

Introduction

Written by St. Catherine University MAOT Students

The purpose of this binder is to provide educational and interactive resources for Montessori guides and families on children's self regulation. This binder will include background information focused on developmental milestones and hands on activities to support children in developing self regulation skills. Students attending St. Catherine University in programs of Occupational Therapy, Physician Assistant and Social Work contributed knowledge from their profession to the resources provided.

We would like to thank Cornerstone Montessori School, Bright Water Montessori School, Siembra Montessori Children's House, Montessori American Indian Childcare Center, and Hmoob Toj Siab Montessori Children's House for partnering with the St. Catherine University occupational therapy, physician assistant, and social work students in the *Serving the Whole Child* project.

Table of Contents

| | |
|-------------------------------------|-------|
| Binder Introduction | p. 1 |
| Table of contents | p. 2 |
| Introduction to Self- Regulation | p. 3 |
| Emotional Regulation | p. 4 |
| Physical Regulation | p. 5 |
| Behaviors and Interventions | p. 6 |
| Mindful Practices | p. 9 |
| Breath Awareness | p. 11 |
| Mindful Yoga | p. 12 |
| Visualization | p. 16 |
| Relaxing with Stretches | p. 17 |
| Deep Breathing | p. 18 |
| Candle Breathing Activity | p.20 |
| Strategies for Transitions | p. 21 |
| Social Story Example | p. 23 |
| Visual Schedule Example | p. 26 |
| Developmental Milestones | p. 27 |
| Interprofessional Roles | p. 28 |
| Appendix A (Created by OT students) | p. 29 |
| Appendix B (Created by PA students) | p. 39 |
| Appendix C (Created by SW student) | p. 54 |

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Self Regulation Introduction

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In occupational therapy, the definition of self-regulation is multifactorial. The first level consists of strategies which aims to influence the behavior through sensory or emotional arousal. Examples of this could be manipulating a stress ball or listening to quiet music. The second level looks at metacognitive strategies which encourages the child to self-monitor their own emotions.¹ They may “think about thinking” to improve problem-solving.

Children require certain skills before starting school such as being able to pay attention, stay on task, and regulate their emotions. These skills are considered to be part of self-regulation.² According to research, children who have high levels of self-regulatory behavior are better prepared to be engaged in school.³

⁴Montessori philosophy supports children in regulating attention, concentration, and impulsivity through exercises of practical life and willpower.⁵

¹ Martini, R., Cramm, H., Egan, M., Sikora, L. (2016). Scoping review of self-regulation: What are occupational therapists talking about? *American Journal of Occupational Therapy*, 70, 1-15. doi: 10.5014/ajot.2016.020362

² Gialamas, A., Sawyer, A., Mittinty, M., Zubrick, S., Sawyer, M., & Lynch J. (2014). Quality of childcare influences children’s attentiveness and emotional regulation at school entry. *Journal of Pediatrics*, 165, 813-819. doi: 10.1016/j.peds.2014.06.011

³ Shonkoff, J., & Phillips, D. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, D.C: National Academy Press

⁴ Eisenberg, N., Valiente, C., & Eggum, N. (2010). Self-regulation and school readiness. *Early Education Development*, 21, 681-698. doi: 10.1080/10409289.2010.497451

⁵ Feez, S. (2010). *Montessori and Early Childhood*. Thousand Oaks, CA: SAGE Publications Inc.



Emotional Regulation

Definition [2]:

Being able to effectively manage emotional reactions through modification, evaluation and monitoring the intensity and features of an emotional response during an experience.

Facts [2]:

- Emotional regulation is vital for appropriate self-regulation
- Behaviors are a communication method for kids when unable to put words together
- Can impact on a child's attention, learning, motivation, drive and social participation
- People subconsciously use emotional regulation techniques to cope each day
 - Most use a variety of strategies, applying to different situations and adapting to the demands of our environment

If the child shows signs of [1]:

- ☐ Feelings of anger
- ☐ Feelings of frustration
- ☐ Feelings of anxiousness
- ☐ Feelings of stress
- ☐ Feelings of sadness
- ☐ Emotional outbursts
- ☐ Yelling or screaming
- ☐ Increased self - talk

Try these Activities (included in binder):

- ☐ Lavender Putty Fidget
- ☐ Coping Skills Cards
- ☐ Feelings Sandwich

Other Strategies:

- ☐ Use headphones to listen to quiet music
- ☐ Wall push-ups
- Go for a "walk & talk"
- ☐ Journal
- ☐ Deep breathing

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1 American Occupational Therapy Association (2016). Get calm: Ideas for teaching self-regulation skills. Retrieved from https://otconnections.aota.org/aota_blogs/b/pulsecheck/archive/2016/07/11/get-calm-ideas-for-teaching-self-regulation-skills.aspx

2 American Occupational Therapy Association. (2013). Sensory Integration. Retrieved from <http://www.aota.org/~media/corporate/files/secure/publications/sis-quarterly-newsletters/si/sisis-dec-2013.pdf>



Physical Regulation

Definition [1]:

An individual's ability to regulate and match responses to sensory stimulation that meet the demands and expectations of the environment.

The child is able to...

- Adapt to their surrounding environment
- Give appropriate attention to a task and maintain an appropriate level of arousal
- Block out irrelevant information and respond appropriately to relevant information

Types of Dysregulation [1]:

Over Responsive

The child responds too much, for too long, or shows a strong response to stimuli of weak intensity.

The child may appear...

- Overly sensitive to sounds, tastes, smells, touch, movement and clothing.
- Anxious and fearful
- Avoiding sensory events or daily life activities.

Under Responsive

The child responds too little, or needs extremely strong stimulation to become aware of the stimulus.

This child may appear...

- To have difficulty perceiving and processing information
- To have difficulty attaching meaning to sensory events

Sensory Seeking

The child responds with intense searching for more or stronger stimulation.

This child may appear...

- To touch many objects in sight
- To be moving constantly
- Participates in rough play

Signs of overstimulation:

- Poor attention to task, biting, excessive pacing, shutting down or limited eye contact

Try These Activities (included in binder): :

- "For Five" Seconds Activities
- Movement Break
- Feelings Yoga

Other Strategies:

- ☐ Minimize loud noises
- ☐ Dim lights
- ☐ Remove child from area
- ☐ Handfidgets
- ☐ Decrease clutter

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Strategies to deal with challenging behaviors in children

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Unable to Work Independently

The young learner may:

- Frequently asks guide or other children for help and assistance, or to do items for them
- Always need to be around others to work
- Child stops working and ceases effort when not directly supervised
- Act helpless
- Becomes agitated and frustrated when faced with challenging tasks

Guide Response:

- Help student start activity
- Take a break
- Clear, consistent, and predictable outcomes
- Move position in the room
- Break down activity

Upset/Crying

The young learner may:

- Have frequent emotional meltdowns
- Be moody
- Cry over “small” things
- Frequently put head down
- Have trouble pulling themselves together and calming down
- Run away and seclude self

Guide Response:

- Deep breathing (see handout)
- Count to 10
- Listen to music
- Snack break
- Stress ball or fidget
- Teach coping skills
- Draw a picture or write in a journal

Lack Social Skills

The young learner may:

- Annoy, poke, hit, tap, or get the attention of others then run away
- Have a poor concept of appropriate times and places to say certain things
- Have difficulty making friends
- Display emotions that are not appropriate to the situation
- Tries to top others, be better, win every time.

Guide Response:

- Assign a classroom job
- Encourage interaction with a more self-confident child
- Move to a new location in the room
- Send child on an errand
- Talk one on one with child
- Teach social skills: manners, listening, being polite, being respectful, taking turns, sharing, appropriate words, and appropriate touch

Unfocused/Inattentive

The young learner may:

- Be easily distracted
- Get lost in the middle of tasks
- Frequently look out the window, around the room, at objects, or other people
- Rarely completes one task before starting another

Guide Response:

- Praise when on task
- Redirection
- Turn desk/table around
- Use a timer for activities
- Have student repeat directions back
- Break down directions

Tantrums/Out of Control

The young learner may:

- Yell, scream, hit, kick, bite, or flail
- Run out or around the room
- Throw things
- Yell inappropriate words
- Express no concern for consequences
- Yell “no”, “I don’t want to”, or “make me”

Guide Response:

- Have clear, consistent, predictable outcomes
- Count to 10
- Deep breathing
- Use calm neutral tone
- Redirection
- Move to a new location in the room

Anxiety

The young learner may:

- Worry about everyday things for at least 6 months
- Unable to control their constant worries
- Often ask if they are doing activities correctly
- Unable to relax
- Have a self defeating attitude
- Seem shy and not seek out help, volunteer, or participate

Guide Response:

- Break down activity
- Deep breathing (see handout)
- Listen to music
- Reassurance
- Teach coping skills
- Stretching (see handout)

Aggressive/Bullying

The young learner may:

- Verbally or physically harass others, causing them to report incidents to adults
- Be observed hitting, kicking, and repeatedly pushing other
- Extreme irritability
- Extreme impulsiveness
- Become easily frustrated
- Have no regard for rules, discipline, or authority

Guide Response

- Teach coping skills
- Teach relaxation skills (see handouts)
- Teach social skills
- Move to a new location in the classroom
- Call parent

Unmotivated

The young learner may:

- Seem lackluster, sluggish, emotionally flat
- Just sit and do nothing
- Only work when guide is hovering over them
- Have little facial or physical affect
- Not ask questions, volunteer, or participate

Guide Response:

- Assign a buddy or partner (choose a child that will be a good role model)
- Break, move positions in class
- Create a structured routine (see handout on transitions and sleep)
- Redirection
- Use a timer
- Speak with child one-on-one
- Praise when good attitude and involvement occur

Hyperactivity

The young learner may:

- Constantly be out of seat, walking around
- Be fidgety with hands and feet and squirm or reposition constantly in seat
- Often have difficulty playing or engaging in leisure activities quietly
- Drop items frequently, flip pencil. Tap hand, feet, or objects
- Unable to follow more than one step directions or get off task in the middle of following a one step direction

Guide Response:

- Break down directions
- Headphones
- Create a structured routine (see handout on transitions and sleep)
- Individual workspace
- Stress ball or fidget
- Stand while working
- Use a seating disk

Handout adapted from PBISworld.com and used with permission



Mindful Practices

Children experience stress just as adults do. Unlike adults, they may not know how to manage their stress. They may not be able to express their feelings and act out [3]. They may get stomachaches or headaches [6]. This packet provides strategies to lower stress and improve emotional regulation with yoga, deep breathing, and guided imagery exercises.

Yoga

Yoga is a mindful activity that helps individuals focus on improving attention and enhancing emotional regulation [2]. This practice incorporates body postures, breathing techniques, mental and emotional awareness, and self-regulation skills [7]. Research shows that yoga can improve self-esteem and lower difficult behaviors [5].

Awareness of Breath

Breathing becomes shallow and rapid when we become fearful or anxious. Deep breathing can help reduce stress [3]. Being aware of your breathing quality develops your ability to return to that moment [1].

Guided Imagery

Guided imagery can help children refocus their energy, think about their emotions, and relax [3]. With practice, guided imagery can help build one's confidence to deal with any challenges that come their way [1].

**** Exercise instructions are attached. These exercises are recommended for both adults and children.**

Pebbles, n.d.



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Breath Awareness

1. Find a comfortable position. Feel free to open or close your eyes.
2. Take a moment to notice your breathing. You don't have to change anything about it- just pay attention to each breath as you inhale and exhale.
3. Continue being aware of your breathing. If your mind starts to wander, its okay; just gently return your mind to your breathing.
4. After two to three minutes, return your attention to room. How do you feel now compared to how you felt before?

Mindful Yoga

****Recommend children to wear loose and comfortable clothing**

****Can be bare foot and could use a yoga mat or towel**

**** Practice this exercise 2 to 3 times per week.**

Deep Breathing

- Start by sitting with your legs crossed and take some deep, meaningful breaths.
- Take 4 to 5 breaths.

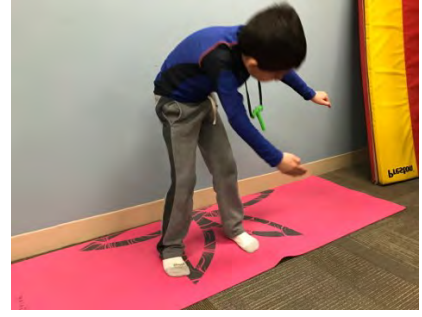


Bailey, M. (2011). Parenting your stressed child. Oakland, CA: New Harbinger Publications, INC.
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Gorilla Warm-up

- Pretend you're a gorilla. In a standing position, bend over and reach toward the floor. Keep your knees soft and let gravity pull you down. Sway from left to right.
- Spend 2 to 3 minutes in this position



Mountain Pose

- Stand tall with your feet shoulder width apart and leave your arms down at your sides.
- Feel your feet really connect with the floor.
- Notice your breath and how it feels to be standing tall and strong.



Lion Pose

- ☐ Now get on the floor on all fours (hands and knees) while keeping your back straight.
- ☐ Take a deep breath in and at the same time, arch your back like a cat.
- ☐ As you exhale or breath out, straighten your back and roar like a lion.
- ☐ Do this movement 3 more times.



Cobra Pose

- ☐ Lie face down on the floor with your hands next to your chest.
- ☐ While taking a deep breath in, slowly lift your chest until your arms are straight.
- ☐ Hold this pose while taking deep, slow breaths in and out.
- ☐ Repeat once.



Rest Time

- ☐ Relax. Lie flat on your back with your legs out straight.
- ☐ Let your hands rest gently at your sides with your palms facing up.
- ☐ Take deep, slow breaths and notice how your body feels.
- ☐ Notice any tension and let it go.
- ☐ Rest in this pose for 5 to 7 minutes.

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Bailey, M. (2011). Parenting your stressed child. Oakland, CA: New Harbinger Publications, INC.

Visualization

- ☐ Sit tall and straight with your shoulders relaxed. Check in with how your body is feeling.
- Gently close your eyes and notice your breathing.
Imagine a special place where you can go to relax. This may be someplace that you have visited before, a place that is real or imagined. It's wherever you want it to be.
- ☐ With your eyes still closed, explore this place. What colors do you see and what else do you notice? Are there people with you?
- ☐ What do you hear? Can you hear animals? Can you hear other people?
- ☐ Next your going to explore this place with your hands. Imagine moving around and stretching your hands out. What can you touch and how do they feel? Take a few minutes to take in this experience.
- ☐ Pay special attention to how you feel being in this beautiful place. This is your safe spot.
- ☐ Return to this spot whenever you need to by closing your eyes and creating this picture in your mind.

Relaxing with Stretches

How To Do It:

- ☐ If possible, go to a quiet and peaceful place with no distractions.
- ☐ Stretch both sides of body, keep things even
 - Don't stretch to point of pain
- ☐ Stretch slowly, holding stretch for 15 seconds then releasing slowly
 - Don't bounce or jerk, slowly and smoothly
- ☐ Never hold breath but use deep easy breaths, stretching should be relaxing (think of a word or phrase to repeat in your head with each breath to help with relaxation and focus, emptying your mind of all other thoughts)
 - Stretches
 - Neck
 - Shoulders
 - Arms
 - Hands
 - Fingers
 - Stomach
 - Back
 - Legs
 - Feet
 - Now sit quietly, breath normally, and observe how you feel physically, mentally, and emotionally.
 - Is the result good or bad?
 - How do you feel in all ways?
 - Was it helpful and how?
 - Which of the stretches could be done in school, at home, elsewhere?
 - When is a good time to do the appropriate stretches in school, at home, elsewhere?
 - What does stretching relaxation help and why?
 - Why do we do this and learn this?
 - Who can do this?
 - Was it difficult or easy?
 - Was it enjoyable and why or why not?
 - Any other thoughts/comments?

Deep Breathing

- Begin by asking how long they have been in school. Tell students that as school goes on, things get more stressful, teachers get more demanding, there is more homework, etc. All this produces a lot of tension and stress.
- Draw a “T” chart on the board, writing tense on the left and relaxed on the right
 - Explain what the word tense means then ask students how they feel (use feeling words) when they are tense or how they know they are tense when they are tense, writing them on the board
 - Explain what the word relaxed means then ask students how they feel when they are relaxed or how they know they are relaxed when they are relaxed, writing them on the board
- Effects of tension and relaxation on the body
 - The brain, muscles, and body need good blood flow and a lot of oxygen to work well
 - When tense, we have bad blood flow and low oxygen in our blood
 - When relaxed, we have very good blood flow and a lot of oxygen in our blood
- Ask the students which side they want to fall on, or how they want to feel, tense or relaxed?
- How To Do It:
 - When you are stressed and tense, you breathe shallow, which means less air or oxygen to the body and brain. This means you can’t move as well and your brain doesn’t think as well or make as good of decisions. You can’t remember stuff as well, get moody with friends and others, do worse on tests and class work, etc. It’s bad for not only you but people around you.
 - Deep breathing will increase air or oxygen to entire body so the brain will think and make better choices. You will be able to remember better, focus better, resolve conflicts better and make better choices, do better on class work and tests, etc.
 - Specifically explain that deep breathing has positive effects when used in school
 - Think better and more clearly
 - Feel happier
 - More patient
 - Better attention and focus
 - Less agitated, aggressive, and likely to fight and bicker
 - More friendly
 - Less anxious and nervous
- Lungs are like kitchen sponges. Ask if students have ever squeezed a kitchen sponge and let it go. Lungs are just like this, but with air instead of water. If you squeeze them, all the air gets pushed out. If you let go of them, they expand back to their original size and fill up with air, like a kitchen sponge does with water.
- Lungs cannot squeeze themselves though, so what in the body squeezes lungs to push air out and then to make room for them to expand back to their original sizes? Muscles called the diaphragm.
- Draw a funny guy or woman on the board with a big nose, big moles, hair sticking out of their nose, etc. Draw the entire body of the person. Tell students that if they could see into

the person's chest they would see the lungs covering much of the area (draw the lungs in the chest).

- Tell students the diaphragm is a muscle (draw a line below the lungs horizontally) that pushes up, squeezing the lungs and pushing air out, and then pushing down, making room for the lungs to expand and fill back up, taking air in or breathing in (you can draw arrows up and down by the diaphragm line while saying this). Explain that when the diaphragm pushes down, it pushes all your guts down and out, which is why your stomach bulges out when you take a big breath.
- Now number next to the picture 1-5 vertically. Explain students will learn a 5 step method to taking the ultimate deep breath to relax.
 1. Slowly breathe in through nose
 2. Stomach, not chest should expand outward (feel stomach move with hand)
 3. Now with the stomach as far out as it can go, suck in a little more air by lifting and pushing the chest up and out (feel chest expand with other hand)
 4. Hold breath for 2-3 seconds
 5. Slowly breathe out through mouth quietly
- Practice Deep Breathing
 - Now have students sit straight in chairs (because for the stomach to stick out to let the lungs get more room to expand) you cannot be slouching.
 - Do steps 1-5, guiding students through each step as you do it with them.
 - Now repeat this over and over for several minutes.
 - Relaxing music or sounds may be played during practice and lights turned down or off.
- After practicing, ask students how they feel
- Explain that students' homework is to use deep breathing during school to help them when feeling tense, uptight, nervous, anxious, inattentive, unfocused, frustrated, impatient, annoyed, aggressive, angry, upset, etc.
 - This may be during a test, before a test, after an argument, during class work, before volunteering, etc.
 - Whatever amount of time you have, use it to deep breath. That may only allow time for one deep breath, which is okay if that's all you have time for.



Directions: Cut out image above. Cut out the 4 Take a Deep Breath squares below. Teach the child deep breathing.

Instruct them to take a deep breath in through your nose as if you are smelling flowers. Then slowly blow the air out of your mouth like you are blowing out candles. Each time the child takes a deep breath place a square on top of the deep breath squares above. Complete 4 deep breaths while focusing on calming down. Store in a file folder or envelope.



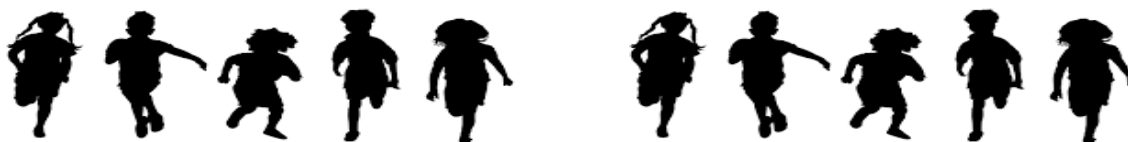


Transitions

Transitioning from one activity to another and from various environments can be challenging for children¹. Guides and parents may find that children are resistant to these changes. For example, a child has a difficult time transitioning from home to the bus and becomes upset when the transition occurs. Adults often use strategies to help them adjust to these transitions¹. These strategies include watching a clock to understand how much time is left until the next activity. For children transitions may seem unfair or unpredictable because they do not have strategies for anticipating transitions². There are several techniques guides and parents can use to help support a child's self-regulation during a transitional period. Support from adults can guide a child's progression toward self-regulation.

Visual Schedules

Visual representations of activities and/or words on cards can be used to create visual schedules. Visual schedules consist of the activities or events that the child will participate in². A visual schedule may be completed on a single sheet of paper if the order of activities is unlikely to be modified. Alternatively, activity cards can be lined up in a particular order according to the child, guide, or parents anticipated schedule. For example, a child's morning routine may be determined the night before and cards are placed on the visual schedule board³. In the morning the child can use the visual schedule to complete his or her morning routine prior to school. A child may use the visual schedule independently or with help from an adult. A visual schedule can also designate allotted times for each activity². Refer to page 26 for an example of a visual schedule regarding the transition to bedtime.



Social Stories

Social stories are another strategy that may be used by parents and guides to aide in transitions². Social stories are written in a story book format and explain specific transitions to children. Refer to page 23 for an example of a social story regarding the transition from a home environment to a school environment.

Timers

Visual timers can be incorporated into a child's schedule to help her/her keep track of time prior to a transition². The adult should explain what the timers sound represents for the child. For example, "When the timer beeps, it will be time for you to come from outside to eat dinner." Timers help children to see how much time they have for an activity. Children can learn to set their own timers and keep track of time themselves². When transitions are expected children may be less frustrated or upset by the change.



<https://store.schoolspecialty.com>

Resources

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Social Story - Riding the School Bus

Created by St. Catherine University MAOT Students



<https://www.lecturamontessorischool.com/after-school-program>

I will ride the bus on school days to my Montessori School and back home again.



In the morning I get ready for school and then I wait for the school bus to pick me up.



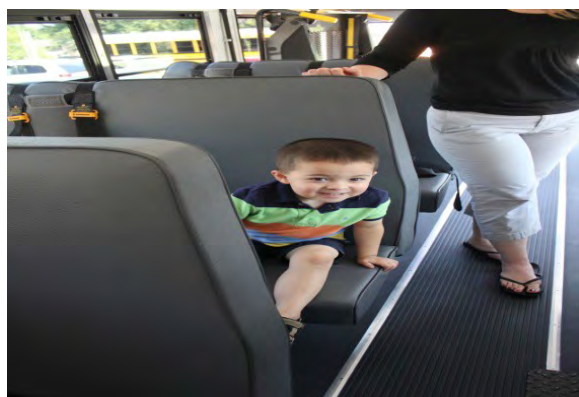
www.shutterstock.com · 276755768

I will ride the bus with my friends.



<http://www.thewaytogrow.org/preschool-child-care-programs/>

The bus driver will show me where I can sit.



When I am riding in the bus I can: Look out the window



or look at a book.



When I arrive at school I will see my Montessori guide and friends.



<https://clipartfest.com/categories/view/d99f7b0bc556c5577bf271916ad5505e8f33a379/reading-teacher-clipart.html>

Way to go! You are doing a great job riding the bus!

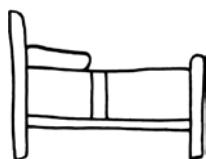
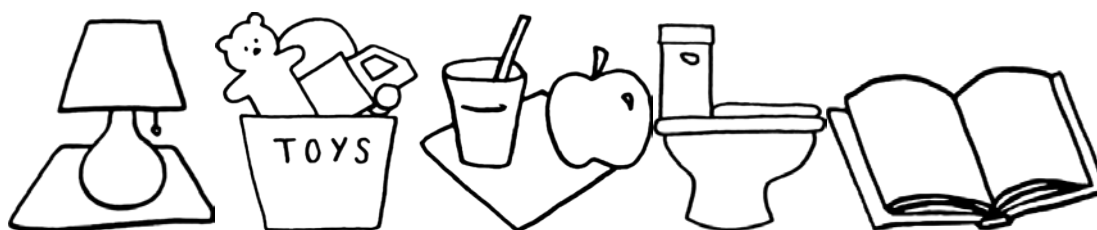
Visual Schedule for Bedtime

Directions:

Cut out pictures of activities before bedtime

Place the pictures of activities on the routine board

My Bedtime Routine

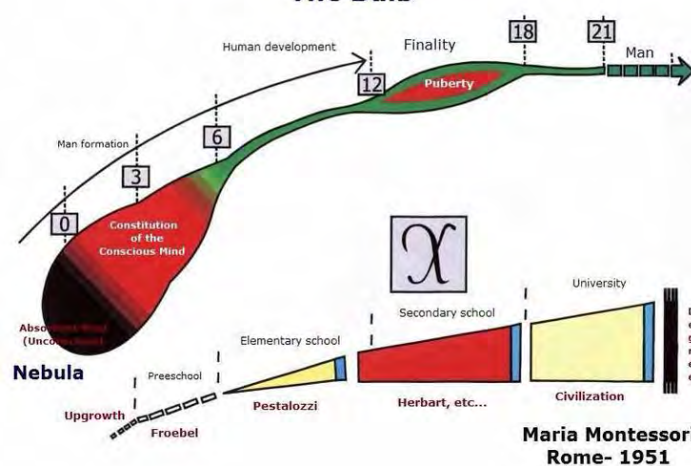
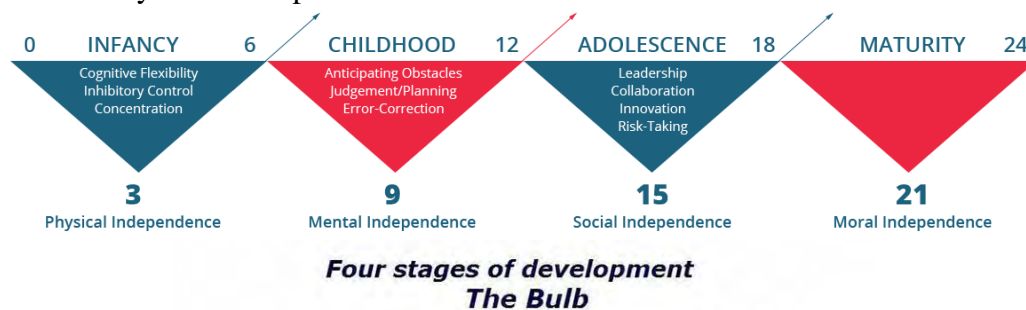


Ideas from 2016 Krissy Bonning5Gould, B5InspiredMama.com

Developmental Milestones

Outwardly apparent developmental milestones such as walking, talking, and growing are easily recognized at certain periods of life, yet there are also many milestones children reach mentally which correspond across age and culture and require close observation to recognize. From birth to age six, children undergo a period of mimicry and absorption of behaviors followed by a more active phase of a ‘help me do it’ stage of development as they near age 6. Beyond age 6, children begin to ask the “why” questions as they attempt to understand the reasoning of what they are learning and how they fit into the grand scheme of things.

In Appendix B, you will see models of development of the mind proposed by Maria Montessori as well pages of developmental milestones which correspond to these ages as outlined by the Centers for Disease Control, and examples of activities which may help to encourage development at home. Remember that these checklists are meant to be used as simplified at-home screening tools and may not be as specific or definitive as healthcare provider evaluation or screenings such as the Ages and Stages Questionnaires: Social-Emotional, Second Edition, which may be able to provide further information.



Teach Montessori. 2017. <http://www.teach-montessori.org/why-montessori/montessori/>. Accessed 4/3/17.

Newberry House Montessori School Somerset West. 2017. <http://www.newberryhouse.com/the-montessori-method/>. Accessed 4/3/17.

Age of Montessori. 2014. *Stages of Development and How Children Learn*. <http://ageofmontessori.org/stages-of-development-how-children-learn/>. Accessed 4/10/17.

Interprofessional Student's Roles in *Serving the Whole Child* Project

Overlapping aspects and interdisciplinary work between occupational therapy, physician assistant and social work scopes of practice allow professionals to work together to provide a holistic approach with the highest quality of care.

Occupational therapy students provided their expertise in the use of evidence based research supporting the regulation of transition behaviors, education on the use of breathing and visualization techniques, interventions for de escalating challenging behaviors and emotional regulation techniques.

Social work students provided their expertise in providing resources and handout to parents. The focus is specifically on what steps a parent, family, or teacher can take if they have a concern or worry. Social work helps aid the bridge between home and the school environment.

Physician assistant students did not comment on this section.

Appendix A

Created by St. Catherine University MAOT Students

Lavender Putty Fidget

Use this as a calming tool for quiet play.

Coping Skills Cards

Use these strategies to deescalate emotions.

Have the child choose the skill they would like to participate in.

Feelings Sandwich

Use this for a resource when a child needs to calm their emotions. They can build a sandwich and follow the steps of each “food” they choose to add while making their sandwich.

“For Five” Seconds Activities

Use these for children to participate in five seconds each.

Movement Break

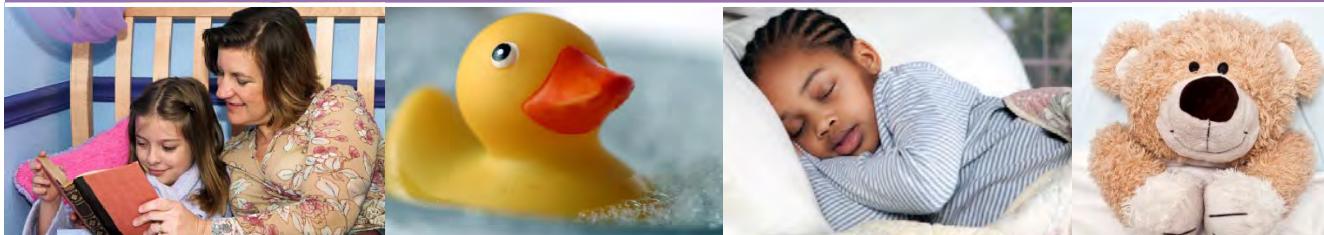
You can do a movement break between activities

Feelings Yoga

You can do this as a movement break or calming activity.

TIPS For Living Life To Its Fullest

ESTABLISHING BEDTIME ROUTINES FOR CHILDREN



SLEEP IS AN ESSENTIAL PART OF OUR DAY to ensure we are healthy and ready to engage in what life has to offer. Going to sleep and getting enough sleep are important skills for children to learn. Optimal sleep helps to ensure that children are able to play and ready to participate in daily activities at school or at home, and it promotes growth and development. Parents often struggle with bedtime routines and making sure children go to bed at a reasonable time. A bedtime routine can help both parents and children make the daily activity of going to sleep a pleasant experience.

Sleep is one of the many daily occupations (activities) that occupational therapy practitioners help to promote. The following tips are from pediatric occupational therapy practitioners who have experience with educating parents on promoting healthy daily routines, including bedtime.

If you want to:

Establish a specific bedtime and a bedtime routine.

Help your child relax to get ready for sleep.

Consider these activity tips:

Select a bedtime that you feel is appropriate for your child based on his or her age and schedule, and be consistent, even on weekends and during vacations. If you have multiple children, you may want to identify different bedtimes to ensure you can help each one.

Establish a predictable, regular sequence of events to prepare for sleep and relaxation. Begin this bedtime routine about a half hour before.

If your child is able to talk, share reminders about when bedtime is coming, stating something like, "First we eat dinner, then we play, followed by taking a bath and putting on our pajamas. Then we read a story and get into bed to go to sleep."

To reinforce the bedtime routine, encourage your child to be part of the process. Ask what step comes next; offer choices of books, songs, etc.; and suggest he or she put a favorite doll or stuffed animal to bed. Use a transitional item, such as a blanket or a soft toy.

Avoid exercise or TV immediately before bedtime because these can make children more alert.

As part of the bedtime routine, have your child pick up and put away toys. Reducing clutter can help the child focus on bedtime.

Turn off the TV and play soothing music during the bedtime routine, to help your child calm down and signal that bedtime is arriving.

At what time should your child go to bed?

| Wake-up time | | | | | | | | |
|---------------|---------|---------|---------|---------|---------|---------|---------|--|
| | | | | | | | | |
| | 6:00 AM | 6:15 AM | 6:30 AM | 6:45 AM | 7:00 AM | 7:15 AM | 7:30 AM | |
| Sleeping time | | | | | | | | |
| Age | | | | | | | | |
| 5 | 6:45 PM | 7:00 PM | 7:15 PM | 7:30 PM | 7:30 PM | 8:00 PM | 8:15 PM | |
| 6 | 7:00 PM | 7:15 PM | 7:30 PM | 7:30 PM | 8:00 PM | 8:15 PM | 8:30 PM | |
| 7 | 7:15 PM | 7:15 PM | 7:30 PM | 8:00 PM | 8:15 PM | 8:30 PM | 8:45 PM | |
| 8 | 19:30 | 7:30 PM | 8:00 PM | 8:15 PM | 8:30 PM | 8:45 PM | 9:00 PM | |
| 9 | 7:30 PM | 8:00 PM | 8:15 PM | 8:30 PM | 8:45 PM | 9:00 PM | 9:15 PM | |
| 10 | 8:00 PM | 8:15 PM | 8:30 PM | 8:45 PM | 9:00 PM | 9:15 PM | 9:30 PM | |
| 11 | 8:15 PM | 8:30 PM | 8:45 PM | 9:00 PM | 9:15 PM | 9:30 PM | 9:45 PM | |
| 12 | 8:15 PM | 8:30 PM | 8:45 PM | 9:00 PM | 9:15 PM | 9:30 PM | 9:45 PM | |



Picky Eaters Versus Problem Feeders

| DEFINED BY: | PICKY EATERS | PROBLEM FEEDERS |
|---|---|---|
| # of foods in Food Range consistently eaten when presented | Decreased range or variety of foods; typically has 30 or more foods in their Food Range | Restricted range or variety of foods, usually eats less than 20 foods |
| Loss of foods from Food Range | Foods lost due to "burn out" from Food Jagging are usually eaten again after a 2 week break | Foods lost due to "burn out" from Food Jagging are not eaten again after a break, resulting in a further decrease in the # of foods eaten |
| Ability to eat foods from all categories of foods (texture and nutrition) | Eats at least one food from most all nutrition or texture groups (e.g. purees, Meltable foods, proteins, fruits) | Refuses entire categories of food textures or nutrition groups (e.g. soft cubes, meats, vegetables, Hard Mechanicals) |
| Tolerance of New Foods on their plate | Can tolerate New Foods on their plate; usually able to touch or taste food (even if reluctantly) | Cries, screams, tantrums, "falls apart" New Foods are presented; complete refusal |
| Ability to eat the same foods as their family | Frequently eats a different set of foods at a meal than other family members; (typically eats at the same time and at the same table as other family members) | Almost always eats a different set of foods than their family; often eats at a different time or at a different place than other family members |
| Duration and report of "pickiness" | Sometimes reported by parent as a "picky eater" at well@child check@ups | Persistently reported by parents to be a "picky eater" at multiple well@child check@ups |
| Ability to learn to eat New Foods | Learns to eat New Foods in 20-25 steps on a Steps to Eating Hierarchy | Requires more than 25 to learn to eat New Foods |

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Appendix B

Created by St. Catherine University PA Students

Your Child at 1 Year



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 1st birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- ☐ Is shy or nervous with strangers
- ☐ Cries when mom or dad leaves
- ☐ Has favorite things and people
- ☐ Shows fear in some situations
- ☐ Hands you a book when he wants to hear a story
- ☐ Repeats sounds or actions to get attention
- ☐ Puts out arm or leg to help with dressing
- ☐ Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

- ☐ Responds to simple spoken requests
- ☐ Uses simple gestures, like shaking head "no" or waving "bye-bye"
- ☐ Makes sounds with changes in tone (sounds more like speech)
- ☐ Says "mama" and "dada" and exclamations like "uh-oh!"
- ☐ Tries to say words you say

Cognitive (learning, thinking, problem-solving)

- ☐ Explores things in different ways, like shaking, banging, throwing
- ☐ Finds hidden things easily
- ☐ Looks at the right picture or thing when it's named
- ☐ Copies gestures
- ☐ Starts to use things correctly; for example, drinks from a cup, brushes hair
- ☐ Bangs two things together
- ☐ Puts things in a container, takes things out of a container
- ☐ Lets things go without help
- ☐ Pokes with index (pointer) finger
- ☐ Follows simple directions like "pick up the toy"

Movement/Physical Development

- ☐ Gets to a sitting position without help
- ☐ Pulls up to stand, walks holding on to furniture ("cruising")
- ☐ May take a few steps without holding on
- ☐ May stand alone

Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Doesn't crawl
- ☐ Can't stand when supported
- ☐ Doesn't search for things that she sees you hide.
- ☐ Doesn't say single words like "mama" or "dada"
- ☐ Doesn't learn gestures like waving or shaking head
- ☐ Doesn't point to things
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Renner Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized validated developmental screening tool.

www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

Positive Parenting Tips for Healthy Child Development

Infants (0-1 year of age)

Developmental Milestones

Skills such as taking a first step, smiling for the first time, and waving "bye-bye" are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

In the first year, babies learn to focus their vision, reach out, explore, and learn about the things that are around them. Cognitive, or brain development means the learning process of memory, language, thinking, and reasoning. Learning language is more than making sounds ("babble"), or saying "ma-ma" and "da-da". Listening, understanding, and knowing the names of people and things are all a part of language development. During this stage, babies also are developing bonds of love and trust with their parents and others as part of social and emotional development. The way parents cuddle, hold, and play with their baby will set the basis for how they will interact with them and others.

For more details on developmental milestones, warning signs of possible developmental delays, and information on how to help your child's development, visit the "Learn the Signs. Act Early." campaign website.

<http://www.cdc.gov/ncbddd/actearly/index.html>

Positive Parenting Tips

Following are some things you, as a parent, can do to help your baby during this time:

- ☐ Talk to your baby. She will find your voice calming.
- ☐ Answer when your baby makes sounds by repeating the sounds and adding words. This will help him learn to use language.
- ☐ Read to your baby. This will help her develop and understand language and sounds.
- ☐ Sing to your baby and play music. This will help your baby develop a love for music and will help his brain development.
- ☐ Praise your baby and give her lots of loving attention.
- ☐ Spend time cuddling and holding your baby. This will help him feel cared for and secure.
- Play with your baby when she's alert and relaxed. Watch your baby closely for signs of being tired or fussy so that she can take a break from playing.
- Distract your baby with toys and move him to safe areas when he starts moving and touching things that he shouldn't touch.
- ☐ Take care of yourself physically, mentally, and emotionally. Parenting can be hard work! It is easier to enjoy your new baby and be a positive, loving parent when you are feeling good yourself.



Your Child at 2 Years



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 2nd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- ☐ Copies others, especially adults and older children
- ☐ Gets excited when with other children
- ☐ Shows more and more independence
- ☐ Shows defiant behavior (doing what he has been told not to)
- ☐ Plays mainly beside other children, but is beginning to include other children, such as in chase games

Language/Communication

- ☐ Points to things or pictures when they are named
- ☐ Knows names of familiar people and body parts
- ☐ Says sentences with 2 to 4 words
- ☐ Follows simple instructions
- ☐ Repeats words overheard in conversation
- ☐ Points to things in a book

Cognitive (learning, thinking, problem-solving)

- ☐ Finds things even when hidden under two or three covers
- ☐ Begins to sort shapes and colors
- ☐ Completes sentences and rhymes in familiar books
- ☐ Plays simple make-believe games
- ☐ Builds towers of 4 or more blocks
- ☐ Might use one hand more than the other
- ☐ Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- ☐ Names items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- ☐ Stands on tiptoe
- ☐ Kicks a ball
- ☐ Begins to run

- ☐ Climbs onto and down from furniture without help
- ☐ Walks up and down stairs holding on
- ☐ Throws ball overhand
- ☐ Makes or copies straight lines and circles

Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Doesn't use 2-word phrases (for example, "drink milk")
- ☐ Doesn't know what to do with common things, like a brush, phone, fork, spoon
- ☐ Doesn't copy actions and words
- ☐ Doesn't follow simple instructions
- ☐ Doesn't walk steadily
- ☐ Loses skills she once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development and autism at the 24-month visit. Ask your child's doctor about your child's developmental screening.

Adapted from *CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5*, Fifth Edition, edited by Steven Sholevar and Tanya Renee Altmann. © 1991, 1993, 1996, 2004, 2009 by the American Academy of Pediatrics and *BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS*, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, 8th Street Village, IL, American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

Positive Parenting Tips for Healthy Child Development

Toddlers (1-2 years of age)

Developmental Milestones

Skills such as taking a first step, smiling for the first time, and waving "bye-bye" are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

During the second year, toddlers are moving around more, and are aware of themselves and their surroundings. Their desire to explore new objects and people also is increasing. During this stage, toddlers will show greater independence; begin to show defiant behavior; recognize themselves in pictures or a mirror; and imitate the behavior of others, especially adults and older children. Toddlers also should be able to recognize the names of familiar people and objects, form simple phrases and sentences, and follow simple instructions and directions.

For more details on developmental milestones, warning signs of possible developmental delays, and information on how to help your child's development, visit the "Learn the Signs. Act Early." campaign website.

<http://www.cdc.gov/ncbddd/actearly/index.html>

Positive Parenting Tips

Following are some things you, as a parent, can do to help your toddler during this time:

- ☐ Read to your toddler daily.
- ☐ Ask her to find objects for you or name body parts and objects.
- ☐ Play matching games with your toddler, like shape sorting and simple puzzles.
- ☐ Encourage him to explore and try new things.
 - Help to develop your toddler's language by talking with her and adding to words she starts. For example, if your toddler says "baba", you can respond, "Yes, you are right—that is a *bottle*."
- ☐ Encourage your child's growing independence by letting him help with dressing himself and feeding himself.
- ☐ Respond to wanted behaviors more than you punish unwanted behaviors (use only very brief time outs). Always tell or show your child what she should do instead.
- Encourage your toddler's curiosity and ability to recognize common objects by taking field trips together to the park or going on a bus ride.



Your Child at 3 Years



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 3rd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- ☐ Copies adults and friends
- ☐ Shows affection for friends without prompting
- ☐ Takes turns in games
- ☐ Shows concern for a crying friend
- ☐ Understands the idea of "mine" and "his" or "hers"
- ☐ Shows a wide range of emotions
- ☐ Separates easily from mom and dad
- ☐ May get upset with major changes in routine
- ☐ Dresses and undresses self

Language/Communication

- ☐ Follows instructions with 2 or 3 steps
- ☐ Can name most familiar things
- ☐ Understands words like "in," "on," and "under"
- ☐ Says first name, age, and sex
- ☐ Names a friend
- ☐ Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- ☐ Talks well enough for strangers to understand most of the time
- ☐ Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- ☐ Can work toys with buttons, levers, and moving parts
- ☐ Plays make-believe with dolls, animals, and people
- ☐ Does puzzles with 3 or 4 pieces
- ☐ Understands what "two" means
- ☐ Copies a circle with pencil or crayon
- ☐ Turns book pages one at a time
- ☐ Builds towers of more than 6 blocks
- ☐ Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- ☐ Climbs well
- ☐ Runs easily
- ☐ Pedals a tricycle (3-wheel bike)
- ☐ Walks up and down stairs, one foot on each step

Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Falls down a lot or has trouble with stairs
- ☐ Drools or has very unclear speech
- ☐ Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- ☐ Doesn't speak in sentences
- ☐ Doesn't understand simple instructions
- ☐ Doesn't play pretend or make-believe
- ☐ Doesn't want to play with other children or with toys
- ☐ Doesn't make eye contact
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from Caring for Your Baby and Young Child: Birth to Age 5, Fifth Edition, edited by Steven Shekov and Tanya Remer Altmans © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

Positive Parenting Tips for Healthy Child Development

Toddlers (2-3 years of age)

Developmental Milestones

Skills such as taking turns, playing make believe, and kicking a ball, are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like jumping, running, or balancing).

Because of children's growing desire to be independent, this stage is often called the "terrible twos." However, this can be an exciting time for parents and toddlers. Toddlers will experience huge thinking, learning, social, and emotional changes that will help them to explore their new world, and make sense of it. During this stage, toddlers should be able to follow two- or three-step directions, sort objects by shape and color, imitate the actions of adults and playmates, and express a wide range of emotions.

For more details on developmental milestones, warning signs of possible developmental delays, and information on how to help your child's development, visit the "Learn the Signs. Act Early." campaign website.

<http://www.cdc.gov/ncbddd/actearly/index.html>

Positive Parenting Tips

Following are some things you, as a parent, can do to help your toddler during this time:

- ☐ Set up a special time to read books with your toddler.
- ☐ Encourage your child to take part in pretend play.
- ☐ Play parade or follow the leader with your toddler.
- ☐ Help your child to explore things around her by taking her on a walk or wagon ride.
- ☐ Encourage your child to tell you his name and age.
- ☐ Teach your child simple songs like Itsy Bitsy Spider, or other cultural childhood rhymes.
- Give your child attention and praise when she follows instructions and shows positive behavior and limit attention for defiant behavior like tantrums. Teach your child acceptable ways to show that she's upset.



Your Child at 4 Years



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 4th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- ☐ Enjoys doing new things
- ☐ Plays "Mom" and "Dad"
- ☐ Is more and more creative with make-believe play
- ☐ Would rather play with other children than by himself
- ☐ Cooperates with other children
- ☐ Often can't tell what's real and what's make-believe
- ☐ Talks about what she likes and what she is interested in

Language/Communication

- ☐ Knows some basic rules of grammar, such as correctly using "he" and "she"
- ☐ Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- ☐ Tells stories
- ☐ Can say first and last name

Cognitive (learning, thinking, problem-solving)

- ☐ Names some colors and some numbers
- ☐ Understands the idea of counting
- ☐ Starts to understand time
- ☐ Remembers parts of a story
- ☐ Understands the idea of "same" and "different"
- ☐ Draws a person with 2 to 4 body parts
- ☐ Uses scissors
- ☐ Starts to copy some capital letters
- ☐ Plays board or card games
- ☐ Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- ☐ Hops and stands on one foot up to 2 seconds
- ☐ Catches a bounced ball most of the time
- ☐ Pours, cuts with supervision, and mashes own food

Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Can't jump in place
- ☐ Has trouble scribbling
- ☐ Shows no interest in interactive games or make-believe
- ☐ Ignores other children or doesn't respond to people outside the family
- ☐ Resists dressing, sleeping, and using the toilet
- ☐ Can't retell a favorite story
- ☐ Doesn't follow 3-part commands
- ☐ Doesn't understand "same" and "different"
- ☐ Doesn't use "me" and "you" correctly
- ☐ Speaks unclearly
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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www.cdc.gov/actearly | 1-800-CDC-INFO



Learn the Signs. Act Early.

Your Child at 5 Years



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 5th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- ☐ Wants to please friends
- ☐ Wants to be like friends
- ☐ More likely to agree with rules
- ☐ Likes to sing, dance, and act
- ☐ Is aware of gender
- ☐ Can tell what's real and what's make-believe
- ☐ Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- ☐ Is sometimes demanding and sometimes very cooperative

Language/Communication

- ☐ Speaks very clearly
- ☐ Tells a simple story using full sentences
- ☐ Uses future tense; for example, "Grandma will be here."
- ☐ Says name and address

Cognitive (learning, thinking, problem-solving)

- ☐ Counts 10 or more things
- ☐ Can draw a person with at least 6 body parts
- ☐ Can print some letters or numbers
- ☐ Copies a triangle and other geometric shapes
- ☐ Knows about things used every day, like money and food

Movement/Physical Development

- ☐ Stands on one foot for 10 seconds or longer
- ☐ Hops; may be able to skip
- ☐ Can do a somersault
- ☐ Uses a fork and spoon and sometimes a table knife
- ☐ Can use the toilet on her own
- ☐ Swings and climbs

Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Doesn't show a wide range of emotions
- ☐ Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- ☐ Unusually withdrawn and not active
- ☐ Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- ☐ Doesn't respond to people, or responds only superficially
- ☐ Can't tell what's real and what's make-believe
- ☐ Doesn't play a variety of games and activities
- ☐ Can't give first and last name
- ☐ Doesn't use plurals or past tense properly
- ☐ Doesn't talk about daily activities or experiences
- ☐ Doesn't draw pictures
- ☐ Can't brush teeth, wash and dry hands, or get undressed without help
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Renner Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/actearly | 1-800-CDC-INFO



Learn the Signs. Act Early.

Positive Parenting Tips for Healthy Child Development

Preschoolers (3-5 years of age)

Developmental Milestones

Skills such as naming colors, showing affection, and hopping on one foot are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

As children grow into early childhood, their world will begin to open up. They will become more independent and begin to focus more on adults and children outside of the family. They will want to explore and ask about the things around them even more. Their interactions with family and those around them will help to shape their personality and their own ways of thinking and moving. During this stage, children should be able to ride a tricycle, use safety scissors, notice a difference between girls and boys, help to dress and undress themselves, play with other children, recall part of a story, and sing a song.

For more details on developmental milestones, warning signs of possible developmental delays, and information on how to help your child's development, visit the "Learn the Signs. Act Early." campaign website.

<http://www.cdc.gov/ncbddd/actearly/index.html>

Positive Parenting Tips

Following are some things you, as a parent, can do to help your preschooler during this time:

- ☐ Continue to read to your child. Nurture her love for books by taking her to the library or bookstore.
- ☐ Let your child help with simple chores.
- ☐ Encourage your child to play with other children. This helps him to learn the value of sharing and friendship.
- ☐ Be clear and consistent when disciplining your child. Explain and show the behavior that you expect from her. Whenever you tell her no, follow up with what he should be doing instead.
- ☐ Help your child develop good language skills by speaking to him in complete sentences and using "grown up" words. Help him to use the correct words and phrases.
- ☐ Help your child through the steps to solve problems when she is upset.
- ☐ Give your child a limited number of simple choices (for example, deciding what to wear, when to play, and what to eat for snack).



Positive Parenting Tips for Healthy Child Development

Middle Childhood (6-8 years of age)

Developmental Milestones

Middle childhood brings many changes in a child's life. By this time, children can dress themselves, catch a ball more easily using only their hands, and tie their shoes. Having independence from family becomes more important now. Events such as starting school bring children this age into regular contact with the larger world. Friendships become more and more important. Physical, social, and mental skills develop quickly at this time. This is a critical time for children to develop confidence in all areas of life, such as through friends, schoolwork, and sports.

Here is some information on how children develop during middle childhood:

Emotional/Social Changes

Children in this age group might:

- ☐ Show more independence from parents and family.
- ☐ Start to think about the future.
- ☐ Understand more about his or her place in the world.
- ☐ Pay more attention to friendships and teamwork.
- ☐ Want to be liked and accepted by friends.

Thinking and Learning

Children in this age group might:

- ☐ Show rapid development of mental skills.
- ☐ Learn better ways to describe experiences and talk about thoughts and feelings.
 - Have less focus on one's self and more concern for others.



Positive Parenting Tips

Following are some things you, as a parent, can do to help your child during this time:

- ☐ Show affection for your child. Recognize her accomplishments.
 - Help your child develop a sense of responsibility—ask him to help with household tasks, such as setting the table.
- ☐ Talk with your child about school, friends, and things she looks forward to in the future.
- ☐ Talk with your child about respecting others. Encourage him to help people in need.
 - Help your child set her own achievable goals—she'll learn to take pride in herself and rely less on approval or reward from others.
- ☐ Help your child learn patience by letting others go first or by finishing a task before going out to play. Encourage him to think about possible consequences before acting.
- ☐ Make clear rules and stick to them, such as how long your child can watch TV or when she has to go to bed. Be clear about what behavior is okay and what is not okay.
- ☐ Do fun things together as a family, such as playing games, reading, and going to events in your community.

Positive Parenting Tips for Healthy Child Development

Middle Childhood (9-11 years of age)

Developmental Milestones

Your child's growing independence from the family and interest in friends might be obvious by now. Healthy friendships are very important to your child's development, but peer pressure can become strong during this time. Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves. This is an important time for children to gain a sense of responsibility along with their growing independence. Also, physical changes of puberty might be showing by now, especially for girls. Another big change children need to prepare for during this time is starting middle or junior high school.

Here is some information on how children develop during middle childhood:

Emotional/Social Changes

Children in this age group might:

- ☐ Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex.
- ☐ Experience more peer pressure.
- ☐ Become more aware of his or her body as puberty approaches. Body image and eating problems sometimes start around this age.

Thinking and Learning

Children in this age group might:

- ☐ Face more academic challenges at school.
- ☐ Become more independent from the family.
- ☐ Begin to see the point of view of others more clearly.
- ☐ Have an increased attention span.

Positive Parenting Tips

Following are some things you, as a parent, can do to help your child during this time:

- ☐ Spend time with your child. Talk with her about her friends, her accomplishments, and what challenges she will face.
 - Be involved with your child's school. Go to school events; meet your child's teachers.
- ☐ Encourage your child to join school and community groups, such as a sports team, or to be a volunteer for a charity.
- ☐ Help your child develop his own sense of right and wrong. Talk with him about risky things friends might pressure him to do, like smoking or dangerous physical dares.
- Help your child develop a sense of responsibility—involve your child in household tasks like cleaning and cooking. Talk with your child about saving and spending money wisely.
- Meet the families of your child's friends.
- ☐ Talk with your child about respecting others. Encourage her to help people in need. Talk with her about what to do when others are not kind or are disrespectful.



4/18/2017

Healthy Habits Chart

HEALTHY HABITS CHART

Fill in the names of your family members and use checkmarks or stickers to show who met their goal for each day of the week.

| | EXERCISED TODAY | | | ATE FRUITS AND VEGETABLES TODAY | | |
|-----------|-----------------|--|--|---------------------------------|--|--|
| NAMES → | | | | | | |
| MONDAY | | | | | | |
| TUESDAY | | | | | | |
| WEDNESDAY | | | | | | |
| THURSDAY | | | | | | |
| FRIDAY | | | | | | |
| SATURDAY | | | | | | |
| SUNDAY | | | | | | |

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KidsHealth.org

The most-visited site
devoted to children's health and development



parent tip

Getting Kids in the Kitchen

Cooking with your kids is a good way to help them build healthy eating habits.



Get them interested

Most kids enjoy helping in the kitchen. While they help you cook, you can talk to them about healthy foods. Children like to eat food they make. This is a good way to get them to try new healthy foods.

Let them help

You can show your kids how to help you prepare meals. Here are ways that young kids can help in the kitchen:

2-year-olds can:

- S Wipe tabletops
- S Wash fruits and vegetables
- S Tear lettuce or greens
- S Break cauliflower or broccoli into pieces
- S Carry ingredients from one place to another

3-year-olds can:

- S Knead and shape dough
- S Mix or pour ingredients
- S Shake liquids in a covered container to mix them
- S Apply soft spreads
- S Put things in the trash

4-year-olds can:

- S Peel oranges or hard-boiled eggs
- S Mash bananas or cooked beans with a fork
- S Cut parsley and green onions with kid-safe scissors
- S Set the table

5 to 6-year-olds can:

- S Measure ingredients
- S Use an egg beater

Be sure to have kids wash their hands before and after helping in the kitchen. Be patient with spills and mistakes. Remember that the goal is to help your kids learn about healthy eating.

Let them be creative

Set out three or four healthy foods, and let your kids make a new snack or sandwich from them. Use foods your children can eat without choking.

Start with:

- S A new kind of bread (whole grain or rye)
- S Whole grain crackers or graham crackers
- S Mini rice cakes or popcorn cakes
- S Small bagels
- S Small pieces of whole-wheat pita bread

Spreads could include:

- S Fat-free or low-fat cream cheese or cheese spread
- S Fat-free or low-fat peanut butter
- S Bean dip
- S Jelly with no sugar added

Toppings could include:

- S Slices of apple or banana
- S Raisins or other dried fruit
- S Strawberries
- S Slices of cucumber or squash
- S Cherry tomatoes cut in small pieces

As you help your kids make the new snack or sandwich talk about why it is healthy. Point out each food group in the snack or sandwich. Explain that eating a mix of foods is good for you. Ask why the snack or sandwich tastes good. Is it sweet, juicy, chewy, or crunchy?

We Can! is a program from the National Institutes of Health that offers resources for parents, caregivers and communities to help children 8-13 years old stay at a healthy weight through eating right, increasing physical activity, and reducing screen time.

To learn more, go to <http://wecan.nhlbi.nih.gov> or call 1-866-35-WE CAN.

We Can! Ways to Enhance Children's Activity & Nutrition, *We Can!*, and the *We Can!* logos are registered trademarks of the U.S. Department of Health & Human Services (DHHS).

parent tip

Be Active and Have Fun

Be active with your family each day. Here are some tips to fit physical activity into a busy week—and make it fun!



Find the best times to be active.

First, I will:

- Keep track of how my family ~~our~~ spends our time for one week.
- Find two 30-minute time slots when my family could fit in physical activity.
 - † Choose times when my family is usually together to try an activity.
 - † Choose times when we usually have a lot of energy.

Start small.

Which of these activities will work for your family?

- Taking a walk or playtag with the children.
- Walking to work, school, or a friend's house.
- Using chores to move more; I can burn ~~down~~ while I vacuum, rake leaves, or scrub floors.
- Asking my family to start (add your own ideas here!):

Start with what you know.

What will you start to do?

- Do things I know how to ~~d~~o, like riding a bike or dancing.
- Pick activities that don't need any costly sports gear—like jogging, doing pushups, or tossing a ball.
- Get active at home, in my neighborhood, or in the park.
 - † I don't need to go to a gym.
 - † I can try active video games, where my kids and I dance or run in place.
- Make a pledge to:

Appendix C

Created by St. Catherine University Social Work Student

INFORMATION FOR PARENTS:

Self-Regulation

What is Self-Regulation?

Self-regulation is a child's ability to control his or her behavior. It develops over time, and involves many aspects of social, emotional, and cognitive development. Self-regulation can also be thought of as the successful integration of emotion (what a child feels) and cognition (what a child knows or can do) resulting in appropriate behavior.



Some other things to know about self-regulation:

Self-regulation is not related to intelligence. Factors that help shape how well a child can self-regulate include:

- **AGE:** Self-regulation develops as children grow.
- **BIOLOGY:** Your child's temperament and how he responds to stressful situations affect how and when he develops self-regulation.
- **RELATIONSHIPS:** Your interaction with your child, including how you accommodate his temperament and respond to his needs, affect how he learns to self-regulate.
- **COGNITION:** Using language (especially naming emotions) helps develop self-regulation and sets the stage for the child's future learning.

Why Self-Regulation Matters

Self-regulation appears to help children solve problems and develop coping strategies.

- Self-regulation includes the ability to focus and to control impulses. The sooner a child can self-regulate, the sooner she will be prepared for school, where academic and social success require her to think for herself and meet the expectations of others.

Children who don't learn to self-regulate usually have a harder time transitioning to school.

- Being "ready for kindergarten" means knowing letters, colors, and numbers, but also means being able to sit still, during circle time and get along with others.

INFORMATION FOR PARENTS: Self-Regulation

What to Expect, and When:

INFANCY: Self-Soothing

- It is critical to understand that until your baby is at least six months old, he relies entirely on caregivers to manage his stress – he has no ability to self-regulate. This is why we say that “you can’t spoil a baby” and that you need to respond to your baby’s cues quickly and consistently.
- Infants rely on caregivers to respond to their signals and meet their needs for food, sleep, comfort, and interaction.
- During the first year, babies learn how it feels to have their needs met, and gradually learn to create that feeling (known as “self-soothing”) with less help from you.
- Through this maturation process, the baby learns ways to calm himself when upset.

TODDLERHOOD: Managing Emotions

- During the toddler stage, children learn more about feelings, and begin to connect situations to emotions.
- This is a difficult, yet important time of growth for children, often filled with displays of emotional extremes (ranging from excitement to frustration).
- As children’s self-regulation and language skills develop, their temper tantrums and emotional outbursts often become more manageable and happen less often.



PRESCHOOL YEARS: Emotions in a Social Context

- Between the ages of 3 and 5, children begin to understand the relationship between their feelings and their behavior.
- This means that during these years, it is critical for parents and caregivers to help children identify and implement self-regulation strategies, such as practicing waiting and naming emotions.
- For parents of preschool children, this involves setting limits and expectations for behavior. Preschool-age children have greater control over their impulses, and they are starting to think before they act.

What Parents Can Do

FOR ALL CHILDREN:

- Provide structure and predictability.
- Model self-control and self-regulation in your words and actions when you are frustrated, upset, or excited.
- Seek help. If your child is struggling with managing her emotions or behavior, early identification and intervention can support both you and your child in developing these important skills.

FOR INFANTS:

- Be responsive to your baby’s needs, such as hunger or tiredness. When your baby cries, pick him up.
- Look for overstimulation cues such as turning away or arching the back; when they occur, give your baby a break and reduce the amount of stimulation.

FOR TODDLERS AND PRESCHOOLERS:

- Find ways to say yes rather than no. For example, “You can hang this pot with a spoon” instead of “Don’t hang on the glass table.”
- Tell them what is possible rather than what is not. For example, say “Please walk” rather than “Don’t run.”
- Name emotions, using words like happy, sad, embarrassed, and proud to describe how you feel.
- Anticipate transitions and announce changes to normal daily routines well in advance.
- Offer opportunities for creativity and play.
- Be involved. Anticipate inappropriate behavior and re-direct it.



Being Calm

When parents are calm, children learn to calm themselves, too.
Staying calm helps us handle life's challenges.

SHARE "being calm" with your child...

- **Do calming activities together**
 - Take deep breaths together. *"Breathe in while I count to 3. Now breathe out while I count to 3."*
 - Pretend to blow up a balloon.
 - Blow a cotton ball across a table.
- **Point out when your child is being calm**
 - *"I see that you are breathing slowly. You look calm."*
 - *"Holding your stuffed animal helps you calm down, doesn't it".*
 - *"Your face looks relaxed – you are staying calm."*
- **Talk about being calm**
 - *"Let's take some deep breaths together before we go outside."*
 - *"I feel so much better after I have taken a few big breaths."*



ASK your child about being calm...

- *"You took some big breaths in and out. How do you feel now?"*
- *"Let's think together. What are some things that help us stay calm?"*

PAUSE and THINK about calming throughout the day...

- First thing in the morning
- At bedtime
- Before and during a new activity
- When you're frustrated or anxious.
- When you are in a hurry.

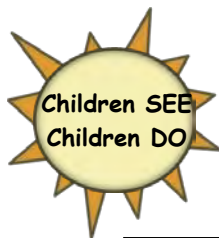


AND babies and toddlers, too!

- Let your little one watch you taking deep breaths.
- Gently blow your breath out slowly into your little one's face. Then smile.
- Hold your baby chest-to-chest and breathe slowly for a few minutes – your baby will feel calmer, too.

More FREE online resources to build your child's resilience

www.reachinginreachingout.com/parents (videos, books, parent stories, articles, newsletter and more)



Flexible Thinking

When parents think about things in different ways, children learn to be flexible, too. Flexible thinking helps us to stay calmer and solve problems better.

SHARE “flexible thinking” with your child...

- **Talk about options and offer choices**
 - *“I could have cereal or toast and yogurt for breakfast. I think I will have cereal today. What do you choose?”*
 - *“You can play with the truck here or you can take it to the sand box. Which would you like to do?”*
- **Talk about different ways to look at situations**
 - *“Johnny is playing with Mina right now. That doesn’t mean he doesn’t like you anymore. It just means you will play with him later.”*
 - *“It’s really hard to wait for your cousin. But it gives us a chance to look at the books we got from the library.”*

ASK your child to be flexible...

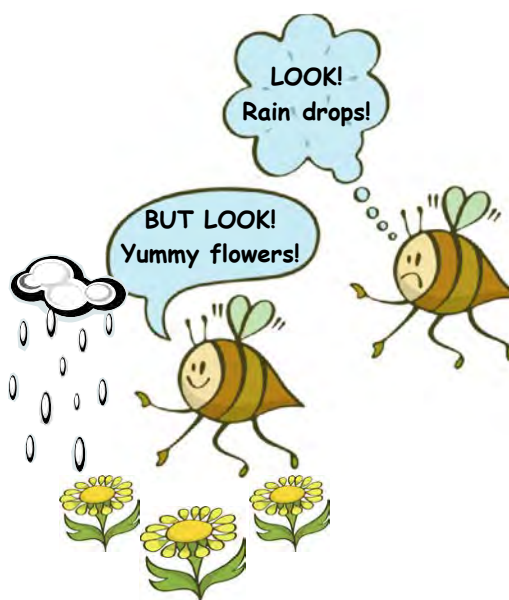
- *What else could you say?*
- *What else could you do?*
- *What could we do different next time?*

PAUSE and THINK of new ways to ...

- Put away the toys
- Walk across the room, to school, etc.
- Play with a ball or other toy
- Use a spoon, etc.

AND babies and toddlers, too!

- Show your baby different things to look at in their environment.
- Hold your baby in different ways to see which way your baby likes best.



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Pensamiento flexible (Flexible thinking)

Cuando los padres piensan las cosas de maneras diferentes,
los niños también aprenden a ser flexibles.
El pensamiento flexible nos ayuda a estar calmos y a resolver problemas de una mejor manera.

COMPARTA “pensamiento flexible” con su niño/a...

- **Hable sobre opciones y ofrezca alternativas**
 - “Podría comer cereales o una tostada y un yogurt en el desayuno. Creo que hoy comeré cereales. ¿Qué es lo que tú prefieres?”
 - “Puedes jugar con el camión aquí o puedes llevarlo al arenero. ¿Qué prefieres hacer?”
- **Hable sobre diferentes maneras de mirar una situación**
 - “Juan está jugando con Mina en este momento. Eso no significa que él no te quiere más. Sólo significa que tú podrás jugar con el más tarde.”
 - “Es realmente difícil esperar a tu primo! Pero nos da la oportunidad de mirar algunos libros que sacamos de la biblioteca.”

PIDALE a su niña/o que sea flexible...

- ¿Qué más podrías decir?
- ¿Qué otra cosa podrías hacer?
- ¿Que podrías hacer diferente la próxima vez?

DETENGASE y PIENSE nuevas maneras de...

- Guardar los juguetes
- Caminar por la habitación, ir a la escuela, etc.
- Jugar con una pelota u otro juguete
- Usar una cuchara, etc.

Y con los bebés y niños pequeños, también!

- Muéstrela a su bebé diferentes cosas del ambiente para que las mire.
- Cargue a su bebé de diferentes maneras y vea cual es la que prefiere.



Más materiales gratuitos para ayudar a desarrollar resiliencia en los niños
www.reachingreachingout.com/resources-parents.htm



Positive Outlook

**When parents show a positive outlook, children learn how, too.
Seeing strengths and positives helps us handle life's challenges and gives us hope.**

SHARE a "positive outlook" with your child...

- **Point out your child's positive behavior and strengths**
 - "You and your sister are sharing so well. You're really having fun together!"
 - "You waited very patiently. It's hard to wait, and you did it!"
- **Find positives in daily events**
 - "Getting up early in the morning is hard, but it gives us time to talk."
 - "I'm looking forward to the fun we'll have at the park together."
- **Talk about things that you enjoy**
 - "The brown puppy is my favorite. Which is your favorite?"
 - "I like working on puzzles with you."
- **Express your positive feelings**
 - "I feel happy about spending time together."
 - "I felt good when I... fixed the cabinet door, finished the laundry, etc."



ASK your child to find the positives...

- "What did you like about... going to the park, going to the market, etc.?"
- "Tell me three good things that happened today."

PAUSE and THINK of positive things at different times during the day...

- | | |
|------------------------------|--------------------------------------|
| • mealtime | • outside in nature |
| • bedtime | • reading or playing with your child |
| • first thing in the morning | |

AND babies and toddlers, too!

- Smile at your baby throughout the day.
- Find things that make your baby smile.



More FREE online resources to build your child's resilience

www.reachinginreachingout.com/parents (videos, books, parent stories, articles, newsletter and more)



Actitud positiva

(Positive Outlook)

Cuando los padres muestran una actitud positiva, los/as niños/as también aprenden a hacerlo. Ver las fortalezas y lo positivo nos ayuda a manejar los desafíos de la vida y nos da esperanza.

COMPARTA una “actitud positiva” con su niño/a...

- Señale las fortalezas y conductas positivas de su niño/a
 - “Tú y tu hermana están compartiendo muy bien. ¡Realmente se están divirtiendo juntos!”
 - “Esperaste muy pacientemente. Es difícil esperar, ¡y tú lo hiciste!”
- Encuentre lo positivo en los eventos cotidianos
 - “Levantarse temprano en la mañana es duro, pero nos da tiempo para conversar.”
 - “¡Estoy esperando divertimos juntos en el parque!”
- Hable sobre cosas que disfrute
 - “El cachorro castaño es mi favorito. ¿Cuál es tu favorito?”
 - “Me gusta armar rompecabezas contigo.”
- Expresa sus sentimientos positivos
 - “Me siento feliz de pasar tiempo contigo.”
 - “Me sentí bien cuando...reparé la puerta del armario, terminé con el lavado de ropa, etc.”



PIDALE a su niño/a que encuentre lo positivo...

- “¿Qué es lo que te gusta de... ir al parque, ir al mercado, etc.?”
- “Dime tres cosas buenas que sucedieron hoy.”

DETENGASE y PIENSE cosas positivas en diferentes momentos del día...

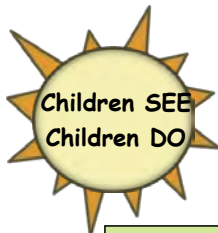
- | | |
|------------------------------|---------------------------------|
| • A la hora de comer | • Al aire libre |
| • A la hora de dormir | • Al leer o jugar con su niño/a |
| • Al despertarse a la mañana | |

¡Y los bebés y niños/as pequeños/as también!

- Sonríale a su bebé durante el día.
- Encuentre cosas que hagan sonreír a su bebé.



Más materiales gratuitos en español para ayudar a desarrollar resiliencia en los niños
www.reachingreachingout.com/resources-parents.htm



Understanding Feelings

When parents show they understand feelings, children learn how to be understanding, too. Understanding helps us build strong relationships and handle life's challenges.

SHARE "understanding" with your child...

- **Comfort your child when he or she is upset**
 - *"I understand. It really hurt when you fell."*
 - *"It must have made you mad when he took your toy."*
- **Name feelings**

| | | | | |
|---|------|---|------|---|
| <i>"I am"</i> | (or) | <i>"You look..."</i> | (or) | <i>"You might feel..."</i> |
| <ul style="list-style-type: none"> • sad • happy • excited | | <ul style="list-style-type: none"> • proud • embarrassed • worried | | <ul style="list-style-type: none"> • mad/upset • scared • confused |
- **Connect feelings to what you see**
 - *"I think Ralph might be mad. He is breathing fast and holding his fists."*
 - *"Look at that smile – you are so happy!"*
- **Comment on how people react to situations or words**
 - *"When you share with him, he looks happy."*
 - *"When Sally called Ezia a name, it hurt his feelings. See, he's crying."*
- **Play games**
 - Draw different feelings on your child's face with your finger or a cotton ball. Ask your child to guess the feelings.
 - Ask your child to draw a feeling on your face (e.g., happy, mad, sad). Then you try to guess the feeling. Or you can draw faces on each other at the same time.



ASK your child about feelings...

- *"What are you feeling right now?"*
- *"She looks sad. I wonder what made her feel sad?"*



PAUSE and THINK about others' feelings throughout the day...

- | | |
|---|--|
| • When meeting new people | • At bedtime |
| • When you see your child's mood change | • When reading about characters in books |

AND babies and toddlers, too!

- Hold your baby so he or she can see your face.
- Make faces for your baby to copy. Let your baby see you copy his or her face.

More FREE online resources to build your child's resilience

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Comprendiendo los sentimientos

(Understanding Feelings)

Quando los padres muestran que entienden los sentimientos, los/as niños/as aprenden a comprenderlos también. Entender los sentimientos ayuda a construir relaciones fuertes y a manejar los desafíos de la vida.

COMPARTA “el comprender” con su niño/a...

- Calme a su niño/a cuando él/ella esté molesto/a
 - “Yo entiendo. Realmente duele cuando te caes.”
 - “Te debe de haber hecho enojar cuando te sacó el juguete.”
- Nombre los sentimientos

| “Yo estoy” | (o) | “Tú luces...” | (o) | “Tú te debes sentir....” |
|------------------|-----|-----------------|-----|--------------------------|
| • triste | | • orgulloso/a | | • enojado/a o molesto/a |
| • feliz | | • avergonzado/a | | • asustado/a |
| • entusiasmado/a | | • preocupado/a | | • confundido/a |
- Conecte los sentimientos con lo que vea
 - “Pienso que Rafael debe de estar enojado. El está respirando rápidamente y apretando los puños.”
 - “Mira esa sonrisa – ¡tú estás feliz!”
- Comente sobre cómo reacciona la gente a situaciones o palabras
 - “Cuando tú compartes con él, él parece contento.”
 - “Cuando Sandra insultó a Enrique, lastimó sus sentimientos. Ves, él está llorando.”
- Juegue
 - Dibuje diferentes sentimientos con su dedo o una bola de algodón sobre el rostro de su niño/a. Pídale a su niño/a que adivine los sentimientos.
 - Pídale a su niño/a que dibuje un sentimiento sobre su rostro (por ejemplo, feliz, enojado, triste). Luego trate de adivinar el sentimiento. O pueden dibujar caras uno al otro al mismo tiempo.



PREGUNTELE a su niño/a acerca de sus sentimientos...

- “¿Cuáles son tus sentimientos en este momento?”
- “Ella parece triste. Me pregunto ¿qué la hizo sentirse triste?”



DETENGASE y PIENSE sobre los sentimientos de otros durante el día...

- Cuando se encuentre con gente nueva
- Al ir a dormir
- Cuando vea un cambio de humor en su niño/a
- Cuando lea sobre personajes en libros

¡Y los bebés y niños/as pequeños/as también!

- Sostenga su bebé para que él o ella pueda ver su rostro.
- Haga caras para que su bebé lo/a copie. Deje que su bebé la/lo vea copiar su cara.

Más materiales gratuitos en español para ayudar a desarrollar resiliencia en los niños
www.reachingreachingout.com/resources-parents.htm

Children SEE Children DO

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Being Calm

When parents are calm, children learn to calm themselves, too. Staying calm helps us handle life's challenges.

SHARE “being calm” with your child...

• Do calming activities together

- *Take deep breaths together. “Breathe in while I count to 3. Now breathe out while I count to 3.”*
- Pretend to blow up a balloon.
- Blow a cotton ball across a table.

• Point out when your child is being calm

- *“I see that you are breathing slowly. You look calm.”*
- *“Holding your stuffed animal helps you calm down, doesn’t it”.*
- *“Your face looks relaxed – you are staying calm.”*

• Talk about being calm

- *“Let’s take some deep breaths together before we go outside.”*
- *“I feel so much better after I have taken a few big breaths.”*

ASK your child about being calm...

- *“You took some big breaths in and out. How do you feel now?”*
- *“Let’s think together. What are some things that help us stay calm?”*

PAUSE and THINK about calming throughout the day...

- First thing in the morning
- At bedtime
- Before and during a new activity
- When you’re frustrated or anxious.
- When you are in a hurry.

AND babies and toddlers, too!

- Let your little one watch you taking deep breaths.
- Gently blow your breath out slowly into your little one’s face. Then smile.
- Hold your baby chest-to-chest and breathe slowly for a few minutes – your baby will feel calmer, too.

More FREE online resources to build your child’s resilience www.reachinginreachingout.com/parents (videos, books, parent stories, articles, newsletter and more)

What is Self-Regulation?

Self-regulation is a child’s ability to control his or her behavior. It develops over time, and involves many aspects of social, emotional, and cognitive development. Self-regulation can also be thought of as the successful integration of emotion (what a child feels) and cognition (what a child knows or can do) resulting in appropriate behavior.

Some other things to know about self-regulation:

Self-regulation is not related to intelligence. Factors that help shape how well a child can self-regulate include:

AGE: Self-regulation develops as children grow. **BioloGy:** Your child’s temperament and how he responds to stressful situations affect how and when he develops self-regulation. **RElAtionships:** Your interaction with your child, including how you accommodate his temperament and respond to his needs, affect how he learns to self-regulate. **CoGnition:** Using language (especially naming emotions) helps develop self-regulation and sets the stage for the child’s future learning.

infoRmAtion foR pAREnts: Self-Regulation

Why Self-Regulation Matters

Self-regulation appears to help children solve problems and develop coping strategies.

Self-regulation includes the ability to focus and to control impulses. The sooner a child can self-regulate, the sooner she will be prepared for school, where academic and social success require her to think for herself and meet the expectations of others.

Children who don’t learn to self-regulate usually have a harder time transitioning to school.

Being “ready for kindergarten” means knowing letters, colors, and numbers, but also means being able to sit still during circle time and get along with others.

Self-Regulation

What to Expect, and When:

infAnCy: self-soothing

It is critical to understand that until your baby is at least six months old, he relies entirely on caregivers to manage his stress – he has no ability to self-regulate. This is why we say that “you can’t spoil a baby” and that you need to respond to your baby’s cues quickly and consistently. Infants rely on caregivers to respond to their signals and meet their needs for food, sleep, comfort, and interaction. During the first year, babies learn how it feels to have their needs met, and gradually learn to create that feeling (known as “self-soothing”) with less help from you. Through this maturation process, the baby learns ways to calm himself when upset.

toddLERhood: managing Emotions

During the toddler stage, children learn more about feelings, and begin to connect situations to emotions. This is a difficult, yet important time of growth for children, often filled with displays of emotional extremes (ranging from excitement to frustration). As children's self-regulation and language skills develop, their temper tantrums and emotional outbursts often become more manageable and happen less often.

infoRmAtion foR pAREnts:

pREsChool yEARS: Emotions in a social Context

Between the ages of 3 and 5, children begin to understand the relationship between their feelings and their behavior. This means that during these years, it is critical for parents and caregivers to help children identify and implement self-regulation strategies, such as practicing waiting and naming emotions. For parents of preschool children, this involves setting limits and expectations for behavior. Preschool-age children have greater control over their impulses, and they are starting to think before they act.

What Parents Can Do

foR All ChildREn:

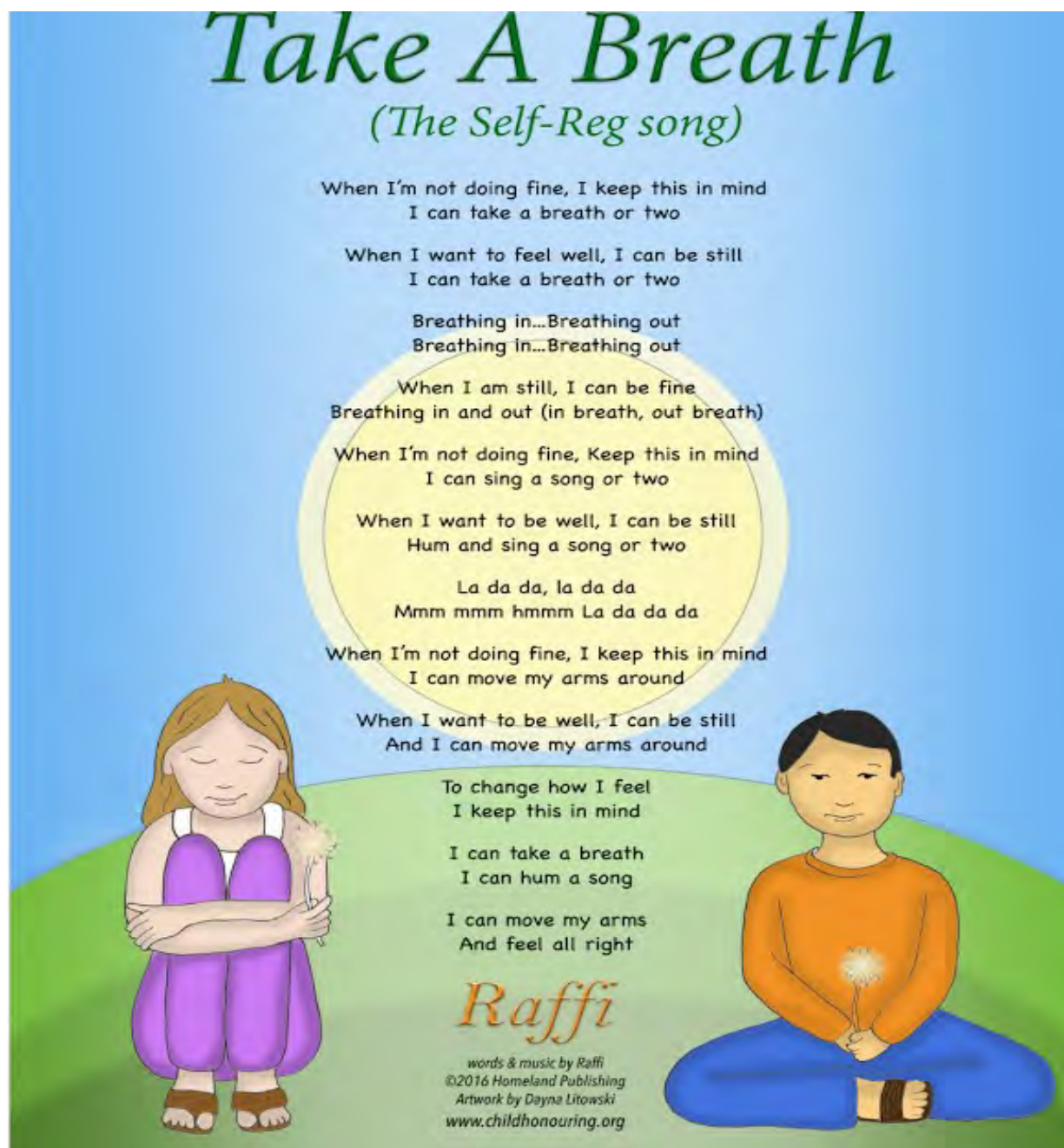
Provide structure and predictability. Model self-control and self-regulation in your words and actions when you are frustrated, upset, or excited. Seek help. If your child is struggling with managing her emotions or behavior, early identification and intervention can support both you and your child in developing these important skills.

foR infAnts:

Be responsive to your baby's needs, such as hunger or tiredness. When your baby cries, pick him up. Look for overstimulation cues such as turning away or arching the back; when they occur, give your baby a break and reduce the amount of stimulation.

foR toddlERs And pREsChoolERs:

Find ways to say yes rather than no. For example, "You can bang this pot with a spoon" instead of "Don't bang on the glass table." Tell them what is possible rather than what is not. For example, say "Please walk" rather than "Don't run." Name emotions, using words like happy, sad, embarrassed, and proud to describe how you feel. Anticipate transitions and announce changes to normal daily routines well in advance. Offer opportunities for creativity and play. Be involved. Anticipate inappropriate behavior and re-direct it.



For access to this resource, please go to
<http://www.childhonouring.org/takeabreaththeselfregsong.html>

Star Breathing

Breathe in, hold at the point, and breathe out.
Follow your way around the star.





Self Care for Parents

As a parent, it's important that you take care of yourself! If you're like most moms and dads, you need to be told that it's okay to do things for yourself. Practicing self care is an important step to becoming a better parent.

"Self Care" includes the simple, physical things but it also includes more psychological, social and even spiritual time for ourselves:

DO YOU TAKE CARE OF YOUR PHYSICAL SELF?

- Eat regularly in healthy ways
- Get exercise
- Receive regular, preventive medical care
- Sleep enough
- Take time away from the phone, email, TV, etc.
- Spend time outdoors in fresh air and natural light

DO YOU TAKE CARE OF YOUR MENTAL/EMOTIONAL SELF?

- Spend time and stay in touch with friends & family
- Express emotions, allow yourself to cry, talk about feelings
- Find activities that make you happy or relaxed
- Work on your marriage or other relationships
- Say no to extra responsibilities

DO YOU TAKE CARE OF YOUR CREATIVE/SPIRITUAL SELF?

- Give yourself quiet time for self-reflection
- Attend a local place of worship
- Write in a journal
- Spend time out in nature
- Enjoy a hobby or learn something new

What happens to a PARENT when he or she neglects self care?

Parents often feel pressured to give so much to our children that we forget to take care of ourselves, or we feel guilty for taking care of ourselves.

When ANYONE neglects to take care of him or herself, they put stress on their mind and body. This stress can lead to physical effects like a weaker immune system and high blood pressure, but it can also lead to mental effects such as depression and anger management issues.

What happens to a CHILD when a parent neglects self care?

We teach our kids that it's okay to neglect things like healthy eating habits, respecting our bodies and relationships with partners are not important. Plus, parenting can become an even greater challenge than it already is! It takes **ENERGY** to be a good parent. When we're not taking care of ourselves, we can be irritable, exhausted or sad. But positive, proactive parenting takes patience, energy and optimism. **If we don't take care of ourselves, it becomes even more difficult to care for our children.**

It's okay to ask for help: Sometimes practicing self care - especially in the beginning - means asking other adults for help. Getting another adult to support you in self care can be a big help in making it a permanent part of your life!



For more parenting resources, download our **SCAN Parent Resource Center App** or visit www.scanva.org/prc



Cuidado personal para padres

¡Como padres, es importante cuidarse a uno mismo! Si usted es como la mayoría de los papás y mamás, necesita saber que está bien sacar tiempo para cuidarse. Practicar el cuidado personal es, de hecho, un paso muy importante para llegar a ser mejores padres.

El cuidado personal incluye las simples cosas físicas - como estar seguro de dormir lo suficiente y comer comidas saludables. Pero también incluye más emocional, social, psicológica, creativas y artísticas y espiritual con el tiempo para nosotros mismos:

Cuidado personal físico:

- Comer saludable y de manera sana
- Hacer ejercicio
- Recibir cuidado médico
- Dormir lo suficiente
- Tomar tiempo lejos del teléfono, correo electrónico, TV, etc.
- Pasar tiempo afuera en el aire fresco y luz natural

Cuidado personal emocional/sicológico:

- Pasar tiempo con amigos y familiares
- Estar en comunicación con otros
- Expresar emociones y permitirse llorar y disfrutar de cosas que le hagan feliz
- Leer por placer (no por trabajo)
- Trabajar en su matrimonio u otras relaciones
- Decir "no" a responsabilidades extras

Cuidado personal creativo/espiritual:

- Darse tiempo de tranquilidad para autoreflexionar
- Asistir a un lugar de alabanza
- Escribir en un diario
- Pasar tiempo afuera en la naturaleza
- Disfrutar de un pasatiempo o aprender algo nuevo

¿Qué le ocurre a un PADRE/MADRE cuando se niega al cuidado personal?

Como padres de familia, muchas veces nos sentimos tan presionados para dar tanto a nuestros hijos que nos olvidamos de cuidar de nosotros mismos, o nos sentimos culpables de ello. **Cuando alguien deja de cuidarse, crea estrés en su cuerpo y mente.** Este estrés nos puede exponer a un sistema inmunológico más débil o la presión alta; también puede dar lugar a problemas mentales como la depresión y mal control de la ira.

¿Qué les ocurre a los HIJOS cuando los padres se niegan al cuidado personal?

Les enseñamos a nuestros hijos que está bien abandonar hábitos como comer saludable, respetar nuestro cuerpo y relacionarse con compañeros. ¡Además, nos hace aún más difícil el papel de ser padres de familia! Ser un buen padre requiere ENERGÍA. Cuando estamos estresados y no nos cuidamos, podemos estar más irritables, agotados o tristes. **El ser padre/madre de forma positiva y proactiva requiere paciencia, energía y optimismo.**

Es bueno pedir ayuda: A veces practicar el cuidado personal – especialmente al principio – significa pedir ayuda a otros adultos. ¡Tener el apoyo de otro adulto que le ayude con el cuidado personal puede ser de mucha ayuda para que llegue a ser una parte permanente en su vida!



Para más recursos para padres, descargue nuestro **SCAN Parent Resource Center App** o visite **www.scanva.org/prc**