

Ready, Set, Go!

Early Childhood Newsletter



FEBRUARY 2017

Feeding Myths

Myth #6: If a child is hungry enough, he/she will eat. They will not starve themselves. False

This is true for about 94-96% of children. For the other 4-6% of the pediatric population who have feeding problems, they will “starve” themselves (not on purpose, however). For the majority of children with feeding difficulties, eating doesn’t work and/or it hurts, and NO amount of hunger is going to overcome that fact. Children are organized simply; if it hurts, don’t do it. If it doesn’t work; cry and/or run away. Also, for children who have skill or medical problems with eating, their appetite often becomes suppressed over time, such that they no longer respond correctly to appetite as a cue to eat a sufficient number of calories.

Information from: http://www.sosapproach-conferences.com/articles/top_ten_myths

Toilet Training

Toilet Training Schedule

Using schedules helps build routine. Try planning toileting at times when your child has access to a toilet and when it is most likely to happen, as this will increase the chance of success. For example, kids often need to pee 20 minutes after drinking fluids. Ask your OT or Triple P provider for more information.

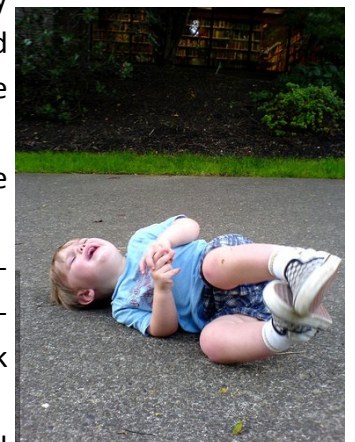


Occupational Therapy

Zones of Regulation: Tips for Handling the Red Zone

Everyone fluctuates through the different zones throughout the day depending on the environment, activity, and state of alertness we are experiencing. It is okay to have Red Zone feelings, but the Red Zone can be challenging to manage. When children are in the Red Zone they might freeze, scream, kick, throw or shut down completely. The Red Zone is not a teachable moment but a time to help your child calm. Here are some tips for managing the Red Zone:

- Safety is the first priority – designate a safe and calm spot and help guide the child to this area .
- Give them time and space to calm as needed.
- Limit the amount of talking to the child. The thinking brain does not work well in the Red Zone.
- Use strategies your child knows to help them calm.



Psychology

Playing with your Child: Part 1

Part of healthy child development involves playing. Playing with your child can increase their self-esteem, their ability to take responsibility for chores, and allows your child to see you in a different way. This strengthens your parent-child relationship. When you have a strong, positive parent-child relationship, your child may be more willing to cooperate with you and comply with your requests and demands.



(Kathy Eugster, MA, RCC, CPT-S, Parent-Child Connections 2014)

Speech & Language

Teaching Social Skills

In a society where technology is easily accessible, more and more children and adults alike are immersed in media. Amy McCready, a Parent Educator, suggests that parents should intentionally revert back to the basics to teach their children social skills and how to connect with people without a digital platform. *“With so much communication happening online or via text, kids have few opportunities to see manners and good communication in action, and even fewer chances to practice.”*

Adults are the best role models for their children. Your children watch your interactions to guide their own behavior. Being fully present in conversations (e.g., turning towards the speaker, not being on social media at the park, and modelling eye contact and manners) will influence your child’s social skills.

Role playing gives your child a chance to practice social interactions before going to a social setting. It is also a great opportunity for parents to teach their child how to greet others, introduce themselves, accept/give compliments, ask questions and have phone manners. Car rides can also be used to teach your child key phrases to use at the social gathering you are heading to, or appropriate topics to bring up. For example *“We went to the Eastlink Centre yesterday. You could tell Aunt Ellie you went down the big green slide.”*

You may also choose to take the time to teach your child a private gesture that will serve as a signal to use their manners. Children may still need reminders to use their manners in social settings, but a signal that can go unnoticed by others can be a useful cue without interrupting the flow of conversation, and it can be less embarrassing for the child.



Amy McCready. Positive Parenting Solutions. (2013) Don't let technology rob kids of social skills. <http://www.today.com/parents/dont-let-technology-rob-kids-social-skills-2D11674300>

Positive Parenting Program

Teach your child new skills by first showing the skill yourself, then giving your child opportunities to learn the new skill. For example, speak politely to each other in the home. Then, prompt your child to speak politely (e.g., say “please” or “thank you”), and praise your child for their efforts. www.triple-staypositive.net

Family Oriented Programming (GPPSD only)

Triple P Seminar #2: Changing Problem Behaviour into Positive Behaviour

Wednesday February 8

5:30-7:30pm @ Crystal Park School

Triple P Seminar #3: Helping Your Child Reach Their Potential

Wednesday February 15

5:30-7:30pm @ Crystal Park School

Nutrition for Young Children

Friday February 17

1:30-2:30pm @ Crystal Park School

Triple P Seminar #1: The Power of Positive Parenting

Wednesday February 1

5:30-7:30pm @ Crystal Park School

More Family Oriented Programming (FOP) Sessions are offered at your child's school. To see a list of sessions offered at your child's school, or if you have any questions regarding your child receiving services, please contact your child's teacher.



Take Home Tip

Patience Rather than Pressure

Children may not like or try a food right away. In fact, regardless of whether or not your child has sensory concerns surrounding foods, children need to be exposed to foods more than 15 times. For a child with sensory concerns related to touch, taste, or smell, etc., the number of exposures that are needed increases. Try to be patient and let your child explore the new food by seeing, touching or smelling it, and giving them a choice of foods at meal time. Alberta Health Services states that your child is more likely to accept a new food if he/she sees a parent enjoy a variety of foods prepared in different ways. Mealtimes should be a positive scheduled time in which everyone participates in a relaxed manner. Have your child participate in meal selection/prep (e.g., would you like peas or carrots?), as this may increase the likelihood that they will eat or try that food.



Pressure, forcing or even rewarding children to try new food or to finish their meal may lead to negative feelings towards eating and often refusal. If your child chooses not to eat that’s okay. They can eat at the next meal or snack time in your scheduled routine.

Alberta Health Services. Feeding Toddlers and Young Children. www.raisingourhealthykids.com