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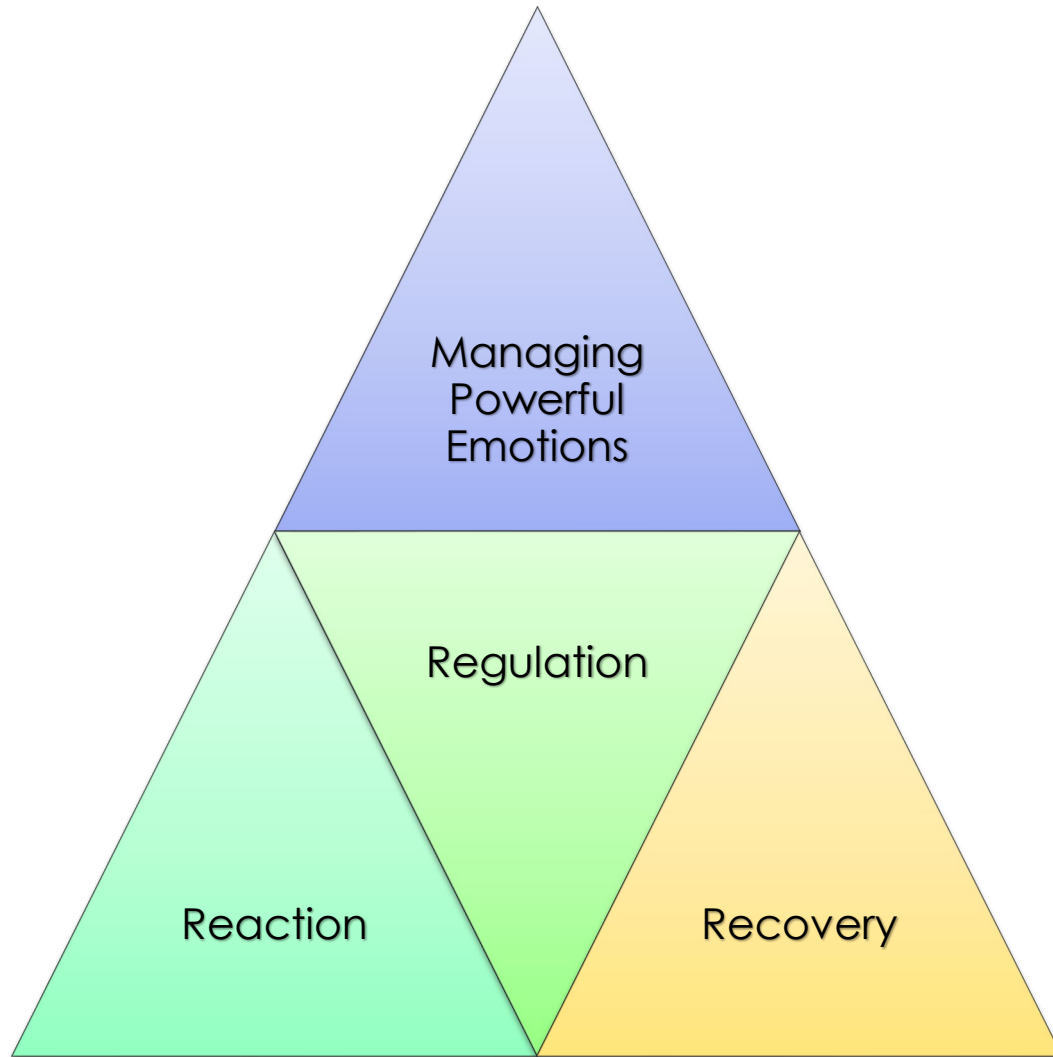
MORGRIDGE COLLEGE OF EDUCATION

Home Programming for Young Children

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Managing powerful emotions during stressful times



You are your child's first teacher



- **Develop a routine**
- Include visual cues to help children follow the daily routine in the classroom.

- **Intentional Play—Use toys and materials in your home**
- Pots & Pans, nested bowls
- Wash toys in bubbly water
- Explore outside-nature walk
- Read stories and act them out
- Save recyclables like toilet paper rolls, plastic containers

Developmental & Educational Strategies



- **Talk, talk, & talk** to your child about what is happening during daily routines and then **wait and listen**.

- **Follow the CAR Strategy**
- Follow their lead in play or storybook reading
- **C**—Comment on what they are doing/playing
- **A**—Ask open ended questions
- **R**—Respond by adding a little bit more
- **Wait time**—count to yourself up to 10 seconds in between each of these steps



- **Limit screen time (as much as possible)**
- **While many school-age children are engaging in online learning—we know that this is not helpful for young children’s brain development**
- Letter School App
<https://apps.apple.com/us/app/letterschool-learn-to-write/id481067676>
- Vroom App
https://www.vroom.org/?gclid=Cj0KCQjw9tbzBRDVARIsAMBplx_KI4Tp2uP8MrFSTJaGExHOx8CMZU4kKYOB8Cy33CSt204tFacHXu0aAuZ5EALw_wcB

Developmental & Educational Strategies



- Teach early math and science concepts using **visual and tactile strategies**, real object counters, size and shape manipulatives, and concrete examples.
- Count cars going by
- Count the steps you up and down
- Count the plates you put out on the table for dinner
- Sort the silverware
- Sort the laundry
- Sort the toys
- Sort the tools
- Make a pattern with blocks or other toys
- Measure toys and other materials (which one is longer/taller/shorter)

Developmental & Educational Strategies



- Teach early literacy skills through everyday **literacy tools** such as storybooks, environmental print, writing and drawing utensils, pictures, magazines, and oral story telling.
- This should include **visually based interventions** with limited language.
- Provide plain paper and pencils/crayons/markers
- When on walks, point out the environmental print
- Make a book
- Act out stories from the books you have read
- Cut out pictures from magazines to make a story

Social-Emotional Strategies



- **You as parents are the buffer for your children during times of stress**
- Talk about your feelings
- Acknowledge their feelings
- Help them to calm down by practicing deep breathing

- **Set up a regular video-chat with friends so they stay connected**

Expressing Emotions & Self-Regulation



September
**Identify
children's
facial
expressions**

Identify child's feelings (give them the words)

Model emotions by using exaggerated facial expression

Talk about emotions in different situations

During book reading, label emotions in pictures

Social Stories

<http://carolgraysocialstories.com/social-stories/>



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Expressing Emotions & Self-Regulation

October
Dragon
Brain



Provide a consistent routine

Assure that child's feelings are OK

Model coping strategies

Help children figure out how to calm self

Reinforce desirable behaviors

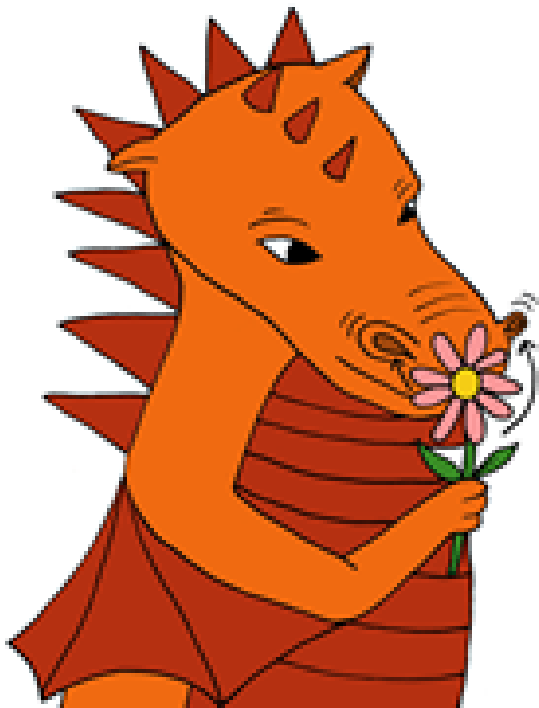
<http://headstartinclusion.org/teacher-tools#dragon>

Dragon Brain



Head Start Center for Inclusion

Smell the flower.



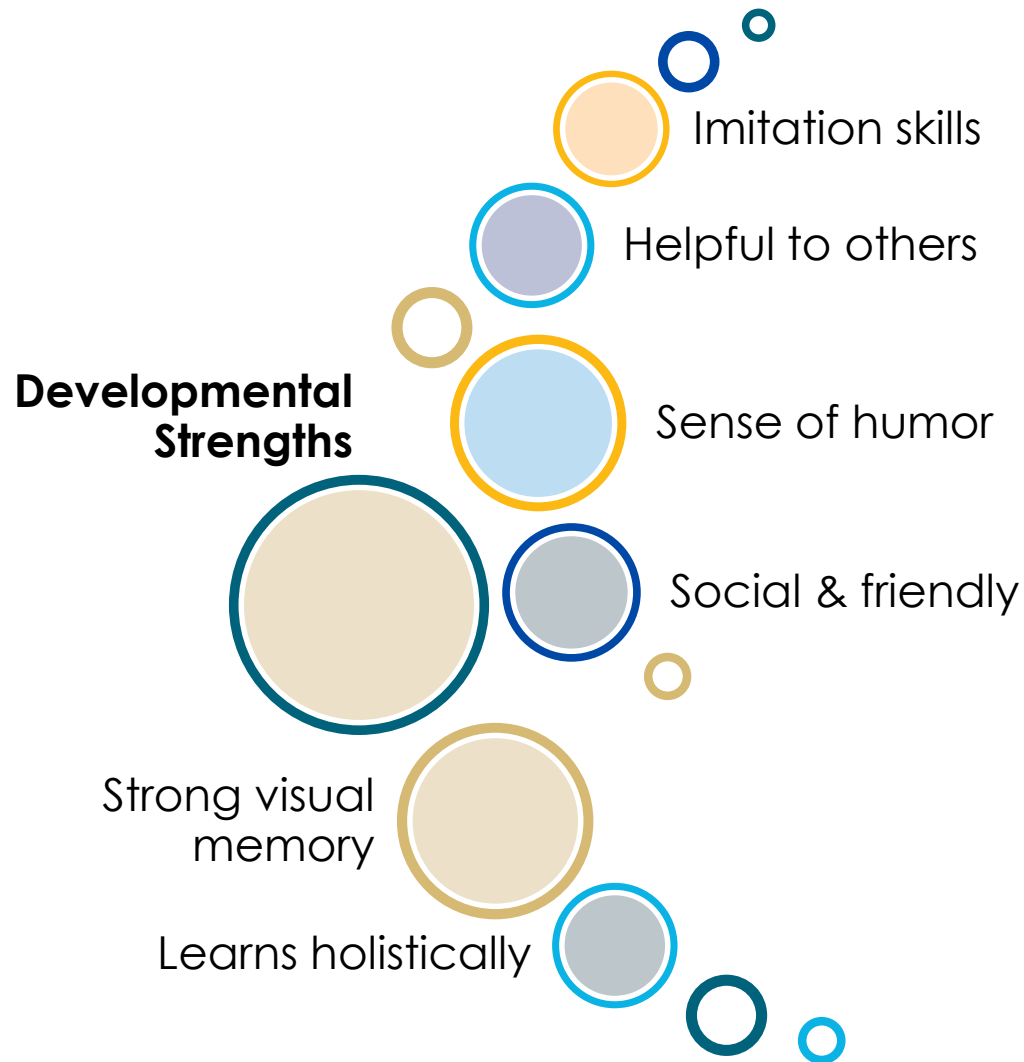
Blow out candle.





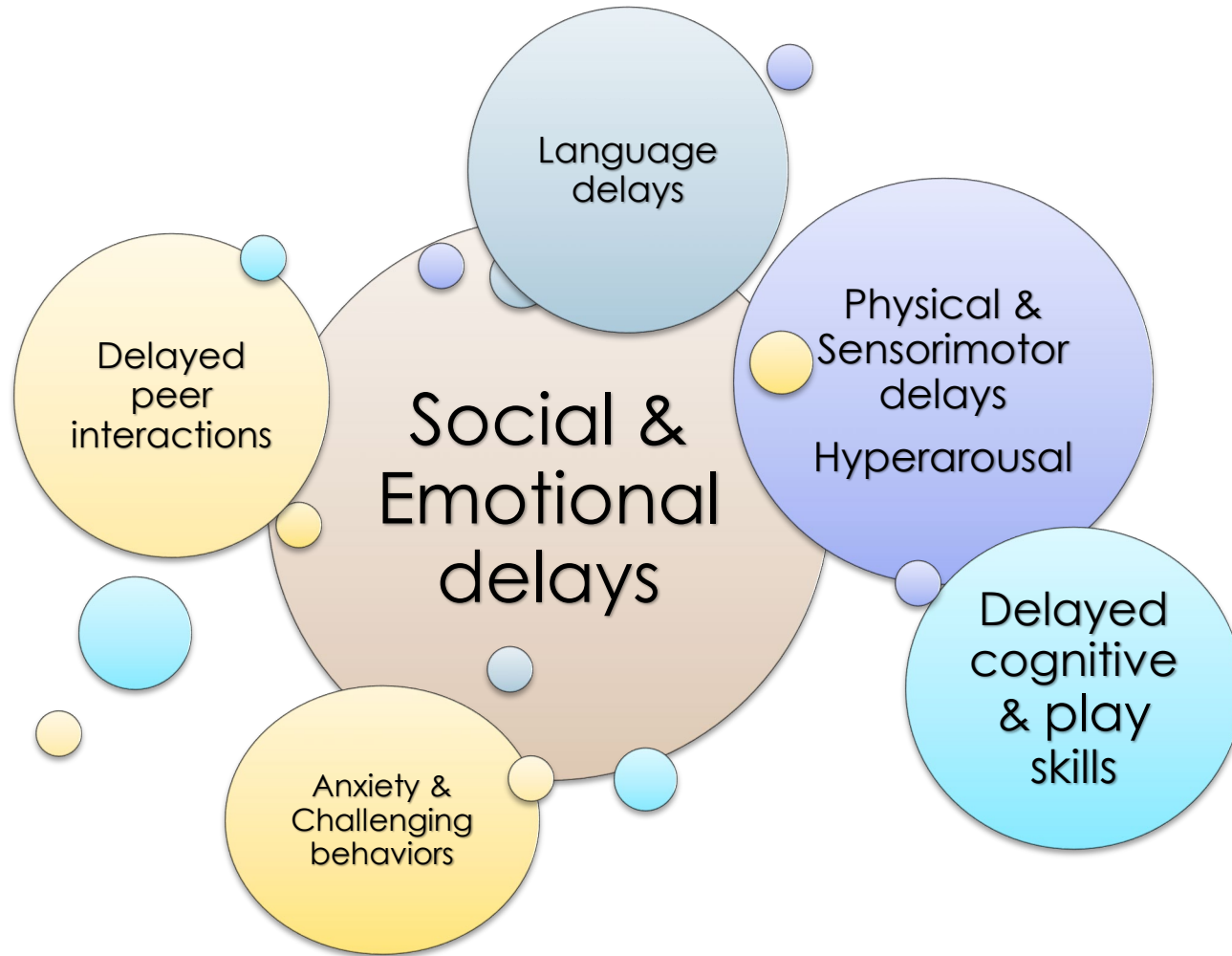
Dragon calms down and
is ready to play

Development of Young Children





Challenges in development



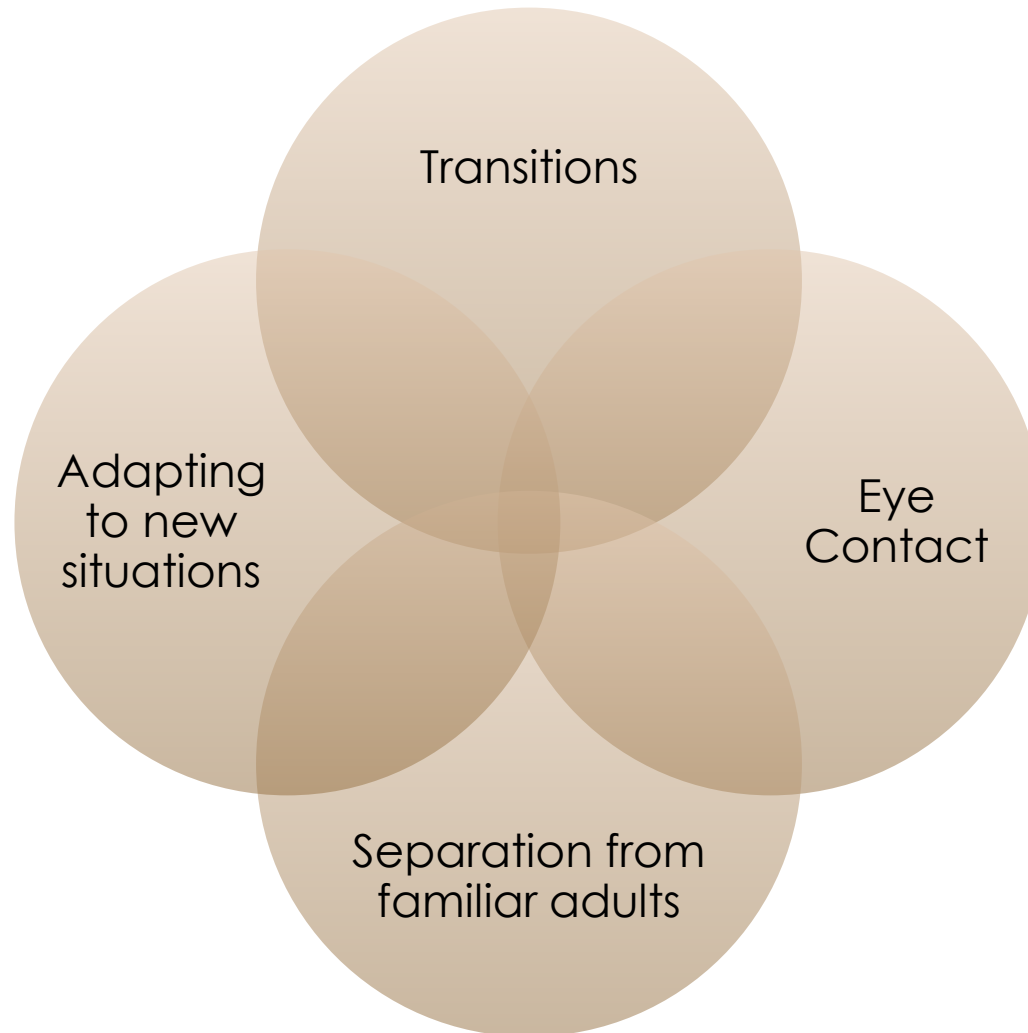


Signs of Hyperarousal

- **Hyperactive**
- **Impulsive**
- **Distract able**
- **Covering ears**
- **Flush ears & neck**
- **Wet sweaty palms**
- **Hand biting**
- **Aggression**

(Stackhouse, 2016)

Challenges for children with disabilities



Sample Daily Routine



Wake up, breakfast, get dressed & make bed

Play

Snack

Outside

Lunch

Read books & stories aloud

Nap/Quiet time

Snack

Play (online apps or games)

Outside

Dinner

Play family games

Bath/brush teeth/pajamas

Read books & stories aloud

Bed



Zero to Three

<https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus>

Tucker Turtle Social Story

https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf

Sesame Street

<https://www.sesamestreet.org/caring>

LetterSchool

<https://apps.apple.com/us/app/letterschool-learn-to-write/id481067676>

Resources



Answering Kids' Questions about Coronavirus—Children's Hospital Colorado <https://www.youtube.com/watch?v=vSsKQPqpS7A&feature=youtu.be>

Centers for Disease Control <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Center for the Developing Child-Harvard University
<https://developingchild.harvard.edu/stress-resilience-and-the-role-of-science-responding-to-the-coronavirus-pandemic/>

Colorado Department of Education <https://www.cde.state.co.us/safeschools>

Denver Public Schools <https://www.dpsk12.org/coronavirus/>

Early Childhood Technical Assistance Center <https://ectacenter.org/>

Early Intervention
Colorado http://coloradoofficeofearlychildhood.force.com/eicolorado/EI_QuickLinks?p=Home&s=EI-CO-Response-to-COVID-19&lang=en

Early Milestones Colorado <https://earlymilestones.org/covid19/>



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Thank You!

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