

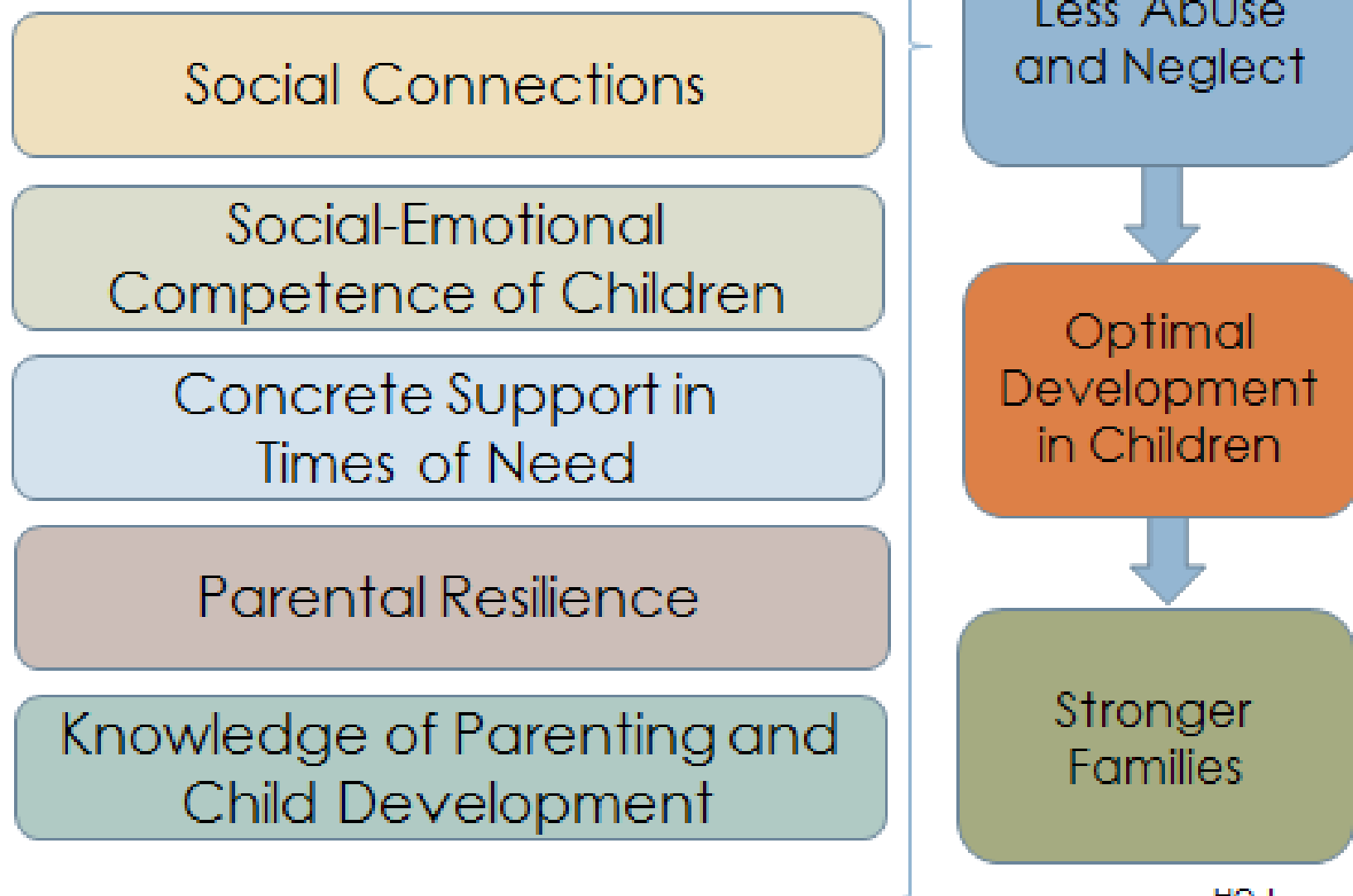


An Introduction to the Protective Factors



Thursday, November 8, 2018 | 9:00 AM - Noon |
Hoffman Room, The San Diego Foundation
2508 Historic Decatur Road, Suite 200 | San Diego, CA 92110

5 Protective Factors



5 Factores de Protección



CORE MEANINGS OF THE STRENGTHENING FAMILIES PROTECTIVE FACTORS

Protective Factor	Core Meaning
Parental Resilience	<u>Resilience Related to General Life Stress</u> - managing the stressors of daily life and functioning well even when faced with challenges, adversity and trauma - calling forth the inner strength to proactively meet personal challenges, manage adversities and heal the effects of one's own traumas - becoming more self-confident and self-efficacious - having faith; feeling hopeful - believing that one can make and achieve goals - solving general life problems - having a positive attitude about life in general - managing anger, anxiety, sadness, feelings of loneliness and other negative feelings - seeking help for self when needed <u>Resilience Related to General Parenting Stress</u> - calling forth the inner strength to proactively meet challenges related to one's child - not allowing stressors to keep one from providing nurturing attention to one's child - solving parenting problems - having a positive attitude about one's parenting role and responsibilities - seeking help for child when needed
Social Connections	- Building trusting relationships; feeling respected and appreciated - Having friends, family members, neighbors and others who: - provide emotional support (e.g., affirming parenting skills) - provide instrumental support/concrete assistance (e.g., providing transportation) - provide informational support/serve as a resource for parenting information - provide spiritual support (e.g., providing hope and encouragement) - provide an opportunity to engage with others in a positive manner - help solve problems - help buffer parents from stressors - reduce feelings of isolation - promote meaningful interactions in a context of mutual trust and respect - Having a sense of connectedness that enables parents to feel secure, confident and empowered to "give back" to others



CORE MEANINGS OF THE STRENGTHENING FAMILIES PROTECTIVE FACTORS

Protective Factor	Core Meaning
Knowledge of Parenting and Child Development	Seeking, acquiring and using accurate and age/stage-related information about: a. parental behaviors that lead to early secure attachments b. the importance of • being attuned and emotionally available to one's child • being nurturing, responsive and reliable • regular, predictable and consistent routines • interactive language experiences • providing a physically and emotionally safe environment for one's child • providing opportunities for one's child to explore and to learn by doing c. appropriate developmental expectations d. positive discipline techniques e. recognizing and attending to the special needs of a child
Concrete Support in Times of Need	a. being resourceful b. being able to identify, find and receive the basic necessities everyone deserves in order to grow (e.g., healthy food, a safe environment), as well as specialized medical, mental health, social, educational or legal services c. understanding one's rights in accessing eligible services d. gaining knowledge of relevant services e. navigating through service systems f. seeking help when needed g. having financial security to cover basic needs and unexpected costs
Children's Social and Emotional Competence	<u>Regarding the parent:</u> a. having a positive parental mood b. having positive perceptions of and responsiveness to one's child c. responding warmly and consistently to a child's needs d. being satisfied in one's parental role e. fostering a strong and secure parent-child relationship f. creating an environment in which children feel safe to express their emotions g. being emotionally responsive to children and modeling empathy h. talking with the child to promote vocabulary development and language learning i. setting clear expectations and limits j. separating emotions from actions k. encouraging and reinforcing social skills such as greeting others and taking turns l. creating opportunities for children to solve problems <u>Regarding the child:</u> a. developing and engaging in self-regulating behaviors b. interacting positively with others c. using words and language skills d. communicating emotions effectively

Protective Factors Defined

Protective Factor	Defined
Social Connections	_____, family members, neighbors, and other members of a community who provide _____ support and _____ assistance to parents.
Social and Emotional Competence of Children	A _____ ability to interact positively with others and _____ his or her emotions effectively.
Concrete Support in Times of Need	Financial security to cover day-to-day _____ and _____ costs that come up from time to time, access to _____ supports like TANF and Medicaid, and informal support from social networks.
Parental Resilience	The ability to _____ and _____ from all kinds of _____.
Knowledge of Parenting and Child Development	Accurate _____ about raising young children and appropriate _____ for their behavior.

Protective Factor	Plain Language (Fill in your own definition below)
Social Connections	
Social and Emotional Competence of Children	
Concrete Support in Times of Need	
Parental Resilience	
Knowledge of Parenting and Child Development	

Definición de los Factores de Protección

Handout 2A

Maneras de Mantener Fuertes a las Familias	Definición
Desarrollar Conexiones Sociales	La importancia de mantener _____ sociales con _____, familiares, vecinos y otros miembros de la _____ cuando necesita apoyo.
Aumentar la capacidad social y emocional de los niños.	La capacidad de _____ de mantener interacciones positivas con otros niños y _____ claramente sus sentimientos.
Ofrecer apoyo concreto en tiempos de necesidad	Recursos _____ para cubrir los gastos _____ y gastos de _____ que pueden suceder. Tener acceso a recursos formales como TANF y Medicaid y apoyo informal.
Mejorar la resistencia de padres.	La habilidad de _____ y _____ cuando se encuentra con la _____.
Conocimiento sobre la crianza y el desarrollo de los niños	Conocimiento del _____ del niño para tener expectativas _____ para sus niños.

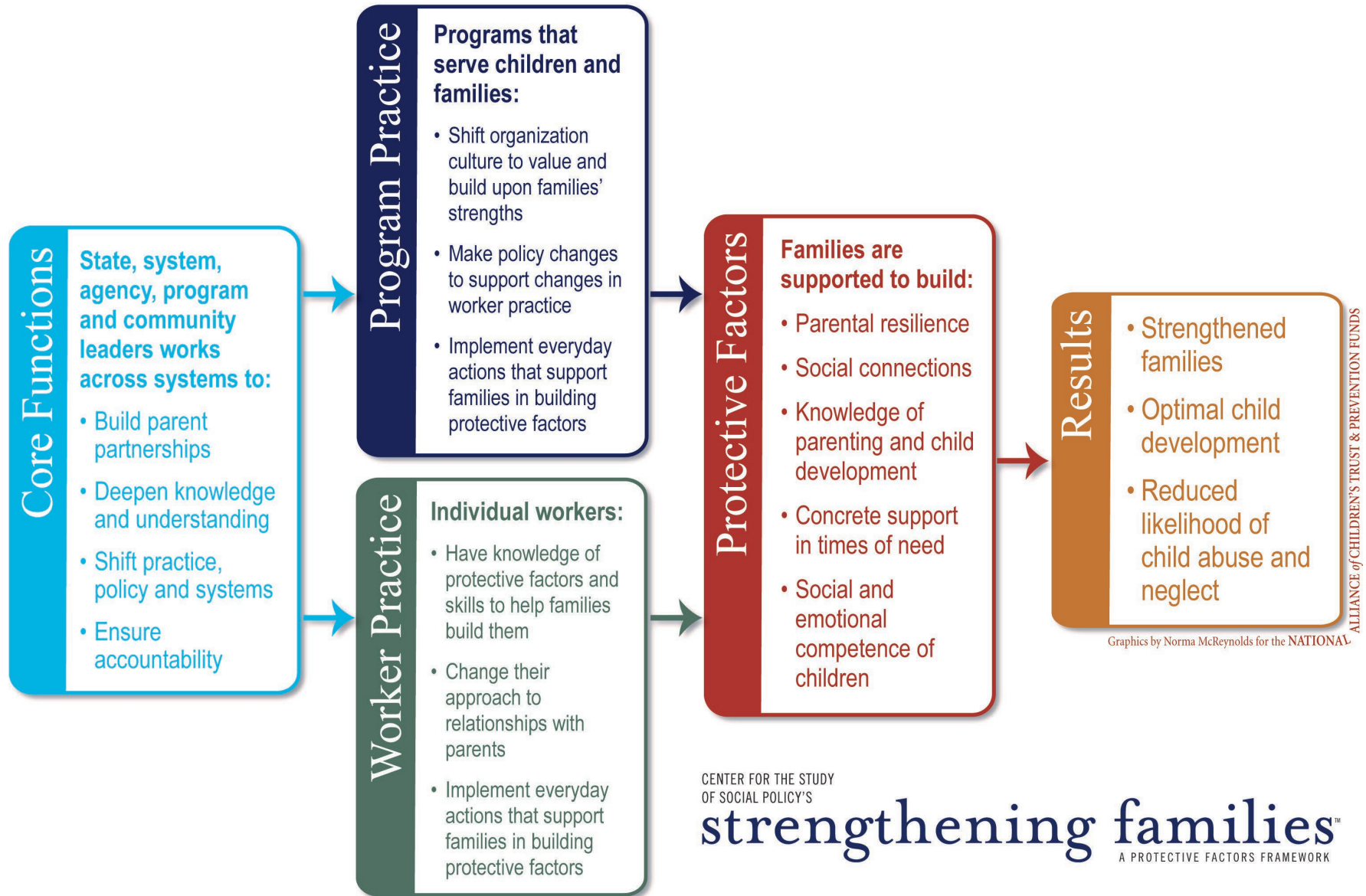
Definición de los Factores de Protección

Handout 2A

Maneras de Mantener Fuertes a las Familias	Definición – En sus palabras
Desarrollar Conexiones Sociales	
Aumentar la capacidad social y emocional de los niños.	
Ofrecer apoyo concreto en tiempos de necesidad	
Mejorar la resistencia de padres.	
Conocimiento sobre la crianza y el desarrollo de los niños	

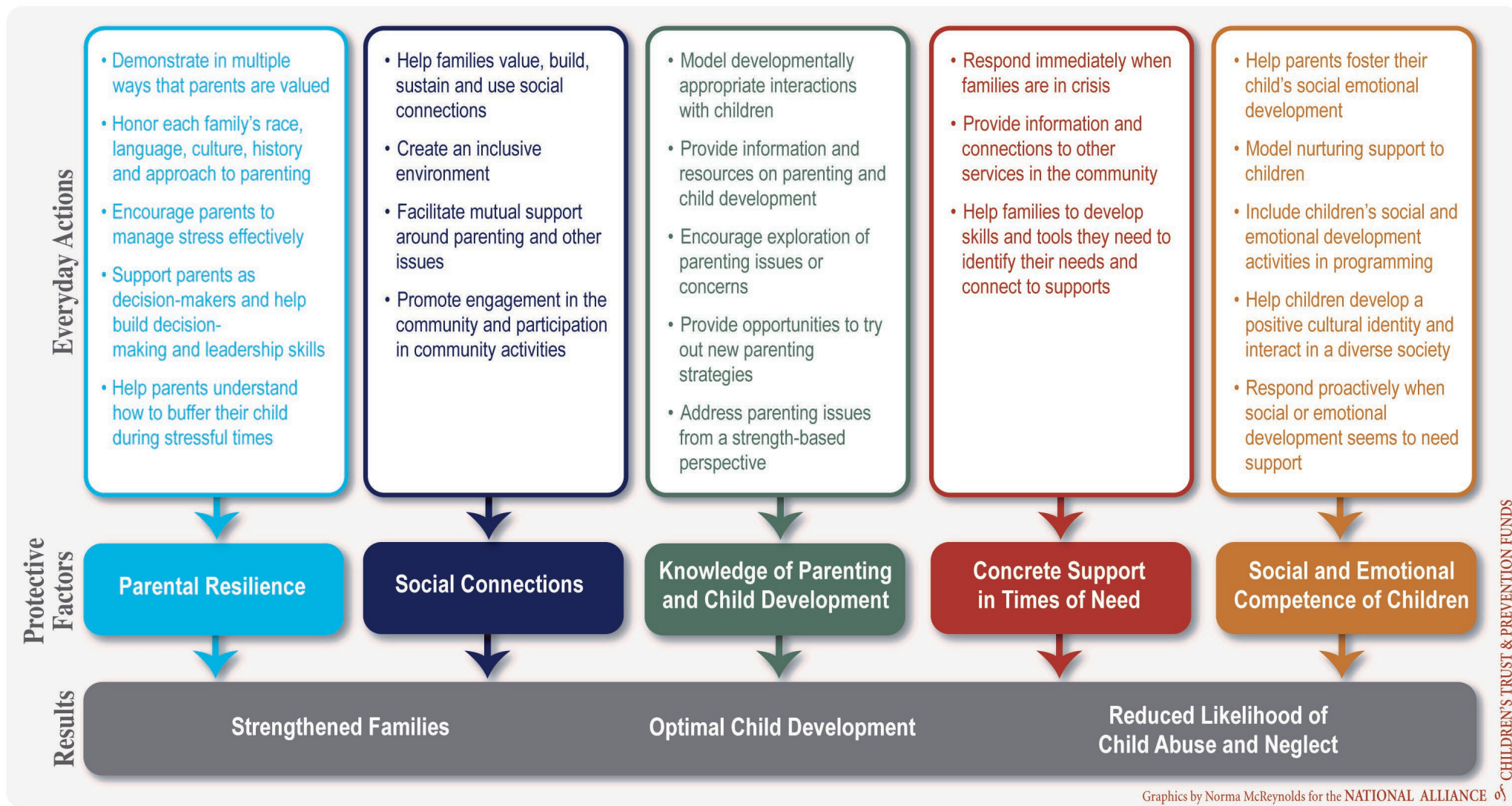
The Pathway to Improved Outcomes for Children and Families

Strengthening Families™ Protective Factors Framework Logic Model

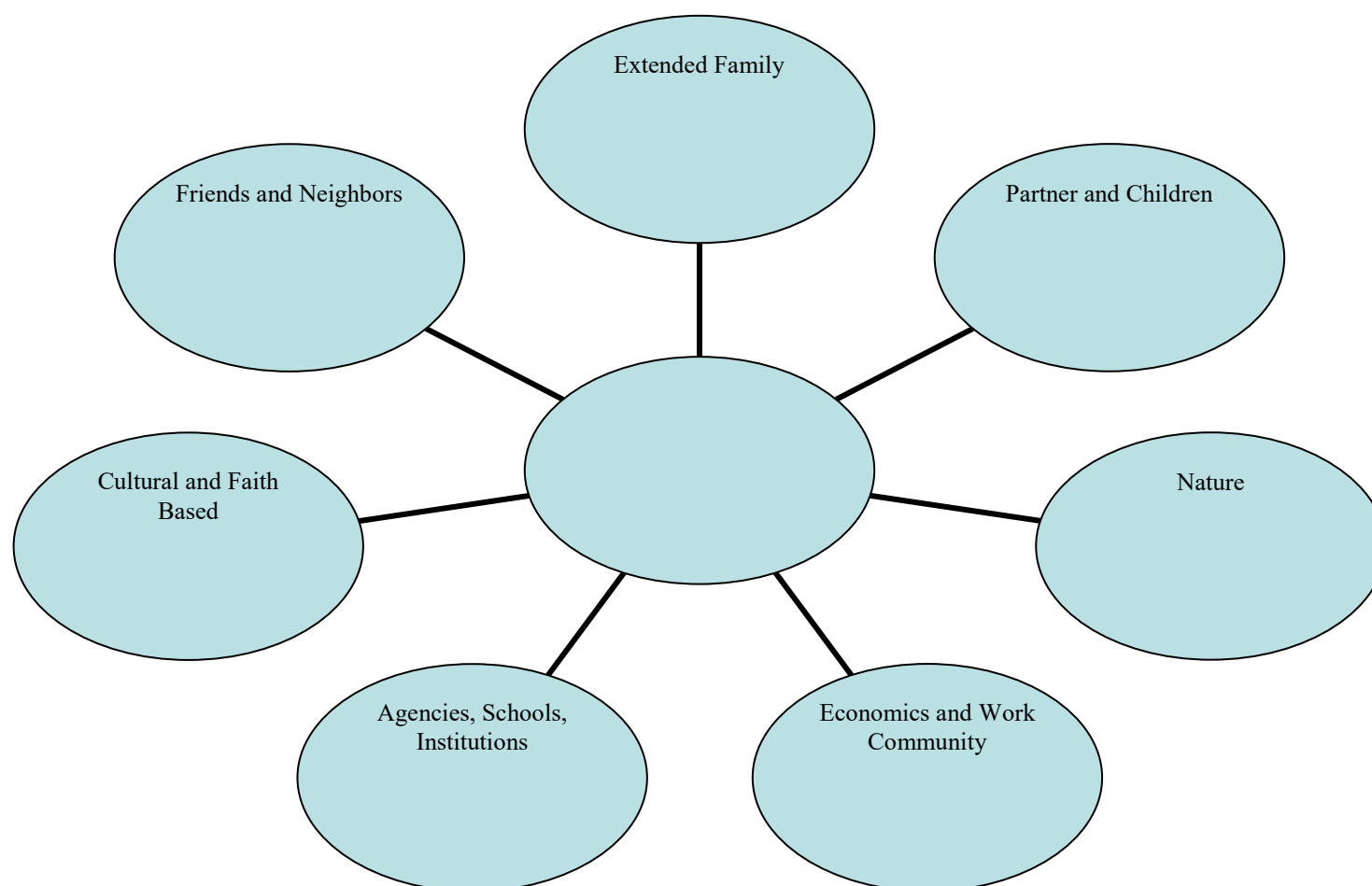


The Pathway to Improved Outcomes for Children and Families

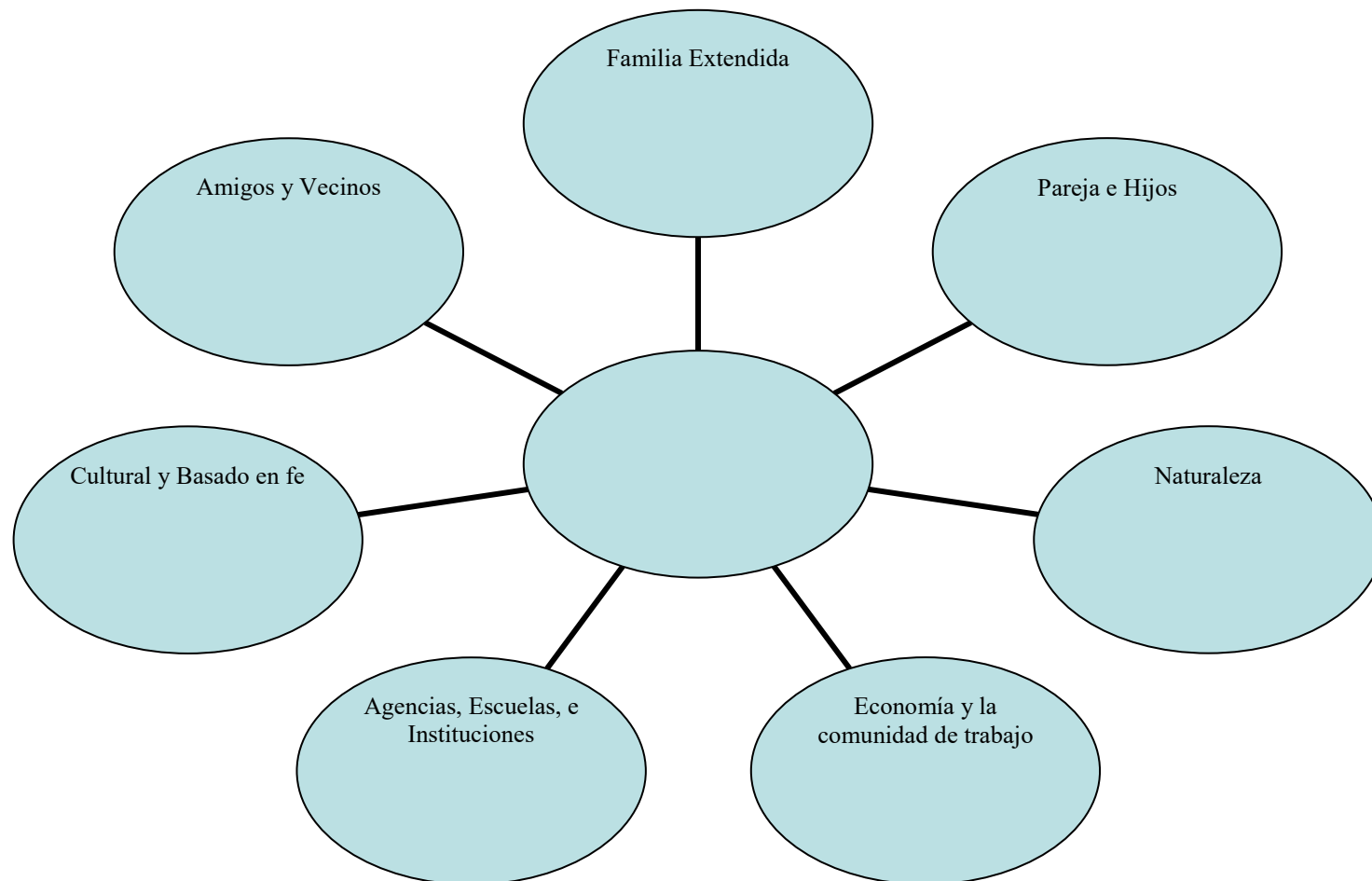
Everyday Actions That Help Build Protective Factors



Support Circles

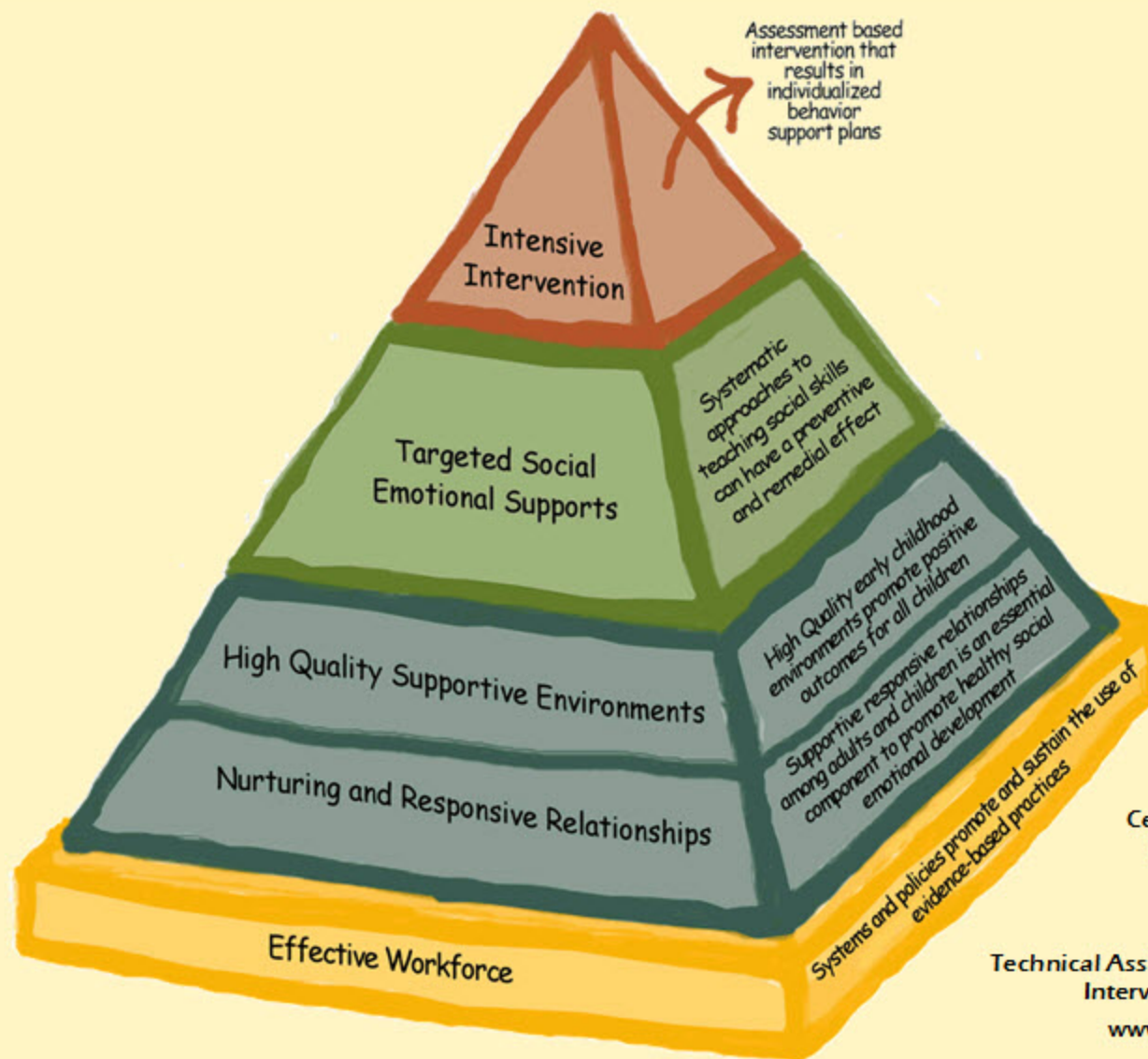


Círculos de Apoyo



Pyramid Model

for Promoting **Social Emotional** Competence
in Infants and Young Children



Center on the Social and Emotional
Foundations for Early Learning
www.vanderbilt.edu/csefel

Technical Assistance Center on Social Emotional
Intervention for Young Children
www.challengingbehavior.org

BUILDING BLOCKS *of* Summer 2008

BEHAVIOR

A QUARTERLY NEWSLETTER OF THE NEUROBEHAVIOR H.O.M.E. PROGRAM

Special Time

By Bright Futures in Practice

Scheduling 10-15 minutes of “special time” each day to play with your child is priceless. The interaction is essential to building a healthy relationship. This time is given everyday whether the child has behaved well or badly and is never taken away as a punishment. Special time should include a joint activity the **CHILD CHOOSES** and is interactive (e.g., coloring, reading a book, board games, cards, playing catch).

P.R.I.D.E. Skills

P.R.I.D.E. skills should be incorporated into “special time.” P.R.I.D.E. skills increase your child’s self-esteem, improve the parent-child relationship, decrease behavior problems, decrease abuse potential, and decrease child mental health problems.

P.R.I.D.E	REASON	EXAMPLES
<u>P</u>raise appropriate Behavior	- Increases desired behavior - Increases self esteem - Lets the child know what you like - Adds to warmth of the relationship - Makes both parent and child feel good!	➤ Parent: I like the way you are playing so quietly! ➤ Parent: Excellent job keeping your hands to yourself. ➤ Parent: I’m proud of you for being polite. ➤ Parent: Your design is pretty. ➤ Parent: Thank you for showing me your drawing.
<u>R</u>eflect appropriate talk	- Allows the child to direct the conversation - Shows child you are really listening - Demonstrates acceptance and understanding of child - Improves child’s speech - Increases verbal communication	▪ Child: I made a star. ➤ Parent: Yes, you made a star. ▪ Child: I like to play with this castle. ➤ Parent: This is a fun castle to play with.
<u>I</u>mitate appropriate play	- Lets child lead - Approves child’s choice of play - Shows child you are involved - Teaches child how to play with others (e.g., turn taking) - Tends to increase child’s imitation of what you do	▪ Child: I’m putting baby to bed. ➤ Parent: I’ll put sister to bed, too. ▪ Child: I’m making a sun in the sky. ➤ Parent: I’m going to put a sun in my picture, too.
<u>D</u>escribe appropriate behavior	- Allows a child to lead - Shows child you are interested - Teaches concepts - Models speech - Holds child’s attention - Organizes child’s thoughts about play	➤ Parent: That’s a red block. ➤ Parent: You’re making a tower. ➤ Parent: You drew a smiley face. ➤ Parent: The cowboy looks happy.
<u>E</u>nthusiasm	- Demonstrates interest in child - Models appropriate positive emotions - Supports positive statements - Strengthens positive relationship	➤ Parent: WOW! ➤ Parent: That’s great! ➤ Parent: That’s super!

Remember!!!
Don't use "special time" as a reward or consequence.
It should not be dependent upon behavior.

Below are a few tips and examples to improve the quality of your interaction with your child when using the P.R.I.D.E skills during "special time." "Giving commands" and "asking questions" are okay outside of the 10-15 minute P.R.I.D.E. relationship building time; however, during the special time remember to let the child take the lead by you using the P.R.I.D.E. skills.

TIPS	REASON	EXAMPLES of what to do
"Active" Ignore inappropriate behavior (unless it is dangerous or destructive) a. Avoid looking at child, smiling, frowning, etc. b. Be silent c. Ignore every time d. Expect behavior to increase at first	▪ Decreases bad behaviors ▪ Helps a child notice differences between your responses to good and bad behavior	Describe appropriate behavior ▪ Child: You're mean, making me clean up my toys. ➤ Parent: "Thank you for picking up your toys." Ignore sass and praise for picking up toys.
AVOID giving commands	▪ Increases compliance ▪ Doesn't allow child to lead ▪ Can cause unpleasantness ▪ Child obedience will be taught later	Imitate appropriate behavior ▪ Child: Draws circles ➤ Parent: Draws circles as well.
AVOID asking questions	▪ Leads the conversation instead of following ▪ Many are commands or require an answer ▪ May seem like you aren't listening or disagree with the child	Reflect appropriate talk ▪ Child: "I have a big balloon head." ➤ Parent: "A big balloon head."
AVOID criticizing	▪ Doesn't work to decrease bad behaviors ▪ Often increases the negative behaviors ▪ May lower the child's self esteem ▪ Creates an unpleasant interaction	Praise appropriate behavior and be enthusiastic. ➤ Parent: "Wow that's a beautiful smile you are giving me."

Remember!!!

"Giving commands" and "asking questions" are okay outside of the 10-15 minute P.R.I.D.E. relationship building time; however, during the special time remember to let the child take the lead by you using the P.R.I.D.E. skills.

PRIDE: Relationship Enhancement Strategies; Developed by Eyberg, S, McNeil, C, & Urquiza, A (2004) US Davis CAARE Center

Special Time: Howard B.J., 2002. Guidelines for special time. Jelline, M., Patel, B., Froehlee, M., eds., Bright Futures in Practice: Mental Health-Volume II. Tool Kit. Arlington, VA: National Center for Education in Maternal and Child Health.





Fortaleciendo la Relación Familiar

Practíquela ***A* *D*I*A*R*I*O***

Regla	Motivo	Ejemplos
<u>Alentar/</u> <u>Disfrutar</u> Durante el juego apropiado	• Demuestra interés en el/la niño(a) • Modela emociones positivas • Aumenta el interés del niño en el juego • Crea calidez en la relación • Refuerza los comportamientos deseados	• Sonríe, el contacto visual, el brazo alrededor del niño, masaje en la espalda, acariciar el cabello, cálida voz, riéndose juntos, aplaudiendo • “Me divierto mucho jugando contigo.”
<u>Describe</u> El comportamiento apropiado	• Permite al niño dirigir la interacción • Demuestra al niño su interés • Enseña conceptos y palabras • Modela el habla • Capta la atención del niño • Organiza los pensamientos del niño acerca del juego	• Estás jugando con los bloques rojos. • Estás haciendo una torre. • Dibujaste una cara sonriente. • Estás sentado en tu asiento.
<u>Imite</u> El juego apropiado	• Permite al niño dirigir la interacción • Aprueba el juego que elige el niño • Enseña al niño a cómo jugar con los demás (tomando turnos) • Incrementa las probabilidades de que el niño imite su comportamiento	• Niño:: voy a acostar al bebé. • Padre: yo también acostaré a su hermana. • Niño: estoy haciendo un sol en el cielo. • Padre: Yo también voy a poner un sol en mi dibujo.
<u>Anime/Halague/</u> <u>Elogie</u> El comportamiento apropiado	• Hace que el niño repita el comportamiento con más frecuencia • Le indica al niño lo que a usted le gusta • Aumenta la autoestima del niño • Hace más cálida la relación entre padre e hijo • Permite que padre e hijo se sientan bien	• Sabes contar, ¡genial! • Me gusta que estés jugando quietecito. • Tu dibujo tiene ideas maravillosas. • Estoy orgulloso(a) de ti por ser tan educado(a). • Hiciste un muy buen trabajo al construir ese edificio. • Gracias por mostrarme los colores.
<u>Refleje</u> La conversación apropiada	• Deja que el niño dirija la conversación • Demuestra al niño que usted realmente está escuchando • Demuestra al niño que lo acepta y lo entiende • Mejora el habla del niño • Ayuda al niño a mejorar su comunicación verbal	• Niño: Hice una estrella. • Padre: Sí, hiciste una estrella. • Niño: El camello tiene dos chichones. • Padre: Tiene dos jorobas en el lomo. • Niño: Me gusta jugar con este castillo. • Padre: Es divertido jugar con este castillo.

Regla	Motivo	Ejemplos
<u>Ignore</u> El comportamiento inapropiado (a menos que sea peligroso o destructivo). 1. Evite mirar al niño, sonriendo o frunciendo el ceño, etc. 2. Guarde silencio 3. Ignórelo cada vez 4. Anticipe que al principio el comportamiento aumentará	• Ayuda a los padres a permanecer tranquilos • Disminuye algunos comportamientos del niño, que buscan llamar la atención de los padres • Ayuda al niño a darse cuenta de la diferencia en sus reacciones ante el buen y el mal comportamiento	• Niño: (Le rezonga al padre y recoge el juguete) • Padre: (Ignora la actitud del niño y lo halaga por recoger el juguete) • Niño: (le pega al padre) • Padre: (Abandona el juego; esto no se puede ignorar)
<u>Omita \ Evite</u> Dar Órdenes	• No permite al niño dirigir • Puede causar incomodidad • Más tarde (en la segunda parte del programa) nos enfocaremos en ayudar al niño a cumplir con las ordenes.	Indirecto • ¿Me pasas ese papel? • ¿Me puedes decir el abecedario? Directo • Mira esto • Abróchate el zapato, por favor • Ven aquí
<u>Omita \ Evite</u> Hacer Preguntas	• Dirige la conversación, en vez de seguirla • Muchas veces son órdenes indirectas, o bien requieren una respuesta • Puede parecer que usted no está escuchando o está en desacuerdo con el niño	• ¿Eso es azul, no? • ¿Qué color es este? • ¿Te estás divirtiendo? • ¿Quieres jugar con el bote de la basura?
<u>Omita \ Evite</u> Decir Críticas	• A veces hace que el niño haga el comportamiento con más frecuencia • Frecuentemente aumenta el comportamiento criticado • Puede afectar la autoestima del niño • Crea una interacción desagradable	• Te estás portando mal • No me gusta que me hablas así • No rayes tu papel • No, mi amor; eso no está bien • Ese dibujo se ve feo

Evite usar la palabra NO, Deja de, Para de



Why Does Trauma Matter? Adverse Childhood Experiences

Column 1 Adverse Childhood Experiences	Column 2 Neurobiological impacts and Health Risks	Column 3 Long-Term Health and Social Problems
The more types of childhood experiences...  • Childhood abuse and neglect • Trauma in household • Alcohol or drug use • Mental issues • Domestic violence • Loss of parent	The greater the neurobiological impacts and health risks, and...  • Ischemic heart disease • Autoimmune diseases • Lung cancer • Chronic obstructive pulmonary disease • Asthma • Liver disease • Skeletal fractures	The more serious the lifelong consequences to health and well-being: • Homelessness • Prostitution • Delinquency, criminal behavior • Inability to sustain employment • Less ability to parent • Negative self- and other perception and loss of meaning • Intergenerational abuse • Involvement in MANY services • HIV/AIDS

www.youtube.com/watch?v=R0VUIFRpQDc (source for the chart)

www.cdc.gov/ace/index.htm (additional information on ACE)

Prochaska and DiClemente's Stages of Change Model

Stage of Change	Characteristics	Techniques
Pre-contemplation	Not currently considering change: "Ignorance is bliss"	Validate lack of readiness Clarify: decision is theirs Encourage re-evaluation of current behavior Encourage self-exploration, not action Explain and personalize the risk
Contemplation	Ambivalent about change: "Sitting on the fence" Not considering change within the next month	Validate lack of readiness Clarify: decision is theirs Encourage evaluation of pros and cons of behavior change Identify and promote new, positive outcome expectations
Preparation	Some experience with change and are trying to change: "Testing the waters" Planning to act within 1 month	Identify and assist in problem solving re: obstacles Help patient identify social support Verify that patient has underlying skills for behavior change Encourage small initial steps
Action	Practicing new behavior for 3-6 months	Focus on restructuring cues and social support Bolster self-efficacy for dealing with obstacles Combat feelings of loss and reiterate long-term benefits
Maintenance	Continued commitment to sustaining new behavior Post-6 months to 5 years	Plan for follow-up support Reinforce internal rewards Discuss coping with relapse
Relapse	Resumption of old behaviors: "Fall from grace"	Evaluate trigger for relapse Reassess motivation and barriers Plan stronger coping strategies

40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children grow up healthy, caring, and responsible.



External Assets

Support

1. **Family support**—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.
2. **Positive family communication**—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.
3. **Other adult relationships**—With the family's support, the child experiences consistent, caring relationships with adults outside the family.
4. **Caring neighbors**—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.
5. **Caring climate in child-care and educational settings**—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.
6. **Parent involvement in child care and education**—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.

Empowerment

7. **Community cherishes and values young children**—Children are welcomed and included throughout community life.
8. **Children seen as resources**—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.
9. **Service to others**—The child has opportunities to perform simple but meaningful and caring actions for others.
10. **Safety**—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.

Boundaries & Expectations

11. **Family boundaries**—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.
12. **Boundaries in child-care and educational settings**—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.
13. **Neighborhood boundaries**—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.
14. **Adult role models**—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.
15. **Positive peer relationships**—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.
16. **Positive expectations**—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.

Constructive Use of Time

17. **Play and creative activities**—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.
18. **Out-of-home and community programs**—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.
19. **Religious community**—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
20. **Time at home**—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

Internal Assets

Commitment to Learning

21. **Motivation to mastery**—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
22. **Engagement in learning experiences**—The child fully participates in a variety of activities that offer opportunities for learning.
23. **Home-program connection**—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.
24. **Bonding to programs**—The child forms meaningful connections with out-of-home care and educational programs.
25. **Early literacy**—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.

Positive Values

26. **Caring**—The child begins to show empathy, understanding, and awareness of others' feelings.
27. **Equality and social justice**—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.
28. **Integrity**—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.
29. **Honesty**—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.
30. **Responsibility**—The child begins to follow through on simple tasks to take care of her- or himself and to help others.
31. **Self-regulation**—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.

Social Competencies

32. **Planning and decision making**—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.
33. **Interpersonal skills**—The child cooperates, shares, plays harmoniously, and comforts others in distress.
34. **Cultural awareness and sensitivity**—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.
35. **Resistance skills**—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.
36. **Peaceful conflict resolution**—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.

Positive Identity

37. **Personal power**—The child can make choices that give a sense of having some influence over things that happen in her or his life.
38. **Self-esteem**—The child likes her- or himself and has a growing sense of being valued by others.
39. **Sense of purpose**—The child anticipates new opportunities, experiences, and milestones in growing up.
40. **Positive view of personal future**—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.



40 Elementos Fundamentales del Desarrollo para niños pre-escolares (edades de 3 a 5)



El Instituto Search ha identificado las siguientes bases esenciales para el desarrollo que ayudan a los niños pre-escolares de edades 3 a 5 años a crecer sanos, interesados en el bienestar común y a ser responsables.

Elementos Fundamentales Externos

Apoyo

1. **Apoyo familiar**—Padres y/o proveedores primordiales de cuidado de niños(as) proporcionan al niño(a) con niveles altos de amor consistente y predecible, cuidado físico y atención positiva en maneras que responden a la individualidad del niño(a).
2. **La comunicación familiar positiva**—Los padres y/o proveedores primordiales de cuidado de niños(as) se expresan de una manera positiva y respetuosa, atrayendo a niños(as) pequeños a tomar parte en conversaciones que invitan su punto de vista.
3. **Otras relaciones con adultos**—Con el apoyo de la familia, el niño(a) experimenta relaciones cariñosas y consistentes con otros adultos fuera de la familia.
4. **Vecinos que se preocupan**—La red de relaciones del niño(a) incluye a vecinos quienes proporcionan apoyo emocional y un sentido de pertenecer.
5. **Un ambiente afectuoso en lugares educativos o que proporcionan cuidado de niños(as)**—Los proveedores de cuidado de niños(as) y los maestros crean un ambiente afectuoso, de aceptación, estimulación y seguro.
6. **La participación de los padres en la educación y en el cuidado del niño(a)**—Los padres, los proveedores de cuidado de niños(as) y los maestros juntos crean un método consistente y de apoyo que fomenta el crecimiento exitoso del niño(a).

Fortalecimiento

7. **La comunidad estima y valora a los niños(as)**—Los niños(as) son bienvenidos y se les incluye completamente en la vida comunitaria.
8. **Los niños(as) como un recurso**—La comunidad demuestra que los niños(as) son recursos valiosos por medio de inversiones en un sistema de crianza de niños(as) de apoyo familiar y actividades de alta calidad y recursos que satisfacen las necesidades físicas, sociales y emocionales de los niños(as).
9. **Servicio a los demás**—El niño(a) tiene la oportunidad de realizar acciones sencillas pero significativas y de interés por los demás.
10. **Seguridad**—Los padres de los niños(as), los proveedores de cuidado de niños(as), los maestros, los vecinos y la comunidad toman acción para asegurar la salud y la seguridad de los niños(as).

Límites y Expectativas

11. **Límites familiares**—La familia proporciona supervisión consistente para el niño(a) y mantiene guías razonables por un comportamiento que el niño(a) puede comprender y lograr.
12. **Límites en lugares educativos y que proporcionan cuidado de niños(as)**—Proveedores de cuidado de niños(as) y los educadores usan métodos positivos de disciplina y consecuencias naturales para animar la autorregulación y comportamientos aceptables.
13. **Límites vecinales**—Los vecinos animan al niño(a) en comportamientos positivos y aceptables como también intervienen en el comportamiento negativo, de una manera de apoyo y no amenazadora.
14. **Los adultos como ejemplo**—Los padres, los proveedores de cuidado de niños(as) y otros adultos modelan el auto control, habilidades sociales, el compromiso hacia el aprendizaje, y estilos de vida saludables.
15. **Relaciones positivas con compañeros**—Los padres y los proveedores de cuidado de niños(as) buscan proporcionar oportunidades para que el niño(a) interactúe positivamente con otros niños(as).
16. **Expectativas positivas**—Los padres, los proveedores de cuidado de niños(as) y los maestros animan y apoyan al niño(a) en comportarse apropiadamente, a que tome trabajos que le ofrezcan retos, y en realizar actividades a lo mejor de sus habilidades.

Uso Constructivo del Tiempo

17. **Juegos y actividades creativas**—El niño(a) tiene oportunidades diariamente para jugar en maneras que le permiten la expresión propia, actividad física, e interacción con otros.
18. **Programas fuera del hogar y comunitarios**—El niño(a) experimenta programas en lugares bien mantenidos y que son bien diseñados y guiados por adultos competentes y cariñosos.
19. **La comunidad religiosa**—El niño(a) participa en actividades religiosas apropiadas a su edad y en relaciones afectuosas que cultivan su desarrollo espiritual.
20. **Tiempo en casa**—El niño(a) pasa la mayor parte de su tiempo en casa participando en actividades familiares y jugando constructivamente, con los padres guiando el uso de la televisión y los juegos electrónicos.

Elementos Fundamentales Internos

**Compromiso
Hacia el
Aprendizaje**

- 21. Motivación por la superación**—El niño(a) responde a experiencias nuevas con curiosidad y energía, resultando en el placer de lograr nuevo aprendizaje y habilidades.
- 22. Compromisos a experiencias del aprendizaje**—El niño(a) participa completamente en una variedad de actividades que ofrecen oportunidades de aprendizaje.
- 23. Conexión entre el hogar y programas**—El niño(a) experimenta seguridad, consistencia y conexiones entre el hogar y programas fuera del hogar y actividades de aprendizaje.
- 24. Acercamiento a los programas**—El niño(a) forma conexiones significativas con el cuidado fuera del hogar y programas educativos.
- 25. Lectura temprana**—El niño(a) disfruta una variedad de actividades de pre-lectura, incluyendo adultos quienes le leen diariamente, ver y manipular los libros, jugar con una variedad de medios, y demuestra interés en dibujos, letras y números.

**Valores
Positivos**

- 26. Preocuparse por los demás**—El niño(a) empieza a demostrar empatía, comprensión, y está al tanto de los sentimientos de los demás.
- 27. Igualdad y la justicia social**—El niño(a) empieza a demostrar preocupación por las personas a quienes se les excluye de juegos y otras actividades o a quienes no se les trata justamente porque son diferentes.
- 28. Integridad**—El niño(a) empieza a expresar su punto de vista apropiadamente y a luchar por lo que él o ella siente que es lo justo y correcto.
- 29. Honestidad**—El niño(a) empieza a comprender la diferencia entre la verdad y la mentira, dice la verdad según su alcance de comprensión.
- 30. Responsabilidad**—El niño empieza a cumplir con trabajos simples para cuidarse a sí mismo(a) o para cuidar a otros.
- 31. Autorregulación**—El niño incrementadamente puede identificar, regular y controlar su comportamiento en maneras saludables, usando el apoyo de adultos constructivamente particularmente en situaciones estresantes.

**Capacidad
Social**

- 32. Planificación y toma de decisiones**—El niño(a) empieza a planear para su futuro inmediato, escogiendo de varias opciones y tratando de resolver problemas.
- 33. Habilidades interpersonales**—El niño(a) coopera, comparte, juega con armonía y conforta a los que están angustiados.
- 34. Conocimiento y sensibilidad cultural**—El niño empieza a aprender sobre su propia identidad cultural y demuestra aceptación hacia personas que son física, racial, étnica y culturalmente diferentes a él o ella.
- 35. Habilidad de resistencia**—El niño(a) empieza a sentir peligro con exactitud, a buscar ayuda en adultos de confianza, y a resistir presión de sus compañeros a participar en comportamientos inaceptables o de riesgo.
- 36. Solución pacífica de conflictos**—El niño(a) empieza a comprometerse y a resolver conflictos sin utilizar agresión física o vocabulario que hiere.

**Identidad
Positiva**

- 37. Poder personal**—El niño(a) puede hacer decisiones que dan un sentido de tener algo de influencia sobre las cosas que pasan en su vida.
- 38. Autoestima**—El niño(a) se quiere a sí mismo y tiene una percepción creciente de ser valorado por otros.
- 39. Sentido de propósito**—El niño(a) anticipa nuevas oportunidades, experiencias y logros en su crecimiento.
- 40. Visión positiva del futuro personal**—El niño(a) encuentra el mundo interesante y divertido y siente que él o ella tiene un lugar positivo en él.

Idea Keeper

Capture ideas and put them into action! Don't let a good idea get away. Research shows that if you use an idea within 24 hours of hearing it, you are more likely to integrate it permanently. So, when you hear something in this training that you'd like to use, write it down on this page immediately. Take this form back to your office and share it with your coworkers and supervisor. Hang it where you can't miss it. Put ideas into ACTION!

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