

## Promoting Social and Emotional Strengths for DECA-P2

A strong social and emotional foundation is critical for all children's learning and success in life. The Devereux Early Childhood Assessment (DECA) provides information to help promote children's social and emotional strengths and reduce behavioral concerns. The table below shows the DECA results for **Yasin Roberts** based on a rating conducted by **Rudee Abello** on **04/26/2019**.

DECA Protective Factors	Strength	Typical	Area of Need
Initiative		X	
Attachment/Relationships			X
Self Regulation		X	
Behavioral Concerns		Typical	Area of Need
Behavioral Concerns			X

Our program recognizes the importance of children's social and emotional health and works to strengthen three protective factors associated with resilience: initiative, self-regulation, and attachment/relationships. Scores in the strength range indicate that a child is showing many positive behaviors in this area and these behaviors should be encouraged. Scores in the typical range indicate that a child is displaying behaviors that are common at this age and these behaviors should be continually supported. Scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as desired and a plan should be put into place to build skills in these areas.

The last row of the table shows the results of a behavioral concerns screener. If the behavioral concerns score is in the area of need range, this is information that deserves immediate attention and focus. Addressing behavioral concerns as soon as possible will help ensure that plans are put in place to reduce behavioral concerns and encourage the use of positive behaviors.

Based on the rating results displayed, recommended strategies have been identified.

## Suggested Classroom and Home Strategies for: Initiative

**Initiative:** Initiative is the child’s ability to use independent thought and action to meet needs. There are many ways children show us they are developing initiative every day, such as asking a friend to play, making a choice for lunch, and trying a new game.

Classroom Strategy	Home Strategy
(A) <b>Collaboration.</b> Ask children to co-lead simple activities during transition times. For example, ask a child to sing songs, play guessing games, do a finger-play, or tell a story to friends.	(A) <b>Collaboration.</b> Ask your child to help you make simple decisions throughout the day. Even if you can decide and take action faster on your own, invite your child to help. “Matay, we have an hour before it is time to go to bed. What are some of your ideas for how we could spend our time together?”

## Suggested Classroom and Home Strategies for: Attachment/Relationships

**Attachment/Relationships:** Attachment/Relationships is the child’s ability to promote and maintain mutual, positive connections with other children and significant adults. These emotional bonds that develop in early childhood can be observed as children ask familiar adults to read or play with them, ask for help to get a snack, laugh and joke with friends, and show affection and caring for others.

Classroom Strategy	Home Strategy
(A) <b>Floor Play.</b> Get down on the children’s level and engage in play to learn more about their interests. “Ashton, I’m going to sit with you at the table for a few minutes. I see you are feeding your farm animals. What do they like to eat?”	(A) <b>Floor Play.</b> Get down on children’s level often, making a connection. Use eye contact, a gentle touch (if the child is comfortable with that), or other ways to connect with your child. "Grandma is here Joseph; tell me more about what is going on with the bear and dolls."

## Suggested Classroom and Home Strategies for: Self Regulation

**Self-Regulation:** Self-Regulation is the child's ability to express emotions and manage behaviors in healthy ways. Children demonstrate developing self-regulation skills in a variety of ways as they take turns and laugh with friends, navigate the daily routine, cope with frustrating situations and modulate their energy levels.

Classroom Strategy	Home Strategy
(A) <b>Friendship Clues and Cues.</b> Use simple visuals as cues to help children remember social rules such as asking to play with a friend, using gentle hands, keeping enough personal space, using a gentle voice, etc. Practice using the cues during playtime.	(A) <b>Friendship Clues and Cues.</b> Use simple pictures, signals, and other clues to help your child remember social rules such as asking to play with a friend, using gentle hands, keeping enough personal space, using a gentle voice, etc. Practice using the cues during playtime.

## Suggested Classroom and Home Strategies for: Behavioral Concerns

**The Behavioral Concerns** scale measures a wide variety of challenging behaviors to include aggression, withdrawal, lack of focus/attention, and controlling extreme emotions. These behaviors represent both externalizing and internalizing behaviors. Externalizing behaviors are actions that are outward expressions of emotion (such as hitting, biting, and kicking). Internalizing behaviors are actions that are directed inward, such as hiding, refusing to speak and appearing sad. Keep in mind, that some of these behaviors, for example, temper tantrums, may be developmentally appropriate for some children at certain developmental stages. The behaviors become challenging when they interfere with a child's development and learning or harm self or others. After gathering and interpreting multiple sources of information about the child's behavior, teachers and families can use the strategies below or others from their experiences, to help children find healthy ways to get their needs met- ensuring first, that the strategies are appropriate for the child's development, temperament and culture.

<b>Classroom Strategy</b>	<b>Home Strategy</b>
(A) <b>Taming a Tantrum.</b> Determine the underlying cause of the tantrum. Refer to our printable handouts in the e-DECA strategies system for steps to help tame a tantrum.	(A) <b>Taming a Tantrum.</b> Determine the underlying cause of the tantrum. Refer to our printable handouts in the e-DECA strategies system for steps to help tame a tantrum.

**Yasin Roberts** has great potential and the ability to be successful in school and life. Children are best supported when families and program staff work together. The space below should be used to document the ideas and comments of family members and program staff to ensure that everyone involved has an opportunity to participate in the protective factor planning process.

**Family Input / Additional Goals: Notes**

Signature of Family Member: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Teaching Staff: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Curriculum Specialist/Ed. Mgr.: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Licensed Mental Health Professional: \_\_\_\_\_ Date: \_\_\_\_\_  
Additional Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Additional Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Progress Follow-up**

Signature of Family Member: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Teaching Staff: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Curriculum Specialist/Ed. Mgr.: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Licensed Mental Health Professional: \_\_\_\_\_ Date: \_\_\_\_\_  
Additional Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Additional Signature: \_\_\_\_\_ Date: \_\_\_\_\_