

# TeachME Professional Development

## Helping Children Flourish from the Start

### Introduction

**1. In order to implement and sustain policies and programs that help children flourish and thrive, high-priority measures of flourishing need to be developed to include self-regulation, attachment, engagement/approaches to learning, and:**

- A. Ability to problem solve and make changes
  - B. Positive and constructive thinking skills
  - C. Communication (expressing, listening, and responding)
  - D. Safety, routine, and balance
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### Defining “Flourishing”

**2. While risk factors generally receive more attention from researchers and policymakers, enhancing factors that promote flourishing and that protect against risk factors may be of equal or greater importance.**

- A. True
  - B. False
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### Shortage of Positive Measures

**3. The Child and Adolescent Health Initiative (CAHMI) found critical gaps in assessing subjective experiences that promote positive development, including each of the following EXCEPT:**

- A. The subjective experience of well-being/life satisfaction
  - B. The subjective (and objective) measures of positive health and socio-emotional functioning
  - C. Factors that are protective for family relationships
  - D. Level of perceived individual and family resiliency
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### The Need to Measure

**4. Two factors that are particularly important to enable flourishing include autocratic parenting skills and goal-oriented traits within families.**

- A. True
  - B. False
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## **Appendix I**

**5. Promotional/protective constructs that impact children's development across contextual/community levels include:**

- A. Religious involvement
  - B. Relevant, high-quality, culturally appropriate available local services
  - C. Enduring presence and positive support of caring adults and kin
  - D. Integrated school/community engagement
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## **Appendix II**

**6. Monitoring positive development among children and youth is critical, as such measures are needed for longitudinal research, and practitioners need rigorous measures of individual strengths in order to assess their programs' effectiveness.**

- A. True
  - B. False
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## **Box 1: Flourishing Children Project Constructs of Interest**

**7. Specific constructs of interest related primarily to school and work flourishing include social competence, goal orientation, and positive relationships with others.**

- A. True
  - B. False
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