

Revere Preschool presents:

Supporting Preschool Success

Preschool Parent & Caregiver Workshop



Part 1: Friday, April 12th 2019 – Informational Session

Part 2: Friday, April 26th 2019 – Practice & Coaching Session

9:30AM – 10:30AM

Bath Elementary – Preschool Classroom

Information Session Overview

- Social, Emotional & Academic Expectations
- Importance of Early Skill Development
- Interpreting Children's Perspectives & Reactions to Situations
- At-home Activities to Support Development

FREE DOWNLOAD

40 Developmental Assets

The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults.

Over time, studies of more than 5 million young people consistently show that the more assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive.

Research shows that youth with the most assets are *more* likely to:

- Do well in school
- Be civically engaged
- Value diversity

Research shows that youth with the most assets are *least* likely to have problems with:

- Alcohol use
- Violence
- Illicit drug use
- Sexual activity

Search INSTITUTE

40 Developmental Assets for Early Childhood (ages 3 – 5)

External Assets	Support	<ol style="list-style-type: none"> Family support—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality. Positive family communication—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input. Other adult relationships—With the family's support, the child experiences consistent, caring relationships with adults outside the family. Caring neighbors—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging. Caring climate in child-care and educational settings—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure. Parent involvement in child care and education—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.
	Empowerment	<ol style="list-style-type: none"> Community cherishes and values young children—Children are welcomed and included throughout community life. Children seen as resources—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs. Service to others—The child has opportunities to perform simple but meaningful and caring actions for others. Safety—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family boundaries—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve. Boundaries in child-care and educational settings—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors. Neighborhood boundaries—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way. Adult role models—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles. Positive peer relationships—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children. Positive expectations—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.
	Constructive Use of Time	<ol style="list-style-type: none"> Play and creative activities—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others. Out-of-home and community programs—The child experiences well-designed programs led by competent, caring adults in well-maintained settings. Religious community—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. Time at home—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> Motivation to mastery—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills. Engagement in learning experiences—The child fully participates in a variety of activities that offer opportunities for learning. Home-program connection—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities. Bonding to programs—The child forms meaningful connections with out-of-home care and educational programs. Early literacy—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.
	Positive Values	<ol style="list-style-type: none"> Caring—The child begins to show empathy, understanding, and awareness of others' feelings. Equality and social justice—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different. Integrity—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right. Honesty—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding. Responsibility—The child begins to follow through on simple tasks to take care of her- or himself and to help others. Self-regulation—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.
	Social Competencies	<ol style="list-style-type: none"> Planning and decision making—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems. Interpersonal skills—The child cooperates, shares, plays harmoniously, and comforts others in distress. Cultural awareness and sensitivity—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him. Resistance skills—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior. Peaceful conflict resolution—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.
	Positive Identity	<ol style="list-style-type: none"> Personal power—The child can make choices that give a sense of having some influence over things that happen in her or his life. Self-esteem—The child likes her- or himself and has a growing sense of being valued by others. Sense of purpose—The child anticipates new opportunities, experiences, and milestones in growing up. Positive view of personal future—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.






Students Need Support to Flourish

Parents Play A Critical Role



The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.

Elements	Actions	Definitions
 Express Care Show me that I matter to you.	<ul style="list-style-type: none">• Be dependable.....Be someone I can trust.• Listen.....Really pay attention when we are together.• Believe in me.....Make me feel known and valued.• Be warm.....Show me you enjoy being with me.• Encourage.....Praise me for my efforts and achievements.	
 Challenge Growth Push me to keep getting better.	<ul style="list-style-type: none">• Expect my best.....Expect me to live up to my potential.• Stretch.....Push me to go further.• Hold me accountable.....Insist I take responsibility for my actions.• Reflect on failures.....Help me learn from mistakes and setbacks.	
 Provide Support Help me complete tasks and achieve goals.	<ul style="list-style-type: none">• Navigate.....Guide me through hard situations and systems.• Empower.....Build my confidence to take charge of my life.• Advocate.....Stand up for me when I need it.• Set boundaries.....Put limits in place that keep me on track.	
 Share Power Treat me with respect and give me a say.	<ul style="list-style-type: none">• Respect me.....Take me seriously and treat me fairly.• Include me.....Involve me in decisions that affect me.• Collaborate.....Work with me to solve problems and reach goals.• Let me lead.....Create opportunities for me to take action and lead.	
 Expand Possibilities Connect me with people and places that broaden my world.	<ul style="list-style-type: none">• Inspire.....Inspire me to see possibilities for my future.• Broaden horizons.....Expose me to new ideas, experiences, and places.• Connect.....Introduce me to people who can help me grow.	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

DRDP (2015)

PS Fundamental View Rating Record

A Developmental Continuum from
Early Infancy to Kindergarten Entry

For use with preschool-age children

Child's Name (First and Last): _____

Statewide Student Identifier (10-digit SSID): _____

Assessment Period (e.g., Fall 2015): _____

Date DRDP (2015) was completed (e.g., 09/07/2015): _____ / _____ / _____
month day year

Note: The Rating Record is meant to be used together with the DRDP (2015) Instrument for keeping track of each child's developmental levels as you complete the assessment.

Instructions: Write the child's name, student identification number, and the date this Rating Record was completed. Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a Measure, mark UR. If you are not rating a child on a Conditional Measure, mark Conditional Measure.

Measure	Measure Name	Responding		Exploring			Building			Integrating	Not yet	Conditional Measure (Not rated)	EM	UR
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier				
ATL-REG 1	Attention Maintenance*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 2	Self-Comforting*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 3	Imitation*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 4	Curiosity and Initiative in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 5	Self-Control of Feelings and Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 6	Engagement and Persistence			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 7	Shared Use of Space and Materials			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
SED 1	Identity of Self in Relation to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
SED 2	Social and Emotional Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
SED 3	Relationships and Social Interactions with Familiar Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
SED 4	Relationships and Social Interactions with Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
SED 5	Symbolic and Sociodramatic Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 1	Understanding of Language (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 2	Responsiveness to Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 3	Communication and Use of Language (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 4	Reciprocal Communication and Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 5	Interest in Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 6	Comprehension of Age-Appropriate Text				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 7	Concepts about Print				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 8	Phonological Awareness				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 9	Letter and Word Knowledge				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 10	Emergent Writing				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>

* These measures required for children with IEPs.

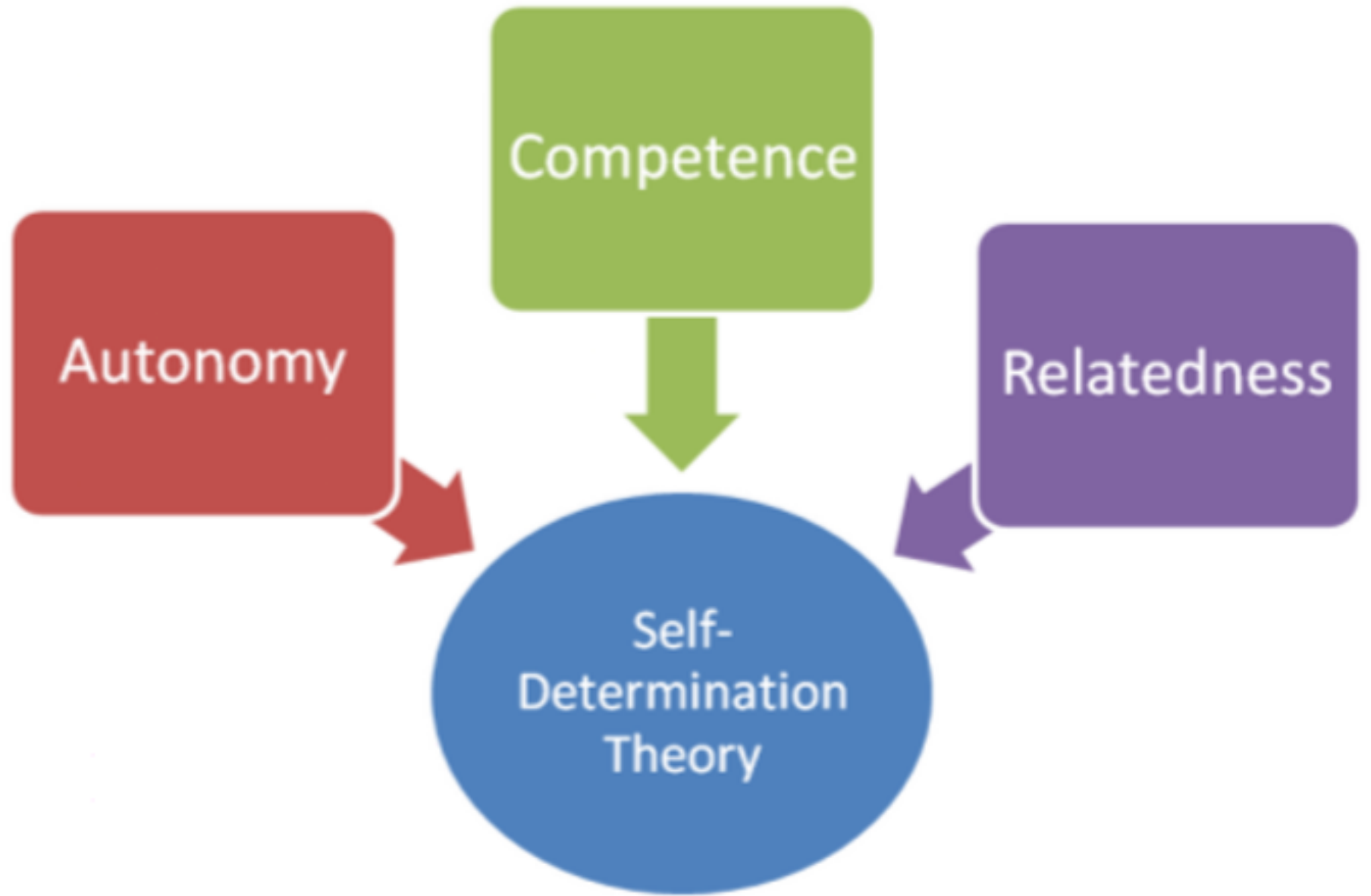
MODELING

Infants Can
Learn the
Value of
Perseverance
by Watching
Adults



After observing grown-ups struggling with tasks, 1-year-old babies make more effort themselves.

MOTIVATION



Self-determination Theory



[pregnancy](#)

[newborns](#)

[babies](#)

[toddlers](#)

[preschoolers](#)

[school age](#)

[pre-teens](#)

[teens](#)

[grown-ups](#)

[autism](#)

[disability](#)

[< PRESCHOOLERS](#)

Suitable for 3-5 years

Preschoolers: behaviour



Understanding preschooler behaviour



Encouraging good preschooler behaviour





[pregnancy](#)

[newborns](#)

[babies](#)

[toddlers](#)

[preschoolers](#)

[school age](#)

[pre-teens](#)

[teens](#)

[grown-ups](#)

[autism](#)

[disability](#)

Suitable for 1-8 years

Teaching skills to children: different approaches



SHARE

388

Found this helpful

Key points

- Sometimes difficult behaviour happens because children can't do what you expect. This means that new skills can help with difficult behaviour.
- You can use verbal instructions, modelling and step-by-step guidance to teach physical and social skills.
- Practice, repetition, praise and encouragement are key to learning new skills.

On this page:

- ↓ [Parents teaching skills to children](#)
- ↓ [Instructions: teaching skills by telling](#)
- ↓ [Modelling: teaching skills by showing](#)
- ↓ [Step by step: teaching skills by breaking down tasks](#)
- ↓ [Teaching skills: making the methods work for you](#)

Parents teaching skills to children

You are your child's first and most important teacher. Every day you're helping your child learn new information, skills and ways of behaving.

Teaching skills to children can be an important first step in managing their behaviour. For example, if your child doesn't know how to set the table, she might refuse to do it – because she can't do it. The solution? Teaching her how.

You might also like



Praise, encouragement and rewards



Changing the environment: behaviour management tool



Teaching your child how to get dressed



Everyday skills for children with autism spectrum



Parent Favorites

A collection of our highest trending resources for parents.

There is no such thing as a perfect parent. Parenting is an ongoing process of learning who your individual child is and what he needs to thrive.



Our resources are designed to help you tune in to what makes your child tick, and to guide you in thinking about the best way to meet your child's individual needs.

Sign-up for our Parenting Newsletter!

Our newsletter, From Baby to Big Kid, offers science-based information on how child learn and grow. Receive information monthly that is matched to your child's age, from 0 to 36 months.

[REGISTER FOR FROM BABY TO BIG KID](#)

IN THIS SERIES

- [1. Ages and Stages](#)
- [2. Social-Emotional Development](#)
- [3. Early Learning](#)
- [4. Play](#)
- [5. Challenging Behavior](#)
- [6. Sleep](#)
- [7. Positive Parenting Approaches](#)
- [8. Brain Development](#)
- [9. Temperament](#)
- [10. Fatherhood](#)
- [11. Discipline](#)



Learn the Signs. Act Early.

[Learn the Signs Home](#) > [Milestones in Action: Photos & Videos](#)

[Learn the Signs Home](#)

Milestones



Milestone Tracker App

Milestones in Action:
Photos & Videos



2 months

4 months

Milestones In Action: By Five Years

[Español \(Spanish\)](#)

Milestones Photo and Video Library

Social/Emotional

Language/Communication

Cognitive

Movement/Physical Development

Parenting Guidance

Routines for families:
how & why they work

Raising Children Network
The Australian Parenting Website

Family routines: how and why they work



Daily routines help all families get through everyday tasks. Routines can also build family bonds. A good routine caters for the needs of all family members.

657 Found this helpful

On this page:

- ↓ [Routines: the basics](#)
- ↓ [Children: why routines are good for them](#)
- ↓ [Parents: why routines are good for you](#)
- ↓ [What makes a good daily routine?](#)
- ↓ [Toddlers and preschoolers: ideas for daily routines](#)
- ↓ [School-age children: ideas for daily routines](#)
- ↓ [Teenagers: ideas for daily routines](#)
- ↓ [Routines for the whole family: ideas](#)

You might also like



Adapting family rituals



Family rules

A Growth Mindset Drives Motivation and Achievement

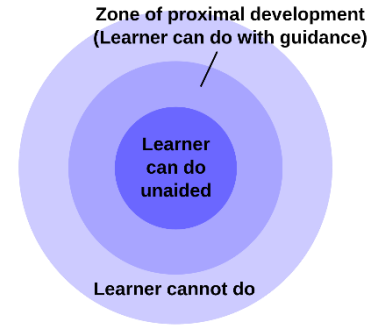


GROWTH
MINDSET
[Resources](#)

SCAFFOLDING LEARNING

Back-and-forth exchanges boost children's brain response to language: Study Finds engaging children in conversation is more important for brain development than “dumping words” on them.

[Anne Trafton | MIT News Office](#)
[February 13, 2018](#)



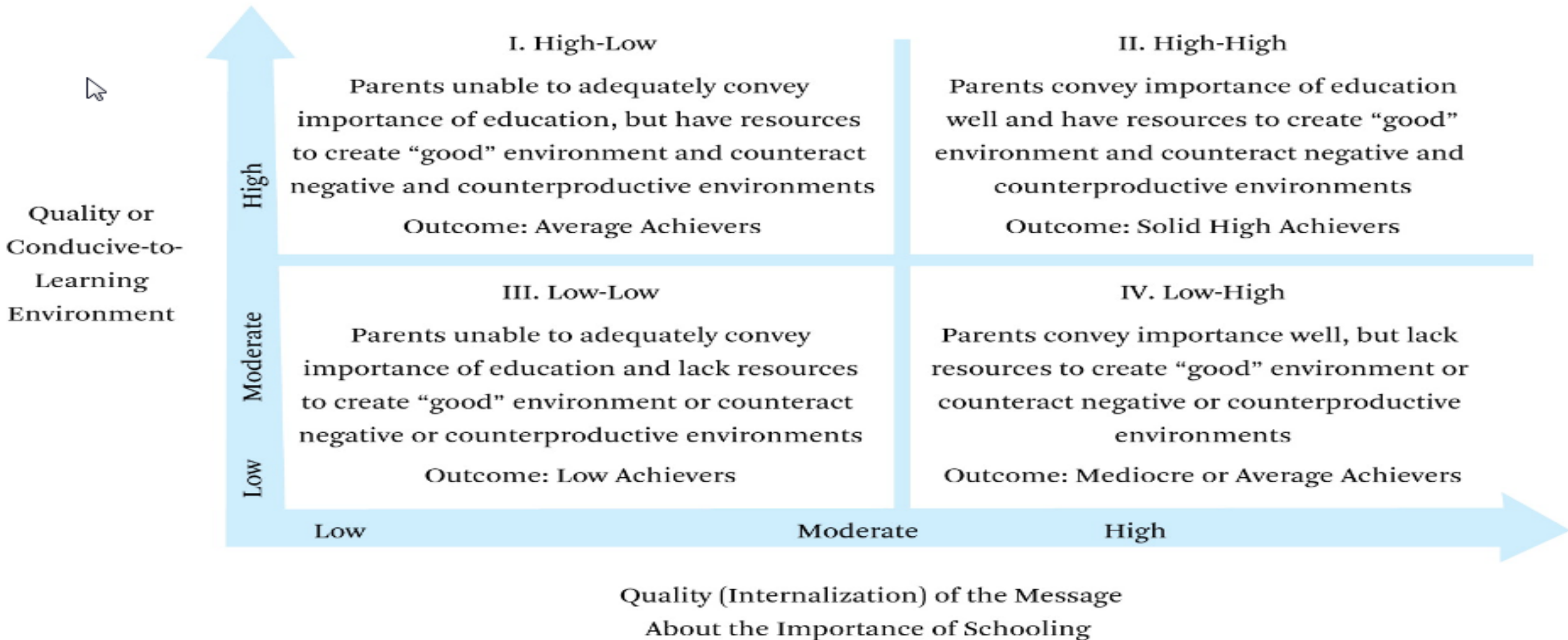
The **zone of proximal development**, often abbreviated as **ZPD**, is the difference **between** what a learner can do without help, and what they can't do. Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help.

[Zone of Proximal Development](#)
[Lev Vygotsky \(1896–1934\) Wikipedia](#)

A New Framework for Understanding Parental Involvement: Setting the Stage for Academic Success

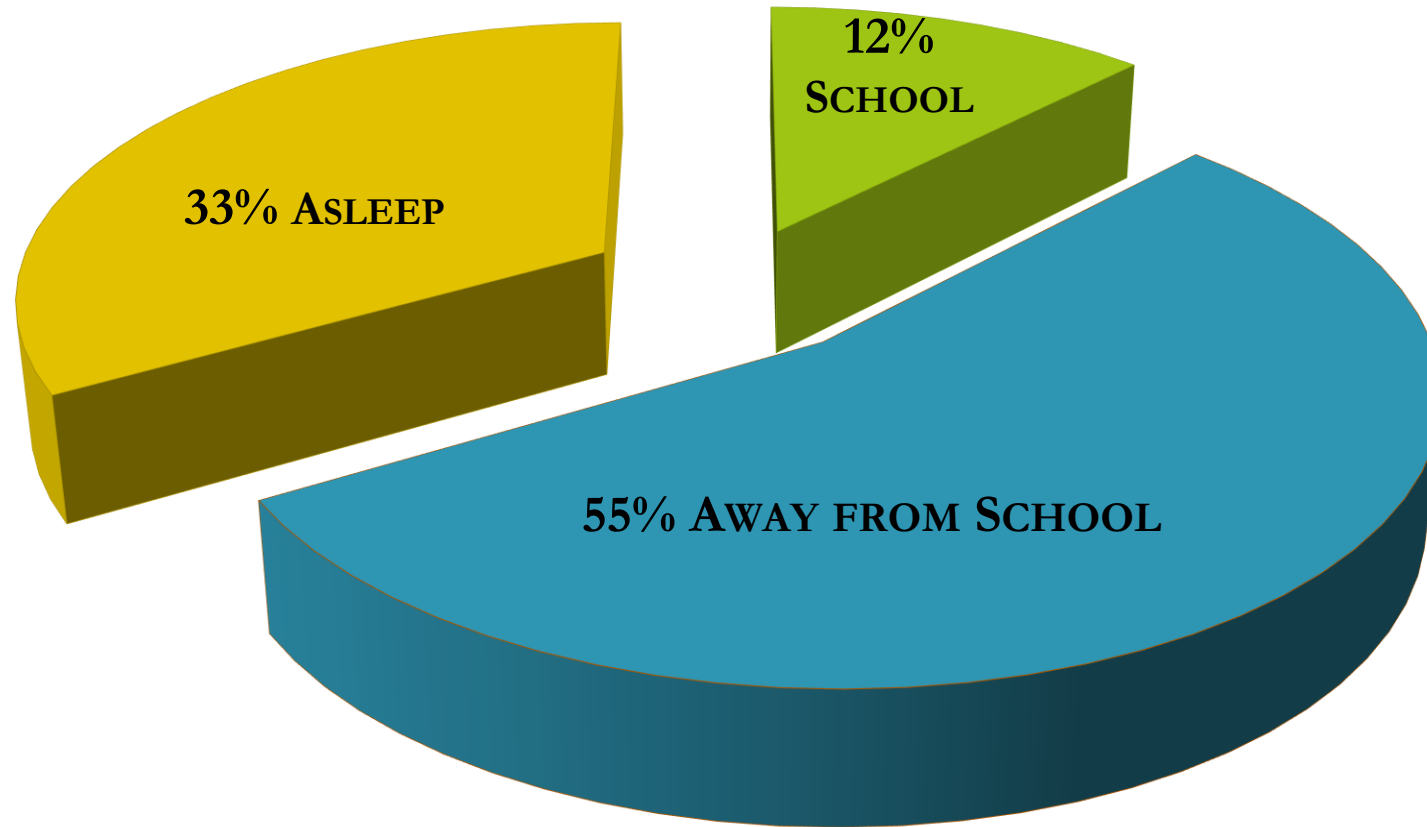
Angel L. Harris & Keith Robinson

Figure 1. The Learning Environment and Parents' Message About the Value of Schooling: Stage-Setting



Source: Authors' calculations.

It's a Matter of Time



Based on 6 hours of instruction, 180 days per year, and 8 hours of sleep time.
(School = 1,080 Hours) (Sleep = 2,920 Hours) (Away from school = 4,760 Hours)



When your child isn't **QUITE** understanding or accepting your message regarding expectations...

SHOW THEM ESTABLISHED STANDARDS

- Share teacher feedback with your child to explain how you established your expectations
- Show them what a student in his/her grade should know and be able to do: Ohio Depart. of Ed.: [Student and Parent State Tests Resource Portal](#)

AS THEY GET OLDER:

- Show them what college entrance requirements look like
- Search together for examples of employers' expectations regarding required employment skills

Remind your child that improvement is a result of **CONSISTENT EFFORT** and that your job is not only to expect that he/she will be prepared for adulthood but to also ensure he/she gets there. It is also important to let your child know that you **WANT** to help him/her succeed!

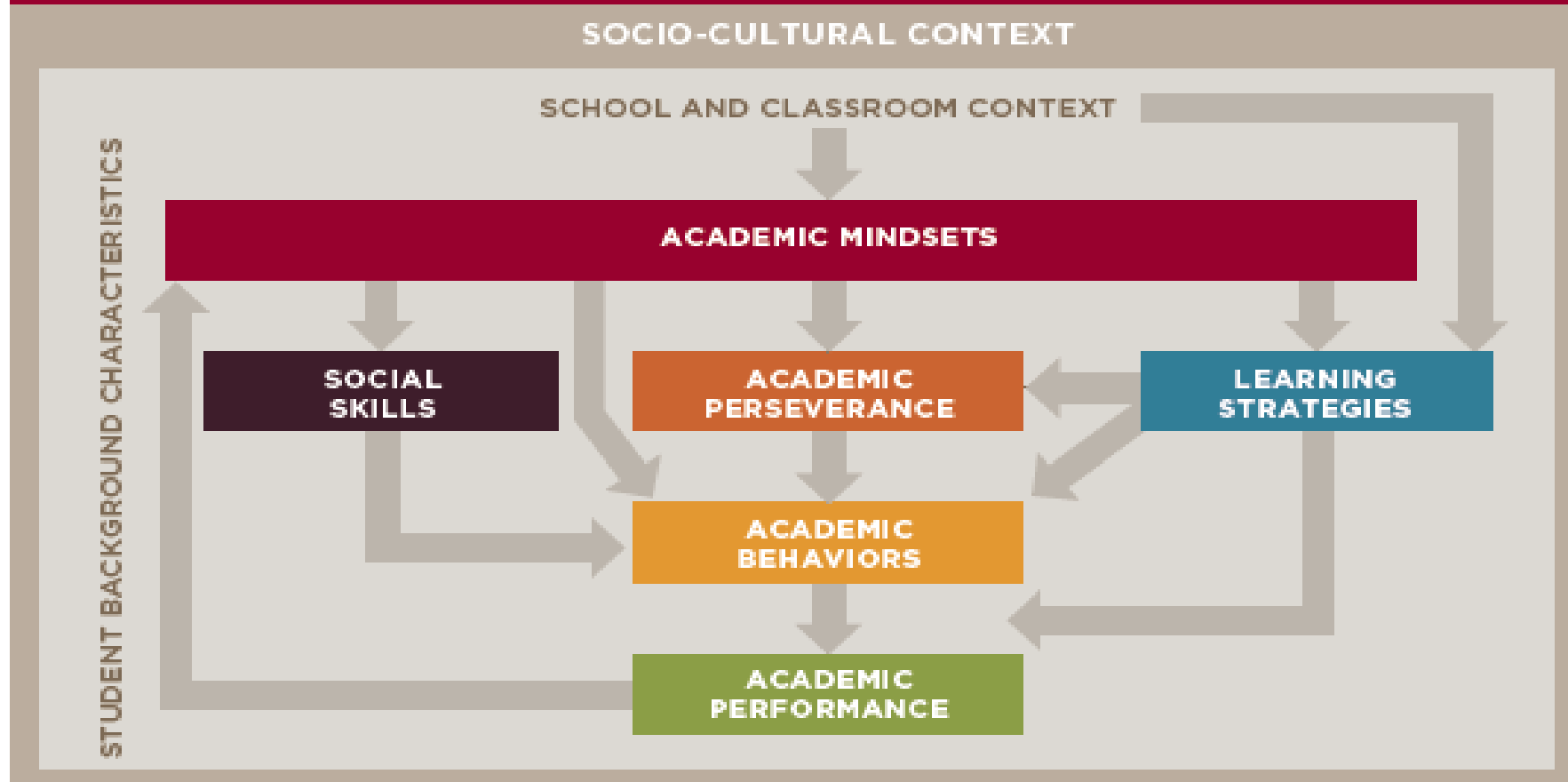
Studies across the fields of education, economics, and psychology indicate that non-cognitive skills predict a variety of adult outcomes, including academic achievement, employment, financial stability, criminal behavior, and health (Gabrieli, Ansel & Krachman, 2015).

THE IMPORTANCE OF NONCOGNITIVE SKILLS

Creating an Environment to Support and
Encourage the Development of
Self-Discipline is Your Most Important
Discipline Strategy

Teaching Adolescents To Become Learners

The Role of Noncognitive Factors in Shaping School
Performance: A Critical Literature Review



ACADEMIC MINDSET

- I belong in this academic community.
- My ability and competence grow with my effort.
- I can succeed at this.
- This work has value for me.

ACADEMIC PERSERVERANCE

- Grit and Tenacity
- Delayed Gratification
- Self-Discipline
- Self-Control

ACADEMIC BEHAVIORS

- Attendance
- Doing Homework
- Organizing Materials
- Participating, Studying

Verbalize What You Think About When Making Decisions

Things We May Consider When Buying Milk

Supports: Mental Math/Reasoning Development

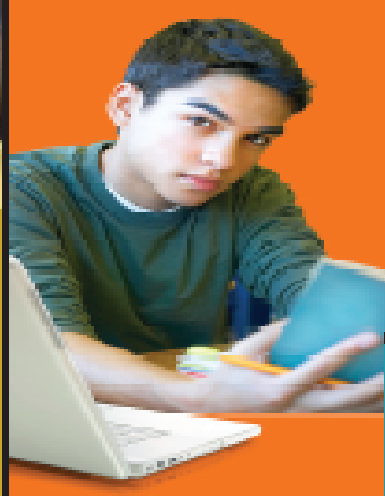
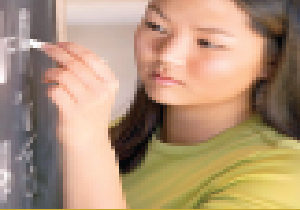
- How much milk do we already have? When is the expiration date?
- How much milk will we need until we have time to go shopping again?
- Is it better to figure out how much milk we use in a day or a week?
- Should we buy more milk than we normally do because we want to make a recipe that requires it or because our family is working on drinking the recommended amount of milk each day?
- Is there enough room in the refrigerator for the milk we need? If not what can we do about it?
- What should we do if we find that the milk in the store is expected to expire before we can get back to the store to buy more milk?

LEARNING STRATEGIES

- Study Skills
- Metacognitive Skills
- Self-Regulated Learning
- Time Management
- Goal Setting

SOCIAL SKILLS

- Interpersonal Skills
- Empathy and Cooperation
- Assertion
- Responsibility



IN FOCUS

10

education policy education policy education policy education policy education policy education policy education policy

What can parents do to help their children succeed in school?

- Fifteen-year-old students whose parents often read books with them during their first year of primary school show markedly higher scores in PISA 2009 than students whose parents read with them infrequently or not at all.
- The performance advantage among students whose parents read to them in their early school years is evident regardless of the family's socio-economic background.
- Parents' engagement with their 15-year-olds is strongly associated with better performance in PISA.

Do Early Adolescents Want Family Involvement in Their Education? Hearing Voices from Those Who Matter Most

YES



Family Emotional Support is an Important Factor to College Retention and Completion

Shane Doe Student Report

Instructions

Shane, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

Motivational Assessment

Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	10		
Intellectual Interests	4		
Verbal and Writing Confidence	33		
Math and Science Confidence	90		
Desire to Finish College	31		
Attitude Toward Educators	72		

General Coping

Sociability	26	
Family Emotional Support	70	
Opinion Tolerance	92	
Career Closure	40	
Sense of Financial Security	18	

Receptivity to Support Services

Academic Assistance	76	
Personal Counseling	29	
Social Enrichment	24	
Career Counseling	61	
Financial Guidance	81	

Internal Validity Excellent

Specific Recommendations

The strength of your recommendations is indicated by its priority score(0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Get help with study habits	8.8
Get help with exam skills	8.3
Get help in finding a part-time job	8.2
Get help in obtaining a scholarship	8.2
Get help with writing skills	8.0
Get tutoring in selected areas	8.0
Get help in selecting an academic program	7.9
Get help in selecting an occupation	7.9
Get help with reading skills	7.9
Get help in finding a summer job	7.8

Student Background Information

High School Academics

Senior Year GPA B Average

Family Background

Racial/Ethnic Origin White/Caucasian
Mother's Education Some College
Father's Education Professional

College Experience

Decision to Enroll Many Months Before
Degree Sought Bachelor's
Plans to Work 11-20 Hours per Week

Notice

Students may request that their report be removed from your file at anytime.

Preschool Parent Resources

[Center of the Developing Child at Harvard University](#) – “Early experiences affect the development of brain architecture, which provides the foundation for all future learning, behavior, and health.”

[Milestone Tracker App](#) – The CDC created a milestone tracker mobile app to help parents track children’s developmental progress starting at 2 months and continuing through age five.

[Strive for Five!](#) - Example educator resource translated into parent resource

[BabyCenter](#) – Website, email and app providing advice and support on pregnancy, child development and parenting

[Vroom](#) – App designed to help parents and caregivers nurture their young children’s growing minds

[Ready4K](#) – Text messages to help parents prepare children for kindergarten

[Mind in the Making](#) – Sharing the science of children’s learning with the general public, families and professionals who work with them

[Search Institute: The Developmental Relationships Framework](#)

[Parent Toolkit](#) – Early learning to college parent resource website

[40 Developmental Assets \(Ages 3 – 5\)](#) – Developmental Assets are 40 research-based, positive experiences and qualities that influence young people’s development, helping them become caring, responsible, and productive adults

[Family Support Services](#) community-based services to assist and support parents in their role as caregivers.

[Zero to Three](#) – *Early Connections Last a Lifetime* Resources and Services

[Parenting Science](#) -- The authoritative parenting style: Warmth, rationality, and high standards