

Merced County Office of Education

CARING KIDS

Promoting Healthy Social and Emotional Development

**Relationships Matter: A Successful
Collaboration Between Merced County
Office of Education's Head Start Program
and the Caring Kids Program**



What is the Caring Kids Program?



- The Merced County Office of Education's Caring Kids Program has been in operation since 2003.
- The program is funded by First 5 Merced County (Prop 10) and Merced County Mental Health with the Mental Health Services Act Prevention and Early Intervention (PEI) funds (Prop 63).



Merced
County
Office of
Education



What do we do?



- The Caring Kids program provides resources and services to children ages 0-5 and their families to help support healthy social and emotional development. Services are available for free in English, Spanish, and Hmong. There is overwhelming evidence that problem behaviors observed in young children often follow them into school and adulthood without early intervention. We help children learn appropriate social skills and help parents and caregivers learn the best approaches to promote positive social and emotional development.

Services Include:



- **Social/emotional and developmental screenings of children (0-5)**
- **Social skills intervention in small and large groups**
- **Individualized behavior/social skills intervention strategies**
- **Parent training and support**
- **Classroom shadowing and skill building**
- **Participation in planning meetings for individual students**
- **Transition support**
- **Classroom staff training and support**
- **Referrals to other agencies and services**

Risk Factors Associated with Poor Social/Emotional Development



- **Family Related:**
 - **Low SES**
 - **Dysfunctional home life**
 - **No parental involvement**
 - **Low parental expectations**
 - **Non-English-speaking home**
 - **Ineffective parenting/abuse**
 - **High mobility**

Social Skills Intervention



- Lessons target specific social skills
 - Need for rules, consequences
 - Using “magic” words
 - Sharing
 - Taking Turns
 - Accepting Differences
 - Identifying Feelings
 - Dealing with Anger
 - Hands are not for hitting
 - Dealing with Peer Pressure

Flannel Board Story



We encourage teachers to teach social skills like you would teach academic skills. Have specific activities planned to introduce target social skills and use teachable moments throughout the day to build on the new skills.



Table Activity



- **Hands-on activity, supports and reinforces the development of the skill**



Story Book



- **Literature book that emphasizes skill being taught**
 - **Guided comprehension questions**



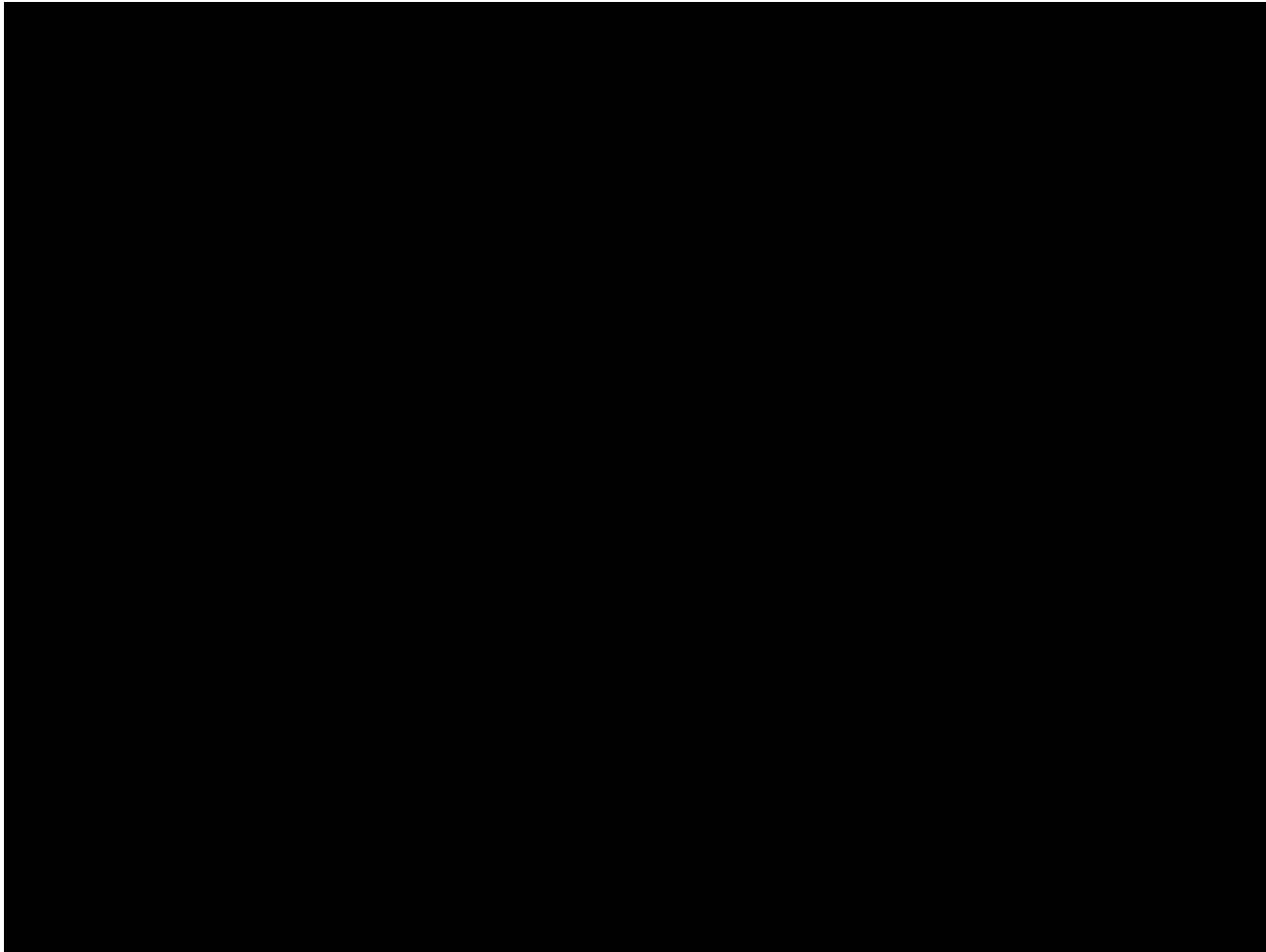
Movement Activity



- **Movement based activity provides additional practice of skill**



Puppet Stories:



Social Skills Calendars

<http://www.mcoe.org/ece/special/caringkids/calendar.htm>



		<h2>May 2010</h2>					
Promoting Healthy Social and Emotional Development Throughout Merced County							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
						1 Play catch with your child today!	
2 Practice using magic words (thank you, sorry, please).	3 Sing a song with your child today!	4 Read to your child today!	5 Play peek-a-boo with your child today!	6 Count with your child today!	7 Practice sharing with your child today!	8 Practice taking turns with your child today.	
9 Bake cookies with your child today!	10 Do an art activity with your child today!	11 Talk about how hands are not for hitting.	12 Talk about how feet are not for kicking.	13 Talk about how teeth are not for biting (discuss how it hurts people).	14 Be silly with your child today!	15 Show your child different facial expressions and discuss it with them.	
16 Make a hand painting with your child today!	17 Sing "The Alphabet Song" with your child today!	18 Color a picture with your child today!	19 Play "Ring-Around-the-Rosy" with your child today!	20 Make silly faces with your child today!	21 Tell your child "I love you."	22 Sing "Twinkle, Twinkle, Little Star" with your child today!	
23/30 Play house with your child today!	24/31 Use pots and pans as musical instruments with your child today.	25 Have your child help prepare a snack or meal today.	26 Talk about the house rules.	27 Play with your child 30 minutes straight.	28 Play "Hide and Seek" with your child today!	29 Dance with your child today!	

Social Skills Calendars

<http://www.mcoe.org/ece/special/caringkids/calendar.htm>



 May 2010 Infant/Toddler Promoting Healthy Social and Emotional Development Throughout Merced County							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
 Merced County Office of Education						1 Sing, "Twinkle, Twinkle Little Star" with your child today.	
2 Set up a play date for your child.	3 Dance with your child today!	4 Play with your child's toys and share them with your child.	5 Play "peek-a-boo" with your child today.	6 Sing, "The Alphabet Song" with your child today.	7 Spend 30 minutes playing on the floor with your child.	8 Read a book to your child today!	
9 Build with blocks today.	10 Use pots and pans as musical instruments with your child.	11 Have dinner at the table tonight.	12 Practice saying "Hi" and "Bye" while waving.	13 Play hide and seek with your child's favorite toy with.	14 Read three books to your child today.	15 Take your child for a walk around your house and label 10 items he/she does not know.	
16 Sing "If You're Happy and You Know it" with your child.	17 Look in the mirror and name body parts.	18 Go on a walk with your child and talk about the neighborhood.	19 Let your child choose what to wear today out of two or three choices.	20 Hug your child today!	21 Have a snack with your child and hold out your hand for him/her to share with you.	22 Dance with your child to music.	
23/30 When your child is angry, practice getting him to say, "I'm mad."	24/31 When you see your child laugh or smile today, practice getting him to say, "I'm happy."	25 Make a tower out of items around the house (you can use tissue boxes, old cereal boxes, etc.)	26 Call someone your child is familiar with and have them talk on the phone with them.	27 Color with your child today.	28 Make your child in to a burrito with a blanket today.	29 Put rice or beans into a container and shake it to make music with your child.	

Recent Research Findings



KEY FINDINGS FROM A 2009 NATIONAL PARENT SURVEY

conducted by Hart Research Associates:

- The survey was designed to explore issues and challenges that parents of young children confront today, where gaps in knowledge of early development exist, identify what sources of information and support these parents turn to, and what factors influence their approach to parenting. Many of these survey findings have implications for policies and programs for infants, toddlers and families.
- Highlights include:
- Although the majority of parents understand some important ways to promote development, their understanding of the developmental milestones related to social and emotional development is less consistent.
 - • While research shows that most children are capable of feeling good or bad about themselves between ages one and two, only 43% of parents think a child is capable of such feelings by age two. A majority of parents (53%) do not think a child can experience these feelings until they are older.

Recent Research Findings



- • Although research shows that babies as young as 6 months can experience feelings of sadness and fear, a large majority of respondents (69%) think this developmental milestone occurs later in a young child's life.
- • Only 34% of parents think a young child can begin to sense whether their parents are angry or sad and can be affected by their parents' moods by the time they reach six months. Therefore, two-thirds of parents do not fully understand that babies can be affected in this critical way at such a young age.
- • Between the ages of three and five most children develop the capacity to control their emotions (i.e. asking for help when frustrated rather than having a tantrum or biting). While slightly more than one in three parents hold this expectation, a significant proportion of parents expect a young child to be capable of exerting this kind of self control at a much younger age. 43% of parents believe that children can control their emotions by age three, and 20% expect this by age two.

Recent Research Findings



- We know that family history and input from professionals have a powerful influence on approaches to parenting.
 - • More than half of parents (53%) say the way their parents raised them has a major influence on their approach to parenting and another 30% say it has a moderate influence.
 - • African Americans are substantially more likely than Hispanic or white parents to identify the way they were raised as having a major influence on their approach to parenting – 61% of African-American parents report this compared with 52% of white parents and 49% of Hispanic parents.
 - • Parents who are single, separated, or divorced (48% say major influence), and Hispanic parents (40% major influence) are more likely than others to identify input from professionals as a major influence on parenting.
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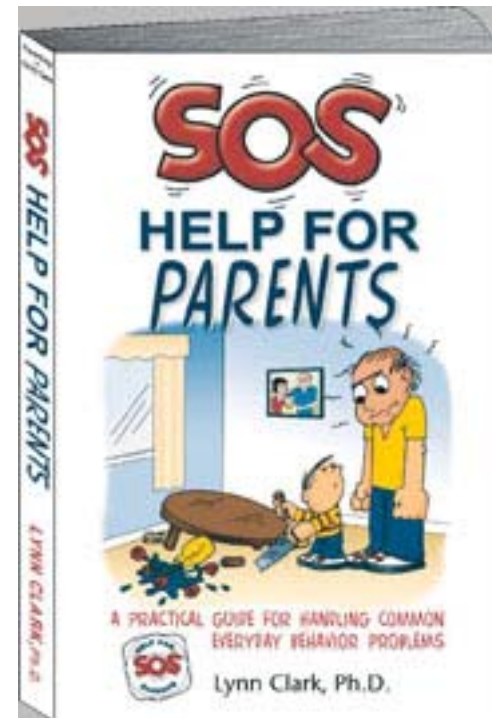
Parent and Teacher Trainings



- We provide parent workshops to many groups of Head Start parents. The main topic we present on is *behavior management*. We usually present at a monthly parent meeting. We use *SOS Help for Parents* materials by Lynn Clark.

Key Points:

- *Catch Them Being Good*
- *Don't Accidentally Reward Unwanted Behaviors*
- www.sosprograms.com



Parent Support



- We work with some parents and their children at home. We have found that using our social skills curriculum with the parents and child has been very successful. We teach the parents how to be the instructors of the lessons. We work with each family once a week for as long as needed. The parents learn many new skills including how to give effective instructions, how to follow through, how to be more consistent, and how to play with their children.

Parent Support Groups



- We have recently began to facilitate a parent support group at one Head Start site. The parents are broken up into two groups. One group is Spanish speaking, one group is English speaking.
- We use the *Make Parenting A Pleasure* curriculum created by *Parenting Now*
- www.parentingnow.net

Parenting Now!
to strengthen families
CURRICULUM • TRAINING • PRODUCTS

Parent Support Groups



Make Parenting A Pleasure © 2006 Birth To Three

Key Concepts and Goals

- **Module 1 – Getting Started**
- **KEY CONCEPTS**
- Parenting is the most challenging and most important job there is.
- Parents are the foundation of the family.
- Positive parenting skills do not come naturally; they are learned.

- **Module 2 – Nurturing: Taking Care of Ourselves**
- **KEY CONCEPTS**
- The whole family benefits when parents find ways to nurture and take care of themselves each and every day.

- **Module 3 – Understanding Stress**
- **KEY CONCEPTS**
- Stress is a normal part of life.
- Reducing stress helps us feel more in control of our lives.

Parent Support Groups



- **Module 4 – Stress and Anger Management: Techniques**
- **KEY CONCEPTS**
- Stress is a normal part of parenting.
- Managing stress effectively is critical to parenting children effectively.
- As parents we teach and model how to cope with stress.

- **Module 5 – Managing Anger, Modeling Alternatives**
- **KEY CONCEPTS**
- Anger is a normal emotion.
- Anger as an emotion is always okay. But how we act on anger can help or hurt our children and ourselves.

- **Module 6 – The Dance of Communication: Nonverbal**
- **KEY CONCEPTS**
- Actions speak louder than words especially with our babies and young children.
- Effective communication begins with what we do.

Parent Support Groups



- **Module 7 – Communication: Listening Skills**
- **KEY CONCEPTS**
- Listening is at least as important as talking and often harder to do.

- **Module 8 – Verbal Communication**
- **KEY CONCEPTS**
- Words are powerful and it is important to use words thoughtfully.
- Learning to communicate positively takes practice.

- **Module 9 – Child Development: The Basics**
- **KEY CONCEPTS**
- Every child develops at his or her own pace.
- Understanding child development helps us appreciate our child and have realistic expectation for our child.

Parent Support Groups



- **Module 10 – Discipline: Laying the Foundation**

- **KEY CONCEPTS**

- Paying attention to children when they're doing well can keep them from "acting out" to get our attention.

- **Module 11 – Discipline: Parent's Toolbox**

- **KEY CONCEPTS**

- In order for parents to make positive discipline decisions, they need to be aware of possible solutions.

- **Module 12 – Discipline: Challenging Behaviors**

- **KEY CONCEPTS**

- While prevention is the best medicine, parents need strategies for their children's challenging behaviors.

- **Module 13 – Closure: Saying Good-bye**

- **KEY CONCEPTS**

- Developing positive parenting skills is an ongoing process.
- It is important to acknowledge growth and change in order to strengthen positive changes.

Contact Information



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