

# PARENT PAGE

OUR SAVIOR LUTHERAN MINISTRIES  
EARLY CHILDHOOD DEVELOPMENT CENTER

January 2010

## CORE KNOWLEDGE AUTONOMY AND SOCIAL SKILLS

The basic goals associated with the Autonomy and Social Skills section of our curriculum focuses on the development of those emotional and social skills that enable the young child to function independently within his or her capacities, beginning with a sense of physical body image. The child will also learn those interpersonal, social skills essential to interacting with others, such as the "give and take" of being part of a group and the need to some-

times delay or defer his or her own immediate desires, given the demands of the group. These goals mark the beginning development of an individual who is independent and competent, able to assume responsibility for his or her actions within the context of the group.



## LOVE AND LOGIC

I last wrote about a mother whose primary parenting technique with her daughter was the use of warnings and threats about pushing her child-sized shopping cart into her sister. Her daughter didn't respond, but continued her behavior.

It's easy and convenient to threaten in the hopes that it will work. And occasionally it actually does. Of course, this is much like playing a slot machine. With an occasional payoff, we are tempted to continue to play the game. Unfortunately, we all know that the slot machine usually wins in the long run. And kids usually learn to ignore hollow threats.

Unlike the slot machine, kids don't win in the long run. They become conditioned to either require more and larger threats, or they learn to simply ignore us.

Parents who use warnings and threats soon wonder why their kids ignore others such as their teachers. Kids who ignore the advice of teachers soon fall behind in school. But why should they listen to others? They don't have to listen to their parents.

What a shock it must be for kids who grow up like this to discover that their bosses don't give a lot of reminders and warnings. How unfair this must feel to young adults. I've seen many young adults lose their jobs. They view their employers as totally unfair, and complain that they weren't warned about the impending loss of the job.

Do your kids a favor. Tell them what you expect just once. If they don't respond or remember, allow a reasonable consequence to follow. When they complain, simply say, "Not to worry, I'm sure your listening will get better." Parents who run their home this way will get many rewards in the future, as will their children.

Thanks for reading,  
Jim Fay

## Two and Three Year Old CORE Knowledge

### September

Name and recognition both oral and written.

Knows classmates by name.

Sits among others while staying in their own space.

### October

Knows body parts:  
Body

Good hygiene.

Acknowledge and re-

turn greetings and farewells.

Waits turn to speak.

Stop when told to change activities.

### November

Draw stick figure.

Attend and listen while others speak.

Table Manners

Greet adults Mrs. and Mr.

### December

Put on clothing.

Make and acknowledge requests politely.

### January

Continue to work on all skills we have learned up until this point.



## Four and Five Year Old CORE Knowledge Skills

### September

Draw a dimensional picture of a person.

Recognize name when called for role.

### October

Dress self independently.

Respect the personal belongings of others.

Interrupt a conversation politely.

### November

Ask appropriately for help.

Offer assistance to another child.

### December

Take turns using toys and sharing materials.

### January

Complete an activity or project in conjunction with another child or group.

Accept the consequences of actions,

positive and negative.

We love to learn to do things on our own as we become independent.

