

Supporting the Development of Children's Social Competence, Emotional Well-Being, and Resilience

Policy:

Umatilla-Morrow Head Start, Inc. recognizes that a child's school readiness is linked to social competence and emotional well-being. The classroom environment will be structured and organized to support the development of positive social-emotional skills for all children. In partnership with parents, social-emotional goals that support the enhancement of social competence and emotional well-being will be developed for all children. The Devereux Early Childhood Assessment (DECA P2) Program will be used to provide a foundation for developing strategies to develop, support and enhance children's social competence, emotional well-being, and resiliency when concerns arise from either screenings or observations.

Procedure:

1. Classroom

During the program year classroom staff, in partnership with Child & Family Services managers, need to assess how their classroom practices support the development of children's social competence, emotional well-being, and appropriate behavior. This assessment needs to evaluate the classroom environment, daily programming (transitions and routines), activities and experiences, supportive interactions that develop positive relationships, and partnerships with parents.

Mental Health Classroom Observations scheduled during the program year will assess how classroom practices support and enhance the children's development of social-emotional competence and resiliency.

As needed, the mental health professional will work with the Child & Family Services Manager and classroom staff to make changes that will result in classroom practices that more effectively support healthy social-emotional development for all children.

There will be mental health and wellness activities and experiences included in the lesson plan throughout the year that address the development and enhancement of attachment, self-regulation, problem-solving, conflict-resolution skills, affiliation and friendship skills, initiative, and respect.

2. Children

All children will have at least one social-emotional goal identified and developed during the program year in partnership with the parents that focuses on the development of the child's social competence and emotional well-being.

The goal will be individualized based on the child's unique social-emotional needs and characteristics.

Activities will be included in the lesson plan and on home visits that support the development of the social emotional goal(s.)

Progress toward the achievement of the goal will be monitored. New social-emotional goals will be written when existing goals are achieved.

3. Partnership with Families

Classroom staff will obtain family input into the development of a child's social-emotional goals.

Parents will be provided information and resources on ways they can support healthy social-emotional development at home.

Staff will help parents identify activities that assist children in developing social-emotional competence and resilience.

Staff will help parents understand the importance of social-emotional competence and resiliency to readiness to learn and school readiness.

4. DECA P2

The DECA P2 assessment will be completed for children who score more than 20 points above the cutoff score on the ASQSE or on any child that a teacher has concerns about their social-emotional development in the classroom.

The DECA P2 assessment scores will be recorded in the child's file and sent to the Mental Health Manager.

DECA P2 scores that indicate potential concerns in attachment, initiative, self-control or behavior concerns will be discussed with the child's parents and appropriate action taken based on collaborative planning and input from the Mental Health manager, Child & Family Service Manager, classroom staff, and parent in order to formulate classroom goals to address concerns.