

NEWSLETTER

MARCH 2019

THIS MONTH WE
FOCUS ON:

Social Competence



Within the EDI, social competence is defined as:

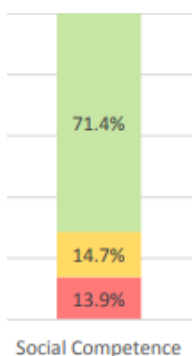
- curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable behaviour in public place, ability to control own behaviour, cooperation with others, following the rules, and the ability to play and work with other children.

The relationship your child has with you and other caregivers teaches them how to be in relationships with other people. **As adults, we play an important role in modelling appropriate social behaviors to our children.** This role modelling provides children with a strong social foundation which makes it easier for them to make friends, follow rules, share, take turns, show empathy, and regulate their own emotions. Children who develop social skills early on are more likely to be healthy and resilient, have a positive attitude and behaviors, and do better in school.

WHY IS SOCIAL
COMPETENCE SO
IMPORTANT?

EARLY DEVELOPMENT INSTRUMENT (EDI)

RESULTS: The chart below shows data collected from the 2016 Early Development Instrument for **Grande Prairie** in the area of **social competence**.

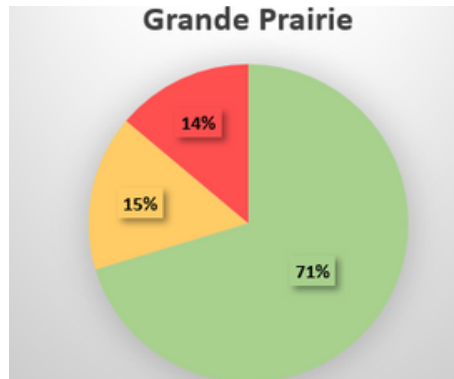
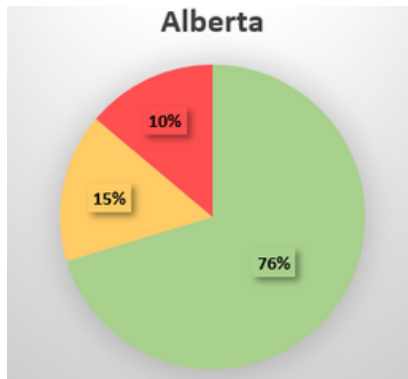


71.4% - Children who are developmentally on track. These children almost never have problems getting along, working, or playing with other children; is respectful to adults, is self-confident, and is able to follow class routines; and is capable of helping others.

14.7% - Children who are developmentally at risk. These children experience some challenges in the following areas: getting along with other children and teachers, playing with a variety of children in a cooperative manner, showing respect for others and for property, following instructions and class routines, taking responsibility for their actions, working independently, and exhibiting self-control and self-confidence.

13.9% - Children who are developmentally vulnerable. These children experience a number of challenges and an overall lacking of social skills. For example children who do not get along with other children on a regular basis, do not accept responsibility for their own actions and have difficulties following rules and class routines. Children may be disrespectful of adults, children, and others' property; have low self-confidence and self-control, do not adjust well to change; and are usually unable to work independently.

How does Grande Prairie compare to the rest of Alberta?



ON TRACK
AT RISK
VULNERABLE



HOW CAN I SUPPORT THE DEVELOPMENT OF SOCIAL SKILLS IN MY CHILD?

There are many simple, different activities to help develop social competence in children!

Simon Says: learning to listen carefully and follow directions will help your child get ready for school, including playing with other children and following a teacher's directions.

The Party Host: some time when you are having a gathering of friends or family give your child the important job of being "party host". The child greets each person with smile and a short greeting. This teaches them common greetings like "hello" and the social skills of making people feel welcome. They are also learning about words to use in conversations.

Teach your children acceptable behavior in public places: Visit a variety of places with your child (for example, grocery store, doctor's office). Before you visit these places, give your child very clear and specific expectations (for example, "walk please!, indoor voice only, and remember to say please and thank you"). • Plan ahead of time for long outings. For example, bring small toys or coloring activities to restaurants, the doctor's office, or any place your child must wait a long time. • Speak respectfully to your child and others. Children imitate what they hear.

Encourage your child to control his/ her behavior: When a problem arises between your child and a playmate, try not to give a solution right away. Give children an opportunity to come up with their own ideas on how to solve the problem. But stay nearby and coach when it is needed. • Be consistent—create a schedule and household rules that are enforced the same way every time.

Imagination is a great tool for teaching social skills: Play "Dress Up": Save old clothes or costumes for dress up. Play along with your child and model positive social interaction. • Play the "What would you do?" game: Make up different social situations and ask your child what she or he would do. For example, "What would you do if a friend came to your birthday party with socks on her ears?"

From: http://occhildrenandfamilies.com/wp-content/uploads/2017/08/CFCOC_EDI-Parents-Toolkit_4.pdf
http://occhildrenandfamilies.com/wp-content/uploads/2015/02/ThreeYear_RB.pdf

For more information and links to tools and resources on child development as well as information on upcoming events visit our website:

<https://www.gpfamilycenteredcoalition.ca/>