



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# PROTECTIVE FACTORS

## RESOURCE DOCUMENT

FOR FAMILIES WITH CHILDREN AGES 0 -5

YMCA CHILDCARE RESOURCE SERVICE

 <p>CAREGIVER RESILIENCE</p>	 <p>SOCIAL CONNECTIONS</p>	 <p>KNOWLEDGE OF CHILD DEVELOPMENT</p>	 <p>SOCIAL &amp; EMOTIONAL COMPETENCE</p>	 <p>CONCRETE SUPPORT IN TIMES OF NEED</p>
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IN PARTNERSHIP WITH:



The YMCA of San Diego County is dedicated to improving the quality of human life and to helping all people realize their fullest potential as children of God through the development of the spirit, mind and body.

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Disclaimer: The resources within this document are intended to support families and caregivers during the COVID-19 crisis. This document is not an endorsement of any particular entity, nor does it necessarily reflect or mirror the mission and vision of any one organization.

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Families may face new challenges as communities around the world respond to COVID-19. Caregivers may face more anxiety, uncertainty, economic pressure, or demands on their time. This stress can impact the harmony of the home, but it doesn't have to. Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. The five key protective factors (listed below) are attributes that serve as buffers, helping caregivers find resources, support, or coping strategies that allow them to care for children effectively, even under stress and adversity.



# KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:

**UNDERSTANDING CHILD DEVELOPMENT AND PARENTING STRATEGIES THAT SUPPORT PHYSICAL, COGNITIVE, LANGUAGE, SOCIAL AND EMOTIONAL DEVELOPMENT; BUILDING CONFIDENCE IN “KNOWING WHAT MY CHILD NEEDS AS THEY GROW AND DEVELOP.”**

Relationships with others are at the center of young children’s lives. Caring relationships with close family members provide the base for young children to engage with others, to explore with confidence, to seek support when needed, and to view interactions with others as likely to be positive and interesting (California Preschool Curriculum Framework, 2010, Vol. 1, p.6).

You are the expert when it comes to your child, and setting fair behavior expectations that match your child’s developmental stage is important. It builds compassion and creativity when it comes to kid (and adult) behaviors, and knowing what to expect as your kids grow can increase your confidence and make your job as a parent easier. Continuous learning on parenting and child development is important, especially during hard times like this.

Due to the amount of information in this section there are subsections:

- [Child Development](#)
- [Routines & Structures](#)
- [Direct Responses to COVID-19](#)
- [Play & Learning](#)



## CHILD DEVELOPMENT

- [Zero to Three](#): A great website for caregivers to explore. A few highlights are below:
  - [What do you do with the Mad that you Feel](#)
  - [Screen Sense](#)
  - Follow @zerotothree on Instagram for up-to-date resources
- Center on the Developing Child at Harvard University: Helpful videos and articles:
  - [What is Early Childhood Development](#)
  - [Brain Architecture](#)
  - [Serve and Return](#)
- [First 5 San Diego: Parent Portal](#)
- Centers for Disease Control and Prevention (CDC):
  - [Child development](#)
  - [Act Early](#)
  - [Milestone Tracker](#) (CDC app to support caregivers in understanding and tracking developmental milestones)
- National Association for the Education of Young Children (NAEYC)
  - [Hello Forum](#)
- Ted Talks on Parenting
  - Glen Henry – [What I've Learned About Parenting as a Stay at home Dad](#)
  - [How Cultures Around the World Think About Parenting](#)

## ROUTINES/STRUCTURE: HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY

- It is important to provide as much structure, predictability and normalcy into your child's day as possible. A schedule plans a day by time and activity. When a schedule is consistent, children learn the pattern and know what to expect. Consistency is important. Keeping mealtimes, exercise routines, play, and bath times as predictable as possible gives a much-needed sense of safety and security. Ensuring that they get the proper amount of sleep for their age will help children to stay emotionally regulated. Use this opportunity to get outside with your children—where the air is fresh. Movement is one of the best ways to relax. So, remember to play, inhale deeply, exhale slowly, get your heart rate up and take an active role in keeping all family members healthy and positive.
- Visual schedules: Visual schedules are used to show a clear beginning, middle and end. Visuals empower children to become independent and encourage participation. Visual schedules can bring you and your child closer together, reduce power struggles and give your child confidence and a sense of control. Visual schedules greatly reduce the number of times you say "no" and correct behavior throughout the day, since your child can better predict what should happen next. Include your child in the creation of a visual schedule. Let your child draw the pictures or take photos of your child doing the activity (Children LOVE seeing themselves in photos), use clipart, or objects that shows your child the steps.

### Here's one example of a visual schedule:

- Create a daily schedule with your children. Draw pictures (or get them online) of each "activity" and a general time frame for when they can expect each thing to happen.
- Include the activities similar to those your child does in preschool: mealtimes and snacks, handwashing, outdoor time (recess), "learning time," and rest.
- Maintain, as possible, regular mealtimes and family routines. If you usually go to dance or soccer practice in the afternoon — go to a field instead and exercise outside together. Consistency is important in helping young children feel secure and safe
- Families/caregivers play an important role in helping their children understand what's happening as well as assisting with the management of their own worries or anxiety.



## ROUTINES/STRUCTURE: ADDITIONAL RESOURCES AND TOOLS (COVID-19)

- PBS: [Schools closed? How to make a new home routine](#)
- Prevent Child Abuse America: [Tips to stay connected, active and engaged as a family](#)
- State of Illinois: [Webinars](#) for caregivers and [Facebook](#) page

## ROUTINES/STRUCTURE: ADDITIONAL RESOURCES AND TOOLS (GENERAL)

- CESEFL: [Teaching your child to become independent with daily routines](#)
- National Center for Pyramid Information (NCPMI): [How to use visual schedules to help your child understand expectations](#)
- NCPMI: [How to make a visual schedule](#)
- NCPMI: [Making life easier: Bedtime and Naptime](#)

## COVID-19 SPECIFIC: HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY

Children may be feeling unsettled by the changes in routine and you may see changes in behavior, sleep, etc. Your child's feelings of anxiety or worry may cause changes in behavior. For example, preschool children may return to behaviors they have outgrown such as toileting accidents, bed-wetting, or being frightened about being separated from their caregivers. They may also have tantrums or a hard time sleeping. Respond to these changes in a calm, consistent and comforting way. Encourage your child to talk about their feelings and check-in with children often about how they are feeling. Pick a calm, undistracted time to give them the chance to process their feelings. Validate their emotions and provide reassurance.

Limit the amount of COVID-19 news you consume as a family, especially in front of young children. Do not assume they are not listening, even if they are not actively watching.

- **Tips for early childhood**
  - Try to stay calm around babies and toddlers—even though they may not understand what is going on, they will pick up on a caregiver's worry and anxiety
  - Importance of maintaining normal routines
  - Limit media coverage
  - Watch their non-verbal signs for anxiety
  - Follow their lead when it comes to providing information
- **Preschoolers—may be more tuned into what is happening and may have questions**
  - Safety is a primary concern for preschool age children—provide reassurance
  - Remind them they can stay healthy by washing hands—create a fun song to use while washing hand.
  - Limit media time/coverage
  - Watch their non-verbal cues that they may be anxious (extra weepy, clingy, irritable, scared)
  - Try to maintain normal routines and rituals—try to create and stick to routine when possible
  - Reassure them—they may be wanting extra hugs and physical reassurances
  - Follow their lead when it comes to providing information

## COVID-19 SPECIFIC: ADDITIONAL RESOURCES AND TOOLS

- CDC: [Helping children cope with emergencies](#)
- [Zero to Three: Young Children's Questions about Coronavirus](#)
- [Zero to Three: Baby Talks: Parents Coronavirus Questions Answered](#)
- NPR: [Comic about the Coronavirus](#)
- Toolkits to support kids living with varying disabilities to cope with the changes
  - [Easter Seals Social Story: How to Deal with School Closures \(includes a link with online resources\)](#)
  - [Easter Seals Social Story: My Coronavirus Story](#)
  - [Easter Seals: Activity Ideas](#)
  - Conscious Discipline: [Social Story - Why Can't I go to School](#)[Social Story - Why Can't I go to School](#) (Login may be required they are downloadable and in multiple languages- free to login)
  - Mind Heart: [#COVIBOOK](#) – Supporting and reassuring children around the world multiple languages)
- First Things First: [Parenting in the time of Coronavirus and Social Distancing](#)
- Psychology Today: [How to talk to kids and teens about the Coronavirus](#)
- Fatherly.com: [Hand Washing Songs](#)
- Spark & Stitch Institute: [Family Rituals](#)
  - Childmind: [Talking to Kids about the Coronavirus](#)

## PLAY AND LEARNING: HERE ARE A FEW STRATEGIES YOU CAN IMPLEMENT TODAY

Remember, it is more important to keep the learning positive and fun than to worry about academic skills for preschool-aged children. Enjoyable experiences such as reading together, storytelling, and games are fun ways to keep learning going without putting too much stress on young children. Play is a primary context for learning.

Play is at the heart of young children's explorations and their engagement in learning experiences (California Preschool Curriculum Framework, 2010, Vol. 1, p.6). Children at a very young age interact and engage with the world around them through play. Play is a child's work. Playing is learning, children learn and develop through play. The National Association for the Education of Young Children (NAEYC) has outlined 10 things every caregiver should know about play:

- Children learn through their play
- Play is healthy
- Play reduces stress
- Play is more than meets the eye
- Make time for play
- Play and learning go hand-in-hand
- Play outside
- There is a lot to learn about play
- Trust your own playful instincts
- Play is a child's context for learning

## PLAY: ADDITIONAL RESOURCES AND TOOLS

- NAEYC: [Tips and ideas for families: Child development, reading, writing, music, math and more!](#)
- NAEYC: [Resources to support children's learning](#)
- NAEYC: [Mini learning centers at home](#)
- First 5 San Diego: [At Home Activities](#) First 5 San Diego: [At Home Activities](#)
- Zero to Three: [A year of play: Activities to promote your child's development](#)
- Zero to Three: [Play with me! Fun activities by age](#)
- Zero to Three: [At home activity guide](#)
- Scholastic: [Learning at Home \(includes activities for preschool – Grade 9\)](#) Scholastic: [Learning at Home \(includes activities for preschool – Grade 9\)](#)
- Words Alive!: [Family friendly virtual story time](#) Words Alive!: [Family friendly virtual story time](#)
- PBS: New educational schedule broadcasts on KPBS 2.
- NBS News Learn: [Parent Toolkit \(By grade level and topic\)](#)
- True Teachers.org: [Family Play Plans](#)
- Reading Rockets: [Resources and activities](#) Reading Rockets: [Resources and activities](#)
- [Virtual Spanish lessons](#): taught on Facebook Live for caregivers looking for more educational opportunities for their children.
- Talking is Teaching.org: [Indoor Activity Kit](#)
- [Tumblebooks](#): free e-books through the Chula Vista Library

### Banks of Educational Resources

- [Educational Resources List](#): A list of organizations offering free subscriptions and resources for enriching the time at home, updated daily. Sorted alphabetically by name of company:
- [Dropbox of Educational Resources](#)
- [Coding resources – free during school closures](#)
- [Free resources and subscriptions for remote learning and home school during school closures](#)
- [Audible: Free stories for kids](#)