applies learning to new situations
- Solves problems with materials at hand
- Use senses and observations to learn about the world around them

PHYSICAL DEVELOPMENT, SELF-HELP & MOTOR SKILLS

- Moves with control and balance while walking, running, jumping and climbing
- Uses fingers to control small objects, such as pencils/ crayons, scissors, buttons, zippers
- Uses hand-eye coordination to perform simple tasks, like putting together a puzzle
- Independently performs self-help tasks such as toileting, hand washing, tooth brushing and dressing



EMOTIONAL & SOCIAL DEVELOPMENT

- Shares, takes turns and plays well with others
- Follows simple rules and directions
- Expresses emotions through appropriate actions and words
- Adjusts to changes in routine and environment
- Shows self-control
- Shows caring and understanding of others' feelings
- Interacts with familiar adults
- Respects the property of others
- Resolves conflicts using words and adult support
- Makes friends

MATHEMATICAL THINKING

Number Sense

- Counts in sequence up to 20
- Counts up to 10 objects, using one number for each object
- Recognizes up to five objects in a group without counting
- Compares sets of objects by quantity (more than or less than)
- Describes and compares objects by size (big and small), length (long and short) and weight (light and heavy)
- Understands and uses the terms first, second and third

Matching, Sorting, Classifying

- Recognizes and draws basic shapes, such as circle, square and triangle
- Recognizes and repeats simple repeating patterns, such as triangle, square, triangle, square
- Describes positions of objects using the terms above and below
- Sorts and classifies up to 10 objects into categories

LANGUAGE & LITERACY DEVELOPMENT

Listening, Speaking and Understanding

- Converses with others, taking turns speaking and listening
- Speaks clearly, expressing ideas and questions
- Uses words to seek help, answer questions and solve problems
- Speaks in complete sentences of at least six to eight words
- Listens to stories and retells them
- Begins to ask questions about stories that are read aloud
- Follows directions and completes tasks that require multiple steps
- Asks and answers "how" and "why" questions

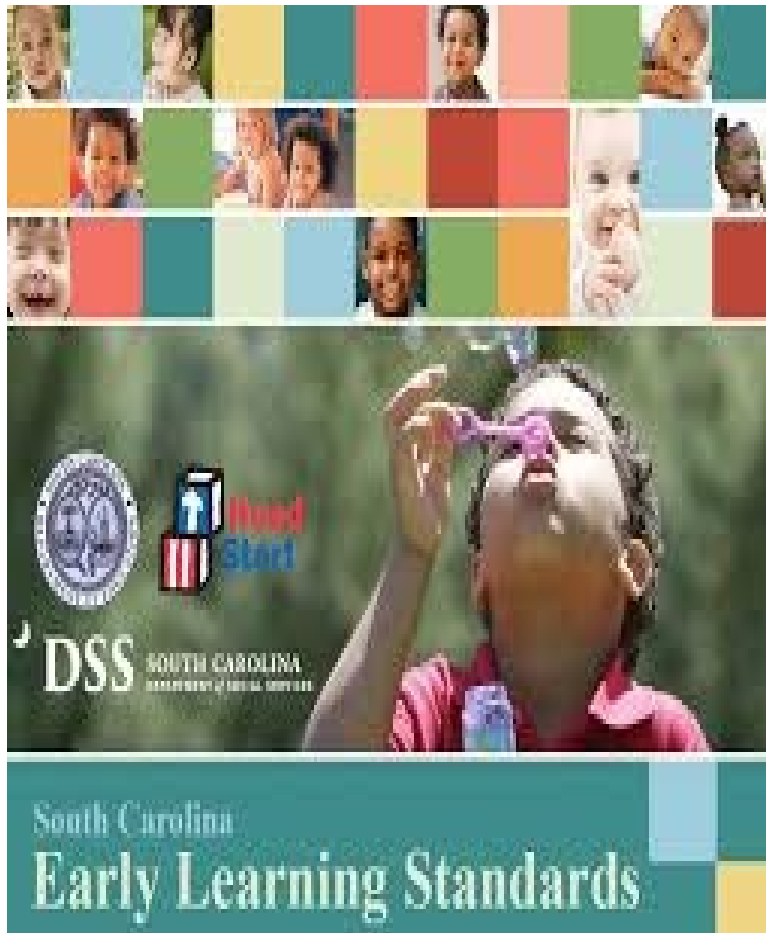
Early Reading

- Shows interest in books and reading
- Holds books upright, turning pages one at a time from front to back
- Knows that printed words have meaning
- Uses pictures in a book to tell and recall the story
- Recognizes and names/reads familiar signs and logos
- Listens to a story being read aloud
- Makes predictions about what will happen next in a story being read aloud
- Begins to follow text from left to right as it is read aloud
- Recognizes and names rhyming words
- Recognizes that letters represent spoken sounds
- Recognizes some upper and lower case letters and their sounds
- Recognizes that spoken words can be represented in written language
- Recognizes written name as well as other familiar words
- Begins to use pictures and text read aloud to learn the meaning of unfamiliar words

Early Writing

- Draws pictures and tells their story
- Writes using a combination of letters, letter-like shapes and scribbles
- Uses drawing and writing during play
- Writes name independently or using an example

SC Early Learning Standards & College and Career Standards for Kindergarten



South Carolina College- and Career-Ready Standards and Indicators for Kindergarten

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

- 1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate "I wonders" about ideas of interest.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

- 2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 With guidance and support, discover relationships and patterns during the inquiry process.
4.2 With guidance and support, use tools to communicate findings.
4.3 With guidance and support, reflect on findings.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 With guidance and support, recognize the value of individual and collective thinking.
5.2 With guidance and support monitor and assess learning to guide inquiry.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Reading - Literary Text (RL)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 Follow words from left to right, top to bottom, and front to back.
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.
1.3 Understand that words are separated by spaces in print.
1.4 Recognize and name all upper- and lowercase letters of the alphabet.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 Recognize and produce rhyming words.
2.2 Count, pronounce, blend, and segment syllables in spoken words.
2.3 Blend and segment onsets and rimes of single-syllable spoken words.
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

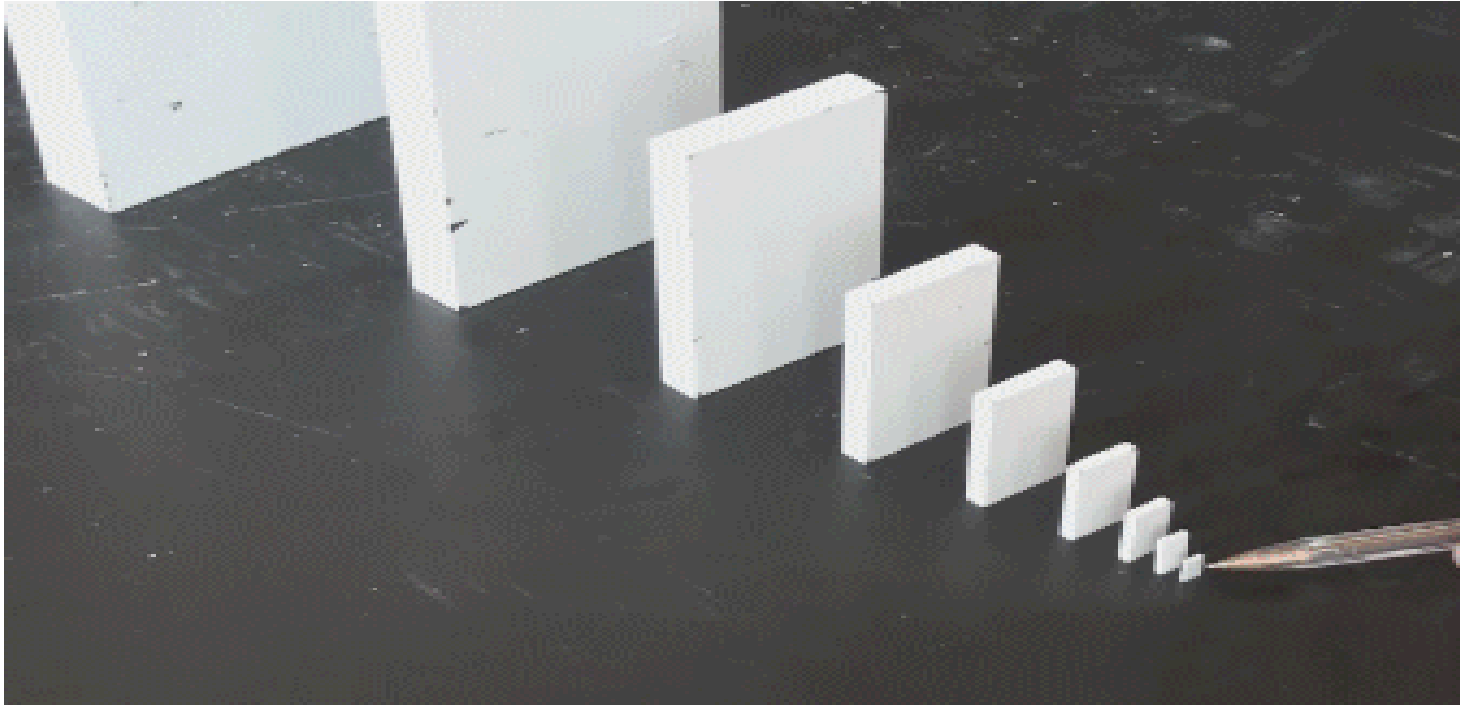
- 3.1 Produce one-to-one letter-sound correspondences for each consonant.
3.2 Associate long and short sounds of the five major vowels with their common spellings.
3.3 Read regularly spelled one-syllable words.
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.



Parenting:

It's a Life

The Domino Effect



Early Years to Teen Years

Little Kids, Little Problems

BIG Kids, BIG Problems

Early Childhood :

Biting
Hitting
Toilet Training
Difficulty Sharing
Bedtime Battles
Morning Hassles
Tantrums
Toy clutter
Spills
Defiance

Finicky Eaters
Whining
“No”



Adolescence:

Fighting
Curfews
Truancy
Purple Hair
Rage
Risk Taking
Poor Hygiene
Eating Disorders
Arguing
Drinking/Drugs

Misuse of Car
Disrespect
Body Piercing
Prejudice
Poor grades

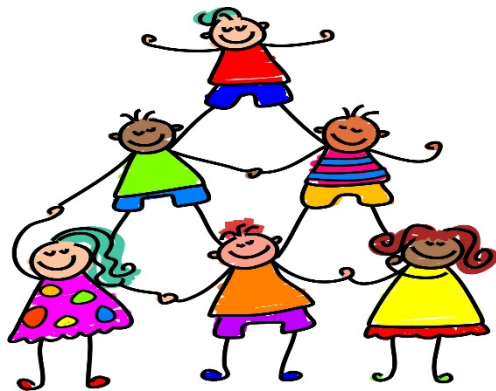
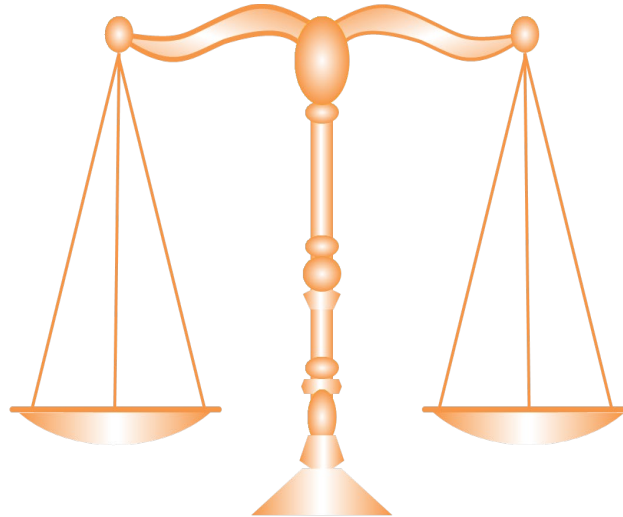
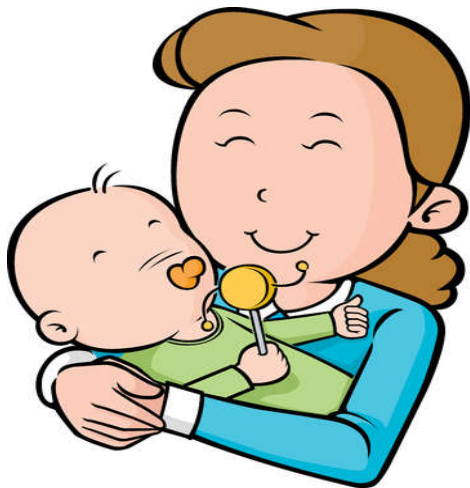


Escalation of Behaviors

- Tantrums
- Eating Issues
- Respect for Property
- Respect for Others
- Following Rules



Parenting is a Balancing Act



Setting Limits



Discipline Guidelines for The Young Child

- Make sure rules and expectations are age-appropriate
- Set clear, simple rules the child can understand
- Be consistent
- Allow children to experience "appropriate" consequences for their misbehaviors or actions.
- Follow through in a firm, but loving manner



Concepts to Remember...

1. The term discipline means to teach
2. When should discipline begin? We do NOT discipline a baby or a young toddler!
3. Know your child
4. Find three or four simple discipline techniques which seem to work best with your child



**Love & Discipline
go together**



Identifying Parenting Styles

- The Wimp
- The Overly Protective Parent
- The Parent Without an Anchor
- The Rigid, Controlling Parent
- The Uninvolved Parent
- Firm, Loving, Responsive Parent



Styles of Communication in Families

Authoritarian Parent - One way communication, sacrifices communication for direction



Permissive Parent - Doesn't hold child accountable and gives message "You can't do it without me"



Uninvolved Parent - Shuts down communication and gives message "I'm not interested"



Authoritative Parent - Open style; encourages expression of feelings, emotions and ideas



Methods of Communication

- **Instrumental-** Exchange of factual information which enables individuals to fulfill common family function (telling a child when and where he/she will be picked up)
- **Affective-** The way family members share their emotions with each other (sadness, anger, joy)
- **Clear-** Spoken plainly, content easily understood
- **Masked-** Message is muddled or vague
- **Direct-** Message spoken to person from whom message is intended
- **Indirect-** Message not directed to person for whom it is intended

Clear and Direct, Clear and Indirect, Masked and Direct, or Masked and Indirect

Scenario: Daughter is not doing her chores.

1. “I’m sorry you didn’t do your chores without my reminding you.”
2. “It’s a letdown when people don’t do their chores.”
3. “Mary, people just don’t work like they once did.”
4. “Kids today are just lazy.”

Six Causes of Behavior

Nature:

- Prenatal and Genetic history
- Temperament/brain style
- Age and stage of development



Nurture:

- Parent/child relationship/"goodness of fit"
- Family History (family-of origin issues)
- Situational factors/stress (new baby, divorce, holidays, etc.)

Words and Phrases to Use and Not Use

Words and Phrases to Use

- I love you
- I'm listening
- I won't judge
- Let's talk
- I like the way you...
- I will make time for you
- That's good
- Tell me about it
- I'm glad you're mine
- You're doing better
- You showed responsibility
- What do you think?

Words and Phrases to Avoid

- Don't tell me
- I'm not interested
- Be quiet and sit down
- How could you say such a thing?
- I don't care what you have to say
- What a dumb thing to say
- I don't want to know
- Be careful what you say

Show Them How You Feel

- Smile
- Hug
- Wink
- High Five
- Nod
- Tickle
- Laugh with them
- Signal approval
- Pat on head or shoulder



Success in communication depends on:

- The ability to listen, not only to what is being said, but to what is not being said
- The ability to communicate ideas, feelings, and emotions in a non-threatening way
- The ability to accept and understand another's feelings

Etiquette Lesson by Erma Bombeck



One Final Touch

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with ridicule, he learns to be shy.

If a child lives with fear, he leans to be apprehensive.

If a child lives with shame, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns to be confident.

If a child lives with acceptance, he learns to love.

If a child lives with recognition, he learns it is good to have a goal.

If a child lives with honesty, he learns what truth is.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith in himself and those about him.

If a child lives with friendliness, he learns the world is a nice place in which to live to love and be loved.

-Anonymous

The Abracadabra Kid

<https://www.youtube.com/watch?v=aU0xvfRGlao>

Give them superpowers!

Children are Like Kites

You spend a lifetime trying to get them off the ground.

You run with them until you're both breathless.

They crash. They hit the rooftop.

You patch and comfort, adjust and teach them.

Finally they are airborne...

They need more string and you keep letting it out.

But with each twist of the ball of twine,
there is a sadness that goes with joy.

The kite becomes more distant,
and you know it won't be long

before that beautiful creature will snap the lifeline that binds you
two together and will soar as it is meant to soar, free and alone.

Only then do you know that you did your job.

-Author: unknown

Tips and Resources

- Practical Parent Education Quick Tips
- Handouts



Contact Information

South Carolina Department of Education
Office of Early Learning and Literacy

Ablean B. Hanna

ahanna@ed.sc.gov

803-734-0870

Herk Huggins

hhuggins@ed.sc.gov

803-734-0528