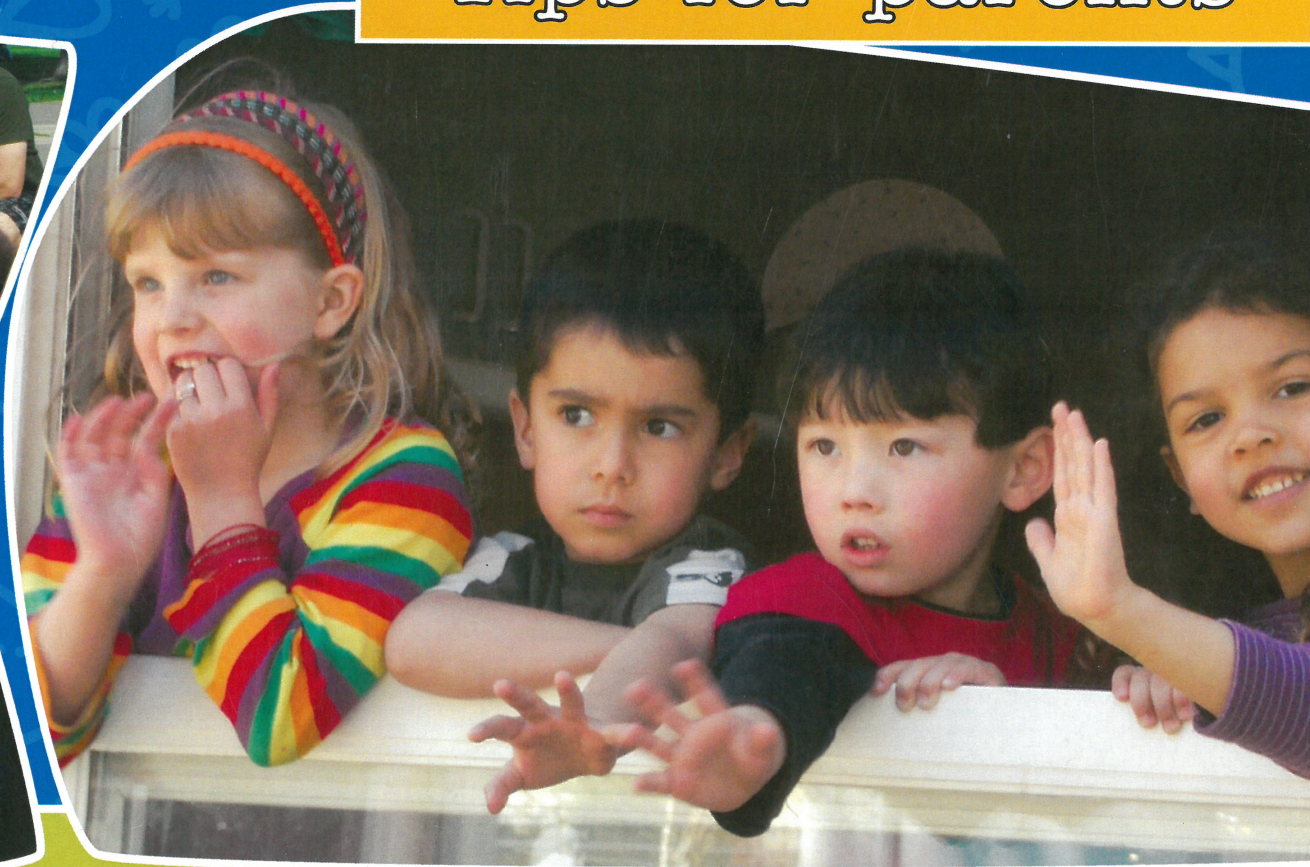
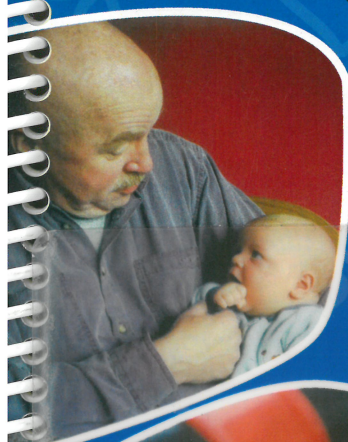


Look at me...



I'm learning everyday

Tips for parents



117190

Laura K. Doan, Margaret H. Patten and Cindy Piwowar



Look at me... I'm learning everyday: Tips for parents is dedicated in memory of our friend and colleague Helen MacDonald-Carlson.

Special thanks to the children, families and early childhood educators who are featured in the stories.

We would also like to thank our advisory committee for their support and guidance with this project: Val Janz, Sue Lissel and Judy Treherne of Make Children First; Isabelle Majnaric, Early Childhood Mental Health Clinician; and Kathy Price, School District #73. Thanks also to the educators, teachers, friends, parents and grandparents who took the time to read earlier drafts and provided valuable and insightful feedback.

Investing in young children benefits everyone!

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visit www.makechildrenfirst.ca
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**THOMPSON RIVERS
UNIVERSITY**

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What is Social-Emotional Development?



Social development occurs when a person gains an ability to:

- develop trust
- build self-confidence
- interact with others in a constructive manner and
- form friendships

Emotional development occurs when individuals gain feelings about themselves, others and the world.

Research shows that the key for a healthy life and school success begins with a strong foundation in social and emotional development.

Children need to:

- Feel good about themselves
- Have positive relationships with others
- Learn self-control
- Learn to succeed in group situations
- Learn to concentrate
- Learn to effectively communicate their feelings
- Develop confidence
- Experience attachment



Adults can support children by:

- Responding to children's needs with a smile, gentle touch and loving words
- Modeling appropriate behaviours by interacting with other adults and children in ways that create a climate of kindness and generosity
- Commenting on what children are doing well
- Using feeling words to help children understand their feelings
- Giving children the chance to do things for themselves before stepping in to provide a solution
- Creating routines that are predictable but flexible
- Having photos of familiar people displayed at the children's level
- Offering materials and toys that children can use in a variety of ways



Social development occurs when a person gains an ability to: develop trust; build self-confidence; interact with others in a constructive manner; and form friendships.

What are Learning Stories?

Learning stories or pedagogical narrations are stories of children involved in real situations. The stories highlight how adults can become involved in children's everyday experiences to promote social and emotional development related to attachment, communication, play and challenging behaviours.

In this book you will read about activities that have happened in the lives of infant, toddler and preschool children, their families and educators in Kamloops. The stories may remind you of interactions you have had with your children.

Components of a learning story

Each **Story** contains photos, text and tips. The photos show children playing with their siblings, families or friends. A story telling what the children and adults are doing accompanies the photo.

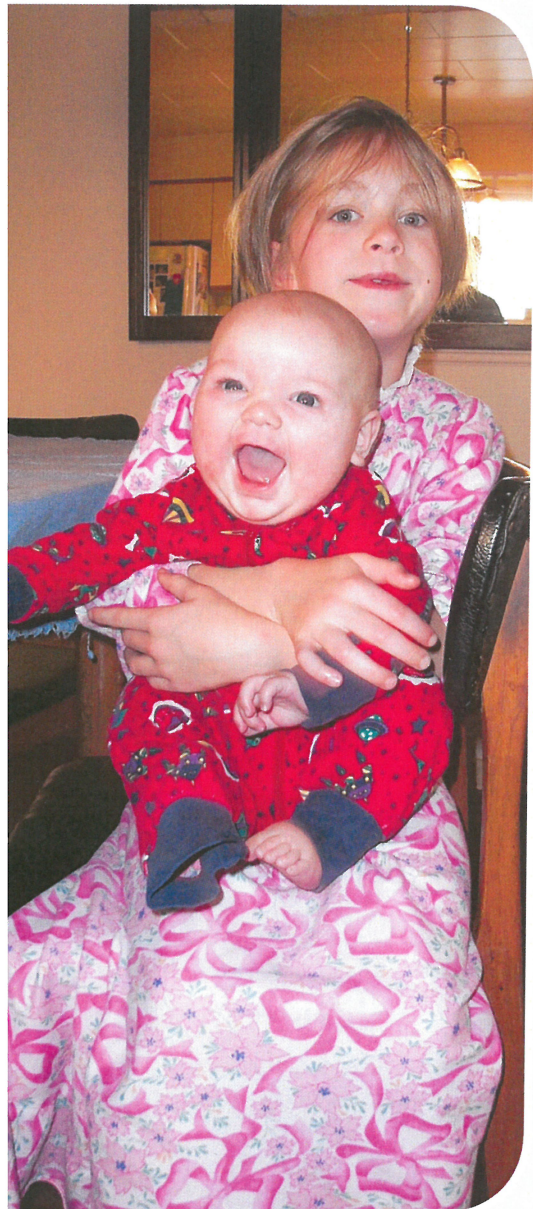
In the **What's Happening Here?** section you will understand what the child learned from the experience. You may even get an idea on how to interact differently with your child the next time you come across a similar situation.

In the **Tips** section you will find simple and practical ways to support your child's social and emotional growth.

When to Ask for Help? As you read the stories you may be thinking, "Hmm, my child does not do that," or "I would like to find out more." If so, there are a variety of community agencies that support children and families in the Thompson Nicola Regional District and these are listed at the back of the book. Additionally, you will find a list of books and user friendly websites.



What is Attachment?



Attachment is the relationship that develops during the first two to three years of life between a child and a parent and/or primary caregiver: family member, foster parent or educator. Attachment refers to a child's feelings and actions and the parent's feelings about the child. Between three to five years of age children begin to form attachments with their peers, but the relationship between the child and the parent is still critical.

How does the relationship develop?

The attachment relationship is strengthened when a parent/primary caregiver consistently responds positively to a child's needs for care, comfort and security. Everyday experiences such as diapering, mealtimes or story times are opportunities to strengthen your relationship. The attachment relationship develops gradually over time.

How a parent/primary caregiver responds to and interacts with an infant, toddler or preschooler particularly when the child is sick, hurt, upset or frightened, is the key factor in fostering a secure attachment.

The quality of the attachment between a young child and the parent/primary caregiver is another important factor in early learning and development. Research shows that early attachment experiences with a parent/primary caregiver have long-lasting effects on a child's later development and success in life. Attachment shapes the child's view of self, others, relationships and the world for the rest of her life.



How a parent/primary caregiver responds to and interacts with an infant, toddler or preschooler particularly when the child is sick, hurt, upset or frightened, is the key factor in fostering a secure attachment.

Sarah and Dad - infant attachment

Five month old Sarah wakes up from her afternoon nap; she has slept for about 45 minutes – much shorter than her usual two hour nap. Sarah is bright and alert as Dad takes her out of the crib and places her on the change table. Sarah reaches both her hands towards her Dad's face. Sarah giggles and coos as her hands touch the rough skin on Dad's chin. Dad coos and smiles in response to Sarah's greeting. They hold each other's gaze as they enjoy their time together. Dad says, "I'm going to change your diaper." Sarah kicks her legs in response.

What's Happening Here?

Dad loves spending time with his daughter and this is one of his favourite times of the day. A diapering routine provides a special time to develop a ritual of looking at each other and connecting. Dad is letting Sarah know that she is important to him when he returns her gaze and interacts with her by cooing and smiling. Sarah feels safe when Dad responds to her sounds and movements. Forming a secure attachment with Dad will support Sarah's ability to trust others later on. Trusting and respecting children's feelings at an early age has been shown to be an important building block for all other learning.



Tips:

Develop rituals with your baby.

Use a gentle voice to describe what you are doing and seeing.

Help your child feel safe and secure by consistently responding positively to his cries.

Laugh and be silly together.



Hannah, Cherise and Grandma - toddler attachment



Hannah and Cherise, both 2 years old, have been friends since birth. They visit each other's homes and often meet in local parks. One day, Cherise's Grandma asks Hannah's Mom, if Hannah would like to go on an outing to Centennial Park. Mom thinks this is a great idea and suggests Grandma ask Hannah. "Hannah, Cherise and I are going to the petting farm to feed the animals. Would you like to join us?" Grandma asks. Mom checks in with Hannah, "Would you like to feed the baby goats with Cherise?" Hannah smiles and jumps up and down. Mom adds, "I can put your car seat beside Cherise's and Grandma will drive you to the park." Hannah and Cherise run to the door to put on their jackets. Mom buckles Hannah into her car seat and says, "I love you. Have fun and I'll see you in a little while."

What's Happening Here?

Spending time with children and other adults supports Hannah's ability to form positive relationships. Hannah shows confidence in her relationships with Cherise and her Grandma by leaving her parents for short periods. Hannah feels secure going to the park as she trusts Cherise's Grandma. As a toddler, Hannah responds emotionally by smiling, when asked, "Would you like to join us?"

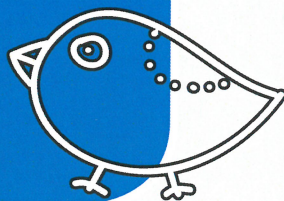
Tips:

Follow your child's lead.

Give your child choices to help her feel in control of her actions.

Comfort your toddler when he is upset (angry, hurt, sick, scared).

Before leaving always say, "Goodbye. I love you."



Katya, Eva and Mom - preschool attachment

Nadia and her children, five year old Katya and three year old Eva, spend the afternoon together at the park. Eva uses a shovel to scoop sand into a bucket and Katya walks around looking for stones and twigs. "Hey, you are working hard to fill your bucket," Mom comments. Eva looks up and smiles. Mom adds, "Katya, I wonder if you'll find a flat stone like you did last week."

Every few minutes, Eva looks over to see that Mom is still there and quickly returns to playing. Sometimes Eva asks, "Mommy is staying?" and Mom responds, "Yes, Mommy is staying with you."

When it is nearly time to go home, Mom walks closer to the girls, gently puts her hand on Eva's shoulder and says, "In five minutes it will be time to pack up our toys and go home."

What's Happening Here?

Nadia knows her daughters enjoy getting outside and she tries to make time for this favourite activity on a regular basis. Mom sits nearby and enjoys watching the girls explore their surroundings. Mom understands the girls have individual personalities; Eva's sensitive nature and Katya's confidence. Mom helps Eva to feel secure, by reminding her that she is near, touching her on the shoulder when talking with her and giving her time to adjust to a change in the activity. Mom knows Katya is comfortable on her own, but talks with Katya to show her interest in what she is doing.

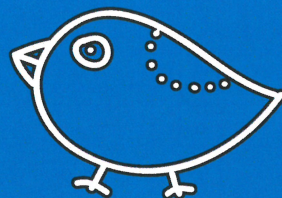
Tips:

Interact with your child as she plays.

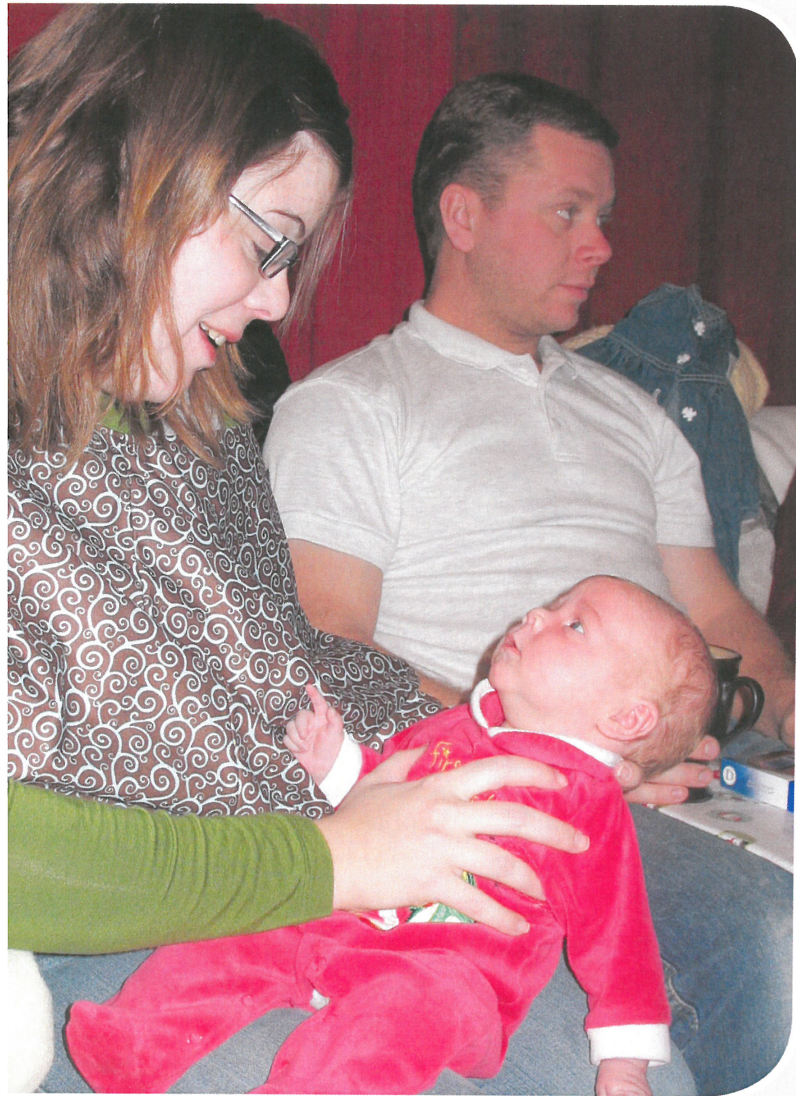
Spend time together outside exploring nature.

Consistent routines help children feel secure.

Give your child opportunities to play with other children.



Communication



Communication begins at the moment of birth and continues throughout one's life. Every child is unique and has her own way of communicating. For example, when an infant looks away, cries or frowns, it is not a criticism of your parenting; it is her way of expressing her needs and emotions.

A parent's job is to learn to communicate with their child. It is important to hear what your child is saying – whether through crying, body language, facial expressions or words. Your child needs to know their feelings have been accepted and that you love them unconditionally. Communication takes time.

You are your child's first and best teacher and he will learn the most from you. When you follow through with age appropriate limits and show love, acceptance and understanding, it helps your child to become an effective communicator.

"Parents serve as the primary models of the kinds of adults they want their children to become."

Ann Epstein



Anika and Mom - infant communication

Mom sits on the floor in front of 7 month old Anika and smiles. Anika pushes herself up on to her elbows and looks at her Mom. Anika tilts her head towards the floor, pauses and quickly looks back up at her Mom. Anika watches intently as Mom places a cloth over her face, removes it quickly and says, "Peek-a-boo!" Anika replies with an "ech" sound, kicks her legs and pushes herself up and down. Mom guesses Anika wants to play the game again. Mom continues to follow Anika's lead and they play peek-a-boo several more times until Anika hears a sound and looks away.

What's Happening Here?

Mom takes many opportunities to put everything (for example; housework, phone calls) aside and sit down on the floor and communicate with her daughter. Anika is only 7 months old, but she is very eager to explore and communicate with others. Anika uses her body to tell her Mom she wants to play. Mom has taken the time to notice Anika's behavior, as it helps her to understand what Anika likes and doesn't like. Anika is discovering that interactions with others are enjoyable, as the adults around her communicate with her and are responsive to her needs.

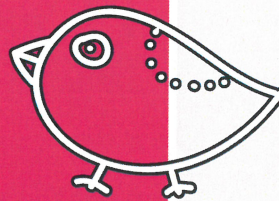
Tips:

Sit or lie on the floor to play with your child.

Babies prefer playing with people more than with toys.

Learn your child's unique way of communicating.

Get to know your baby's likes and dislikes and follow his lead.



Nebras and Gay - toddler communication



Two year old Nebras picks up two small, plastic phones, holds one in each hand, smiles and looks at the adults in the room. Nebras puts the phone to his ear and looks expectantly to Gay, an educator. Gay notices and says, "Are you calling Daddy?" Holding one phone to his ear Nebras passes the other phone to Gay who says, "Oh, you want me to use this phone. Okay. Hello. Hello. Nebras, are you still there?" Nebras giggles and nods his head.

What is Happening Here?

Nebras shows his understanding of a telephone by putting the phone to his ear and looking expectantly at Gay. While Nebras does not verbally communicate his knowledge he clearly shows his understanding through his actions by passing Gay a phone. Nebras also shows a familiarity of the back and forth nature of conversation when he responds to Gay's questions with a giggle. When Gay asks, "Nebras, are you still there?" it requires a response from Nebras in order for the art of communication to continue.

This brief interaction with the telephone provided Gay a wonderful opening to model two-way conversations. Pretend play supports the opportunity for language and social development.

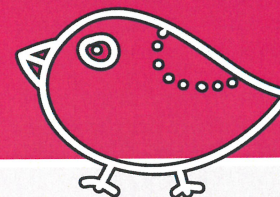


Tips:

Play with your child.

Toddlers like to give objects away, but remember typically they want them back!

Talk to your child about what you see her doing: "Here you come. You're ready to put all of the blocks into your basket again."



Joshua and Dad - preschool communication

An open house is being held to give the children, families and educators a chance to get to know each other and learn more about the Child Care program. When entering the room, three year old Joshua immediately sits at the platform and his Dad sits beside him. Using both hands, Joshua picks up the puzzle, turns it over and the pieces fall out. Joshua quickly begins to put the puzzle together needing little help from Dad. As Joshua places the last piece of the puzzle in position, he looks at his Dad and smiles. Dad smiles in response and asks, "You look relaxed. Do you want to get another puzzle?" Joshua nods his head and reaches for another puzzle. Joshua and his Dad stay in this area and are joined by other children throughout the evening.

What's Happening Here?

Joshua is new to the Child Care Centre. There are many adults and children so the room is buzzing with activity. Dad understands Joshua is cautious around new groups of people, so he respects Joshua's choice of a quiet activity. By choosing the area to play, Joshua begins to develop confidence in his abilities to make good choices. Dad remains close to Joshua and does not insist that he go off and play with the other children. Dad knows that Joshua will choose another area when he feels comfortable.

As children and adults enter the area Dad greets them with a smile and a hello. By his words and actions, Dad is showing Joshua how to communicate with others.



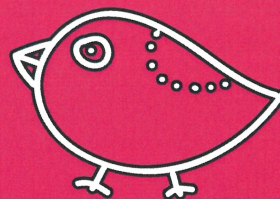
Tips:

Your child learns from you.

Communicate openly, directly and with love.

Take the time to listen to your child.

Use feeling words to help your child understand his emotions: "You're feeling relaxed." "You look tired."



Play



Children are naturally curious about the world around them. Through play, children learn how to get along with others, practise new skills, develop their muscles, test new ideas and gain confidence to try different activities. It requires a lot of effort to communicate one's needs, take turns, cooperate, negotiate and problem solve. Play takes time.

Babies need time to explore to chew, touch and drop objects. Toddlers need time to experiment with materials, stack and knock down objects and carry things around. Preschool children need time to develop more involved play ideas, explore feelings and connect by talking.

"If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in."

Rachael Carson



Faisal and Melissa - infant play

Twelve month old Faisal has been cuddling with Melissa and starts to move his arms and legs. "Oh, would you like to be on the floor?" Melissa asks. As Melissa lifts Faisal, she says, "I am putting you on the floor beside me." Melissa places a colourful rattle a few inches from Faisal. Faisal smiles, looks intently at the rattle and tries several times to reach it before he grasps the edge. "You got it!" Melissa says in response. Using both hands, Faisal lifts the rattle and puts it in his mouth.

What's Happening Here?

Melissa, an educator, notices Faisal's body language (moving his arms and legs) and responds to his needs by placing him on the floor. Melissa knows the value of floor time and puts Faisal on the carpet to allow him freedom to move his body. Melissa stops herself from passing the rattle and lets Faisal get it on his own. Melissa makes comments to Faisal about what is happening. Faisal is actively involved in his surroundings and is learning that play is enjoyable.



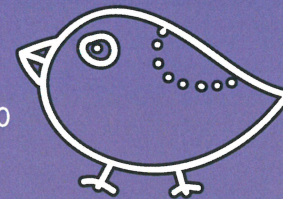
Tips:

Notice when your child is getting restless; respond and change the activity.

Babies need lots of opportunities to play on the floor.

Babies like to move, so avoid equipment that confines them.

When you put your baby into positions she can't get into herself, remain close to support her.



Theo and Iain - toddler play



Two and a half year old Theo enjoys water play and on several occasions has painted the fence, shed and garden chairs with water. Together, Dad and Theo fill a bucket with water, drop in several paint brushes and carry the bucket to the shed. Theo reaches into the bucket, pulls out a brush, walks to the other side of the shed and begins to paint the wall. Standing across the yard, Iain sees Theo and moves closer to watch him paint. Iain pulls a brush from the bucket and begins to paint the wall near Theo. The boys paint side-by-side without talking to each other. Every once in a while Theo walks over to the bucket to wet his paint brush, but he doesn't interact with Iain. Iain looks in Theo's direction on many occasions, but he doesn't start conversation either.

What's Happening Here?

It is no surprise to Dad to see the boys spend so much time using the brushes and water as Theo loves to help with real tasks: washing dishes, sorting laundry or helping to wipe the table.

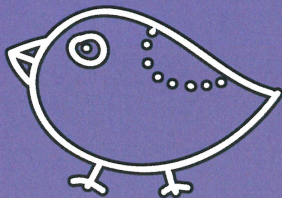
Dad knows it is important for Theo to play with other children, so he invites friends over, but wonders why they don't play together. After talking to an Early Childhood Educator, Dad learns that Theo's way of playing is common for toddlers. In parallel play, toddlers do not interact, but are aware of what others are doing and may copy each other's movements.

Tips:

Give children time to play alongside each other.

Invite children to help with real tasks and give lots of time.

Babies and toddlers should have no television or computer time.



Emily and Rebecca - preschool play

Five year old Emily and three year old Rebecca notice an empty box placed on the floor in the kitchen. Emily and Rebecca run towards the box, crawl inside and giggle. A game of hiding inside the box begins. Dad notices their interest and asks, "Would you like a flashlight to use inside the box?" The girls respond with an enthusiastic, "Yes!" Emily and Rebecca crawl inside the box and turn on the flashlight. Emily asks, "Dad, can you turn off the kitchen light?" Dad turns off the light and the kitchen becomes darker. Inside the box, Emily turns off the flashlight and they squeal with delight. For ten minutes Emily and Rebecca take turns with the flashlight inside the box. Dad invites the girls for breakfast when the play finishes.

What's Happening Here?

Dad placed a large cardboard box in the kitchen because he knows his daughters like to hide under furniture. By giving Emily and Rebecca open-ended materials, like the box, the girls are free to use their imagination to create a game to play. Dad remains close to help Emily and Rebecca resolve any conflicts that might arise. Dad allows the girls to explore the box and when he sees their enjoyment, he extends the play by offering a flashlight. Dad continues to support the play by turning off the light when the girls request he do so. Emily and Rebecca have moved from parallel play, playing side by side with little interaction, to cooperative play where children share ideas and communicate about what they are doing.



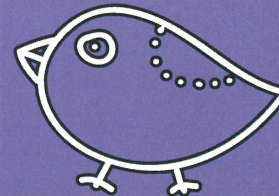
Tips:

Give your child time to play.

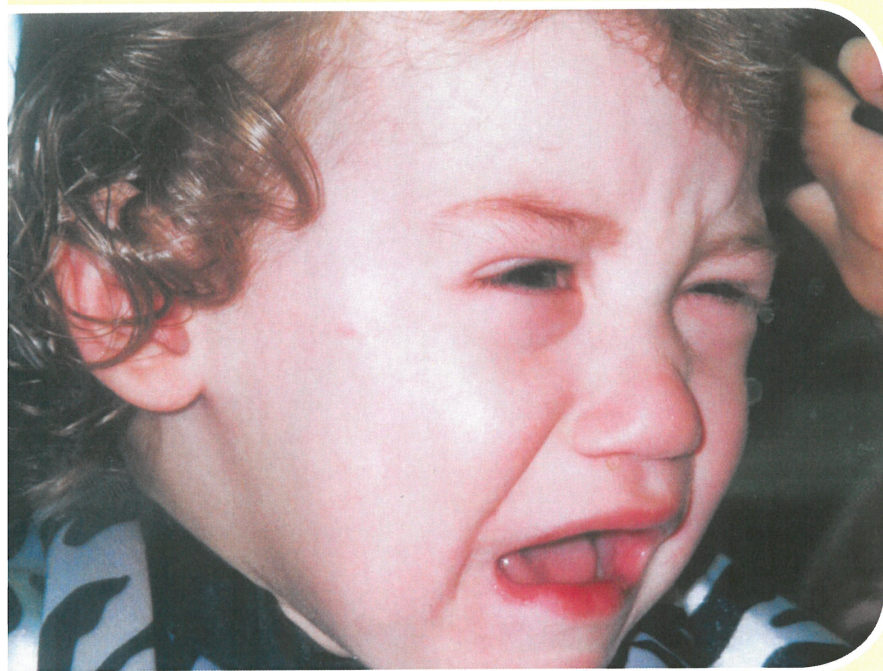
Notice and tell your child when he does something well.

Encourage pretend play.

Children will find more uses for a cardboard box than an expensive toy out of the latest store flyer.



Challenging Behaviours



Conflict is normal and will occur in children's play. Infant, toddler and preschool children show a variety of behaviours and emotions; both positive and negative. Behaviours such as crying, temper tantrums and hitting are a normal part of childhood and an important step in your child's social and emotional development.

Young children are beginning to communicate their likes and dislikes and need to try things on their own. As children learn to become independent it is typical to hear, "Me do it!" or "No!" and use biting or other negative behaviours to express their emotions. It is difficult for young children to show self-control and understand reason.

Your response to these actions can support your child by providing a different, more positive way to deal with these behaviours. You can help your child become better at communicating so these negative behaviours will be replaced with acceptable ways of having their needs met.



"Children need love, especially when they do not deserve it."

Harold Hulbert



Anna and Auntie Laura - crying

Three week old Anna is upset and cries while looking intently at her Auntie Laura. Cuddling Anna, Auntie looks at her and says gently, "Anna, Auntie is here." After a few minutes Mom notices that Anna is not settling and says, "Laura, pass Anna to me. She's hungry." Anna begins to breastfeed and is content.

What's Happening Here?

Mom knows from the Public Health nurse that babies cry a lot during the first few months of life and she reminds herself not to take it personally. Mom knows the importance of responding to a baby's cries and realizes that Anna is learning how to get her needs met. Laura is a good support system for Mom as she visits regularly to help with the baby.

Tips:

All babies cry. Crying is the way babies communicate.

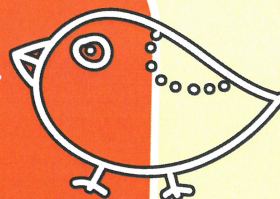
To help your baby to feel comforted, hold your baby, move about and sing or talk gently.

Even the most loving parent and caregiver can feel frustrated by a crying baby. Feeling frustrated does not make you a bad parent or caregiver.

Never shake your baby.

Call a friend and talk about it. Remember you need support too.

See **When to Ask for Help** section for a family support phone number.



Levi, Sophie and Mom - biting



Four year old Sophie and two and a half year old Levi play together when Levi's brotherly kiss on Sophie's arm becomes a bite. Sophie is surprised and hurt, while Levi, a toddler, does not fully understand what he has just done. Mom quickly moves in and asks, "What happened?" Sophie begins to share. Mom looks to Levi who adds, "Yes, I bite her." Mom asks Sophie, "What can you say to Levi?" Sophie responds, "I don't like it when you bite me!" Levi looks at Sophie and Mom asks, "What can you do now, Levi?" With help from Mom Levi puts a cold cloth on Sophie's arm.

What's Happening Here?

Mom gets involved with this conflict by asking questions. Mom stops herself from getting angry and instead gives Sophie the attention. Mom supports Sophie to tell Levi what she is thinking and invites Levi to come up with a solution. When Mom assists Levi to help Sophie feel better, Levi learns to take responsibility for his actions.

Mom felt angry and embarrassed the first time one of her children bit another child. After talking to an older friend, Mom realized that biting does happen occasionally and there are things she can do to help prevent the behavior.



Why some children bite:

- A stage of development
- Lack of communication skills
- Mouths hurt from teething
- Exploration and learning about their environment
- Overstimulating environments may confuse or overexcite young children
- Stress, frustration, anxiety, anger, fear or excitement

Strategies to prevent biting:

- Provide teething toys to relieve teething pain
- Allow children opportunities to make choices
- Create a routine that is consistent, but allows children to: eat when hungry, sleep when tired, sit on your lap or have enough time to finish an activity
- Notice children's feelings and use words to help them understand their emotions
- Model the appropriate words to ask for something
- Provide reminders to prepare children for changes

Sophie and Mom - fear of the dark

Four year old Sophie has developed a fear of the dark. At bedtime Sophie cries and tells her Mom, "I don't want to go to bed. I'm scared." Mom says, "Mommy is here with you. What would make you feel better in the dark?" Sophie asks, "Can I have the light on in my room?" Mom replies, "I'll turn on the hall light and stay with you for a few minutes."

The next day Sophie and Mom set up a new night light beside Sophie's bed. Mom decides to practice the bedtime routine during the day when Sophie isn't feeling scared. Mom takes Sophie through the entire bedtime routine. Sophie turns on the night light, Mom passes Sophie her favourite blanket and she climbs into bed. Mom gives Sophie a hug and a kiss and says, "I love you. Have a good sleep." Sophie lies in bed for a few seconds and asks, "Can we do that again?" They practice several times and Sophie asks, "Can I show Daddy when he comes home?" and Mom agrees.



What's Happening Here?

It is common for children to feel afraid of the dark. Mom knows the bedtime routine has not been consistent since the new baby arrived and wonders if this has brought on this new fear. Mom accepts Sophie's feelings as real and responds to them sensitively by reminding Sophie, "Mommy is here with you." Mom reassures Sophie that she is safe and asks for suggestions that would make Sophie feel better. The next day Mom spends some extra time with Sophie practicing the bedtime routine and helps Sophie to gain some control over her fear. Sophie will be more confident going to bed now that the bedtime routine has been re-established.

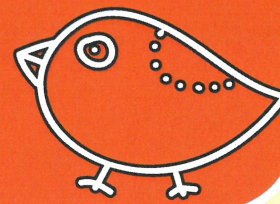
Tips:

When changes happen in a family, for example a new baby or parent moving away, familiar routines are interrupted and a child's behavior may change.

Help your child to talk about feelings and ways to solve a problem.

Create regular routines for bedtime, meals and outings. Routines become familiar for the child, letting him know what is happening next.

Read to your child at bedtime and include a favourite stuffed animal and/or blanket that can bring comfort.



When to Ask For Help

Infant

Ask for help if you notice any of these behaviours in your infant, toddler or preschooler:

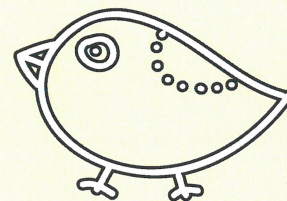
- Limited eye contact and smiling
- No interest in sights, sounds or touch
- Rejects or avoids being touched or held
- Excessive crying
- Unusually difficult to soothe and console
- Unable to comfort or calm self
- Body is too stiff or too floppy
- Difficulties establishing feeding and sleeping routine
- Strong sensitivities to sounds, bright lights, touch and smells



Toddlers

Ask for help if you notice any of these behaviours in your toddler or preschooler:

- Extreme distress from separation from parent
- Extreme and long temper tantrums (not able to calm down within 15 minutes)
- Difficult to soothe and console
- Not wanting to be hugged or cuddled
- Hurts self or others often
- Too friendly with strangers; does not check with parent in new situations
- Extremely fearful or on-guard
- Does not turn to familiar adults for comfort or help
- Unusual repetitive behaviours (i.e. spinning, hand flapping)
- Limited and repetitive play (i.e. will line up cars over and over); no interest in pretend play
- Significant sleeping or eating difficulties



Preschool

Ask for help if you notice any of these behaviours in your preschooler:

- Extreme distress from separation from parent
- No interest in playing with other children
- Plays inappropriately with toys
- Very little language or communication
- Frequently fights with others
- Unusually moody, sad or fearful
- Sudden behaviour and mood changes
- Inappropriate responses to situations (e.g. laughs instead of cries)
- Extremely active; unable to stay with an activity for 5 minutes at 3 yrs, 10 minutes at 4 yrs or 15 minutes at 5 yrs (not including electronics)
- Loss of earlier skills
- Very accident prone
- Destructive to self or others
- Does not follow simple directions
- No sense of danger
- Difficulties with sleeping, eating and/or toileting
- Not using words to express wants, needs and feeling

Where to go for help?

Your doctor will have your child's health information and can refer you to services that might be helpful.

The **Public Health Unit** in your community. Public Health nurses can assess your child's situation and determine if any follow-up actions are required.

The **Infant Development Program** can be contacted for children up to 36 months.

The **Children's Therapy and Family Resource Centre** or similar program in your community can be contacted for children birth to 19 years.



Books and Websites

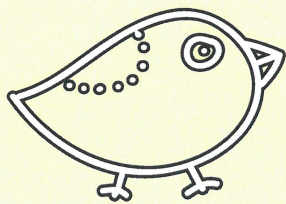
These books are available through the Thompson Nicola Regional District Library system.

Books about Feelings

- *When Sophie Gets Angry*. Author: Molly Bang
- *Sometimes I Get So Mad*. Author: Paula Z. Hogan
- *If You're Angry and You Know it!* Author: Cecily Kaiser
- *I'm Scared*. Author: Elizabeth Crary
- *I'm Furious*. Author: Elizabeth Crary

Books about Fears

- *The Kissing Hand*. Author: Audrey Penn
- *When I Miss You*. Author: Cornelia Maude Spelman
- *I'm Not Scared*. Author: Kirsten Hall
- *Night Light: A Story for Children Afraid of Dark*. Author: Jack Daltro
- *Franklin in The Dark*. Author: Paulette Bourgeois



Websites

These user friendly websites contains articles and up-to-date information on topics related to children's development.

- www.knowledge.offordcentre.com
- www.excellence-earlychildhood.ca/encyclopedia
- www.zerotothree.org
- www.bced.gov.bc.ca/early_learning/pdfs/early_learning_framework.pdf





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Look at me... I'm learning everyday: Tips for parents is an easy to read resource for parents, primary caregivers, family members and educators that offers strategies to support children's social and emotional learning. Topics include: attachment, communication, play and challenging behaviours.

"The message every child
deserves to hear is:
I'm here if you need me
and you're worth it."
Jude Cassidy



CLS/LAT: GENERAL INT. TRU AUTHORS
TITLE: LOOK AT ME... I'M L VENDOR: NO VENDOR
AUTHOR: DOAN
IMPRINT: 11/15/10

PRICE: \$ 25.00



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