

THRIVE BY 3



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PARENTING

YOU ARE THE MOST IMPORTANT
PERSON IN YOUR CHILD'S LIFE!

Title:

Thrive by 3. Booklet 1

Parenting. You are the most important person in your child's life

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Authors

Elisabeth Solheim, May Britt Drugli, Trude Hamre Sveen, Ratib Lekhal
and Turid Suzanne Berg-Nielsen

Developers:

Thrive by five Washington

RKBU Central Norway

RBUP East & South

BI Business School

Layout: Maja Sandmo Grip

Illustrative photo: Adobe stock.com



DEAR PARENTS AND GUARDIANS

The kindergarten your child attends is a participant in the **Thrive by Three** project. Thrive by Three deals with improving the quality of kindergarten through the staff's systematic work on adult-child relationships. The goal is for staff to become even better at supporting the development of children during the kindergarten day.

The important role of parents

Although kindergarten is important for children, we know that you are the most important persons in your children's lives. We know that the family, and especially parents, are children's first and most important supporters and "teachers" throughout their lives. A child is born with a natural curiosity of the world. Children are active and exploratory, always ready to learn and discover something new together with you. Your child's development takes place primarily in their relationship and interaction with you. Children constantly develop and learn through play, exploration, active involvement and using their senses. A prerequisite for children's positive development is that they grow up in secure surroundings where they feel safe and cared for. The first three years of a child's life are particularly important. The brain develops at a rapid speed during these early years. Thousands of new neural connections are formed each minute in a child's brain. The experiences your child has with you during these initial, important years lay the foundation for all future learning and development.

Thrive by Three stands first and foremost for quality development in kindergarten. But because we know that it is precisely you who are so important to your child, we have created a series of seven booklets that will give you an overview of your child's development and suggestions for what you as a parent can do with your child to help your child thrive, learn and develop. The booklets are meant as an aid to gain greater insight into your child's world so you can more easily see both yourself and the world through your child's eyes. They are, however, not set answers. We encourage you to read these booklets and use them in daily life. Your child will benefit from them! We also recommend that you talk to the staff of the kindergarten about the contents of the booklets. In this way, you can support your child's development together.





CONTENTS IN THE BOOKLETS

You will find descriptions of various areas of child development in booklet numbers 2 to 7. For each development area, you will find text and suggestions presented in two columns: "Children can...." are examples of what children aged 9-18 and 16-36 months are about to learn, be, do, and know. "What you can try to do together with your child...." are examples of what you can do to help your child thrive, learn, and develop. Some of the things you will read will likely be familiar and you probably already practice some of the examples of what you can do together with your child. Perhaps there is still something that is new to you, something you did not know your child could do, or that you would like to try some of the suggestions with your child?

The age divisions are not absolute; many younger children can do some of the things listed for children aged 16-36 months, and much of what is listed under 9-18 months is applicable to older children. The descriptions and suggestions in the booklets can be viewed as a basis for thinking through and talking about how to best support your child in different situations in everyday life. They are not set answers.



Booklet 1: Parenting - You are the most important person in your child's life!

- An overview of the interaction dimensions your kindergarten will work on
- An overview of the contents of booklet nos. 2-7.
- Brief comments about the kindergarten-home transition
- Questions about my child - what do I already know?
- An overview of the differences in child development



Booklet 2: Your child as part of the family – I feel safe here.

- Feeling confident in familiar surroundings
- Self-perception – who am I?
- Mastery – I want to do it myself!
- Express and understand emotions – be with me in my feelings!
- Learning – I'm curious about the world!



Booklet 3: Building relationships – I like being with others.

- Being with adults (interacting with adults)
- Being with children my own age (interacting with peers)
- I am social! (social behaviour)
- I need your help when I get into trouble! (problem solving and conflict resolution)



Booklet 4: Body, senses and movements – watch me dance!

- Gross motor skills – I get up, stand, crawl, walk, jump and run
- Fine motor skills – I use my hands and fingers
- I use my senses



Booklet 5: Health – let me be healthy in safe surroundings

- Health, care and hygiene
- Food and meals
- Safety



Booklet 6: Communication, language and text – talk to me, sing, read and listen to me!

- Language development – talk to me and listen to me
- Read to me and let me contribute myself
- Writing and drawing – I'm drawing a squiggle!



Booklet 7: Learning – you teach me about the world

- Knowledge – show me how things are related to each other
- Numbers, spaces and shapes – "The ball is round!"
- Nature, animals and science – I like being outdoors and exploring what is around me
- Creativity – a multiartist lives inside me

QUALITY IN KINDERGARTEN

- 8 IMPORTANT DIMENSIONS OF INTERACTION

During the kindergarten year, staff will work on eight **Thrive by Three** interaction dimensions related to young children's well-being, development and learning. You can track the dimension they are working on from month to month on the kindergarten's website and by talking to the staff.

These are the 8 interaction dimensions by which the staff will be observed and that they will work on daily:

1. Positive climate:

The staff and children have a good relationship, show interest in each other and are happy to be together.

2. Negative climate:

Events where negative emotions such as anger, irritation, frustration between adults and children, and between children are expressed.

3. Staff sensitivity:

The staff is attentive and senses the children's feelings and needs. Moreover, children receive positive reactions from the adults (such as comfort when they need it or support for exploration and learning).

4. Taking the child's perspective:

The staff takes the children's interests, motivations and viewpoints (often expressed through body language) into consideration and they encourage children to be independent and take responsibility.

5. Self-regulation support:

Children get the support they need to regulate their emotions and behaviour so they work well with adults and other children (for example, by being comforted when they're scared or upset, or by the adult telling the child what they can do instead of hitting).

6. Facilitation of learning:

Activities, routines and play that encourage children to explore and learn are facilitated. The adults follow the children's exploration by showing, explaining, and talking to them, as well as encouraging the child to continue.

7. Feedback quality:

Children receive feedback from adults that leads to greater learning and increased understanding related to what they are doing or saying. The interaction is characterised by active children and the several back and forth exchanges.

8. Language support:

Adults and children talk a lot together, and the child is supported in their attempts to use language actively. The staff put what is happening at the moment into words and invites the child to talk (even though they cannot say many words).



EARLY TRANSITIONS

Transitions are a part of everyday life. The ability to adapt to new surroundings and people is an important lifelong skill that children need to learn. Children's first important transitions are often between their home and relatives' homes, or between home and kindergarten.

Transition from home to kindergarten

Good communication between parents and kindergarten is absolutely essential. It is important that the kindergarten is familiar with the family's routines, traditions, language and what the child likes to do with his or her family.

When the kindergarten knows these things, it can, in cooperation with you, make sure that your child experiences the best possible connection between home and kindergarten.

For example, this might mean that your child gets to keep their naptimes and routines for falling asleep.

You should talk to your child about the kindergarten and the routines there. Talk about the adults that your child will get to know and about the children who are in the same section as your child, etc.

Good communication in bringing and collecting situations is also important for young children. Children have limited verbal language and it is therefore important that the flow of information between you and the adults in the kindergarten is good.

When you bring your child to kindergarten you can say whether something special happened in the morning before you got there or the previous night so this can be talked about/taken into consideration in the kindergarten.

If your child has had a somewhat difficult morning, is extra tired, etc. the staff should be informed so that they can do their best to help them still have a good day in kindergarten.

It is equally important to know if your child has done something he/she has liked very much, whether there is something he/she is really looking forward to, etc.

When you collect your child, it is important that you are informed about what your child has done during the day in kindergarten so that you can talk to your child about this at home, and that you can understand the various reactions that your child may have in the afternoon.

QUESTIONS ABOUT MY CHILD

WHAT DO I ALREADY KNOW?

Here are five questions that you can think through on your own and/or discuss together with your spouse/partner, the staff of the kindergarten or others you think are important to your child:

- 1. What does your child like to do?*
- 2. How does your child proceed when he/she is going to try something new?*
- 3. What has your child done lately that surprised you?*
- 4. How does your child react when he/she faces new situations and challenges?*
- 5. Who does your child like to be with? What do they usually do together?*
- 6. Who does your child seek comfort from?*



DIFFERENCES IN DEVELOPMENT

All children grow, learn and develop at their own pace. It is nevertheless important to keep track of your child's development. You should discuss with others if you notice that:

Your child at 12 months of age

- Doesn't crawl.
- Can't stand when he/she is supported.
- Doesn't look for things that he/she sees that you hide.
- Doesn't point at things.
- Don't learn gestures like waving or nodding.
- Doesn't say simple words like mum/dad, or something similar.
- Has lost skills he/she previously had (changes).

Your child at 18 months of age

- Doesn't point or show things to others.
- Can't walk.
- Doesn't know what familiar things are used for, e.g. a spoon.
- Doesn't imitate other people's behaviour or words.
- Doesn't learn new words.
- Can't say at least 6 words.
- Don't notice or react when a caregiver leaves or returns.
- Has lost skills he/she previously had (changes).

Your child at 2 years of age

- Doesn't know what to do with ordinary things like a spoon, fork, phone, brush.
- Doesn't imitate/copy actions and words.
- Doesn't follow simple instructions.
- Doesn't say two-word phrases (e.g. "drink milk"; "I go").
- Walks unsteadily.
- Loses skills he/she has had (change).

Your child at 3 years of age

- Often falls or has trouble going up and down stairs.
- Don't understand how to use simple toys such as simple puzzles, turn a knob, put blocks into a box, put cups of different sizes inside each other, etc.
- Doesn't follow simple instructions.
- Doesn't speak in full sentences.
- Doesn't make eye contact when he/she has your attention.
- Doesn't play pretend or role play.
- Doesn't want to play with other children or with toys.
- Loses skills he/she has had (change).



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NB Small children can't wait

If you wonder about something concerning your child's development, talk to the staff at the kindergarten, the child health clinic or with your doctor. If needed, make an appointment to have your child examined as soon as possible.



AN OVERVIEW OF THE INTERACTION DIMENSIONS YOUR
KINDERGARTEN WILL WORK ON

AN OVERVIEW OF THE CONTENTS OF BOOKLET NOS. 2-7.

BRIEF COMMENTS ABOUT THE KINDERGARTEN-HOME TRANSITION

QUESTIONS ABOUT MY CHILD - WHAT DO I ALREADY KNOW?

AN OVERVIEW OF THE DIFFERENCES IN CHILD DEVELOPMENT



**Regionsenter for barn og
unges psykiske helse**

Helseregion Øst og Sør



NTNU

Regionalt kunnskapssenter
for barn og unge
- Psykisk helse og barnevern

