

Welcome to Childhood

(Gr. K-3)

What's Happening Now? (Typical)

- **Physical:** continued development and application of fine motor skills, increased coordination and ability to use large muscle groups
- **Cognitive:** increased memory and ability to focus improves, enhanced sense of reality, ability to express thoughts and attend to information
- **Social/Emotional:** increased ability to regulate emotions independently, increased sense of self and awareness of strengths and weaknesses across contexts; primary attachment to parents and family

MONROE COUNTY
PWC
Prevention & Wellness Coalition
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CONTENT BY

Help Children "Feel Good in their Own Skin" Appreciate & Value Differences

- Celebrate successes and abilities with positive, confidence-building feedback "You did it all by yourself!" "You've made such progress with your reading this year!" Describe the specific behaviors you want to see again
- At times when your child is challenged, talk in terms of progress instead of perfection and set a goal for next time; express confidence in his ability to do it better next time (growth mindset)
- Structure situations to foster success: break tasks down for your child so they don't feel overwhelming; make sure expectations are appropriate for your individual child
- Talk about ways for your child to escape from situations that make her feel bad about herself or uncomfortable; this will help her manage peer pressure as it begins to arise
- Value differences in others and talk your child through difficult social interactions; but also let him know he doesn't have to stick with friends who don't support him



Food for Thought

Manage Stress & Anxiety Develop Resilience

- School-aged children look to caring adults (parents, teachers) to help them navigate increasingly complex relationships. Reinforce a feeling that home is a place of safety and that, as a parent, you are there to take care of them
- The ability to manage stress comes from a child's ability to self-regulate internal reactions to emotions. The primary underpinning for this ability comes from strong attachment at home
- Help your child express and label emotions and understand that they can feel negative emotions without being overwhelmed by them
- Stress that health and safety is the most important thing and will always be prioritized over a desire for privacy
- Be aware of your own behaviors and model the ones you want to see from your child; when you lose control, use it as a teaching moment. Share your reflections on your own behavior and apologize

TO DO

Establish Expectations, Set Boundaries and Appropriate Consequences

- Provide developmentally appropriate and sensitive structures and routines; consider your individual child's needs: some children need a lot of quiet/down time, others need more stimulation
- Have a family meeting to create clear and easy to understand household rules, stated in positive terms, that describe the behavior you expect: "in our house we use kind words"
- Provide opportunities for children to be in helping roles through chores, self-care based on their ability to complete tasks; revise expectations to match their developmental capacities
- Don't globalize: Consequences should be logical, appropriate, and related to the action
- Think about discipline instead of punishment: primary aim of discipline is to guide your child and help them master new skills

Balance the Need for Autonomy with the Need for Parental Supervision

- Your child is just beginning to be ready for more autonomy, but they still rely heavily on parents for support
- Provide unconditional love and respect; even when an infraction occurs
- Get to know your child's friends and their parents
- Stress that their health and safety is the most important thing and will always be prioritized over a desire for privacy or autonomy

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