



Zero to Three: Results

Majority of
parents believe
children start
developing self-
control early in life
– much earlier
than brain science
indicates is
possible



The Expectation Gap

Having expectations and rules for children that aren't developmentally appropriate.

The Expectation Gap

The “disconnect between what is expected of children and the reality of their actual abilities and brain development to manage and exert self-control with their emotions and body”

(Zero to Three, 2017).





- More than half of parents thought children can resist doing something that is forbidden before age 3.
- Nearly half of parents said their children could resist breaking the forbidden rule at age 3 or older.



The Reality

Children do not develop impulse and self-control until 3.5 – 4 years of age

Young children lack self-control and will sometimes break the rules and test limits.



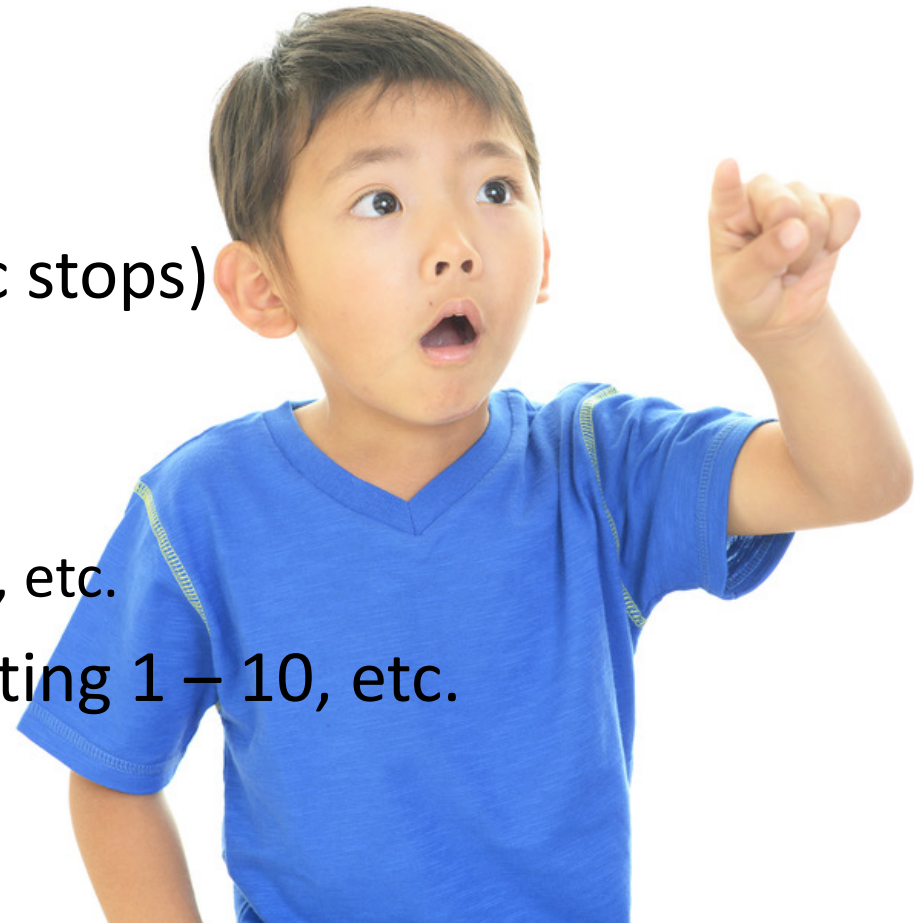
Behavioral Expectations

- When setting behavioral norms and expectations consider:
- Who decides normative behaviors?
- Is culture considered when behavioral expectations are decided?
- How are children encouraged to manage emotion, control impulses, develop empathy and promote their own interests within their cultural norms?

Activities for Developing Impulse Control

- Simon Says
- Red Light, Green Light
- Hide N' Seek
- Freeze (Dance until the music stops)
- Duck, Duck, Goose
- Motor Games –
 - go Fast, then Slow, Stop, Jump, etc.
- Counting – Objects and Counting 1 – 10, etc.

(Corinne, 2017)





Age Appropriate Expectations



2 to 3 Year Olds

- Becomes easily frustrated when things don't turn out as expected.
- Begin to test the limits of their behavior.
- May throw tantrums.
- Establishes friendships.
- Becomes independent and finds own limits.
- Wanting to please adults.
- Will follow rules to please adults.
- Able to follow simple rules.
- Beginning to comprehend the relationship between actions and consequence



Strategies to Support Behavior

- Have clear, simple rules
- Praise good behavior
- Be consistent in managing behavior. Use the same technique rather than a different one each time.

Preschoolers 4 to 5 Years Old



- Asks questions constantly and becomes more critical.
- Compares selves to others.
- Make simple judgements (good/bad, win/lose).
- Begins to understand consequences of their behavior.
- Uses words to hurt others.
- Needs encouragement to support self-esteem.
- Learns how to be a friend.
- Becomes very competitive.
- Able to make appropriate decisions before acting.



Strategies to Support Behavior

- Explain what you want your child to do and why.
- Don't have too many rules.
- Teach expectations
- Provide many opportunities to practice
- Use specific praise



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Culturally Responsive Family Engagement

To fully
engage
families, we
must
suspend
judgement
and be
aware of our
own biases





Implicit Bias: Aware is Halfway There



Fathers' Involvement

Involvement of fathers with activities of their children under age 5.

FATHERS LIVING WITH CHILDREN

	Hispanic	White	Black
	(Percentages)		
<i>Fed or ate meals with children daily</i>	63.9	73.9	78.2
<i>Bathed, diapered or dressed children daily</i>	45.0	60	70.4
<i>Played with children daily</i>	74.1	82.7	82.2
<i>Read to children daily</i>	21.9	30.2	34.9

FATHERS NOT LIVING WITH CHILDREN

	Hisp.	White	Black
<i>Fed or ate meals with children daily</i>	8.6	*	12.6
<i>Bathed, diapered or dressed children daily</i>	7.3	6.6	12.7
<i>Played with children daily</i>	10.0	6.6	16.5
<i>Read to children daily</i>	*	3.2	7.8



Consider the **policies** that are in place that create barriers...



What **practices** are in place that create barriers



What **resources** are lacking that might promote engagement?



Difference
between Parent
Engagement and
Involvement?

- Parental involvement tend to occur on the school grounds
- Engagement typically takes place at home.
- Some forms of engagement could take place in school as parents volunteer or participate in classroom learning.



- Research shows parental *engagement* in the learning process has greater outcomes than parent involvement with school activities (Watt, 2015).



- Parent involvement has been confined to school sanctioned invitations to special events like classroom parties, field trips, PTA membership, conferences and homework tracking (Jacobi, Wittreich, & Hogue, 2003).
- When parents do participate in school sanctioned activities, they are often positioned as receivers of information (Lightfoot, 2004).

The Goal

- Move from a focus on family involvement to a partnership based on engagement.
- Engage in cultural responsiveness, raising awareness around the need to partner with parents and families and take into account different cultural norms (Ladson-Billings, 1995).





The quality of the home learning environment is the most significant factor in predicting learning outcomes (Siraj-Blatchford et al. [2010](#)).



- Parent's involvement or lack thereof, may be rooted in experiences that have been less than favorable.
- Their experiences and beliefs may have an influence on how they define their involvement or engagement as parents (Leo, Wilcox, & Lawson, 2018).



- Most of the parents believed in the importance of their involvement in their children's education.
- However, they have diverging viewpoints about how that involvement should be manifested (Howard & Reynolds, 2008).



- Parents' roles and involvement in schools have been understood in terms of "what they do" and how that fits with the goals of the school.
- This is a deficit model approach to understanding parent involvement and occurs often, especially in discussions of parent involvement in high-poverty communities (Gutman & McLoyd, 2000).



- From a deficit standpoint, parents are assumed to have little knowledge or capital to advocate on behalf of their children.

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- Schools usually determine the roles parents assume and become involved in.
 - When parents went from passive receivers of knowledge to advocates for their children, their involvement was no longer welcomed (Lareau & Horvat, 1999).



- Some parents stated that they still felt the sting of race and racism as they seek to advocate on behalf of their children (Howard & Reynolds, 2008)



Dad confronting racism at school meeting...





- Parents may also be viewed as the primary reason why children are not better prepared academically and are viewed overall as a significant part of the problem with school underachievement.

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- The Facts...
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- Latino parents are highly involved in ensuring the academic success of their children (Anthrop-Gonzales, Velez, Garrett, 2005).





- African American parents demonstrated higher or equivalent levels of parent involvement when compared to White parents (Howard & Reynolds, 2008)



- African American parents were successful in promoting their children's racial and ethnic socialization which promoted their academic success (Datnow & Cooper, 1996)

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- Chinese American families were less likely to be active in schools, but were very involved in home based (Howard & Reynolds, 2008)





- While immigrant and refugee students benefit from their families' involvement in school, their families' participation in schooling is often less visible than those of native-born parents (Turney & Kao, 2009).



- Genuine partnerships with parents occur when power is shared between educators and families recognizing that families participate in their children's educations in highly varied ways (Auerbach, 2010; Epstein et al., 2019).

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- Families are active with their children and participate in their activities beyond the school walls in a variety of ways (Goodall & Montgomery, 2014).



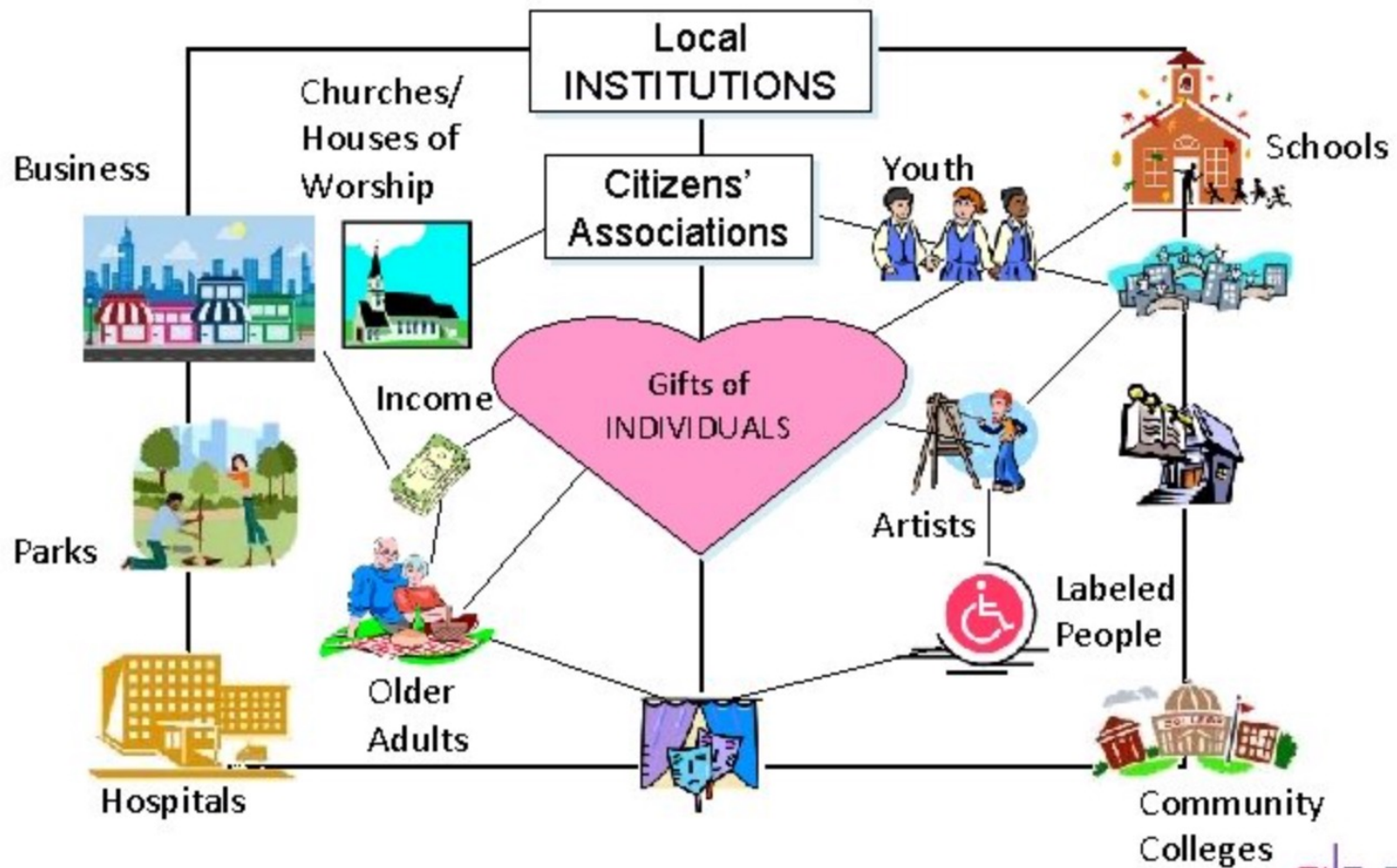


- To build partnerships with families trust must be established through the creation of an inviting, welcoming, school climates.
- There must also be two way communication as regarding specific ways in which families can be involved in their child's experience inside and outside of school (Chhuon et al., 2008).



- Communication must be culturally responsive and rooted in community norms.
- Facilities must reinforce the notion that the involvement of all families is highly valued (Lewis, Kim, & Bey, 2011).

Community Assets Map



ACTION
CHANGES
THINGS



What
Action will
you take?

