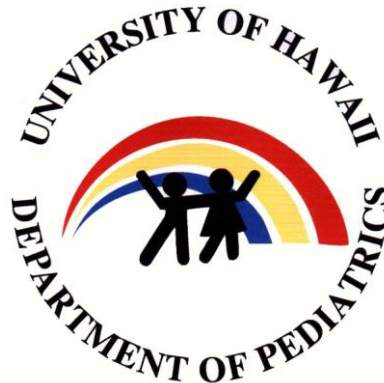


“All I Learned About Life I Learned In Preschool”

**Mari Uehara, M.D.
Mae Kyono, M.D.
Healthy Child Care Hawaii
Department of Pediatrics**



Objectives:

After attending this session, audience will be able to:

- Discuss ways to promote interactions between people in preschool
- Describe your role in addressing challenging behaviors at school and at home
- Describe ways that you accommodate children that need extra help



All I Really Need To Know
I Learned In Kindergarten
by Robert Fulghum

an excerpt from the book, All I Really Need To Know I Learned in Kindergarten

All I really need to know I learned in kindergarten.

ALL I REALLY NEED TO KNOW about how to live and what to do and how to be I learned in kindergarten.

Wisdom was not at the top of the graduate-school mountain, but there in the sandpile at Sunday School. These are the things I learned:

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life

Take a nap every afternoon.

*When you go out into the world, watch out for
traffic, hold hands, and stick together.*

Be aware of wonder.

....they all die. So do we.

*And then remember.... the first word you
learned - the biggest word of all - LOOK.*

Routines and schedules

Daily routine components:

- Large-group time
- Small-group time
- Work time (if you want to call – collaborating activities)
- Outside time
- Transition times (including arrival and departure)
- Eating and rest times
- Adult team planning time

Promote Social and Emotional Skills by:

- Taking turns
- Cooperating
- Regulating their emotions
- Collaborating
- **Communicating** (the ability to communicate our needs, wants, and intentions is crucial in the development of emotional regulation)

Activities could be: puzzles, memory games, block center, hopscotch, basketball, gardening, sandbox,.....

Things to consider:

- Attention span of children
- Teacher-led vs child-led activities/play
 - Large group, small group
 - Indoor, outdoor

You promote child development:

- Fine motor
- Gross motor
- Speech-language
- Adaptive/self-help
- Cognitive/problem solving
- Social-emotional

Harvard: 8 things to Remember about Child Development

1. Even young children are affected adversely when significant stresses threaten their family and caregiving environments
2. Development is a highly interactive process (not determined solely by genes)
3. While attachments to parents are primary, young children can also benefit significantly from relationships with other responsive caregivers
4. Brain architecture is shaped during the first 3 years of life but the window of opportunity for its development continues into the adult years. (executive function: focus, working memory, cognitive flexibility, and inhibitory control—Mind in the Making by Ellen Gainsky) (making decisions and carrying them out: problem solving)

Harvard: 8 things to Remember about Child Development

5. Severe neglect appears to be at least as great a threat to health and development as physical abuse—possibly even greater.
6. Young children who have been exposed to adversity or violence do not invariably develop stress-related disorders or grow up to be violent adults (greater risk but can be helped if reliable and nurturing relationships with supportive caregivers)
7. Simply removing a child from a dangerous environment will not automatically reverse the negative impacts of that experience (need to restore their sense of safety, control, and predictability)
8. Resilience requires relationships, not rugged individualism (capacity to adapt and thrive despite adversity develops through the interaction of supportive relationships, environment, and gene expression)

What is social-emotional development?

- Identify and understand one's own feelings
- Accurately read and comprehend emotional states in others
- Manage strong emotions
- Regulate one's own behavior
- Develop empathy for others
- Establish and sustain relationships

Emotional Intelligence

- “is a set of skills associated with monitoring one’s own and others’ emotions, and the ability to use emotions to guide one’s thinking and actions” (Salovey and Mayer 1990)
- “emotions impact our attention, memory, and learning; our ability to build relationships with others, and our physical and mental health”

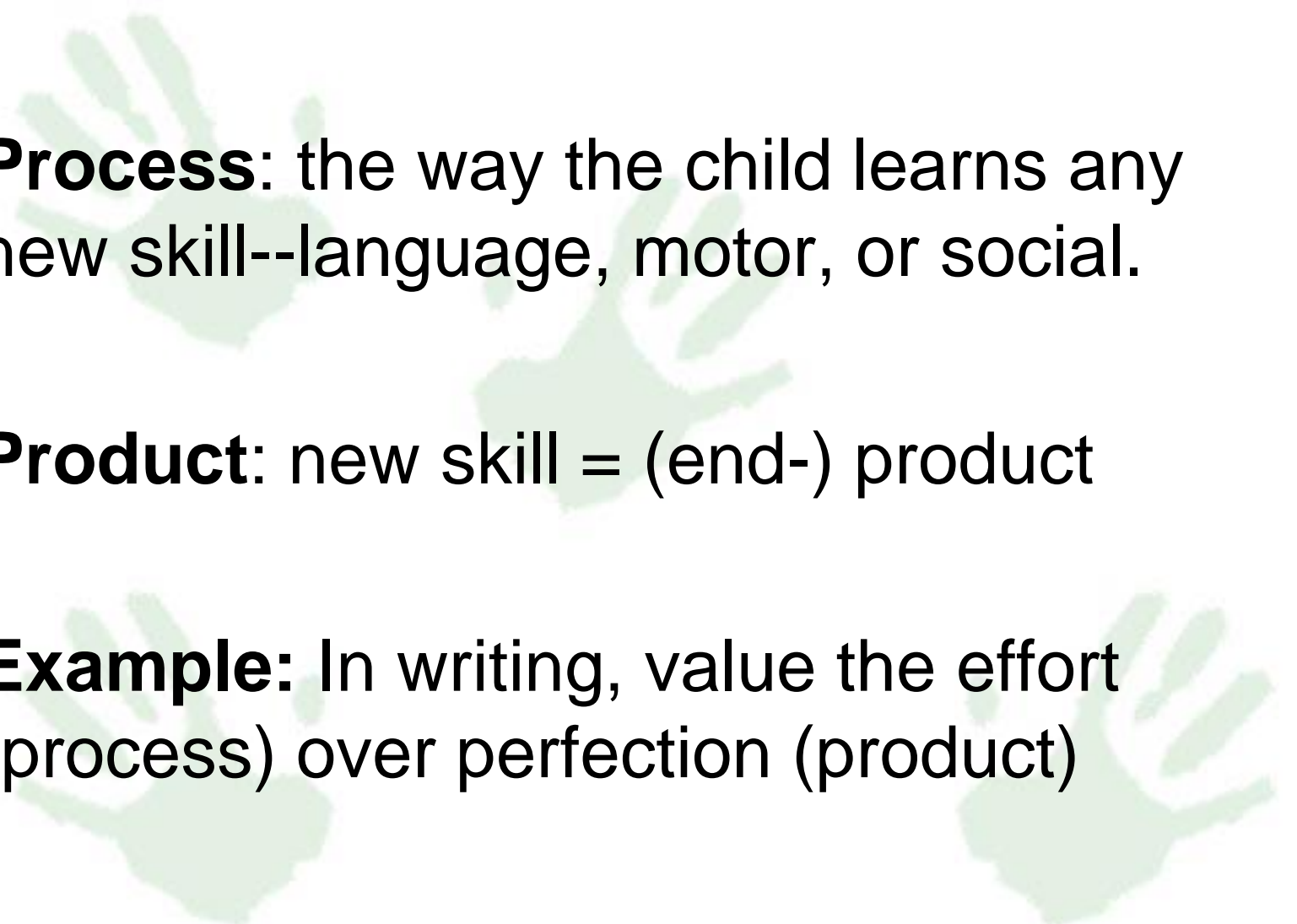
5 skills to Increase Emotional Intelligence

- **R**ecognizing emotions in self and others
- **U**nderstanding the causes and consequences of emotions
- **L**abeling emotions accurately
 - Teach subtle distinctions between similar feelings
- **E**xpressing emotions appropriately
- **R**egulating emotions effectively

Yale Center for Emotional Intelligence website:
<http://ei.yale.edu/ruler/>

RESILIENCE

- The process of adapting well in the face of adversity (The American Psychological Association)
- Classrooms that foster resilience
 - Children are not afraid to make mistakes, mistakes are viewed as opportunities to learn
 - Less resilient children see failure as permanent and out of their control (as oppose to a precursor for success)



Process: the way the child learns any new skill--language, motor, or social.

Product: new skill = (end-) product

Example: In writing, value the effort (process) over perfection (product)

- Praise **process**, not just the product
 - Positive **descriptive** feedback
 - How to promote **interactions**: children, children-adult, adult-adult
- 

***Helping children who needs extra help
(aka children who have challenging behaviors)***



Schedule and routines, Classroom rules/expectations

- Visual aids to refer
- Remind throughout the day
- Need to be up at children's eye height (this include conversations with (any) child as well)

What is your role

Children's behaviors in preschool

Children's behaviors at home

Screening tools

Parents questionnaires (preschool teachers welcome)

- Parents' Evaluation of Developmental Status (PEDS): Parent-interview form; single response form used for all ages, 0-8 years
- Ages & Stages Questionnaires (ASQ-3): Parent-completed questionnaire; series of age-specific questionnaires, Communication, gross motor, fine motor, problem solving, and personal-social areas, 1-66 months (5.5 years), sensitivity (.86) and specificity (.85)
- ASQ-SE 2** (for social emotional development)

“Refer” not “Fail”

- Screening tool does not determine if the child actually has delays
- Describe as “**refer**” when it does not meet the cut-offs

When the screening result falls into refer category....

Share information with parents/caregiver

- Strength and area(s) of concern
- You **cannot** diagnose with screening results

When the screening result falls into refer category....

- Share information with parents/caregiver
- **Recommend to discuss the child's pediatrician**
- Referral to H-KISS (for early intervention program): for children 0-3yo
- Referral to DOE special education preschool program: for children >3yo

When the screening result falls into refer category....

- Share information with parents/caregiver
- **Recommend to discuss the child's pediatrician**
 - His/her pediatrician can make the follow-up plans, including referral to specialists, community programs (EIS, DOE, etc.)

When the screening result falls into refer category....

- Share information with parents/caregiver
- Recommend to discuss the child's pediatrician
- Referral to early intervention program can be done by parents, teachers, or doctors. If your (teacher) is making a referral, make sure you have parents' permission
- Referral to DOE special education preschool program (for children >3yo)

(continued)

Everything you need to know is in there somewhere.

The Golden Rule and love and basic sanitation.
Ecology and politics and equality and sane living.

Take any of those items and extrapolate it into sophisticated adult terms and apply it to your family life or your work or your government or your world and it holds true and clear and firm.

Think what a better world it would be if all - the whole world - had cookies and milk about three o'clock every afternoon and then lay down with our blankies for a nap. Or if all governments had a basic policy to always put things back where they found them and to clean up their own mess.

And it is still true, no matter how old you are - when you go out into the world, it is best to hold hands and stick together.

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Resources

- **Center on the Social Emotional Foundations for Early Learning**
<http://csefel.vanderbilt.edu>
- **American Academy of Pediatrics:** www.aap.org
- **Department of Health/Family Health Services Division:**
<http://hawaii.gov/health/family-child-health/cshcn/hcchpage.html>
- **Department of Human Services:** <http://hawaii.gov/dhs/self-sufficiency/childcare>
- **National Resource Center for Health and Safety in Child Care:**
<http://nrc.uchsc.edu>
- **NAEYC Young Children March 2017**
- **Yale Center for Emotional Intelligence website:** <http://ei.yale.edu/ruler/>
- **Harvard The Developing Child website:** <http://developingchild.harvard.edu>

Questions?

