

Let's Talk About Kinder Success



**Family and
Community
Engagement**

Ottawa-Carleton District School Board



**OTTAWA-CARLETON
DISTRICT SCHOOL BOARD**



Learning



Well-Being



Social Responsibility

**OCDSB Parent
Involvement
Committee**



Family Conference 2023

*Educate, Engage, Empower -
Enhancing Learning Together*

A Good Kindergarten Experience

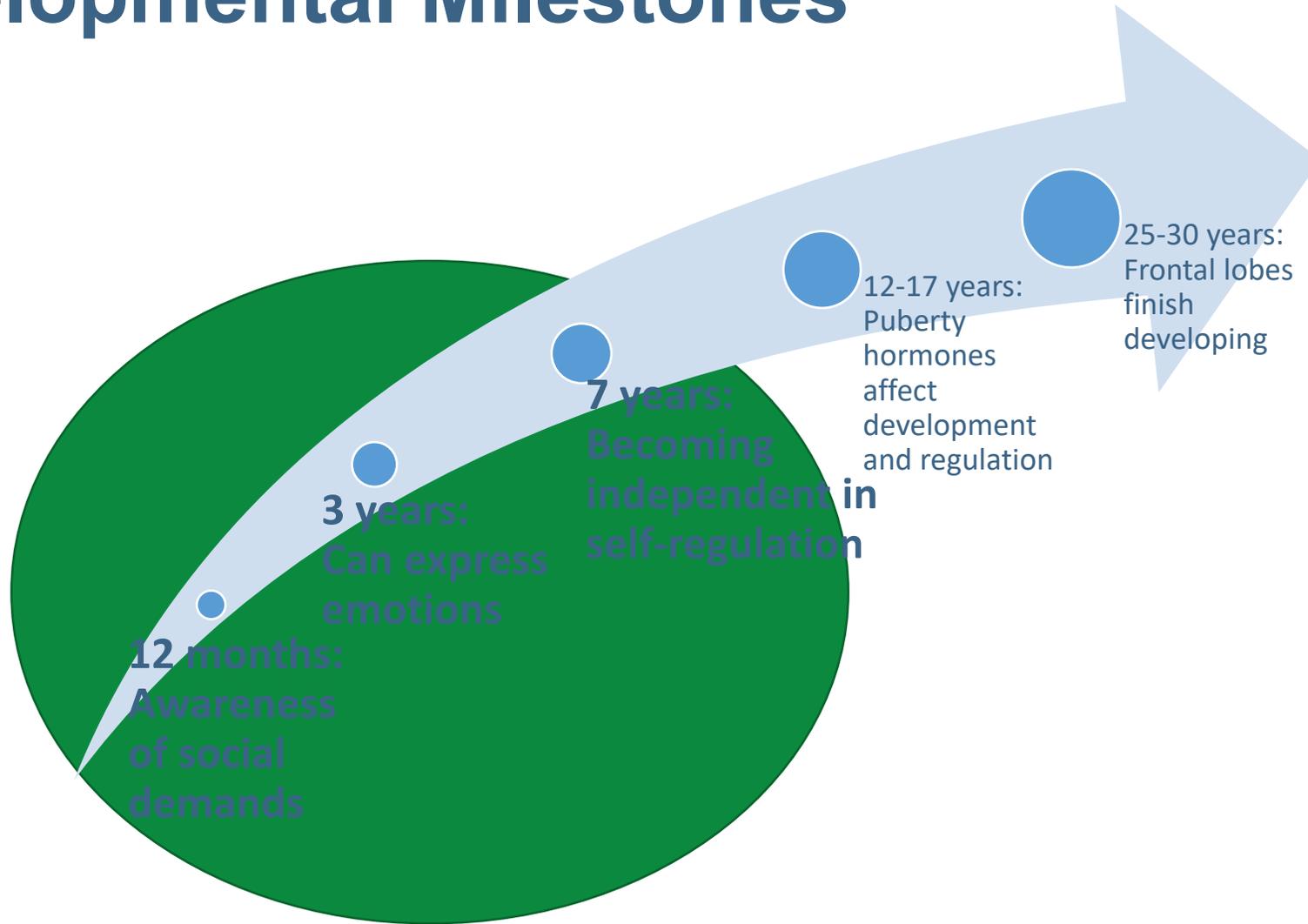
Caring Community of Learners

- Respect for Educators and each other
- Behavioural and ideas
- Culture and language

Support Children's Development and Learning

- Group and independent work
- Challenge students skills
- Encourage deep thinking

Developmental Milestones



Kinder development chart

	36-42 months	42-48 months	48-54 months	54-60 months
Communication	Can say full name Uses pronouns	Understands passive sentences (i.e., show me X) Can tell how simple objects are used	Can state similarities between objects Uses sentences with 5 or more words	Tells familiar stories without picture cues Participates in group discussions
Social-emotional	Shares toys Quiets down after active play	Returns objects to their appropriate place Expresses anger with words rather than physically	Asks before using someone else's belongings Talks about own feelings	Offers assistance to others Responds with appropriate affect or action in social situations
Adaptive	Hangs clothes in designated location Completes simple errands	Dresses self completely Fully toileted	Crosses street safely Puts dishes in sink or dishwasher	Selects clothes appropriate for temperature and occasion Brushes teeth independently

It's all
regulation



External Regulation



Co-Regulation

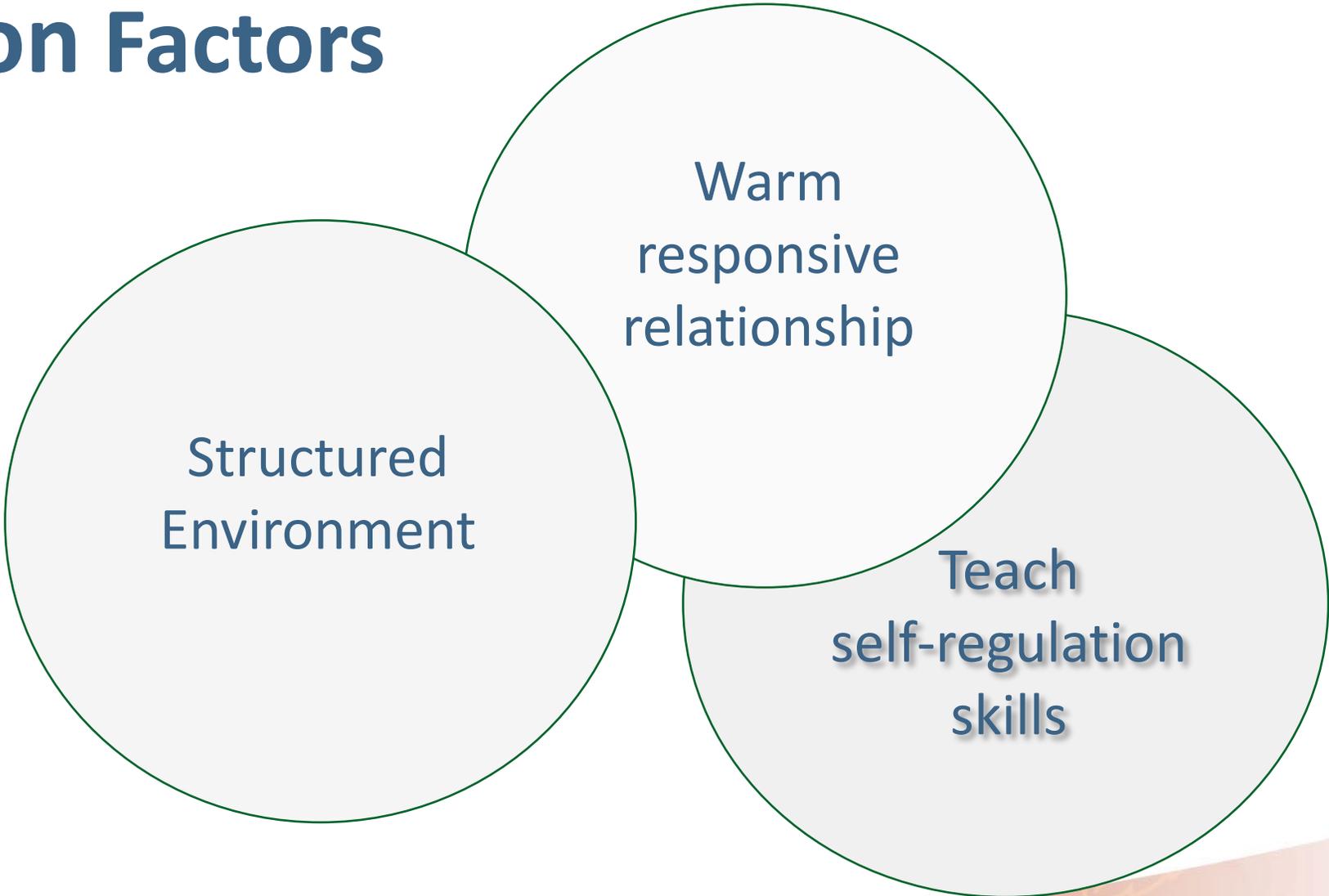


Self-regulation

CO-REGULATION

Adult caregivers such as parents, educators, coaches, and other mentors play a critical role in shaping and supporting emotional regulation development from birth through young adulthood through an interactive process called “co-regulation.”

Co-Regulation Factors



Co-Regulation for Young Children

Warmth and nurturing environment

Structure and consistent routine

Age-appropriate rules and expectations

Consistent rules and expectations

Label emotions

Speak calmly when a child is upset (dysregulated)

Model appropriate behaviour

Expectations

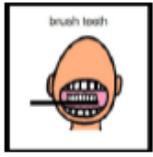
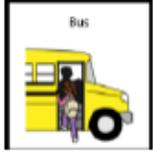
- Defined
- Consistent- early and often
- Clear and simple
- Age appropriate- attainable and realistic
- Understood why
- Agreement-open to collaborating
- Commitment

Consistent Rules and Expectations

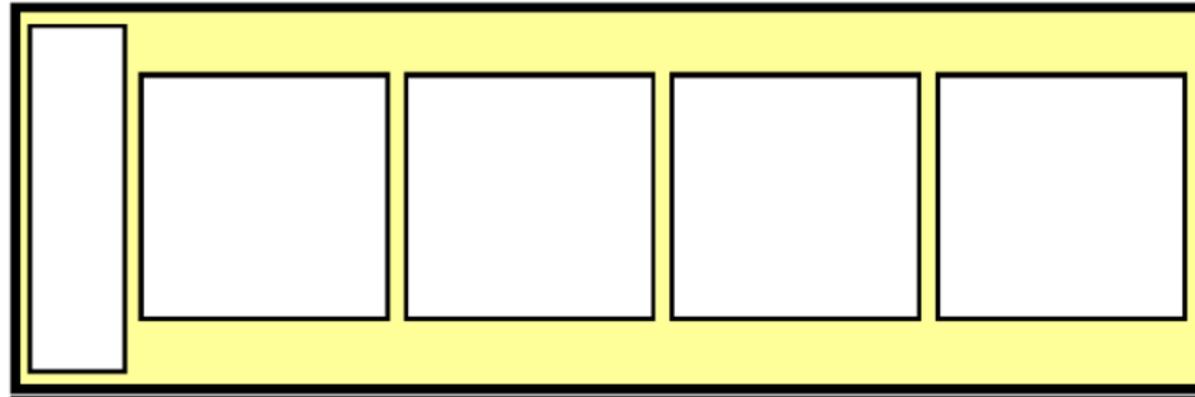
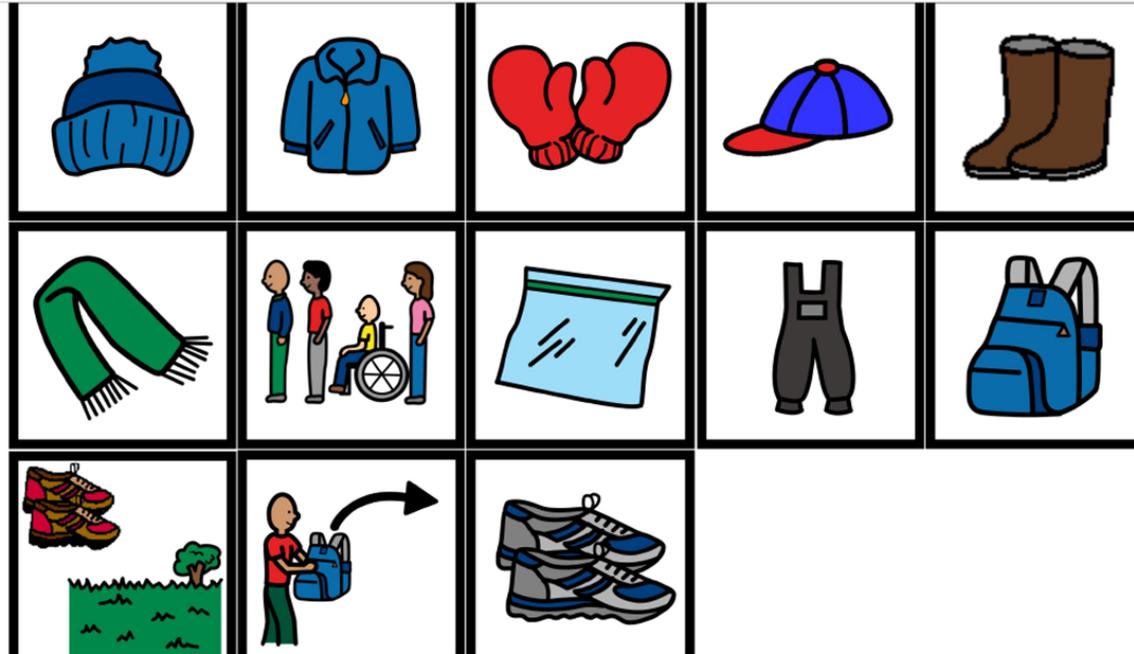
- Consistency is the same clear expectations of behaviours in different situations
- Inconsistent leads to poor behaviour and erratic punishment
- Same expectations every day
- Children do better when there is a structure
- If there is a structure and clear expectation - less need for consequences

Schedules

- Visual schedules are used to:
 - clarify expectation
 - organize the events of the day
 - provide concrete reminders
 - promote independence
 - help make the day more predictable
 - assist with the transitions between activities
 - redirect child back to the current activity
 - alleviating anxiety and help maintain regulation

 <p>Wake up</p>	Wake up
 <p>get dressed</p>	Put on my clothes
 <p>breakfast</p>	Eat breakfast
 <p>brush teeth</p>	Brush my teeth
 <p>Bathroom</p>	Use the bathroom
 <p>Bus</p>	Go to school

Schedules



Consistent Rules and Expectations

- Create a few rules and have the child know the consequence for breaking them
- Caregivers need to agree
- Respond to problem behaviour calmly
- Don't make empty threats
- Need to be a parents and not a friend
- NO is essential and it needs to mean NO
- Meltdown with NO

Consequences

RRR:

Related: consequence should be related to behavior

Respectful: consequence should be communicated/executed in respectful manner

Reasonable: consequence should be proportionate to the behavior and to stage of development

Incorporate natural and logical consequences

Natural: Refuses to eat dinner = feels hungry

Logical: Child gets out of bed to play with toy = parent removes toy from bedroom at night

Consequences vs negotiating

Negotiating = offer something in exchange for desired behaviour (e.g., if you keep quiet, I'll buy you ice cream)

Why it doesn't work?: teaches children that they can get what they want by acting up. Does not build long term capacity

Consequences that follow the RRR model avoid the negotiation phase

How?: teaches children the limits of their behaviour in a fair and respectful way that builds long-term skills

Label emotions



Naming emotions reduces anxiety- we are not 'bad' but our behaviour was implies it. So if we name the emotion it is about the feeling and not the behaviour



Naming allows another person to understand how you feel and respond

**NAME IT
TO TAME IT**

 HAPPY	 GRUMPY	 SURPRISED	 FRUSTRATED
 CONTENT			 ANGRY
 SAD			 CONCERNED
 WORRIED	 OVERWHELMED	 HESITANT	 ENVIOUS

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Building Emotion Regulation



- Build an emotion vocabulary
 - Provide visuals to represent emotions.
- Talk about intensity of emotions
- Link emotions to body cues
- Link emotions to triggers and reactions:
 - When I said No, you felt Angry, so you Screamed
- Reassure that all emotions are okay!

Speak calmly

- “Yelling” creates stress and tension which results into an argument
- Speaking calmly helps regulate our children.
- This can be done by:
 - Slowly breathe in through your nose for 4 seconds.
 - Next, hold your breath for 4 seconds (if comfortable)
 - Breathe out through your mouth for 4 seconds.
 - Hold your breath for 4 seconds.
 - Repeat this process twice more.

Model appropriate behaviour

When children become upset, if those around them stay calm, demonstrating how to calm down, the child can calm down quicker.



By you remaining calm and showing and modeling to your child how to regulate behaviour they will learn how to regulate their behaviour

5 Core Steps to Support Self-Reg

1. Read the signs and reframe the behaviour

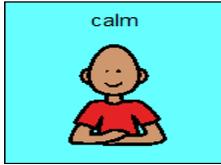
2. Identify the stressors

3. Reduce the stress and allow time for rest and recovery if possible

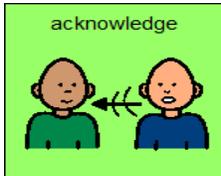
4. Reflect - help your children become aware when overstressed

5. Find out what helps support a state of calm

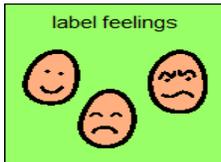
(Shanker, S. (2016). *Self-Reg.*)



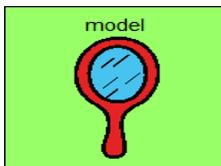
C - Connect



A - Acknowledge



L - Label



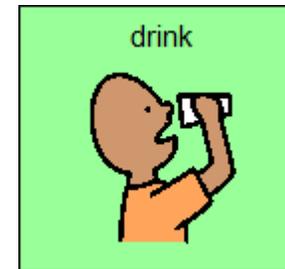
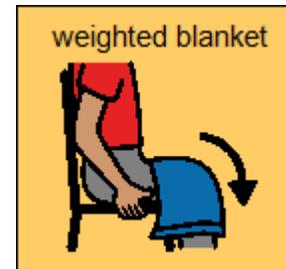
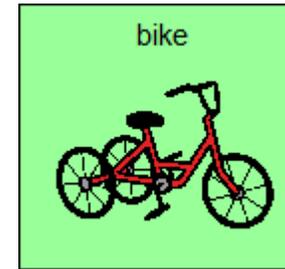
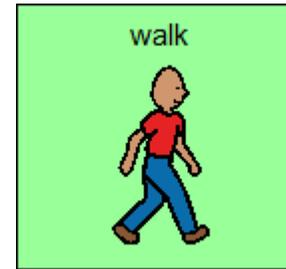
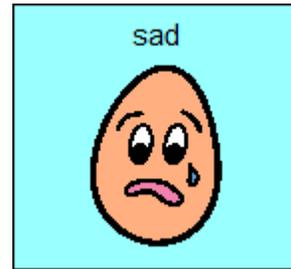
M - Model

C.A.L.M.

Use Visuals

When I feel...

I can...



Body Calming Strategies

Breathing techniques

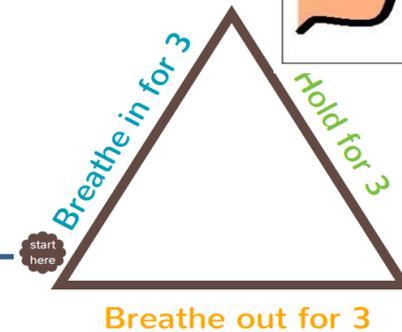
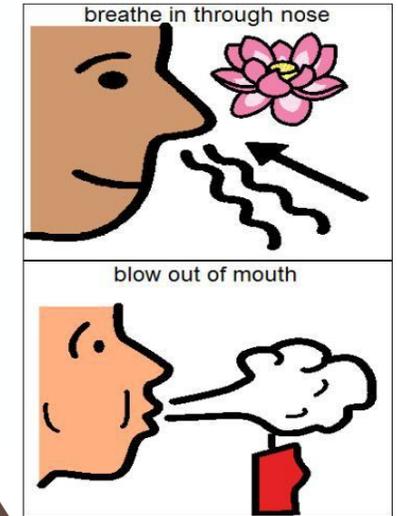
Sensory item

Flex and relax muscles

Blow out the candles

Exercise

Moving



Break the Cycle

If your child is stressed, you're stressed

- So how do we as adults self-regulate?

What can you do in the moment?

- Acknowledge to yourself that this is hard
- Take a time out
- Ask for help

School Resources

- School Administration
- MLO
- Teachers
- Learning Support –social worker, SLP, psychologist
- CONFIDENTIAL
- Support are there to HELP



Question

References

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Dr. Albert Mehrabian *Silent Messages*