

THE TOOL BOX

Integration Support Services

Fall 2011

TYPICAL BEHAVIOURS IN CHILDREN

INFANTS:

Babies cry to have their basic needs met. From "I am hungry" to "I am bored" we tune into our child's cries to understand what they need. When they cry, their needs have to be fulfilled. Sometimes we as adults have to take some guesses on what the need is before we can help the child. Maybe a hug, food, sleep; you know your child best.

Infants display behaviours such as:

- Acting jealous of other children when with parent
- Arching their backs and throwing around their bodies when upset
- Visual and auditory

responses to familiar sights and sounds (this may lessen as the stimuli is repeated – once they have mastered what it is)

- Sucking of items and /or hands (staring at hands is a common behaviour as well)
- Language (babbling and beginning to use new sounds ie. Dada, Mama may be heard)
- Body rocking starts at about 6 months of age and may be accompanied by head banging or head rolling. Rocking, head banging is a common self-comforting behaviour in babies. These actions may be used to distract



themselves from pain (teething)

- Head banging often starts in the second half of the first year and peaks between 18 and 24 months of age. The habit is mostly outgrown by age 3.

When thinking about infants and behaviours think lots of bonding, supervision and redirection. Allow them to safely explore their new world in hands they can trust.
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Interesting Facts:

- Childrens kneecaps only start to turn bony at 3 years of age, until that they are made of cartilage.
- Fathers tend to determine the height of their child, mothers their weight.
- On average, a 4-year-old child asks 437 questions a day.

If evolution really works, how come mothers only have two hands?
 - Milton Berle

TODDLER PROPERTY LAWS

- If I like it, it's mine.
- If it's in my hands it's mine.
- If I can take it from you, it's mine.
- If I had it a little while ago, it's mine.
- If I had it a week ago, it's mine.
- If it's mine, it must never appear to be yours in any way.
- If I'm doing or building something, all the pieces are mine.
- If it looks like mine, it's mine.
- If I saw it first, it's mine.
- If I can see it, it's mine.
- If I want it, it's mine.
- If I 'need' it, it's mine. (Yes, I know the difference between 'want' and 'need'.)
- If I say it's mine, it's mine.
- If you don't stop me from playing with it, it's mine.
- If you tell me I can play with it, it's mine.
- If it will upset me too much when you take it away from me, it's mine.
- If I think I can play with it better than you can, it's mine.
- If I play with it long enough, it's mine.
- If it's near me, it's mine.
- If you are playing with something and you put it down, it automatically becomes mine.
- If it's broken, it's yours (no wait, all the pieces are mine).
- If it's broccoli, it's yours.

-Diane Donahue

DO YOU KNOW YOUR ABC'S?

Have you been in the situation of scratching your head and saying to yourself "Why did he/she do that?" Our children display behaviours that are puzzling and at times frustrating. Knowing your 'ABC's' will help you figure out any behaviour.

The 'ABC' stands for **Antecedent** (what occurred before the behaviour), **Behaviour** (what the behaviour looks like) and **Consequence** (what occurred after the behaviour).

Here is an example:

Jocelyn's mother comes home from work and Jocelyn

hits her mother on the leg. Jocelyn's mother then scratches her head and uses the 'ABC' formula. She remembers that before the behaviour occurred she did not notice that Jocelyn was approaching her because she was too busy bringing in the groceries. Jocelyn was looking for the hug and kiss that

"knowing your 'ABC's' will help you figure out any behavior"

she typically gets when her mom comes home.

Here is another example that may be familiar:

2 ½ year old Sarah approaches her 4 year old brother who is playing with a toy. Sarah tries to take the toy away and her brother Adam is pulling too and telling his mother what Sarah is doing. Their mother takes the toy and gives it to Sarah and tells Adam that he needs to learn to share.

Antecedent (A) - Sarah looked around and noticed that there were no toys of interest for her to play with or Sarah saw her brother playing happily and wanted to take part in the play.

Behaviour (B) - Sarah pulls at the toy and yells. (Sarah does not have the communication skills to ask to play for the toy.)

Consequence (C) - Sarah moves away with the toy that her mother has given her. (Sarah has learned that she can take any toy she wishes and if she yells she will have the assistance of her mother)



Sarah's behaviour in this situation would tell me that I would need to provide some age appropriate toys of interest or teach Sarah the social skills of asking to use something. Sarah can use gestures if verbal skills are delayed. She can hold her hand out to indicate that she would like a turn just like when she holds her cup out to indicate that she wants more juice to drink.

-Janice Furchner

A child can ask questions that a wise man cannot answer. - Author Unknown

TYPICAL BEHAVIOURS IN CHILDREN

(...continued from page 1)

TODDLERS: (ages 1-3)

The toddler stage is characterized by much growth and change, mood swings and some negativity. Toddlers are long on will and short on skill. This is why they are often frustrated and "misbehave." Some adults call the toddler stage "the terrible twos." Some adults call it "the terrific twos". Most at this age are likely to display behaviours when they are tired, hungry, or sick. It is important to know your child and try and best suit activities that match his moods. For example, grocery shopping after morning snack may be a more positive experience than going during nap time.

Toddlers display high energy levels, curiosity and impulsivity. They are learning to be independent and wanting to do more things on their own. Try and support them by providing a safe area to explore. When we see children at this age we typically might see the following:

- Throwing of items
- Hitting
- Banging
- Grabbing
- Dumping
- Dropping

Language at this stage is exploding from

10 to approx 400 words by the age of three. Toddlers are very concerned with their own needs and ideas. This means that we may see more frustration and tantrums around language as the children want to be independent. Children often need the support to find the words to do so. Often they have difficulty separating themselves from their parents, so assign words with your child to their frustrations to help minimize the acting out behaviour. Label emotions and teach some coping skills (counting to 5, breathing in and out) may also assist during these potential inappropriate moments.

Children at this age are driven to explore and learn how the world works. Supervision, childproofing your home and reinforcements for the child are all encouraged. Offering choices to your child will also help minimize outbursts and enhance their independence skills. Just be sure you can live with the choices they make. Keep in mind that despite wanting to be independent, toddlers are very dependent and we need to provide the model for them to learn to use it on their own when they are ready.

Preschool Children (ages 3-school age)

At this stage the child has realized that she is a separate person from the parent.

They are showing personality traits and more intellectual development. They are more:

- Independent – want to dress them self and help more, be patient with their efforts
- Social – support play with their friends by providing opportunities to build on their relationships with peers.

Their motor development is expanding from walking and running to hopping, balancing, climbing and skipping skills. Their language is growing as well with their vocabulary increasing from about 400 words to full sentences. Pronunciation of sounds improves during this time as well.

Preschoolers are highly impressionable and are influenced by what they see so be the best role model you can be.

Used Resources:

<http://www.howkidsdevelop.com> - <http://todaysparent.ca> - <http://www.babycenter.com> - <http://urbanext.illinois.edu>

-Jennifer Fares & Shepherd Campbell

SEPARATION ANXIETY

Separation anxiety is a developmental stage when a child experiences anxiety when separated from their primary caregiver (usually a parent). This usually first develops at about 7 months of age. Normal separation anxiety is at its strongest when a child is 10-18 months old and gradually stops at the age of 3 years. A common question that people may have concerning separation anxiety is, "Do all babies experience it?" The answer to that question is Yes, to a certain degree. It's a natural response for children to feel anxious when someone they care about leaves. An example of this is:

Timmy is a 12 month old toddler who gets dropped off at the childcare centre every morning at 7:30am. His mother carries him into the centre, and then brings him straight into the toddler room to take off his outdoor clothes. When his mother is finished helping, she gives Johnny a hug and a kiss and says

good-bye. When she begins to stand up to leave the room, Johnny begins to run after her grasping onto her pants and crying in distress.

You may ask yourself, "How can I help my child through this?" Here are three strategies that may help.

1. Minimize separations as much as possible and take your baby along with you if they seem to feel anxiety. With this strategy you are only waiting for the child to out grow the separation anxiety.



2. If you have to go back to work for example, leave your child with someone who is familiar to them. Someone they

know and already may have a little bit of a bond with.

3. If you chose to leave your child with a person they do not know, give them a chance the get to know their caregiver while you are still around.

It is not uncommon for parents to experience separation anxiety when they leave their child for the first couple of times as well. It is very important, however, to tell yourself that your child is strong and will grow through this stage in life, just like you did when you were a child.

-Clifford Hummel

In the final analysis it is not what you do for your children but what you have taught them to do for themselves that will make them successful human beings.

-Ann Landers

Autumn

Children have never been very good at listening to their elders, but they have never failed to imitate them. - James Baldwin

Our greatest natural resource is the minds of our children. - Walt Disney

Children are like wet cement. Whatever falls on them makes an impression. - Dr. Haim Ginott

Having a two-year-old is like having a blender that you don't have the top for. -Jerry Seinfeld

A person's a person, no matter how small. - Dr. Seuss

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We worry about what a child will become tomorrow, yet we forget that he is someone today. - Stacia

Let us put our minds together and see what life we can make for our children. - Sitting Bull

You can't scare me. I have a two year old - Author Unknown

A child can ask questions that a wise man cannot answer. - Author Unknown

acorn apple autumn chestnuts chilly cider cold corn
 cranberry crisp deciduous fall feast football gourd Halloween
 harvest hay hayride haystack leaf leaves maize nippy
 November nuts oak October orange pie pinecone pumpkin
 raincoat rake red scarecrow season September squash
 thanksgiving turkey wind yellow

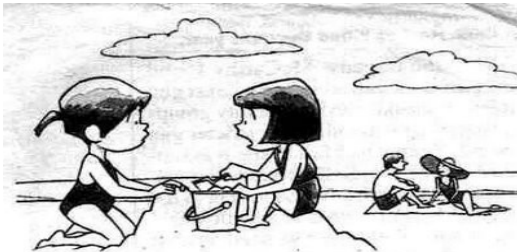
-Diane Donahue

15 Ways to Tell You're Grown Up

1. 6:00 am is when you get up, not when you go to bed
2. You watch the weather channel
3. You go from 130 days of vacation time to 14
4. Jeans and a sweater no longer qualify as "dressed up"
5. You're the one calling the police because those kids next door won't turn down the stereo
6. Older relatives feel comfortable telling dirty jokes around you.
7. You don't know what time McDonalds closes anymore.
8. Your car insurance goes down and your car payments go up.
9. Sleeping on the couch makes your back hurt
10. You take naps
11. Dinner and a movie is the whole date instead of the beginning of one
12. Eating a basket of chicken wings at 3 am would severely upset, rather than settle, your stomach.
13. You actually eat breakfast food at breakfast time
14. 90% of the time you spend in front of a computer is for real work
15. You hear your favourite song in an elevator

BONUS: you read this entire list looking for one sign that doesn't apply to you and you can't find one!

-Ashley Stoneman



"I'm never having kids. I hear they take nine months to download."

FREE Developmental Screening Clinics for children aged 1 month to 5 ½ years.

The first 5 years of life are very important for children as this time sets the stage for success in school and later life. During infancy and early childhood, children gain many experiences and learn many skills. It is important to ensure that each child's development proceeds well during this period. The District of Parry Sound Best Start Network wants to help you provide the best possible start for your child.

Upcoming Clinics:

October 2011	Nobel
November 2011	Wausausung Powassan
January 2012	Parry Sound Friendship Centre Sundridge
February 2012	Magnetawan Orville
March 2012	Dunchurch Callander

To book an appointment and confirm location, please call
705-746-7777 ext 229 1-800-461-4464



EASY PUMPKIN CHOCOLATE CHIP MUFFINS

Around thanksgiving, I found myself searching for new recipes to amaze my family with and I came across this one. I couldn't help but make it, since I've been seeing pumpkins everywhere! Luckily for me, this recipe has 3 ingredients (plus that of a cake mix), is super easy, and is only 1 Weight Watchers point. However of course, with the chocolate chips added, not only makes them infinitely more delicious but also *not* 1 Weight Watchers point.

What you will need:

- 2 - spice cake mixes
- 1- 30-oz. can pumpkin
- 1- 12-oz. bag of semi-sweet chocolate chips

Preheat oven to 350. Combine cake mixes (as per box instructions) and pumpkin. Add in chocolate chips. Spoon mixture into lined muffin tins. This can make as many as 48 muffins or as few as 36, just depending on how full the tins are filled. These really don't rise very much, so you can fill the tins pretty full.



Bake for 22-25 minutes or until a toothpick inserted in the middle of one of the muffins comes out clean.

Yum, right? Easy, right?

Even if you have a million, you can store them in the freezer and then pop them into lunch bags or heat one up in the microwave for a few seconds to take the chill off before you head out to work or school in the morning or for a snack in the afternoon.

-Ashley Stoneman

Every child is an artist. The problem is how to remain an artist once he grows up. - Pablo Picasso