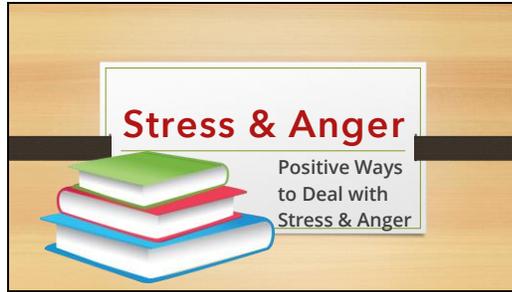
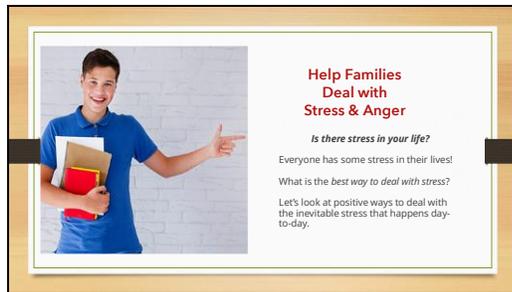


Slide 1



Welcome to our parent meeting!
 We have a mutual interest in your children. We know that stress and anger happen to all children and we are eager to share what we have learning about how to deal with such emotions with our families during this meeting.

Slide 2



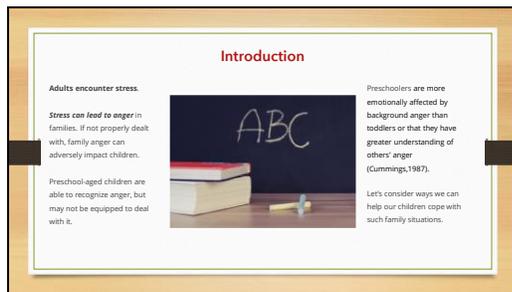
Is there stress in your life?

Everyone has some stress in their lives!

What is the *best way to deal with stress?*

Let's look at positive ways to deal with the inevitable stress that happens day-to-day.

Slide 3



Read this Slide.

Not dealing with emotions is not an option.

We know that unaddressed emotional distress manifests in poor behavior and consequently not getting the most out of school. Poor education with misbehavior is a path we can work to steer children away from through school-home partnerships such as the one you are participating in right now.

Slide 4

Why we Care

“Children’s emotional development has long-term implications for adaptation to preschool and school. Discontinuities and blockages in early emotional development are often predictors of behavioral problems manifested in the first and second years of childhood. Children who understand emotions and how these emotions are expressed, are able to empathize with other children who may be in difficulty. They are also able to express in words what they feel.”
(Herman, 2020)



Teachers work everyday to incorporate the newest information and best practices in their classrooms (Kim, 2018).

While teachers are experts in classroom best practices, we recognize parents as the most influential teachers in their children’s lives.

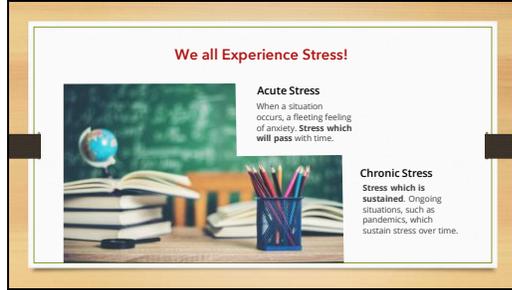
Read the quote and share how the local educators take emotional health seriously.

Slide 5



What You Will Learn

Slide 6



5 minutes

We are experiencing a stressful time now with families and schools impacted by COVID-19. Some stress is situational, maybe the recent learning from home and temporary job situations. Some stress is chronic, dealing with a sick family member, permanent change in routines.

Our counselors are with us today to take your examples of stress our children are under and how they can offer techniques to work with your children at home and at school.

Slide 7



Ask "whose child has seemed stressed this school year?"

Slide 8



10-20minutes

Lets vote on one book to read out loud and then watch the YouTube reading.

Slide 9



4-5 minutes

Let's practice a mindfulness activity right now. This is how we can train our children to interact with their stress and resolve their own anxiety/stress:

From Coping Skills for Kids:

MINDFUL LISTENING ACTIVITY

Sit and take a few deep breaths. Close your eyes if you feel comfortable. Focus on what you hear outside the room you're sitting in for one minute. Focus on what you hear inside the room you're sitting in for one minute. Finally, focus on your own body for one minute. What is your body telling you? How do you feel? Sit quietly and take a few more deep breaths, then open your eyes when you're ready.

Slide 10



5 minutes

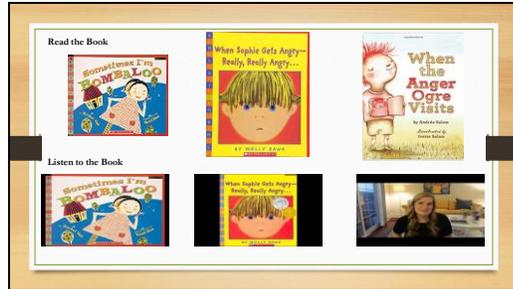
We are experiencing a stressful time now with families and schools impacted by COVID-19. Children can become angry when faced with unresolved stress or in more normal childhood situations.

Our counselors are with us today to take your examples of anger our children are experiencing and how they can offer techniques to work with your children at home and at school.

Slide 11



Slide 12



10-20minutes

Lets vote on one book to read out loud and then watch the YouTube reading.

Slide 13



10 minutes

Let's examine a few ways to diffuse anger now. This is how we can train our children to address their anger and safely deal with their emotions.

From Coping Skills for Kids:

- Keep talking to a minimum:
“When a child is in fight, flight or freeze mode, they can’t process information as well as when their body is in rest and digest mode. This is not a teachable moment, and they can’t take in a lecture at this point. Your goal is to get them through this rough moment:
“I’m here for you.”

“I love you.”

“I want to help you.”

“Let me know when you’re ready.”

“You are mad; I get it.”

“I understand.”

(Coping Skills for Kids, 2021b).

- Physical Actions to Calm:
<https://copingskillsforkids.com/managing-anger>

- Know where the Safe Spaces are at home and at school

- Make a spot at home:
<https://copingskillsforkids.com/blog/2016/4/27/how-to-create-a-calm-down-spot>
- A Spot at School:
<https://www.youtube.com/watch?v=ArOGPsEYjqY>

Slide 14

The Right Tools

- Strong School-Home Connection
- Consistent Strategies
- Contact Each Other When Help Is Needed

Working together we can surround our children with social emotional support.

Slide 15

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Coping Skills for Kids. (2021a). *Handling Stress*. Coping Skills for Kids. <https://copingskillsforkids.com/how-to-deal-with-stress>.

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Cummings, E.M. (1987). Coping with background anger in early childhood. *Child Development*, 58(6), 976-984. <https://doi.org/10.2307/1130538>

Herman, I. R. (2020). Contributions of early education to the development of the emotional intelligence of preschoolers. *Journal Plus Education / Educatia Plus*, 27(2), 366-378.

Kim, K. (2019). Early childhood teachers' work and technology in an era of assessment. *European Early Childhood Education Research Journal*, 26(6), 927-939.