Building Blocks

Kindergarten Readiness…
Are you prepared as a primary caregiver?

Social and Emotional Readiness

How can children be confident, responsible and independent people?

<u>It's up to YOU:</u>

Primary care givers are the **FIRST** and **CONSTANT** teachers in children's lives.

Building Block #1

Confidence

- We build confidence by setting goals and working to achieve them.

- Trying new things and taking risks helps us learn more about ourselves and helps to build our self-esteem.

- Positive attitude

- Cooperation

Building Block #2
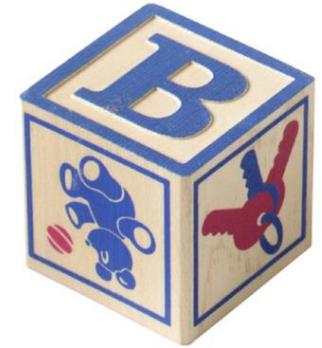
Responsibility

- Doing what YOU say you will do. Knowing that it's up to you to take a stand and do what's necessary to accomplish a task.

- Expectations! Children learn responsibility when given responsibilities. For example, teaching them to pick up their clothes, put their toys away, learning to dress themselves are all chores they can master – LET THEM DO IT!

- Children should learn that they are sharing the home with others and they are not the only person in the home. This concept applies to the school environment. These are important skills because at school children will be asked to organize their desks put things away and wait their turn. Having learned and practiced these skills/concepts at home will give them an edge once school starts.

- Structure/routines
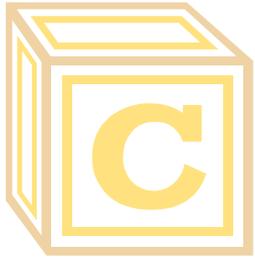
Building Block #3

Independence

- Not expecting or relying on someone else to do what you can do! Independence requires a child to have confidence and take responsibility so that he/she will develop a healthy self-concept and positive, respectful relationships.

- Developmentally, your child is ready to contine the process of learning how to do things independently.

Children at this age, have the ability to:
Work and/or play alone
Attend or listen to what someone else is saying
Get along with other children of the same age
Learn and participate in structured situations such as play and story reading
Focus or key in and listen to one central person
Play with others (wait their turn in line, don't speak when others are talking)
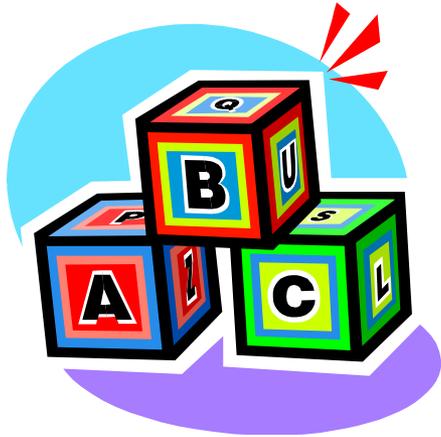
Tower of Success

- **Confidence**
- **Responsibility**
- **Independence**

Once the above building blocks are in place, a foundation for success is solidified. Children are then ready to manage academics and peer/adult relationships with confidence.

The choice is YOURS

The best way to help children develop these skills is to build their CONFIDENCE, and teach them RESPONSIBILITY and INDEPENDENCE!

One more thing…technology!!!

Informational Websites

° **Common Sense Media (www.commonsensemedia.org)**
° **Family Online Safety Institute (www.fosi.org/) Good digital parenting--tips, tools and rules to confidently navigate the online world with your kids; Policy and research--in depth reports on challenging online safety issues, laws and regulations.**
° **http://www.raisingdigitalnatives.com great TED talk titled, "Empathy is the App." Blog articles are very helpful**
° **www.cyberwise.org**
° **www.netsmartz.org**
° **The Center for Internet Addiction (www.netaddiction.com) information on a variety of internet addictions (gaming, gambling, porn, facebook, general internet)**
° **www.connectsafely.org**
° **Safesmartsocial.com/ videos describing vine, twitter, whatsapp, Instagram, ask.fm, snapchat, whisper, yik-yak, etc.**
° **www.ikeepsafe.org**
U know kids shares a parent APP to help parents monitor their children's smartphone use (see their texts, pictures sent and received, location, call history, etc.) www.uknowkids.com

Focus On An Issue

Beyond 'turn it off': How to advise families on media use

by Ari Brown, M.D., FAAP, Donald L. Shifrin, M.D., FAAP, and David L. Hill, M.D., FAAP

When families seek our professional advice on managing technology in their children's lives, we turn to research-based AAP guidelines that promote positive media use and discourage potentially harmful use.

The most well-known of these guidelines discourage "screen time" for children under age 2 and limit "screen time" to two hours a day for children over age 2 (*Pediatrics.* 2013;132:958-961; *Pediatrics.* 2011;128:1040-1045). As we know, however, scientific research and policy statements lag behind the pace of digital innovation.

Case in point: The 2011 AAP policy statement *Media Use by Children Younger Than Two Years* was drafted prior to the first generation iPad and explosion of apps aimed at young children.

Today, more than 30% of U.S. children first play with a mobile device when they still are in diapers, according to Common Sense Media. Furthermore, almost 75% of 13- to 17-year-olds have smartphones, and 24% admit using their phones almost constantly, according to the Pew Research Center.

In a world where "screen time" is becoming simply "time," our policies must evolve or become obsolete. The public needs to know that the Academy's advice is science-driven, not based merely on the precautionary principle.

Toward this goal, the Academy convened the invitation-only Growing Up Digital: Media Research Symposium in May. Supported by the AAP Friends of Children Fund, this two-day event brought together leading social science, neuroscience and media researchers, educators, pediatricians, and representatives from key partner organizations. The goals: evaluate available data, identify research gaps, and consider how to provide thoughtful, practical advice to parents based on the evidence.

Given the breadth of the topic, the symposium limited its focus to early learning, game-based learning, social/emotional and developmental concerns, and strategies to foster digital citizenship.

The following key messages for parents emerged:

- **Media is just another environment.** Children do the same things they have always done, only virtually. Like any environment, media can have positive and negative effects.

- **Parenting has not changed.** The same parenting rules apply to your children's real and virtual environments. Play with them. Set limits; kids need and expect them. Teach kindness. Be involved. Know their friends and where they are going with them.

A number of key messages for parents emerged from the AAP Growing Up Digital: Media Research Symposium. Among them that family participation with media facilitates social interaction and learning. Parents should play a video game with their kids and always co-view with infants and toddlers.

- **Role modeling is critical.** Limit your own media use, and model online etiquette. Attentive parenting requires face time away from screens.

- **We learn from each other.** Neuroscience research shows that very young children learn best via two-way communication. "Talk time" between caregiver and child remains critical for language development. Passive video presentations do not lead to language learning in infants and young toddlers. The more media engender live interactions, the more educational value they may hold (e.g., a toddler chatting by video with a parent who is traveling). Optimal educational media opportunities begin after age 2, when media may play a role in bridging the learning achievement gap.

- **Content matters.** The quality of content is more important than the platform or time spent with media. Prioritize how your child spends his time rather than just setting a timer.

A final thought...

Children in a way are like tape recorders or parrots. They mimic or repeat what they hear and more importantly what they see or observe. This is true for behavior, attitude and the formation of morals and lifestyle choices.The following text, from an unknown author describes this point. The poem can serve as a guide for parents, who must make sure that they realize that teaching is not only verbal but it is non verbal too.

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with ridicule, they learn to be shy.

If children live with shame, they learn to feel guilty.

If children live with tolerance, they learn to be patient.

If children live with encouragement, they learn confidence.

If children live with praise, they learn to appreciate.

If children live with fairness, they learn justice.

If children live with security, they learn to have faith.

If children live with approval, they learn to like themselves.

If children live with acceptance and friendship, they learn to find love in the world.

Author Unknown