

BRING UP Nebraska

Raising strong, stable kids is a job
for all of us.

FOR TEACHERS/SERVICE PROVIDERS:

Children's early experience of being nurtured and developing a bond with caring adults affects all aspects of behavior and development. Children that feel loved and supported by their parents and other adults tend to be more competent, happy and healthy as they grow into adulthood.

NURTURING AND ATTACHMENT

What you can do:

- Help parents build positive relationships with each of their children
- Develop trust and working relationships with the parents you serve. Regular communication helps
- Guide parent observations of their children's unique characteristics, strengths and development
- Promote development of daily routines that provides infants or children with ample time for rest, nourishment, and play
- Link parents to evidence-informed programs to promote attachment such as [Parents Interacting With Infants \(PIWI\)](#) and [Circle of Security](#)
- Know symptoms of maternal depression and make appropriate referrals as needed
- View the [Teacher/Service Provider Tip Chart](#) from Making Meaningful Connections: 2015 Prevention Resource Guide.



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KNOWLEDGE OF PARENTING/CHILD DEVELOPMENT

What we know:

Parents that understand child development stages and parenting strategies to support physical, cognitive, language, social and emotional development are more consistent with rules and expectations and communicate more effectively with their children.

What you can do:

- Provide information on developmental stages with examples
- Be responsive to issues presented by parents in the moment
- Offer information or coaching on specific parenting challenges
- Give parents opportunities to network with each other
- Promote early identification of children's developmental delays and provide of appropriate assistance
- View the [Teacher/Service Provider Tip Chart](#) from Making Meaningful Connections: 2015 Prevention Resource Guide

Here are some specific strategies:

Monthly development information

Share what you know about the age group you're teaching. Send home periodic letters about the developmental milestones, challenging behaviors that are common, interests that may come up, and age appropriate activities. You can also include quality information on family and parenting like these [Parenting Guides from Boys Town](#).

FAMILY FUNCTIONING/RESILIENCE

What we know:

Many characteristics and abilities comprise resilience, such as a problem-solving skills, positive attitude and seeking help when needed. Resilience is the ability to handle both general life stresses and parenting stresses as well as to recover from occasional crises.

What you can do:

- Provide information on causes of stress and how it affects health and relationships
- Help parents develop skills such as planning, goal-setting, problem-solving and self-care
- Make mental health support accessible and non-stigmatizing
- View the [Teacher/Service Provider Tip Chart](#) from Making Meaningful Connections: 2015 Prevention Resource Guide

SOCIAL CONNECTIONS

What we know:

Parents that are connected to constructive, supportive family, friends and communities have better child and family outcomes. Everyone needs people in their lives that offer positive emotional support, positive parenting norms, resource sharing and mutual help.

What you can do:

- Create spaces or opportunities for parents to socialize
- Help parents choose positive social connections
- View the [Teacher/Service Provider Tip Chart](#) from Making Meaningful Connections: 2015 Prevention Resource Guide

CONCRETE SUPPORTS

The Protective Factor means that parents have access to tangible goods and services to help cope with stress, particularly in times of crisis or intensified need.

What we know

Parents need basic resources such as food, clothing, housing, transportation and access to essential services in order to ensure the health and well-being of their children. Many families do not get the resources and services for which they are eligible. Stigma can be one significant barrier.

Most parents are unlikely to use or identify with the words “concrete supports.” Instead, they might express a goal such as, “My family can get help when we need it.” Working with parents to identify their most critical basic needs and locate concrete supports keeps the focus on family-driven solutions.

What you can do

- Help families know what is available in the community as well as how to access local resources and services
- Promote service designs that support family integrity and build on family strengths
- View the [Teacher/Service Provider Tip Chart](#) from Making Meaningful Connections: 2015 Prevention Resource Guide

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

What we know:

Children who learn to communicate their emotions effectively and develop self-regulating behaviors interact more positively with adults and peers and are more likely to fare better in school and in life.

What you can do:

Assist adults and caregivers to:

- Have positive perceptions of each child
- Respond warmly and consistently to each child’s needs
- Create an environment in which children feel safe to express their emotions
- Talk with children to promote vocabulary development
- Help children separate emotions from actions; model empathy
- Encourage and reinforce children’s social skills such as taking turns
- View the [Teacher/Service Provider Tip Chart](#) from Making Meaningful Connections: 2015 Prevention Resource Guide

The Pyramid Model

Across Nebraska, the Pyramid Model is being implemented in facilities that educate children from birth to age five. This is an evidence-based approach to promoting social and emotional competence in infants and young children. [Learn more about the Pyramid Model.](#)