# **AWAREness Tips: For Families of Elementary Students\***

* **Physical Fitness**
* Students who exercise regularly have been found to have higher math achievement and better cognitive skills than those who don’t. Have your child exercise some each day for their physical and mental well-being. (Institute of Education Sciences, 2012) [ies.ed.gov/ncee/wwc/](http://ies.ed.gov/ncee/wwc/)
* **Parent-school Involvement**
  + Strong school-family partnerships positively impact a child’s education, and two-way communication between teachers and parents enable the student’s education to continue at home. Determine the most efficient and effective way(s) to share information with your child’s teacher (Collaborative for Academic, Social, and Emotional Learning, 2015). <https://casel.org>
* **TV Time**
  + Children over 2 years of age should not watch more than 1-2 hours of TV/video games each day. The more TV children watch, the more likely they are to have emotional, social, and attention problems. (American Academy of Pediatrics, 2014). [www.aap.org](http://www.aap.org)
* **Age-appropriate Entertainment**
  + It is important to monitor your child’s television, movies, games, and online activities to ensure they are not exposed to inappropriate images and online engagers. Families can implement parental controls on devices <https://support.apple.com/en-us/HT201304>. Families can also learn about the social media apps their children are using <https://www.commonsensemedia.org/blog/16-apps-and-websites-kids-are-heading-to-after-facebook>.
* **Social/Emotional**
  + Children can develop healthy social and emotional skills through an adult modeling or coaching how to recognize feelings (e.g., Are you feeling mad?). Identifying and discussing emotions with your child can help them have positive social relationships and deal with their emotions appropriately. (Collaborative for Academic, Social, and Emotional Learning, 2015). <https://casel.org>
  + You can help your children develop competence or the feeling of being able to handle a situation effectively by recognizing the successes of siblings individually. Avoid directly comparing your children to each other (American Academy of Pediatrics, 2007). [healthychildren.org/](https://www.healthychildren.org/English/healthy-living/emotional-wellness/Pages/default.aspx)
* **Substance Abuse/Safety**
* 1 in 5 parents think what they say has little influence on their child’s choice to use drugs or alcohol. Don’t be discouraged, talking to your children about the dangers of using alcohol, tobacco, and other drugs significantly reduces the likelihood of adolescent substance abuse. Learn more about preventing substance abuse at <http://www.samhsa.gov/data/sites/default/files/Spot081-Parents/Spot081-Parents.pdf>
* 94% of Emergency Department visits involving young children and prescription drugs are due to accidentally taking medications. Reduce the risk of your child accidentally taking medications by keeping over-the-counter and prescription medications safely contained and out of reach of young children at all times. Learn more at <http://www.samhsa.gov/data/sites/default/files/Spot097-PsychotherapeuticRxChildren/Spot097-PsychotherapeuticRxChildren.pdf>
* **Academic/developmental Enrichment**
* Reading skills are essential for your child’s success in school and work. Modeling reading and reading together not only improves your child’s ability to read but also influences if they will find enjoyment in reading as it shows you value it. Public libraries and school libraries are free sources of age-appropriate reading materials and are a safe and supportive environment to foster the development of reading. Learn more about developing your child’s ability to read from <http://www.med.umich.edu/yourchild/topics/reading.htm>
* **School Readiness**
* Children who come to school without practicing skills like reading, playing well with others, and expected classroom behavior are likely to struggle more than their peers. As a parent you can foster school readiness and greatly improve your child’s learning outcomes by practicing school skills at home. Just by reading to your children you can increase their cognitive skills and broaden their vocabulary. Learn more about school readiness from Head Start <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-approach-school-readiness-overview>

**\*These are examples of AWAREness tips that your district could compile to remind families and educators about social, emotional, and behavioral support.**

# **AWAREness Tips: For Elementary School Educators\***

* **Trauma-Informed Approach**
* Individual trauma results from an event, series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life-threatening and that has lasting adverse effects on the individual’s mental, physical, social, emotional, or spiritual well-being. A program, organization, or system that is trauma-informed realizes the widespread-impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and other involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization.
* Trauma can occur as a result of violence, abuse, neglect, loss, disaster, war, and other emotionally harmful experiences. Children bring their experiences of trauma into the school systems, often interfering with their school success. Harsh disciplinary practices in schools like seclusion, restraint, or removal, are often trauma-inducing themselves. Such practices often interfere with the desired outcome of support.
* Six Key Principles of a Trauma-Informed Approach

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice and Choice
6. Cultural, Historical, and Gender Issues

* **School Readiness**
* School Readiness is necessary for student success in school and schools play a major role in supporting it. Fostering community involvement through programs like Head Start ensures that children and families know and can do what is needed to be ready for kindergarten by establishing goals for physical, cognitive, social, and emotional development in your students. Learn more about school readiness at <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach>
* **Teacher Stress-Reduction**
  + Studies show that teachers who engage in mindfulness activities, such as deep breathing, reflection, yoga, and meditation are less stressed, have more positive relationships with students, and manage their classrooms more effectively. Learn more at <https://casel.org> (Collaborative for Academic, Social, and Emotional Learning, 2013).
* **Student Anxiety & Disruptive Behaviors**
  + Some children react to anxiety with powerful “fight or flight” behaviors. Their overwhelming struggle to escape an anxious situation can be very disruptive in the classroom setting and is often misread as anger or opposition. By creating trusting relationships with their students, teachers can better identify student anxiety and provide them with tools to better handle their anxiety and avoid meltdowns. <http://www.childmind.org/en/posts/articles/2013-3-26-anxiety-and-disruptive-behavior>
* **Substance Abuse/Safety**
* Children and youths who live in foster care are at a heightened risk for substance abuse. Teens in foster care are less likely to talk to their guardian about the dangers of substance abuse and are less likely to report participating in school-based prevention programs compared to those not in foster care. Learn more about substance abuse at <http://www.samhsa.gov/data/sites/default/files/spot141-teens-foster-care-2014.pdf>

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