

School Readiness: A Major Socio-emotional Milestone in Family Life Cycle

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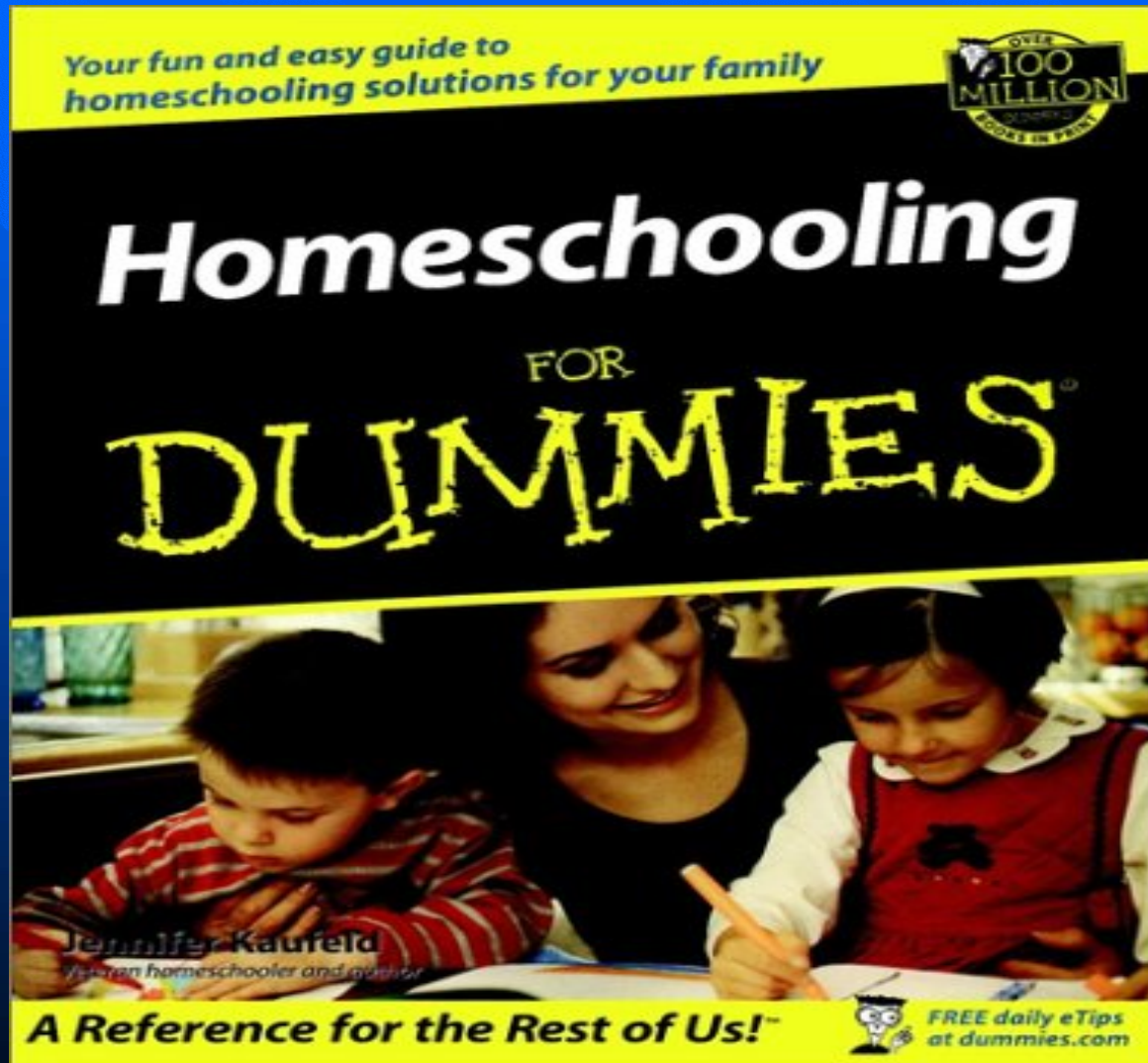
Learning Objectives

Learners will be able to

- Analyze different aspects of school readiness for young children
- Discuss 3 major components of social emotional developmental related to school readiness
- Synthesize research information to clinical scenarios related to school readiness

Schools

HOMESCHOOLING

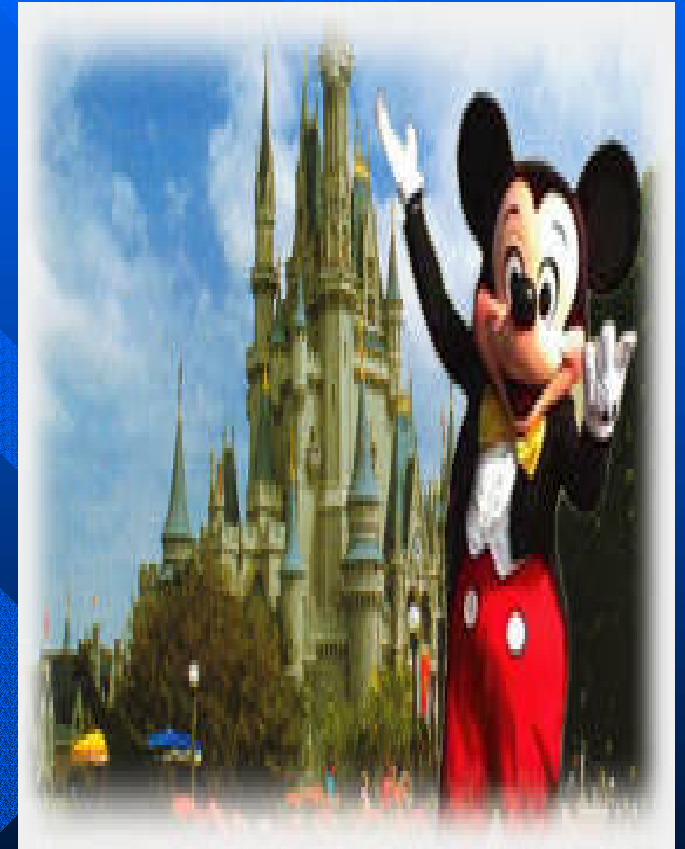


Adaptive Capacities



- Sitting calmly
- Listening
- Speaking
- Playing
- Tolerating
- Inhibiting impulses
- Learning new concepts

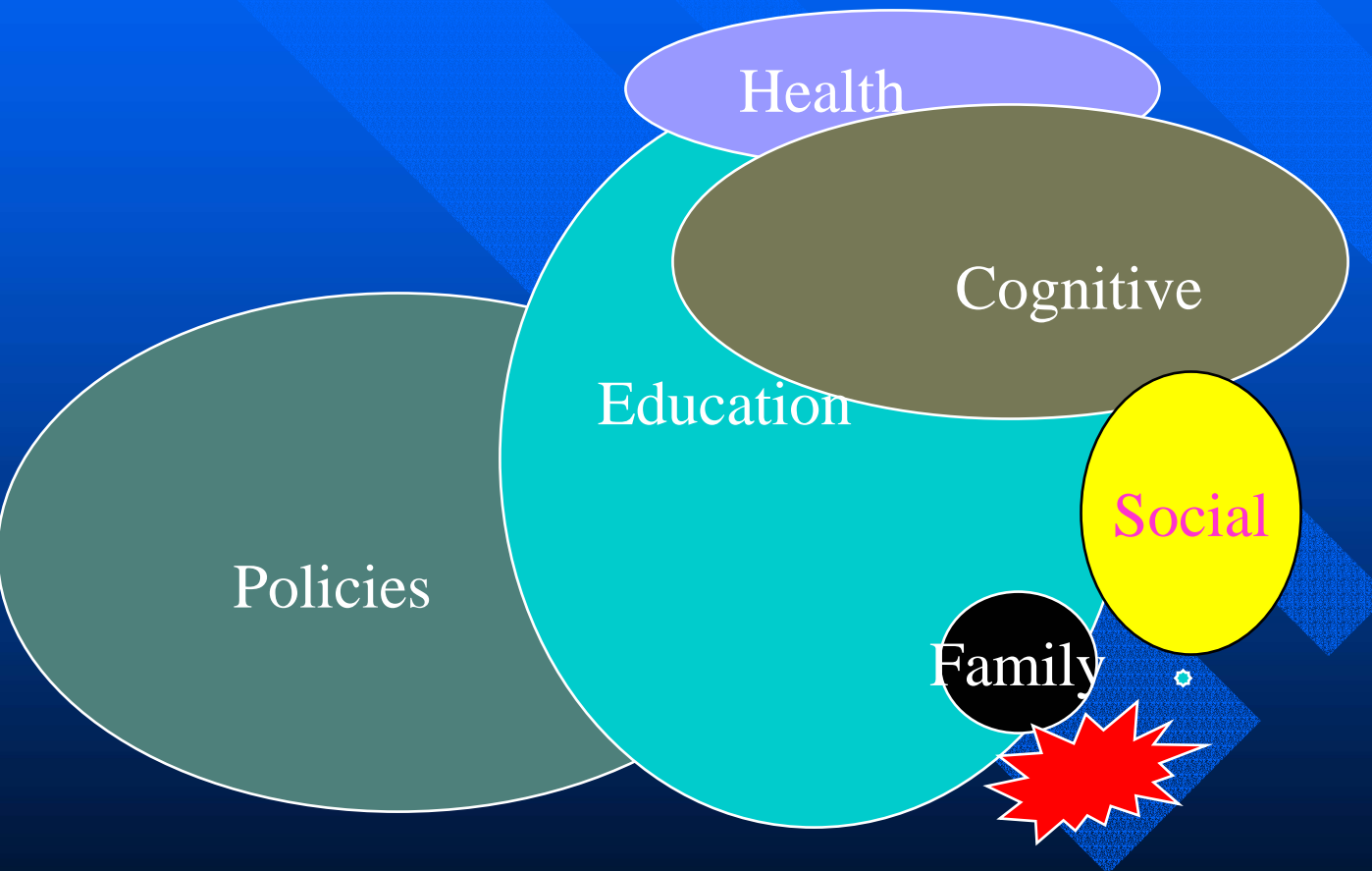
Playground Politics



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What is School Readiness?

Conceptualizing School Readiness



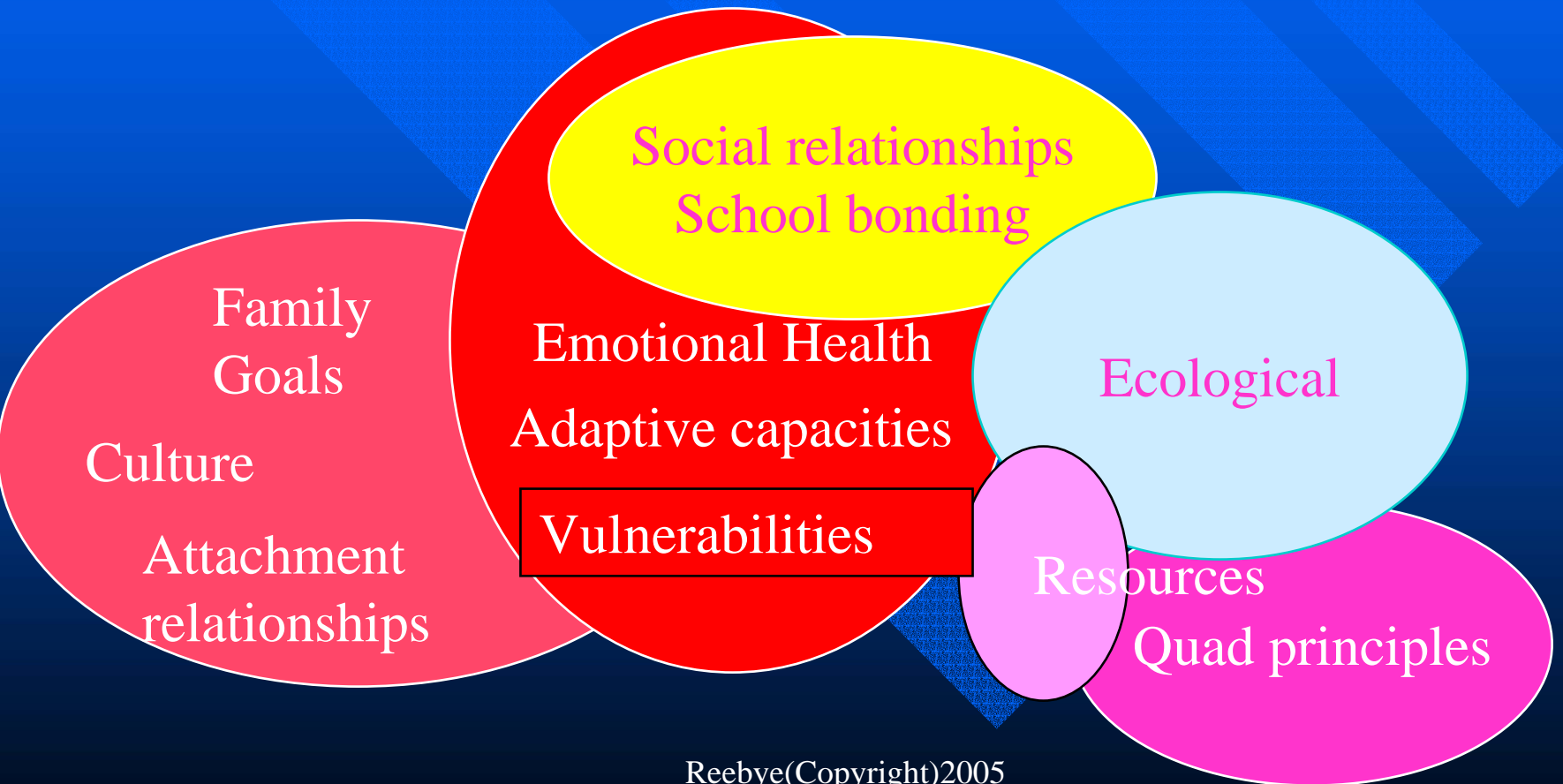


Basic tenet about Learning

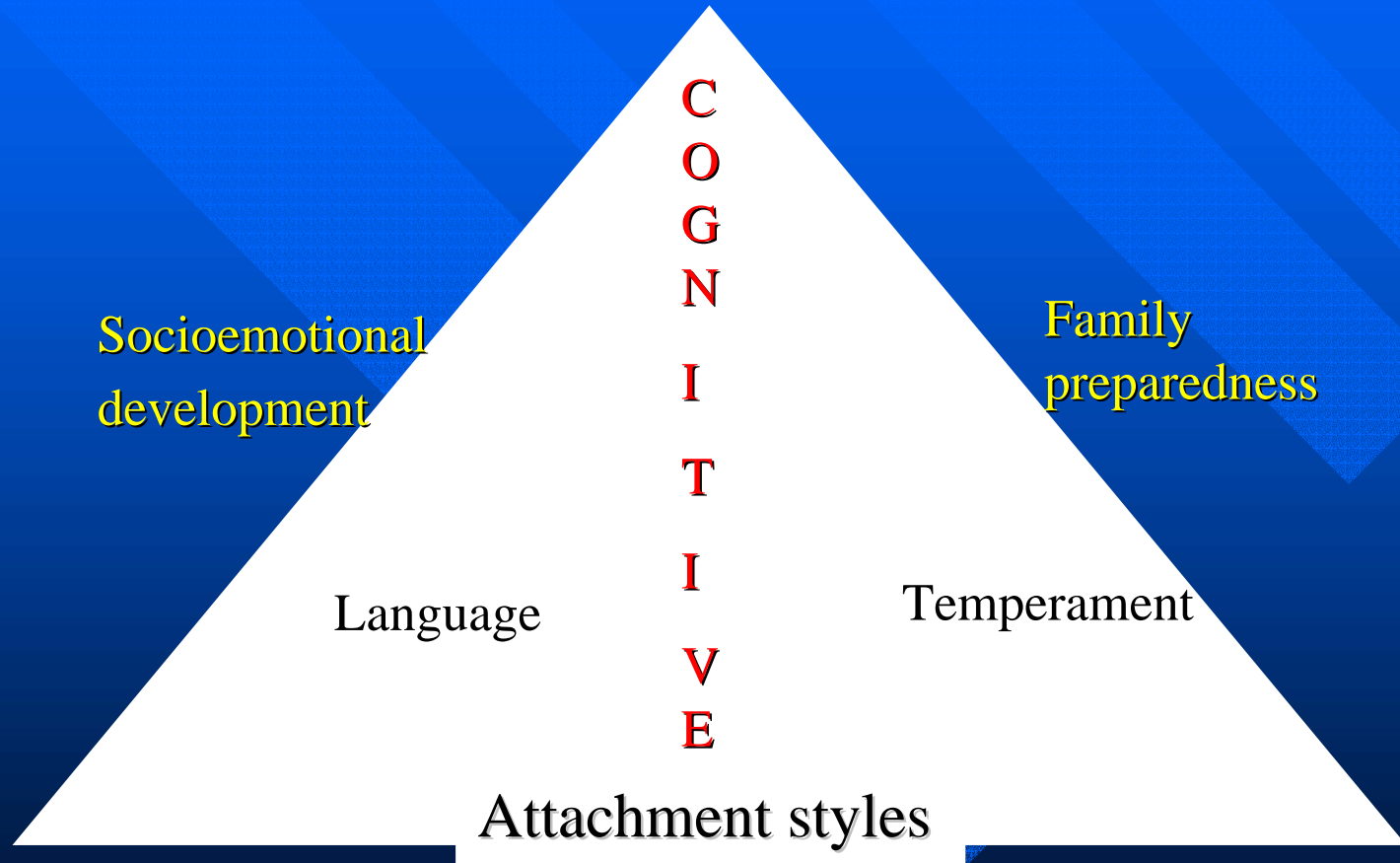
L
E A R N I N G



Conceptualizing School Readiness



School Readiness



Socioemotional development

Socioemotional Development

Infancy and Preschool Period

- Self-regulation and interest in the world
- Forming relationships, attachment and engagement
- Two-way purposeful communication
- Behavioral organization , problem solving, and internalization
- **Representational Elaboration and differentiation**

Representational Elaboration

- Triangular thinking
- Relativistic thinking
- Internalized sense of self
- Extend representational capacity to new realms of bio-psycho-social experiences
- Extend representational capacity in time and space

Holding
Phase

Dependency
Maternal care
Fear of annihilation



Mother and
infant
Living
together
Not merged

Relative dependency
Emerging self



Mother father and
child living together

Object relationships
Self-Formation



Open world

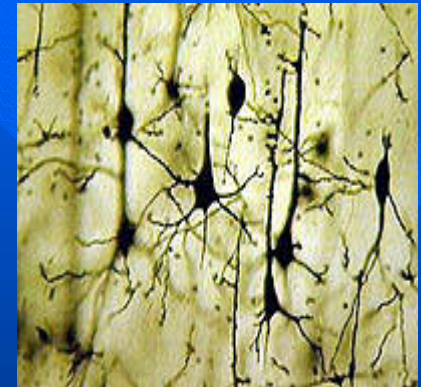
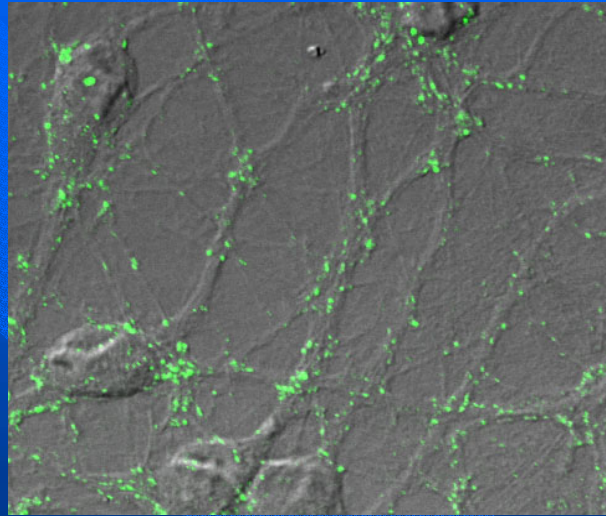


Attachment Styles

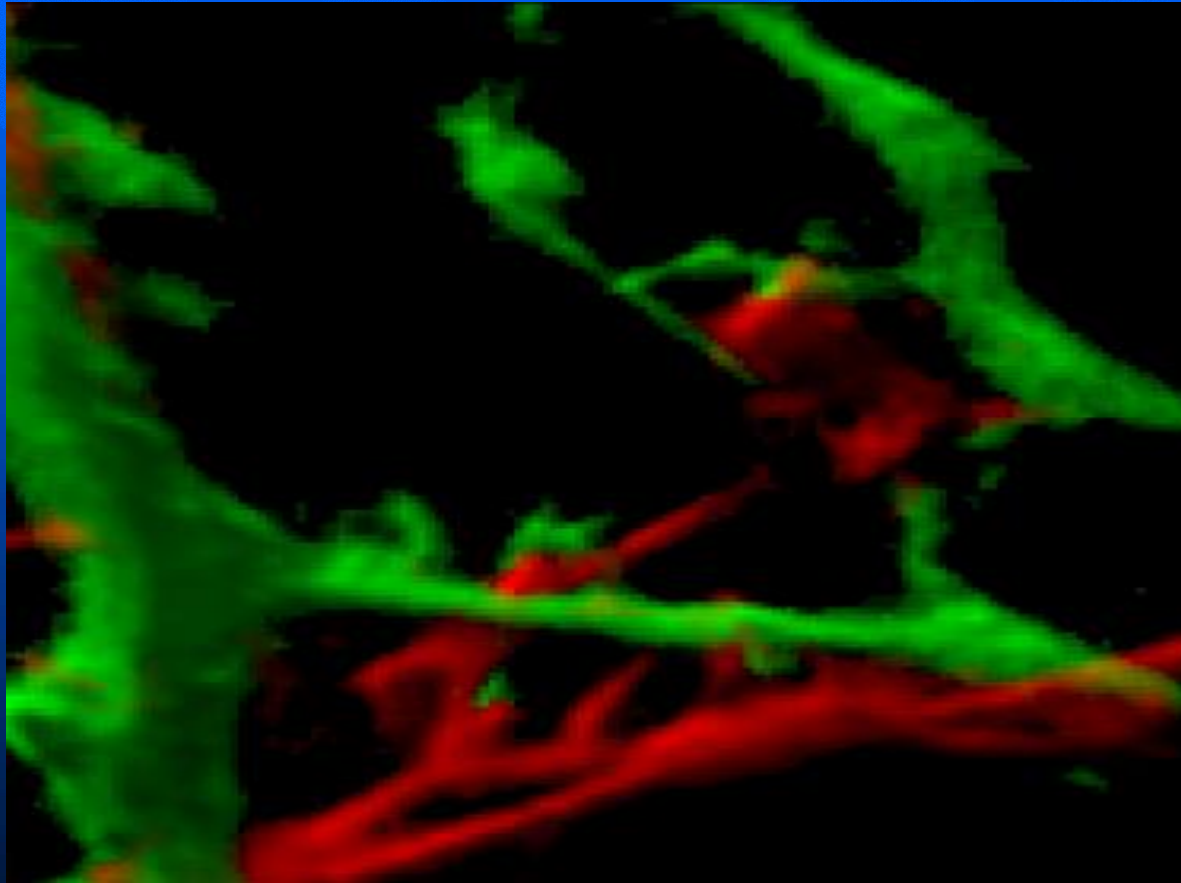
Understanding Social Emotional Readiness

- Attachment security(Bowlby,Ainsworth)
- Function of Holding (Winnicott)
- Negotiating separation-Individuation(Mahler)
- Caregiver attachment styles(Bartholomew)
- Previous experiences of separation
- *REUNION EXPERIENCES*
- *Cultural Practices*

Experiential learning



Parcellation and Pruning



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Limbic System

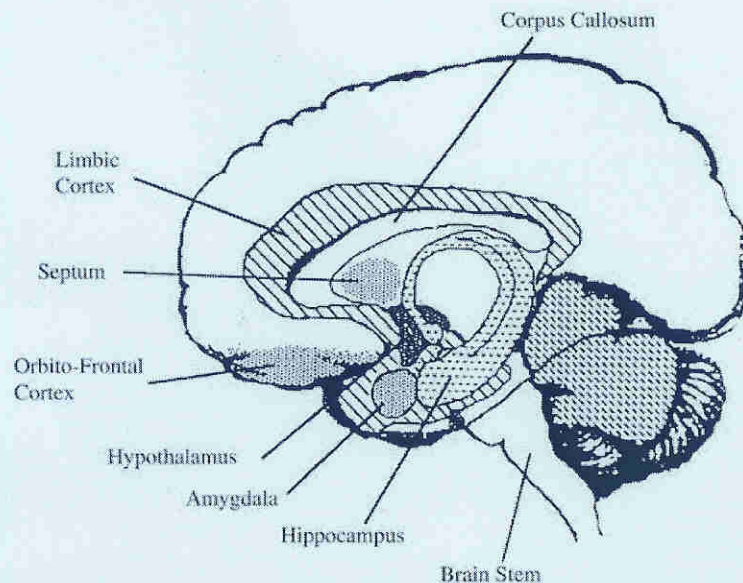
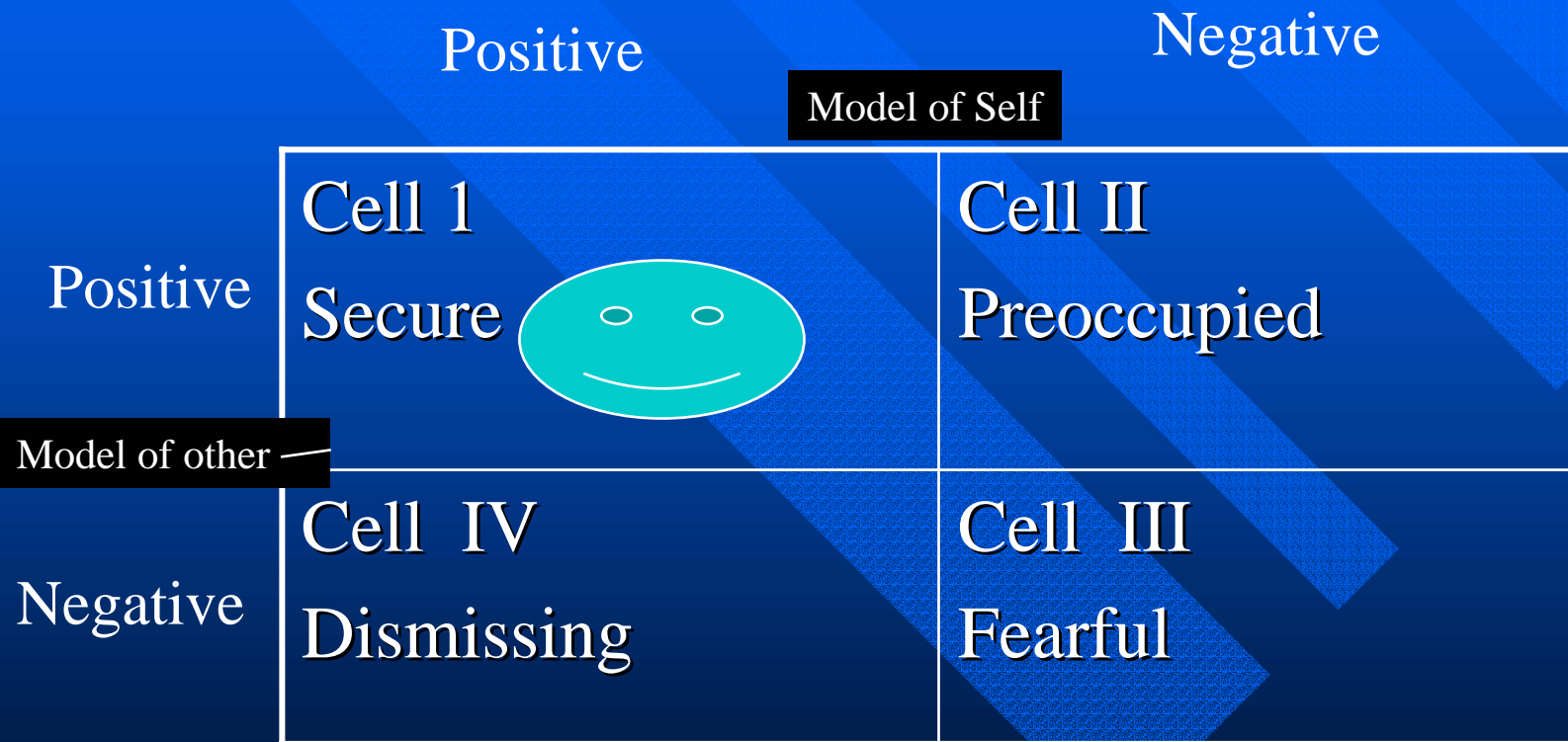


FIGURE 2. Limbic structures of the right hemisphere, lateral view. Cingulate is labeled limbic cortex (from Trevarthen, Aitken, Papoudi, & Roberts, 1998, and used with permission of Jessica Kingsley Publishers).

- **Amygdala:** Functional at birth, startle response, passive avoidance, inhibited or disinhibited temperament
- **Cingulate (limbic cortex):** 3-9 mo., responsive to social cues, share pleasure states, separation anxiety
- **Orbitofrontal:** 10-12 mo. executive control, expanded in right brain, joint attention

Models of Self /Other (Bartholomew)



Social learning

- Attachment relationship as a base for stable learning
- Contingent and reciprocal
- Use of the negative under parental direction
- Signal mapping outside attachment figures
- Emerging core capacities

Attachment in the Family

- Shared working models, scripts
- Secure Family base
- Family organization: (Minuchin)
- Adaptive families : secure
- Enmeshed families: ambivalent
- Disengaged families : avoidant

Dyadic to triadic to multiple...

- Role of father/ caregivers/co parenting
- Role of culture (codes, tolerance, practices)
- Role of family(Goals, Values, Secrets, Violence, triangulation)
- Role of neighborhoods(Toxic, access to parks, libraries, prosocial and deviant role models)

Invisible family within the child

- Distance regulation in the family system
- Too close-Too far paradigm
- Triangulation
- Problem solving and attachment styles.
- Interactional awareness and group readiness

Early Literacy(1)

- Emergent Literacy
- Context of relationships
- Intertwining education and care
- Instructional strategies:
 - 1) Intentionality
 - 2) Scaffolding

Early Literacy (2)

- Oral Language development
- Phonemic awareness
- Print knowledge
- Cognitive development
- Socioemotional development

Early Literacy(3)

- Reading to young children
- Talking to young children
- Rhyming and singing
- Narrating
- Repeating letter sounds, sing the ABC song, playing with letters
- Provide literacy props
- Role playing (reading newspaper like grandpa)

Research Theory to Practice

Facilitate school entry, enhance socioemotional development



- Effects of early experience on brain structure and function
- Sensitive periods and critical periods
- Sensory mapping leading to social mapping
- Signal mapping: stimulus significance detection
- Neural coding of environmental information

Right brain/Left brain

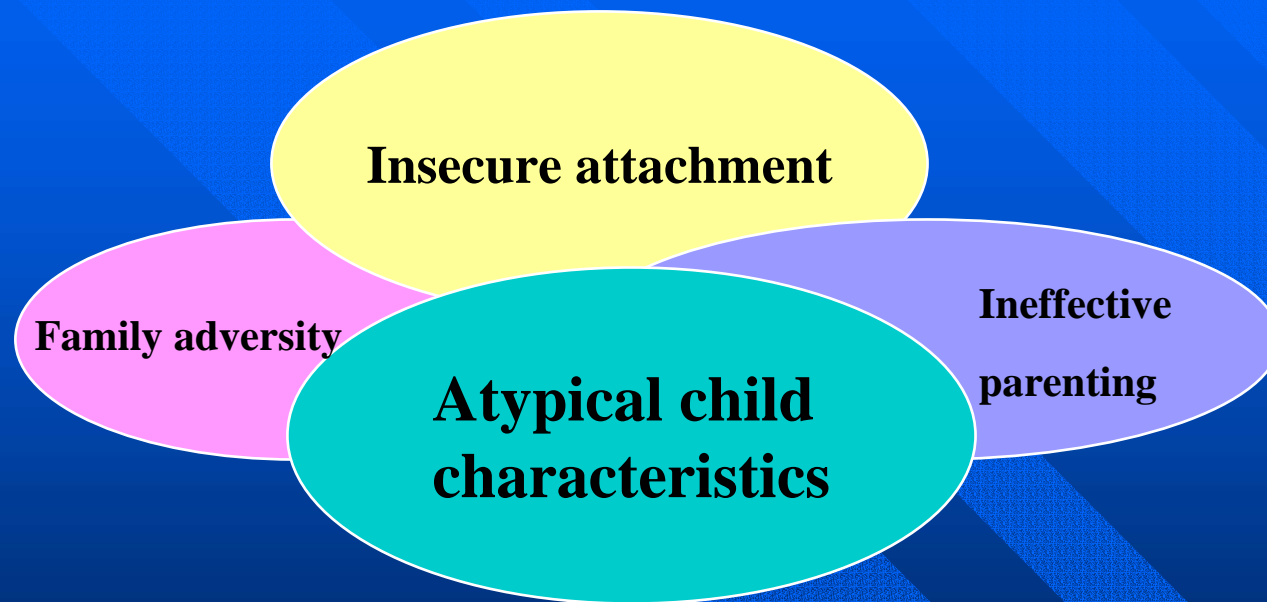
Right Brain: growth spurt in first one and half years

- Emotional, non verbal
- “ the right mind”
- Dominant in human infants especially first 3years of life
- Connected with HPA axis : stress mechanism
- Risk taking

Left brain

- Verbal brain
- Develops later
- Logical
- Practical, safe
- Facts rule
- Detail oriented

Childhood Maladaptation (Greenberg)



What can go wrong?

- Lonely families on an overcrowded planet.
- Loss of traditional supports
- Cultural isolation
- Parental pathology/incapacity to provide optimal parenting
- Ecological (Includes policies such as late age of entry at kindergarten)
- Demands due to child's disability

Common difficulties

- Separation anxiety
- Self –regulation difficulties
 - (attention,emotion, cognition, behavior)
- Peer relationships
- Adult relationships
- Problem solving
- Playground Politics

Case History

Separation anxiety

- Father : avoidant style
- Mother : ambivalent style
- Created mutual positive feedback loop
- Child's attachment system activated, runs to mother becomes clingy.role reversal
- Cycles of interaction often involve an entire family.

Prevention

- **What are we preventing?**
 1. Learning (Failures, Inhibitions)
 2. Relationship disturbances
 3. Emotional dysregulation
 4. Conduct (behavioral) problems
 5. Risk taking behaviors

Interventions

What are we strengthening?

- Individual pathways for development
 1. Motivation for learning and positive experiences with exploration
 2. Motivation for reciprocal relationships
 3. Confidence in use of emotions for self and other
 4. Increased planning capacity, effective social exchanges
 5. Safety and health

Educare



- Policies (age of entry in KG, daycare)
- Resources (Quad principle)
- Integration of children (culture, language ability, disabilities)
- Adult responsibilities (Child labor)

10 Basic Capabilities (Nussbaum)

1. Life
2. Bodily Health
3. Bodily Integrity
4. Senses, Imagination, Thought
5. Emotions
6. Practical reason(critical reflection)
7. Affiliation
8. Other species
9. Play
10. Control over environment