

Our Mission

Fostering Footprints strives to create preschool environments that increase social-emotional skills in children ages 3-5. Healthy social-emotional development is linked to long-term academic success in school. These skills include:

- Developing friendships
- Taking turns
- Following directions
- Problem solving
- Understanding routines
- Identifying and managing emotions
- Demonstrating self-control



For More Information:

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The Pyramid Model Consortium
<https://www.pyramidmodel.org/>

NH DOE iSocial Page
https://www.education.nh.gov/instruction/special_ed/isocial/index.htm

The Center on Social and Emotional Foundations for Early Learning
<http://csefel.vanderbilt.edu/index.html>

Raising New Hampshire
<http://www.nhptv.org/raisingnh/>

Spark NH
<https://sparknh.com/>

Child Development
<https://www.cdc.gov/ncbddd/childdevelopment/index.html>

Fostering Footprints



A community collaboration between The Children's Center and the Governor Wentworth Regional School District to promote social and emotional skill development in young children.

Family Engagement

Parents play a critical part in the work of Fostering Footprints. The Children's Center and GWRSD have made a commitment to engage families in our collaboration. Currently, four staff members are trained to offer Positive Solutions for Families, a six-week parenting course. The course includes information on setting clear expectations, establishing routines, understanding the meaning of behavior, developing an emotional vocabulary, making positive comments, and using play as a powerful parenting tool.

Contact information is on the back if you are interested in learning more about Positive

Reading to Your Child

Reading to your child increases literacy skills and allows you to interact and develop your relationship. Your local library has a wide variety of children's books around social and emotional skills. Some examples include:

- *How Do Dinosaurs Play With Their Friends* by Jane Yolen and Mark Teague (friendship)
- *Lizzy's Ups and Downs* by Jessica Harper (feelings)
- *My Many Colored Days* by Dr. Seuss (feelings)
- *Don't Let The Pigeon Drive the Bus* by Mo Willems (problem solving)
- *Bear Feels Sick* by Karma Wilson (empathy)
- *Wemberly Worried* by Kevin Henkes (worry)
- *Sometimes I'm Bombaloo* by Rachel Vail (anger)

For more books, visit <http://csefel.vanderbilt.edu/documents/booklist.pdf>

Words Matter

Parents can encourage their child by making positive comments about them and noticing what they are interested in. You may hear your child's teacher use the expression, "**making deposits**." Making deposits are positive statements about what your child is doing or simply noticing and acknowledging their play. These statements reinforce positive behavior and developing skills.

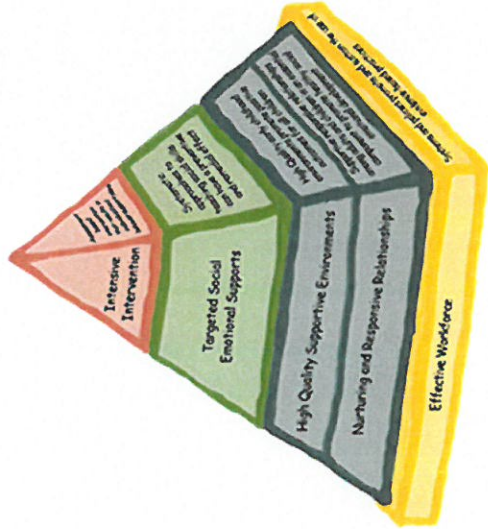
Some starters for giving encouragement are:

- "You really have learned how to..."
- "You must be proud of yourself for..."
- "You worked so hard on..."
- "That's a cool way to..."
- "I see you are building a castle. I wonder how many flags it has on it."

"**Withdrawals**" happen when commands or directions phrased negatively are given. For example, it is better to say, "Please walk" rather than "Don't run." It is best practice to make 5 deposits for 1 withdrawal.

Using "**first/then**" is a positive way to direct your child. For example, you might say, "First we need to put your shoes on. Then we can go outside." Or, "First we need to put the toys away. Then we can read a book."

Visuals are another way to communicate with your child by showing your expectations or the directions for a task. For example, you might have pictures of the steps needed to complete a routine, such as getting ready for bed, brushing teeth, or getting ready to go outside.



The Pyramid Model

The Pyramid Model supports healthy social, emotional, and behavioral development in children. The goal of the Pyramid Model is to create a preschool environment that encourages young children to build positive relationships, engage in learning, and be excited to come to school.

Preschool teachers at The Children's Center and New Durham School have participated in training in the Pyramid Model. Each site has a leadership team whose members have also participated in training.

Preschool teachers work closely with a coach to ensure the Pyramid Model is being implemented appropriately.