



Success By 6

First Steps & Beyond

A Child Development & Resource Guide



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This guide is not intended to replace medical diagnosis or care but to support parents and caregivers. When needed seek additional information and resources from an appropriate medical facility, service provider or program. Some key contacts are listed at the end of this guide.



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introduction

Congratulations on being a parent, grandparent or caregiver. You have the most important and rewarding job in the world.

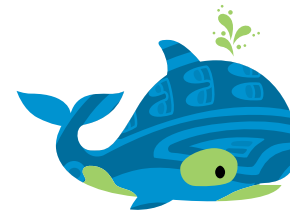
The Early Years, before birth to age 6, are vital to your child's future. Research shows that important learning takes place from the first day of life.

Your role is to provide the nurturing and attention that will have a lasting and positive impact on your child. Children do not require many toys. Your love and time is much more important.

This guide will help you recognize the different developmental stages that your child will go through. As each is described, please remember that **every child develops at a different pace.**

Red flags are provided to indicate when to look for outside help. Early identification and intervention are important when a delay in development arises.

There are many community resources in British Columbia to support you and your child. You will find some of the main contacts at the end of this guide.



Success By 6 would like to thank the Credit Unions of BC. For the past six years they have contributed 25 cents per member per year to Success by 6 for a total investment of \$2.5 million. These contributions flow to communities throughout BC for early learning programs as well as support provincial projects like this early childhood development resource. Learn more at www.successby6bc.ca

10 things every child needs



Love: You can provide the basis for healthy development and secure attachment with warm, loving, responsive, consistent care. Cuddle, rock, talk, sing to your child every day.

Touch: Babies and children need to be touched. Gentle touch literally tells the brain to grow. Touch is a source of comfort and love especially in new situations. Being comforted immediately helps a child to calm more quickly.

Stable Relationships: A loving, trusting adult and extended family/ community in a child's life is important. Children who feel secure have low levels of stress and are better able to learn. Routines and customs provide comfort and help them make sense of their world.

Safe Environments: Inside and outdoor play spaces, free of hazards, provide a child with freedom to explore, play and thrive.

Self Esteem: Say positive things to your child. Children who feel good about themselves will do well in social time with others. They will be able to control feelings and respond in an appropriate manner. When a child needs disciplining, use it as a chance to teach, to provide limits and constant, loving care.

Quality Child Care: In a home or child care setting, quality care provides a place and time to learn about self and others. Even when you are away from your child you can stay involved in her care and education.

Talk: The more words a child hears, the more connections are made in the brain. Talk, read and sing to your child every day. Children learn languages at a very early age and have the ability to learn more than one language. Speak your traditional language with your child.

Play: Everything a child learns is through play and experience. It is the experience of playing, NOT the toy that helps the development of the brain.

Music: One of the greatest gifts we can give our children is the love of music. It does not require expensive lessons or instruments. Music can calm, soothe and teach. Share music from your culture and other cultures with your child.

Read and Tell Stories: Literacy starts with sharing the experience of reading and telling stories. Hearing words, interacting, touching, are all the positive benefits of snuggling up with a book or sharing a story.

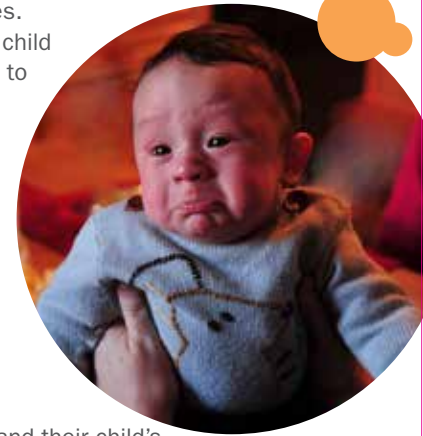
understanding and supporting your child's temperament

Right from birth each child is unique. A child is born with their own special style and way of facing the world. This is called their temperament. One of the most important jobs parents have is to figure out who their child is and value them for who they are.

Children learn about the world through their senses. Children use all of their senses to learn, but each child will have a preferred way to learn. They may prefer to use touch, or vision, or sound to get information.

Children also vary in:

- How intensely they respond to things
- How active they are
- How they interact with others
- How they respond to change
- How persistent or easily frustrated they are.



Being aware of these traits helps parents understand their child's temperament and how their child interacts with the world. Most children fit into one of three temperament styles – adaptable, cautious or feisty. It is important to remember that not all children fit into one style, but may have traits from all three styles. One style is not better than another. There is no right or wrong way for a child to be. If you try to understand and accept your child's style, it will make both of your lives easier and more pleasant. If you adapt to their style (rather than make them adapt to your style) you will build a closer relationship with your child and help them fit into their world successfully.





Adaptable children approach new situations and people with ease. They seem to be more able to cope with changes in their routines.

Cautious children approach new situations and people very thoughtfully and sometimes fearfully. They may have difficulty with quick changes in

routines. They often require extra support and time to feel safe in a new situation. You can prepare them for changes by talking about what may happen and helping them feel able to handle things that come up.

Feisty children approach new situations and people with passion and intensity. They may have difficulty controlling their strong emotions and desires. They want action right away and may need support to calmly and slowly enter new situations. If you talk about changes before they happen it helps them control their emotions and react in a less intense way.

Ways to Help Children Who Are More Cautious:

- Respect their pace and let them look before they leap.
- Think of yourself as a secure home base.
- Be positive in your facial expression when you are in a new situation or meeting new people, as children take their cues from you (if you are afraid, they will be also).
- Try to prepare your child ahead of time when they are going to meet new people or enter a new environment.
- Establish routines so things are more predictable.

Ways to Help Children Who React Strongly:

- Make the environment calmer and quieter (e.g. by turning off TV).
- Set up bedtime routines to give time for them to wind down (reading instead of active play).
- Show you understand them by accepting and naming their feelings. (“I know you are angry.”)
- Do not punish them for overreacting.
- Give them lots of warning before you change an activity.

Ways to Help Children Who Are Very Active:

- Offer lots of opportunities for safe, active exploration in a child-proofed home. Remove things you do not want touched.
- Accept that children need to move and will not stay in one spot very long.
- Give them activities to help out at busy times such as setting the table while you prepare meals.

Ways to Help Children Who Are Easily Frustrated:

- Help them pace themselves when frustration is building. This may mean a break from a task or some help in completing the task.
- If they have difficulty waiting for something, talk them through what you are doing in order to get it for them.
- Model a sense of humour when things do not work out.



developmental milestones

All children go through the same stages of development, each at their own rate. Parents should understand that **all children are unique and will grow at their own pace. The developmental stages outlined here should be used as a guide.** Enjoy your child and if you have a concern, contact your doctor, public health nurse or look for other resource contacts at the back of this guide.

As a Newborn Your Baby:

- Has all five senses with their sense of touch especially well developed.
- Communicates with smiles, gazes or cries.
- Has no schedule or routines for sleeping and feeding.
- Most of their day will be spent sleeping.
- Begins to show their personal favourites; some like lullabies, others like rock and roll; some like to sleep in the dark, and others like a night light.
- Prefers to look at bright colours and black and white contrast, loves to look at your face and focuses best when held 6-8 inches close to you.
- By 5 days old your baby recognizes your smell and voice and will turn towards you.
- Begins to imitate your facial expression. Begins to smile around 6 weeks.
- Listens to and recognizes the basic sound of language that forms the foundation for speech, and begins to make sound in response to your voice.



What to Do With Your Baby:

- Respond to your baby's needs as quickly, lovingly and consistently as possible. A warm loving home, where the family comforts and responds to baby's needs, is essential for a baby's health and development.
- Respond quickly to your baby when he is sick, hurt, sad, or frightened – this is especially important.
- Talk with your baby in a higher pitched voice and use gentle touch, hugs, and kisses.

★ All children develop at their own pace. This information should be used as a guide. If you have concerns talk to your doctor or public health nurse."

- Talk to your baby as you change his diaper, feed him, bath him and play with him. This will help him learn language.
- Follow your baby's cues as to when she wants to play or is over stimulated. She may turn away or cry when she has had enough playtime.
- Celebrate your baby's unique personality.
- Give praise and encouragement by clapping, hugging, and smiling when your baby learns something new.
- Begin "tummy time" by placing baby on a blanket on the floor beside you when he is awake. Talk to him and place toys such as rattles and bright toys for him to follow and respond to their sound.
- Make sure baby is safe when sleeping. Babies need to sleep on their back in a crib or bassinette.
- Always check with your doctor, midwife or public health nurse to stay up to date on how to care for your baby. It is easy to be overwhelmed or confused by all the advice you get - especially on the internet.
- Your baby benefits when you are well cared for. Rest, eat well and take breaks. Share your feelings and be supportive and kind to one another as a family.
- Parents who connect with other mothers and fathers tend to be more confident in caring for their baby. Connect with other friends who are parents and attend parent groups at a local Family Resource Program, Family Place or Neighbourhood House.



When to ask questions:

- Baby is not responding to sights, sounds or your touch.
- Baby is crying constantly and cannot be soothed.
- You are feeling overwhelmed and have few positive feelings towards your baby.



Around 2 – 3 months your baby:

- Is alert and responsive.
- Should be spending longer periods with eyes open.
- Tracks a face moving from side to side.
- Smiles and coos responsively.
- Startles to loud noises.
- Holds head up briefly when lying face down or when held in a sitting position.
- Holds her hands open.
- Holds a toy or rattle briefly if placed in hand.
- Recognizes familiar faces and voices.

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Activities to Encourage Development:

- Try and interpret your baby's cries. You cannot spoil your baby. Crying is normal for babies. She may be hungry or uncomfortable or need comfort and soothing. Attend to her as quickly as possible so she knows she is heard.
- Provide playtime in a variety of positions; on back, on tummy (when awake) and on side. Baby at this age will tolerate brief periods of time on her tummy especially if you are down on the floor with her. Make sure baby is safe and warm when on the floor. Time on her stomach will encourage strengthening her neck, arms, hands and shoulders.
- Hold your child close and talk to her. Repeat sounds she makes.
- Gently rub and touch her.
- Hold your baby to feed and look into her eyes.
- Present objects within 6 - 8 inches of your baby's face.

When to Ask Questions:

- Baby does not respond to sudden, loud noises.
- Baby arches her back frequently when held or lying on back.
- Baby's body posture feels limp or floppy.
- Baby does not make eye contact when awake and being held.
- Baby holds hand tightly closed most of the time or only kicks with one leg.

By 4 - 5 months your baby:

- Reaches for objects offered. Will hold and shake a rattle and look at the toy he is holding, bringing it to his mouth.
- Holds hands open or loosely closed most of the time. Not fisted.
- May make a variety of sounds such as squeals, grunts, growls and chuckles.
- Responds with pleasure to caregiver's touch, care and play.
- Often smiles and laughs to show his pleasure.
- Looks for sound with eyes. Turns his head to sound or voice.
- Will lift his head, taking weight on arms and hands when on his tummy.
- Is starting to roll front to back.
- Begins to take some weight on his legs when supported.
- Uses both arms and legs equally. Will reach with either arm and kick with either leg.
- When supported in sitting position can hold head steady.
- Looks forward to feeding and places hands on bottle or breast.



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Activities to Encourage Development:

- Make eye contact with your baby.
- Play with and enjoy your baby. Get down and play with your baby on the floor.
- Encourage your baby to look at you or a toy and get him to follow its movement slowly.
- Place a toy in your baby's hands and help him to look at it, shake it, and bring it to his mouth.
- Talk and sing to your baby. Babies learn when you talk about things your baby sees, hears, and feels.
- Enjoy quiet time together with rocking and cuddling.

When to Ask Questions:

- Baby does not smile or respond to your voice or smile.
- Baby does not respond to friendly cuddles or care.
- Baby does not follow a moving object with his eyes or baby's eyes turn inward.
- Baby's hands remain fisted most of the time.
- Baby does not bring hands together over his chest.
- Baby has difficulty lifting head off floor when on his tummy.
- Baby shows a preference for holding his head to one side. (You may notice a bald spot or a flat spot on one side of his head.)
- Baby moves one arm or leg more than the other.
- Baby does not make any sounds.

Around 6 - 7 months your baby:

- Turns head towards sound.
- Begins to imitate speech sounds and babbles “baba” and “ma-ma”.
- Stands with hands held.
- Looks for a toy when it is dropped to the floor.
- Reaches and grasps toys, transfers objects between hands.
- Smiles and vocalizes to own image in mirror, babbles.
- Shows attachment to caregivers, recognizes primary caregiver.
- Knows familiar people and reaches for them.
- Will push up on her arms and roll from back to tummy. May get up into a creeping position or start crawling.
- Sits with support or propped on hands, holding head steady.
- Responds to caregiver’s soothing and comforting and loves to be touched or held.
- Will start to rely on emotional signals from her caregivers to show her how to behave.



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Activities to Encourage Development:

- Play simple games and rhymes with your child (Peek-a-boo).
- Read picture books. Talk about the pictures. Tell stories.
- Sing songs.
- Provide a safe environment for crawling, rolling, sitting and pulling up into standing at a couch or other stable furniture.
- Call out baby’s name as you come into a room. Give her time to find you before picking her up.
- Talk to your baby and listen for the sounds that she can make. Repeat sounds back to her and have fun imitating each other’s sounds.
- Talk to your baby as you are doing activities such as feeding, changing diapers. Use one and two word sentences. Identify the sounds that she is hearing such as truck, telephone.
- Respond to your baby’s cries with a soothing voice and comfort her.
- Hold a rattle a short distance from baby’s hand and let her reach for it.
- Begin to introduce solids in the form of infant cereal and mashed or pureed vegetables and fruits.
- Introduce a drinking cup at this age.



When to Ask Questions:

- Baby does not smile or respond to speech.
- Baby does not startle to loud noises or turn to sounds.
- Baby does not babble or make sounds.
- Baby is not able to lift her head when held in a sitting position.
- Baby’s arms or legs seem too stiff or too floppy.
- Baby uses only one hand in play; seems to ignore other arm or holds it in a fist.
- Eyes are crossed or one eye noticeably turns in or out.

Around 8 - 10 months your baby:

- Sits without support and reaches for toys.
- Is able to get into a sitting position from lying down.
- Searches for dropped toy, even if out of sight.
- Bangs objects together or on the table.
- Produces many sounds (e.g., ma, na, ba, da, ga) and may imitate yours.
- Understands many words such as “no” and “bye-bye”, though cannot say them.
- Waves bye-bye, plays peek-a-boo, and claps hands.
- Creeps on hands and knees and is able to pull self to stand at furniture. May also begin to walk holding on to furniture.
- Recognizes caregiver’s emotions and reacts to them - for example will smile at a happy face.
- Shows a preference for main caregivers, reacts to strangers by searching for caregiver.
- Moves from holding things in palm to using thumb and finger.
- Begins to show a sense of self control ~ may push food away, pull back toys or scream loudly.

Activities to Encourage Development:

- Provide a variety of safe toys to explore and play with (blocks, rattles, cups, bowls, and squeeze toys).
- Place toys on floor just out of reach to encourage movement. (crawling, rolling, “bum” shuffling)
- Encourage first words: “mama”, “dada”, “hi”, “bye”.
- Look at simple picture books or make a family photo album. Describe the picture to your baby. Point to things on the page and label them. Use names of things as well as words like “down/up, big/little”.
- Introduce family foods such as pieces of fruit, soft cooked vegetables, crackers, Cheerios. Avoid foods that may cause choking, such as: nuts, seeds, raw peas or carrots, whole grapes, popcorn, wieners.
- Let him feed himself during family meals.



When to Ask Questions:

- Baby does not babble or make a variety of sounds.
- Baby does not respond to words spoken to him.
- Baby arches back when sitting and legs seem stiff.
- Baby does not take weight through legs and cannot sit independently.
- Baby has difficulty moving from a sitting position to hands and knees or difficulty crawling. Prefers to stay in one spot.
- Baby does not seek comfort from main caregiver when unhappy.
- Baby does not move around to explore what’s in the room.

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Around 12 months your child:

- Shows more interest in toys and activities. Tries to stack one block on top of another, and will put toys into containers.
- Enjoys picture books and pats at the pictures.
- Says “mama” and “dada” with meaning.
- Continues to make sounds and strings sounds together (e.g., uh-oh, gaga, bye-bye). Some will sound like words and some like gibberish.
- Points to what she wants and uses gestures like giving and showing.
- Follows simple directions such as “come here” and looks to named objects.
- Responds to name when called.
- Will cruise around furniture, walk with one hand held and may walk on own.
- Creeps up stairs.
- Easily picks up small objects with her thumb and finger.
- Eats a variety of foods by finger feeding, and can drink from a regular cup with some spilling.
- Imitates hugging and kissing.
- Shows a variety of emotions and is beginning to show fear—likes to be within sight and hearing of familiar adults.
- Is beginning to show likes and dislikes. May be attached to a special toy or blanket.
- Will point to make a request for something.
- Is becoming more independent and may get frustrated if she cannot do something.



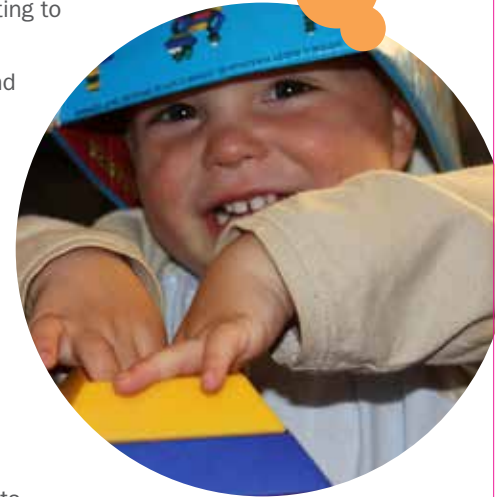
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Activities to Encourage Development:

- Encourage walking with use of ride-on/push-toys.
- Play outdoors, talking about what you see and do.
- Go to parent and tot groups.
- Read simple books, pointing out pictures. Reading before bedtime is a good activity as it helps to calm and provides a cuddle time.
- Provide toys your child can stack, and put in and out of containers. Kitchen pots and pans, plastic bowls and containers make great toys.
- Hide a rattle or small toy under a cloth while baby is watching and ask her “where is the ___?” Get excited when she finds the toy. Help her find the toy if needed.
- Let child try feeding self with a spoon. Help when needed.
- Let child drink from a regular cup with your help.

When to Ask Questions:

- Child does not babble or use meaningful sounds.
- She does not take part in nursery games (peek-a-boo, pat-a-cake)
- Child does not follow simple directions or respond to own name. Does not look where you are pointing to find an object you named.
- Child is not yet crawling or pulling to stand at furniture.
- Child stands or walks mainly up on tip toes.
- Child has trouble grasping small toys with fingers, cannot transfer a toy from one hand to the other or does not reach across the middle of her body.
- Child does not eat a variety of foods or food textures, i.e. prefers only smooth textures and has difficulty with rough textured foods.
- Child does not interact playfully with adults or children.



Around 18 months your child:

- Can now stack 3 or more blocks in a tower.
- Is able to complete simple shape puzzles (●■▲) with help.
- Is beginning to ask for things he wants, using simple words.
- Follows simple one step directions.
- Produces jargon-like sounds, which sound like talking without real words.
- Now has a vocabulary of about 20-50 words (words may not be “clear”, but you understand what he means).
- Imitates many things you say (“parrot talk”).
- Is beginning to identify body parts.
- Will look at what you are talking about. Takes turns in language.
- Plays by pretending to feed dolls or stuffed animals.
- Walks alone and can squat to pick up toys from the floor.
- Runs with stiff legs and seems awkward.
- Will walk up and down stairs holding your hand and can climb onto an adult chair.
- Has equal use of both arms and legs (no hand preference noted yet).
- Is generally happy and enjoys interacting with other people. Shows affection and different emotions.
- Likes to be independent. He may seem stubborn or throw a temper tantrum if tired or upset.
- Does not yet understand turn taking or sharing. May hit if frustrated.
- May alternate between clinging to caregiver and pushing away.
- Feeds self now with a spoon and uses a cup with some spilling.



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Activities to Encourage Development:

- Expand on what your child says. “Car”—“Yes, the car is going.”
- Talk about what your child is interested in or what they are looking at.
- Give him simple directions without gesture or cues, i.e. “Go to your bedroom and get your socks”.
- Do simple shape puzzles and read with your child.
- Encourage your child to put things away when finished playing.
- Let your child help when it is time to undress, saying for example, “take off your socks”. You may have to help for him to be successful.
- Provide simple items to encourage make-believe play (toy telephone, broom, pots & pans).
- Play with your child at their level. Show sharing, and turn-taking through example.
- Comfort your child when he is angry or frustrated.
- Give your child time to feed himself with a spoon and drink from a cup.
- Make sure your home is a safe place for him to explore. This will cut down on the number of times you say ‘no’.
- Provide opportunities to play with other children.



When to Ask Questions:

- Child continues to put toys in mouth rather than use them in play activities.
- He is not yet “pretending” in play (e.g., talking on the toy phone, feeding teddy, etc.).
- Child does not respond to own name or recognize words for familiar objects.
- Is not yet talking or has lost previously acquired language skills.
- Takes adults finger to point or uses the adult’s hand as a tool.
- Does not try to get help from others by pulling at an adult’s clothes or hand.
- Does not respond to voices or panics at some sounds.
- Child does not show interest in other children or relate to others.
- Child demands constant attention and refuses to leave caregiver’s side.
- Child is not yet standing or walking independently.
- If walking, he continues to stand or walk on tiptoes.
- Walks with feet greatly pointing in or out or with feet rolling over inward.

Around 24 months your child:

- Names objects in pictures.
- Follows two-step directions (“Put on your shoes and get your coat”).
- Has a growing vocabulary of 100-200 words and is beginning to combine 2-3 words together (e.g., What’s that? or Mommy go out).
- Recognizes pictures in books and listens to simple stories.
- Runs well on whole foot, stopping and starting with ease.
- Jumps with both feet leaving the ground, and will kick a ball on request.
- Can throw a ball overhand.
- Scribbles.
- Walks up and down stairs holding the railing or wall.
- Stacks a tower of blocks and lines blocks up in a row.
- Responds well to praise from others.
- Likes to be independent. May seem stubborn or throw a temper tantrum if tired or upset.
- Enjoys pretend play like feeding or caring for a doll.
- Prefers to play by herself rather than with other children, but enjoys being with other children.
- Shows concern when others are in distress.
- May show fear when things are not the way they expected.
- Removes simple clothing, unzips zipper and helps in dressing by putting on shoes.



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Activities to Encourage Development:

- Encourage your child’s independence by allowing her to do simple things for herself.
- Offer simple choices. (Do you want milk or water?)
- Read and tell stories to your child.
- Allow extra time so your child can do things for themselves such as putting on their boots.
- Provide opportunities for outdoor play and group play.
- Color with crayons, read books together, do simple puzzles.
- Talk to your child in simple sentences. Avoid questions with a one word answer, such as ‘what colour is the ball’? Instead ask ‘what’ or ‘where’ questions. (What are you going to do now or where did the ball go?).
- Continue to imitate and interpret your child’s words. Use comments and give choices rather than asking too many questions.
- Encourage pretend play with dolls, farm set or kitchen etc.

When to Ask Questions:

- Child is unable to follow simple directions.
- Child has a limited vocabulary (less than 50 words) and is not yet putting words together (“mommy go”).
- Child falls often. She seems unsteady, has poor balance when running or is up on toes.
- Is unable to walk up/down stairs independently.
- Child focuses on repetitive activities and it is difficult to get her to change to other activities.
- Plays with toys by mouthing or using repetitive action such as banging.
- Bangs head for stimulation.
- Seems fearful and doesn’t understand danger.
- Is not understandable to familiar listeners (caregivers) when they talk.
- Shows frustration when trying to talk.
- Has tremors or shaking in hands when stacking small objects.
- Child does not use eye contact or gestures when communicating.

Around 3 years your child:

- Has an increasing attention span. Can stay with one activity for 5 minutes or more.
- Understands concepts such as big/little, loud/soft, up/down.
- Identifies at least 2 colours and is able to sort different objects.
- Uses 3 - 4 word sentences and asks questions.
- Some speech sounds will not yet be clear (e.g., w for l, however you should understand most of your child's speech).
- Understands words like on, under, beside etc.
- Likes to help adults in household activities.
- Strings large beads on a shoelace.
- Cuts paper with child safe scissors.
- Copies circles, dots, small lines and a cross.
- Stands on one foot and jumps forward with two feet.
- Can walk forward, backwards, sideways and on tiptoes.
- May show a hand preference, using one hand more than the other.
- Interacts with both children and adults. Plays independently with other children briefly and is learning to share and take turns.
- Is beginning to use imagination and plays make believe games.
- Is much more independent and will want to do things himself, but is still learning to follow simple rules. Will need reminders.
- Is beginning to understand and express his feelings. (happy, sad, angry) Feelings may change suddenly. He is still learning how to handle his different feelings.
- Walks up and down stairs alone, one foot to each step.
- May show fear of imaginary dangers or fear of the dark.
- Enjoys simple books and listening to stories and rhymes.



All children develop at their own pace. This information should be used as a guide. If you have concerns talk to your doctor or public health nurse."

Activities to Encourage Development:

- When looking at books have your child tell you about the pictures.
- Bring your child to a community playgroup or preschool where he can learn to interact and play with children his own age.
- Go to community celebrations or gatherings.
- Encourage and model how to share.
- Take your child to the store and have him help you pick out groceries while you talk about what you are buying and what you are going to do with it.
- Have 'what if' conversations. These can be silly but they allow your child to look at problems in different ways. Use words like "I wonder..." and see if your child can figure out "why" and "how".
- Play with words. Make up rhymes or silly songs. Ask riddles.
- Let your child help you cook, doing tasks on their own such as pouring in the ingredients or stirring the batter in the bowl.
- Talk with your child about feelings and emotions. Help him learn to identify and name them.

When to Ask Questions:

- Child rarely responds when you call.
- Child does not understand simple directions or requests or responds inappropriately to simple directions or requests.
- Child has a short attention span or has difficulty attending to one activity.
- Child is not yet putting 3 - 4 words together in sentences, or you cannot understand his speech.
- Child avoids contact with other children, plays alone.
- Child continues to trip or fall often when walking or running.
- Has tremors or shaking in hands when stringing or drawing.
- Shows a lack of empathy when others are sad or hurt.
- Responds to questions inappropriately. Echoes back to you or always asks for words or phrases to be repeated.
- Child is overly aggressive and unpredictable.



Around 4 -5 years your child:

- Enjoys playing with other children and has favourite games and playmates.
- Expresses emotions and may be able to name her feelings.
- May show concern and sympathy for younger children when they are upset.
- Speaks in sentences, and speech is almost 100% understandable.
- May tell simple stories. Sings songs and says rhymes.
- Walks up and down stairs independently.
- Jumps, climbs, and stands on one foot.
- Catches a ball with two hands.
- Plays at one activity for up to 30 minutes.
- Begins to recognize some letters and may write own first name.
- Paints with a large brush on larger paper.
- Can count to 10.
- Is independent in dressing, using the toilet and hand washing.



All children develop at their own pace. This information should be used as a guide. If you have concerns talk to your doctor or public health nurse.”

Activities to Encourage Development:

- Provide lots of opportunities to run, jump and climb each day. Have fun with traditional dances.
- When outdoors, talk about things you see and do.
- Ask your child their point of view about something such as an event at preschool—listen carefully.
- Make an ‘all about me’ book with your child. Include things they like, their friends, their favourite food, games, what they dislike, etc.
- Play rhyming games—say a word and the other person has to say a word that rhymes with it—the words do not have to be real words.
- ‘I Spy’ games using rhymes such as I see something that sounds like small (maybe it’s a ball), or use colours like navy blue, or violet.
- Talk about things that are real and things that are make-believe.
- Draw with your child and talk about her drawings. Hang her art in a special spot.
- Allow your child to help make decisions about simple problems in her life (if she has left her coat at preschool, let her decide what to wear as an alternative).
- Encourage independence in dressing, using the toilet and hand washing.
- Provide opportunities for creativity (painting, coloring, drawing, telling short stories).
- Read and tell stories to your child.
- Teach your child her personal information (full name, address, phone)

When to Ask Questions:

- Child’s speech is not understood by others.
- Produces incomplete sentences, misses word endings such as ‘ing’ when talking, or has difficulty telling a story.
- Child is unable to follow two-part directions.
- Child has difficulty holding a pencil or crayon or stringing beads.
- Child avoids activities such as climbing, jumping, and hopping.
- Gets dizzy easily or never gets dizzy. Cannot stand still with eyes closed.
- Cannot stand on one foot without lots of body movement.
- Reacts to discipline with aggression.
- Has a strong need to control others, including children and caregivers.
- Child hurts animals or others on purpose. Child does not show any feeling when she hurts others.

hearing in children

It is important that parents be aware of their child's hearing from the moment their child is born. Hearing is the base from which speech, language, reading and writing are built.

The first few years of life are important for development. When there is a hearing loss, a child does not get the full benefit of communication experiences, which can lead to possible delays in speech, language, reading, and/or writing.

A child's hearing can be affected by many things. Some newborns run a high risk of hearing loss due to hereditary or prenatal complications including rubella, syphilis, low birth weight, and meningitis.

Toddlers and preschool children may acquire hearing loss with earaches, colds, running ears, upper respiratory infections, or allergies.

Older children may acquire a hearing loss with repeated exposure to loud noise from toys or music.

Warning signs for hearing loss:

- Stops early babbling
- Does not say single words by 12 months
- Has trouble locating sounds
- Has frequent earaches, colds, running ears, upper respiratory infections, or allergies
- Needs frequent repetitions of words or sentences
- Confuses consonant sounds
- Has unclear speech
- Shows better understanding when he/she can see your face
- Speaks loudly or turns up the volume of TV/radio



Hearing behaviors grow and change along with your child's other skills – as your child matures you'll see different kinds of responses to sound.

The BC Early Hearing program is a service of the Provincial Health Services Authority. The goal of the program is to ensure that newborn babies and families across the province receive family friendly, professional early hearing screening services and support.

The program provides newborn hearing screening, follow-up diagnostic assessments, first set of hearing aids and communication and family supports.

Find out more at your local Public Health Unit or from your community health nurse.

Or visit this website: <http://www.phsa.ca/AgenciesAndServices/Services/BCEarlyHearing/ForFamilies/default.htm>

vision in children

Vision develops in stages. At birth babies can see and begin to learn to use their eyes, to judge distances and learn eye-hand coordination.

Vision becomes "adult like" by twelve months. By the preschool years your child develops vision skills needed for eye-hand coordination, fine motor skills (drawing, writing, using scissors) and learning to read. Vision development continues until about age 8.

Vision problems are the most common medical condition in children and most are not obvious to parents.

Optometrists who specialize in vision development recommend a routine eye exam at 6 months and yearly after that. Kids do not need to speak or know the alphabet to have an eye exam.

Eye doctors are trained to observe a child's reactions and abilities to compare them with those expected by age.

Vision exams are inexpensive and are partially covered by health insurance.

You do not need a referral for an eye exam but not all eye doctors see infants so ask when making an appointment for your baby.

At any age, have your child checked immediately if you notice any of these symptoms:

- eyes are unable to track a face or toy held close
- one pupil is larger than the other
- eyes do not point at the same place
- red, itchy or watery eyes. Do not self treat.
- he/she has crusted or drooping eyelids
- sensitivity to light

Other signs of vision problems may include:

- poor coordination, bumping into things or avoiding movement activities
- lack of interest in surroundings
- lack of concentration
- eye rubbing, squinting or excessive blinking
- holding books or toys very close to examine

While clarity of vision and eye health are important, a child must also be able to move the eyes easily, use them together as a team, control focusing, and understand what is seen. Problems in any of these areas can slow development and impair learning.

For information about free vision screening, please contact your local Public Health office.



dental health in children

Healthy baby teeth will help your child eat foods, talk, smile as well as hold spaces for the adult teeth. Take care of baby teeth. Tooth decay can start as soon as teeth come in. Start good habits early.

Before Your Child Gets Teeth:

As a parent, you should get your mouth in as good a shape as possible. Tooth bacteria spreads from you to your child. Make sure your teeth are healthy.

- Ensure your baby unlatches from breast or bottle when they fall asleep.
- Clean inside your baby's mouth every day with a damp cloth.

As soon as Teeth Come In:

- Brush teeth two times each day with fluoride toothpaste. Use a soft baby toothbrush with a small amount of toothpaste (about the size of a grain of rice)
- Once baby can sit up, teach him to use a sip cup.
- As your baby is able to eat more solid food, try to gradually decrease bottle-feeding.
- If your child is using a bottle, it is best to feed them and clean their teeth before they go to sleep. Once they have teeth, babies that go to bed with a bottle are at risk for tooth decay.



Around Your Child's First Birthday

- Brush teeth two times each day with fluoride toothpaste. Use a soft baby toothbrush with a small amount of toothpaste.
- Teeth that touch should be flossed once a day.
- Use a cup. By 12 months, your child is drinking most liquids from a cup. This will help prevent a bottle habit or sip cup habit, where your child walks around, sipping throughout the day.
- Your child should no longer be using a bottle.
- Drink only water (not juice, milk or pop) between meals? Constant sipping on anything other than water can cause cavities.
- Visit the dentist. The BC Dental Association recommends that a child's first visit to the dentist take place about 6 months after the first tooth appears, usually around age one. This is a good time to talk to the dentist about daily care, teething, fluoride and eating habits.
- Eat meals and snacks at scheduled times. When a child carries their snack or drink, it allows him or her to nibble or sip all day. This is a habit that may interfere with their nutrition by making him feel too full to eat well at mealtime. It also increases the risk for tooth decay.

3 Years and Beyond

- Your child should have all of their baby teeth by now. Keep up the good work of brushing for your child. They won't be able to do a good job brushing their teeth until around 8 years old.
- Brush teeth two times each day with fluoride toothpaste.
- Offer small healthy snacks at set times and water between meals.
- Visit the dentist regularly.

Around 6 Years

- Adult teeth start to come in around age six.
- The first adult teeth to come in are called the "first molar" and they come in at the back of the mouth behind the last baby tooth.
- Around this time your child will start to lose their baby teeth. Children continue to lose baby teeth until they are about 12 years old.

Resources

Find a Dentist: www.bcdental.org

Check with your local Public Health Office to find out about free dental screening.

Find out about the Healthy Kids Benefit (support for the cost of children's dentistry) **1-866-866-0800**



nutrition | feeding young children

BABIES

- The healthiest food for babies is breast milk. Breastfeeding is a skill that is learned through practice. Respond to your child's cues and feed on demand, as often as every hour when newborn. Newborns will feed at least 8 times a day. They are done eating when they appear satisfied and content, you will hear swallowing when feeding.
- Health Canada recommends that all breastfed, healthy, full term babies get a daily vitamin D supplement of 400 IU per day. You should start giving your baby vitamin D supplement at birth. Continue giving it until your baby's foods include 400 IU of vitamin D each day.
- Commercial formula is the next best option. Choose a milk-based commercial infant formula unless advised otherwise by your doctor or health care provider. Choose an iron-fortified formula, and give this from birth to 9 to 12 months. Do not microwave the formula mixture.
- When feeding the baby keep her head higher than her body and NEVER prop the bottle as it may cause choking.



Introducing Solids:

- When baby can sit with some support and open her mouth when she sees food coming, and can move food from front to back of tongue to swallow, she is ready for her first foods. Around six months is the right age to introduce solids.
- Learning about new tastes and textures is important. Offer healthy iron rich food, and not junk foods.
- Over the next six months, your baby will progress from puree to mashed to thick lumpy to pieces of food. By 1 year he is learning to eat pieces of family foods, gradually increasing the texture of the solid foods so your baby can practice chewing and swallowing skills.

When feeding baby, remember:

- You decide what foods to offer.
- Let your baby decide how much and whether to eat. Stop feeding baby when they show signs of being full, such as turning away, shutting mouth, or pushing food away.
- It's okay for babies to play with their food and make messes. This is how they learn to eat.
- By 9 months set up regular meal and snack times. Aim for 3 meals and 2-3 snacks a day by 1 year of age.
- Sit down and eat your meal or snack together. Eating together is a time to connect.
- Turn off the TV and computer and talk with your child. Talk about happy things while eating
- Always use pasteurized milk and cheese.
- Honey is not recommended for babies under one year of age as it may cause infant botulism.
- Avoid choking hazards of nuts, hard candies, popcorn, whole marshmallows, ice cubes, chips and hard vegetables. Slice grapes and hotdogs lengthwise first then into smaller pieces.



TODDLERS

As long as healthy options are offered, your child will eat well!

- Choose mostly whole grain breads, cereals, pasta and rice.
- Choose a variety of fruits and vegetables.
- Choose meat and meat alternatives like chicken, fish, beans and lentils, tofu and eggs.
- Choose milk, cheese and yogurt and milk alternatives such as fortified soy milk.
- Choose water to quench thirst, limit juice to 60-90 mL (2-3 oz) and milk to 2-3 cups daily.
- Try vegetables in soups, stews, salads. Serve vegetables with dips.



Making Mealtimes Enjoyable:



Golden Rule for Happy Meals: You decide what food is served and when food is served. Your child decides whether to eat and how much to eat.

- Serve meals and snacks at regular times.
- Serve small portions, let children help themselves to more.
- Serve familiar and new foods together. Remember it may take 10-15 times trying a new food before your child will like it.
- Do not cater to your child's dislikes, he will never develop a taste for new foods if he is not exposed to them.
- Do not force feed. Children end up refusing the food and eating less.
- Trust them to know when they are hungry and when they have eaten enough.
- Some children are picky eaters who often refuse foods or constantly eat the same foods. Parents worry they are not getting enough nutrition to grow. But in most cases they are. Relax and take the pressure off yourself and your children. Model good behaviour and your child will follow.
- Involve your child with food preparation, setting the table and clean-up.
- Eat with your child and don't rush mealtimes; children are normally slow eaters.

Children come in all sizes. Some are short and thin, others grow much faster and bigger. Babies and toddlers can be healthy at many different sizes. There is no one right or exact amount of food that children need to grow. What is important is they enjoy eating a variety of foods and they have the energy to play and interact with others. If you have concerns talk with your doctor, public health nurse or community nutritionist.

If you have any questions about healthy eating, food, or nutrition, call 8-1-1 toll-free in B.C and ask to speak with a registered dietitian.



safety

Safety Tips for Parents

Think of your child's abilities and what new things they are learning. How are they moving? How tall are they? What are they interested in? Look at the world through your child's eyes. Get down on the floor and see things from their viewpoint. Remember children are naturally curious, while adults view the world with caution.

Go through your home room by room and look for safety hazards.

Not everything can be mentioned in this guide. Please see other resources listed for more information.

Car Seat Safety

- Babies and children need a car seat every time they ride in a car. Never hold your child on your lap.
- Follow car seat instructions carefully and those specific to your automobile found in your Owner Manual for proper installation procedures.
- Never place your child's rear-facing car seat in the front seat if your car has an airbag.
- The ideal position for a car seat is in the backseat, centre position.
- All seats used in Canada must meet Canadian Motor Vehicle Safety Standards.
- There are 3 stages of car seat use.

Stage 1: Infants and their car seats **MUST** stay rear-facing until your child is at least 1 year old AND weighs at least 20 pounds (9 kg). Many seats allow an infant to stay rear-facing even longer, and this is safer.

Stage 2: A toddler may move into a forward-facing car seat when they have outgrown their rear-facing seat, and **MUST** stay in a harnessed seat until they are at least 40 pounds. Many seats allow a child to stay harnessed longer, and this is safer.

Stage 3: A child may move into a booster seat when they have outgrown their forward-facing harnessed seat, and **MUST** be in a booster until they are 9 years old or 4'9" tall, whichever comes first.

Find out more here:

<http://www.icbc.com/road-safety/safer-drivers/child-seats>

Bathroom Safety

- Always stay with your child when she is in the bath.
- Test the water before you put your baby in. Water should feel warm, not hot. Lower water tank temperature to below 120 degrees F or 49 degrees C. Children's skin is much thinner than adults and hot water will burn a child's skin more quickly and at lower temperatures than an adult's. Watch the Too Hot for Tots video: <http://www.bcchildrens.ca/KidsTeensFam/ChildSafety/SafeStart/too-hot-for-tots/For+Parents.htm>
- Always keep medication locked away and far out of the reach of children. Children may eat and swallow substances even if they have bad tastes and smells.

Kitchen Safety

- Always check temperature of liquids and solids before serving.
- Keep all poisons (cleaning products, cigarettes, alcohol, medicine) locked up and out of reach of children. Many toddlers can open child-resistant containers.
- Cook on the back burners of the stove.
- Keep pot handles facing away from the edge of the stove so a child can't reach up and pull on them.



Falls

- Keep a hand on baby while diapering.
- Do not use baby walkers with wheels. Stationary exercisers are safer.
- Use safety straps on high chairs, strollers and shopping carts.
- Never place bouncy chairs or car seats on tables, counters or beds.
- Use anchored gates at top and bottom of stairs. Pressure gates can easily be pushed over.
- Do not place furniture near windows or balconies. Climbing may lead to falls.
- Place window guards on second floor windows and above, or fasten windows so they will not open more than 4 inches.
- Ensure your child wears a helmet when biking, skating, skateboarding, and rollerblading.
- Teach children the rules of the road and simple traffic safety.



Choking

- Always put baby to sleep on her back. Do not use a pillow.
- Keep small pieces and toys out of baby's reach.
- Keep latex balloons away from children. Pieces of balloons can cause fatal choking.
- Check pacifiers regularly for stickiness or cracks. Throw away if found.
- Tie up or remove curtain/blind chords.
- Cut food into very small pieces. Avoid nuts, popcorn, gum, hard candy, and whole hotdogs until your child is over 4.
- Many resources are available at the Public Libraries, Health Unit or bookstores on the topic of childproofing and child safety.
- Helpful Websites

Parachute Canada: <http://www.parachutecanada.org/>

Safe Start BC: <http://www.bcchildrens.ca/KidsTeensFam/ChildSafety/SafeStart/default.htm>

screen time

The Impact of Screen Time

- Television, movies, computers, tablets and phones, also called screen time, may be a part of your child's life. Studies show that too much screen time negatively impacts how children learn and behave. Research indicates that when children watch a lot of television they are more verbally and physically aggressive. They are also less creative and are not as strong at problem solving.
- Children learn to talk and develop social skills by talking and interacting with other people, not by watching television and videos.

Birth to 24 months:

- The Canadian Pediatric Association recommends that children under the age of 2 years should have no exposure to screen time.

24 months to 3 years:

- Choose times when you can watch television together so you can talk about what is real and not real.
- Choose programs that allow your child to participate through singing, dancing and storytelling.
- Screen time no more than 30 – 60 minutes a day.

3 to 5 years:

- Choose programs or DVDs that get children moving and provide fun through music and stories.
- Talk to your child about their favourite television shows.
- Have specific times when the television is not allowed on.
- Be aware of the content in television and movies that show negative behaviour and/or violence.
- Be aware of media products advertised to children.
- Screen time no more than 1 – 2 hours a day.



finding quality child care

What to look for:

Selecting a child care facility for your child is one of the most important decisions your family will make. There are many factors to consider when choosing the right program for your child and your family.

What you should know:

While safety and quality of care are high on every family's list of priorities, your family also has unique needs that you need to consider in choosing child care, including:

- Convenient location from work and/or home
- Hours of operation
- Cost
- Flexibility of hours (full-time or part time)

Your child's learning style, interests and personality should be considered when choosing child care as the type of program offered (play-based, Montessori, Reggio Emilia or specialty, such as French or sports-based) may enhance – or hinder – your child's development and love of learning.

Quality child care is in demand! Do not leave your search for child care until the last minute. Many families start their child care search early and put their names on waiting lists as soon as they find out they are expecting a baby.

Waiting lists are often more than a year long for licensed programs for 3 – 5 year olds – and even longer for infants and toddlers.

Trust your instincts – if you feel the child care centre you are considering is a good fit for your child – it probably is.



Help finding child care?

Childcare Resource and Referral Programs are available throughout BC. They offer quality child care referrals and resources on choosing care and support to families in over 400 communities across BC. For contact information go to their website and choose the region you live in. <http://www.crr.bc.ca/>

Talk to other parents – word-of-mouth is sometimes the best way to find a child care program that will work for you.

Is the cost of child care worrying you?

Child Care Subsidy is a monthly payment that helps families who qualify, meet the costs of child care. There is also a Special Needs Supplement for low income families who have children with disabilities or certain medical conditions.

For information on eligibility and the application process call **1-888-338-6622** or visit: <http://www.mcf.gov.bc.ca/childcare>

Does your child require extra support at his child care facility?

The Supported Child Development and Aboriginal Supported Child Development Programs assist child care facilities with providing quality care for children with extra support needs. The Supported Child Development staff work in partnership with families and the child care team to develop strategies and a support plan for your child.

Supported Child Development:
http://www.scdp.bc.ca/scd_program_locator.htm

Aboriginal Supported Child Development:
<http://ascdp.bc.ca/programs/>



getting ready for kindergarten

Starting Kindergarten is an Exciting Time for You and Your Child. Children start kindergarten in the year they turn five. We know young children learn best when they feel safe and secure. You can help by doing lots of fun and engaging activities with your child. Play is the way young children learn best.

What you can do:

- Before the school year begins, book a check up for your child with your family doctor, dentist, and optometrist.
- Make time to play together. Encourage imaginative play. Play games where taking turns is required.
- Talk to your child in your first language as well as in English.
- Talk together while you go about doing daily chores.
- Count anything and everything – fingers, toes, stairs, toys ...
- Read magazines, nursery rhymes, counting, alphabet, factual and picture books.
- Visit the library, community centre, Family Place or StrongStart.
- Draw pictures together using crayons, markers, or chalk.
- Go outside and enjoy nature, rain or shine.
- Provide time to run, jump, skip, throw and catch balls, ride bikes, swim, sing, dance, skate, climb, swing, and more to promote fitness and fun.

What your child can do:

- Children at this age are becoming more independent and learning how to be responsible. Most children can:
- Dress by themselves, but may need help with zippers.
- Use the washroom by themselves and wash their hands using soap and warm water.
- Brush or comb their hair.
- Put their toys away.
- Help with family chores such as setting the table or making the bed.
- Help get their snack and lunch ready.
- Hang up their coat and backpack by themselves.



Healthy routines:

- When your child begins Kindergarten, everyone in the family can help make sure the transition from home to school goes smoothly. These suggested tips are to help you and your child develop routines and healthy habits.
- Establish a regular bedtime routine that includes lots of cuddles and story time. Children need 8 to 10 hours of sleep.
- Have a snack, lunch and the next day's clothes ready the night before.
- Talk about your child's day at school during family meals.
- Limit sweet treats for special occasions. Have your child drink water rather than juice.
- Make time for physical activity.
- Keep after school activities to a minimum.
- Limit television and computer games.
- Teach your child to obey safety rules for car travel (use booster seat), sports (wear helmet) and walking (obey road signs and use crosswalks).

Before Kindergarten starts:

Your child will be excited and may be a bit anxious in the few weeks leading up to Kindergarten. The following suggestions will help make this transition more successful.



- Visit the school playground and park; walk around the school and find the Kindergarten classroom.
- Attend your child's Kindergarten orientation.
- Try to arrange play dates with other children.
- Choose a backpack that is large enough to hold a lunch, but small enough to fit comfortably on your child's back.
- Choose shoes that your child can do up by himself. Rubber soled shoes are worn in the gym.
- Label all your child's belongings with their name.
- A few days before school starts, begin practicing your school routine by getting up early, eating breakfast, and getting dressed.
- Let your child know who will be taking them to school and who will be picking them up. Be on time.
- Let the school know if your child has any medical conditions including food allergies.
- Be enthusiastic about school and keep your comments general.
- Your child may be tired after attending full day kindergarten. It takes time to adjust to a new routine; your child may need a nap or quiet time after school.

Will your child require extra support in Kindergarten?

- All children can attend Kindergarten. If your child requires additional medical assistance or extra support in school, please call a public health nurse for a referral to support services. It is important to do this early to ensure a successful transition into Kindergarten.

kindergarten checklist



KINDERGARTEN READINESS CHECKLIST – PARENT'S RATING

Here is a simple checklist to give you an idea of the types of skills your child's kindergarten teacher will want to know about. DON'T WORRY if you child hasn't mastered all of these skills. All children develop and learn in different ways and at their own pace. If you have any question, set up a time to talk with your child's kindergarten teacher.

Once you have completed the form you may want to take it with you when you go to your child's first kindergarten teacher meeting.

Child's Name _____ Date of Birth _____

MY CHILD CAN	YES	NO	SOME-TIMES	COMMENTS
Tell first and last name				
Give address				
Give telephone number				
Hold a book and turn pages one at a time				
Use scissors to cut paper				
Draw and color pictures that are recognizable				
Listen and follow directions				
Concentrate quietly on an assigned task for at least ten minutes (e.g. cleaning up room)				
Retell a story after listening to it				
Pay attention to a short story when it is read and answer simple questions about it				
Speak in sentences of more than four words				
Make an effort to solve problems before seeking help from others				

MY CHILD CAN	YES	NO	SOME-TIMES	COMMENTS
Continue an activity without constant attention and encouragement				
Identify likenesses and differences in pictures, objects and forms				
Classify objects by groups, such as food or clothing				
Copy a circle, square, and triangle so that it is recognizable				
Compare objects according to size				
Count objects up to five				
Count to ten or beyond				
Take care of toilet needs				
Tell what simple words mean (e.g. tree, shoe, water, horse)				
Put together a puzzle of at least 10 pieces				
Dress, zip, and/or button clothing				
Recognize basic colors (e.g. blue, green, red, yellow, orange, brown, black)				
Recognize some letters of the alphabet				
Attempt to read and write				
Attempt new tasks				
Play well with others				
Adjust well to new situations				

taking care of yourself

You are the most important person in your child's life.

You need to take care of yourself in order to be able to give the best care to your child. As a parent you may get stressed, tired or lonely. Ask for help because parenting is far too important a job to do alone - support from family, friends, neighbours and community programs can help.

Children learn what they live so it is important to take care of yourself and set a good example. It is important that you regularly take time for yourself - you are a better person if you take care of yourself.

Time alone with your partner is also important - it may take a lot of planning but it is well worth it - the cost of dinner and a movie is cheaper than an hour of marriage counselling.

Raising a child is a big job - from time to time, everybody needs help.



Parent Support

Many parents get support from talking to other parents. There are programs in communities all over BC where you can meet other parents - including parent-child drop-in programs, parenting workshops, library programs, parks, playgrounds, recreation programs and your faith community. Some programs offer free childminding.

To find support services look in the Parent Resources section starting on page 53 of this booklet.





Make time for yourself during the day. From minute vacations to planned activities, even a few minutes can help you relax and feel better about yourself.

- Put your feet up for 5 minutes and drink a cup of tea
- Take a long bath
- Exercise regularly
- Eat healthy
- Ask a family member or friend to watch your child and go for a walk on your own
- Listen to music
- Learn how to deep breathe to help calm yourself
- Keep up with hobbies and personal interests

Ask for help:

- When you are stressed, tired or lonely
- When you are dealing with anger, domestic violence or post partum depression.

Who to ask for help:

- There are people who will listen and help you for free
- Get more information Parent Resources section starting on page 53.

dollars & cents

There is no question that having children impacts your family budget.

Here are a few money saving tips:

Create a budget. Visit a financial planner at your local Credit Union who can help with this. Having a budget helps you avoid those spur of the moment purchases.

Toys – Your child does not need expensive toys. They will learn from common items around your house and outdoors. Pots/pans, large spoons, empty plastic containers, stacking bowls, puddles, sticks and dirt (yes dirt) all provide fun and learning for your child. Go online and search “homemade toys” for some more great ideas.

Hand-Me-Downs – If you plan on having more than one child keep the clothes your child grows out of. Organize, box and store them by size so it will be easy to find the right sizes as your children grow.

Secondhand Stores, Consignment Shops and Garage Sales – You can find great bargains on used children’s clothing, sports equipment, toys, etc. Be careful buying items such as strollers, cribs, or other items that must meet current safety regulations.

Instead of hiring a babysitter do trade off dates with other parents you trust.



Teaching Your Children

- Teach your children the value of money from an early age with an allowance, a piggy bank and a chat about earning, spending, saving and giving.
- An allowance is a great way to teach children about money. But rather than linking it to chores, let your children be responsible for purchases such as toys or special treats.
- If your child is saving for something special, help motivate them to save by hanging a picture of the item by their piggy bank.
- Teach your kids the importance of giving by having them set aside a portion of their allowance for a worthy cause.
- Start around the age of five or six by giving them three jars or piggybanks – one for spending, one for saving and one for giving.
- Start saving for your child's education early. There are grants available through the Government of Canada. Ask your local Credit Union or visit: www.canlearn.ca



where to find services and support

Throughout BC there is a wide range of services and supports for young children and their parents. On the next three pages we have listed some of the main resources. If you do not see what you need here ask your local public/community health nurse, call your local family resource centre or Aboriginal Friendship Centre.

Not all services will be found in every community. Families in small rural communities may need to call the nearest city/town for more information.

Health

Finding a Public Health Unit near you – visit <http://www.immunizebc.ca/finder>

Healthlink – Call 8-1-1 from anywhere in British Columbia to speak with a nurse any time of the day or night. On weekdays, you can speak to a dietitian about nutrition and healthy eating. At night there are pharmacists available to answer your medication questions. Their website <http://www.healthlinkbc.ca/> provides medically approved information on over 5,000 health topics.

Family Physician or Public Health Nurse – If you have health questions visit your family doctor, public/community health nurse or walk in clinic.

Services for Children with Special Needs

Infant Development Program – support for children birth to three years who are at risk for developmental delay, are delayed or have a disability. Ask your public/community health nurse for a contact near you.

Aboriginal Infant Development Program – offers support to families of infants who are at risk for or have been diagnosed with developmental delays. <http://aidp.bc.ca/program-info/> 1-866-338-4881

Pediatric Physiotherapy & Occupational Therapy – provides services where there are concerns regarding physical, sensory, behavioural and/or cognitive development. Ask your public/community health nurse for a contact near you.

Speech and Language Services – provides services to children birth to school age who need help with language, speech or feeding skills. Ask your public/community health nurse for a contact near you.



Child Care

Child Care Resource & Referral – CCRR programs are available throughout BC. They offer quality child care referrals, and resources on choosing care and support to families in over 400 communities across BC. For contact information go to their website and choose the region you live in. <http://www.crr.bc.ca/>

Child Care Subsidy – is a monthly payment from government to the child care centre that helps families who qualify, meet the costs of child care. There is also a Special Needs Supplement for low income families who have children with disabilities or certain medical conditions. For information on eligibility and the application process call 1-888-338-6622 or visit: <http://www.mcf.gov.bc.ca/childcare>

Supported Child Development & Aboriginal Supported Child Development – consultation and support for child care settings and parents of children 0 – 12 who have a developmental delay, disability or medical condition. <http://www.scdp.bc.ca/> or <http://ascdp.bc.ca/>



Programs and Resources that Support Parents

Family Resource Centres – sometimes called Family Place or Early Years Centre offer a range of services for parents and programs that support families with young children. Each centre is unique and offers a different menu of services. <http://www.frpbc.ca/dir/>

Pregnancy Outreach Programs are located throughout BC. <http://www.bcapop.ca/>

Aboriginal Friendship Centres – often have programs for pregnant women, parents and children. www.bcaafc.com 1-800-990-2432

Baby's Best Chance – an online handbook on pregnancy and baby care. <http://www.health.gov.bc.ca/library/publications/year/2013/bbc.pdf>

Toddler's First Steps – an online guide for parenting your 6 – 36 month old. <http://www.health.gov.bc.ca/library/publications/year/2013/tfs.pdf>

Early Learning Programs

Aboriginal Head Start Programs – support early childhood development, school readiness and family health and wellness for children from birth to 6 years. There are 2 different kinds of Head Start programs – one is on reserve which is called the BC First Nations Head Start On-Reserve, www.bcfnhs.org and the other is off-reserve, called Aboriginal Head Start, www.ahsabc.net.

Preschool and Child Care Programs – most communities in BC have child care and preschool programs that offer early learning for young children. Contact your local CCRR. <http://www.crr.bc.ca/>

Literacy – most communities have literacy programs. Ask your local librarian or Family Resource Centre.

StrongStart Centres – school districts in BC offer StrongStart parent-tot drop in programs. Contact your local School District office to find out the locations.

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To view an electronic version of the guide visit:

<http://www.successby6bc.ca/what-we-do/projects/early-years-booklet>

Success By 6

Success By 6 BC is a partnership of United Ways, Credit Unions of BC, the BC Government through the Ministry of Children and Family Development (MCFD) and Aboriginal and community leaders.

Success By 6 brings together partners from all sectors - provincial & municipal government, community and Aboriginal services, health, education, child care, parent programs, recreation, libraries and more - to work together to create child and family friendly communities.

Success by 6 Credit Union Partners

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Prospera Credit Union
Revelstoke Credit Union
Salmon Arm Savings Credit Union
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