



THE ART OF PARENTING YOUNGER KIDS

A WEBINAR FOR EMPLOYEES FROM YOUR
EMPLOYEE ASSISTANCE PROGRAM

June 9, 2021



Federal
Occupational
Health

INTRODUCTION



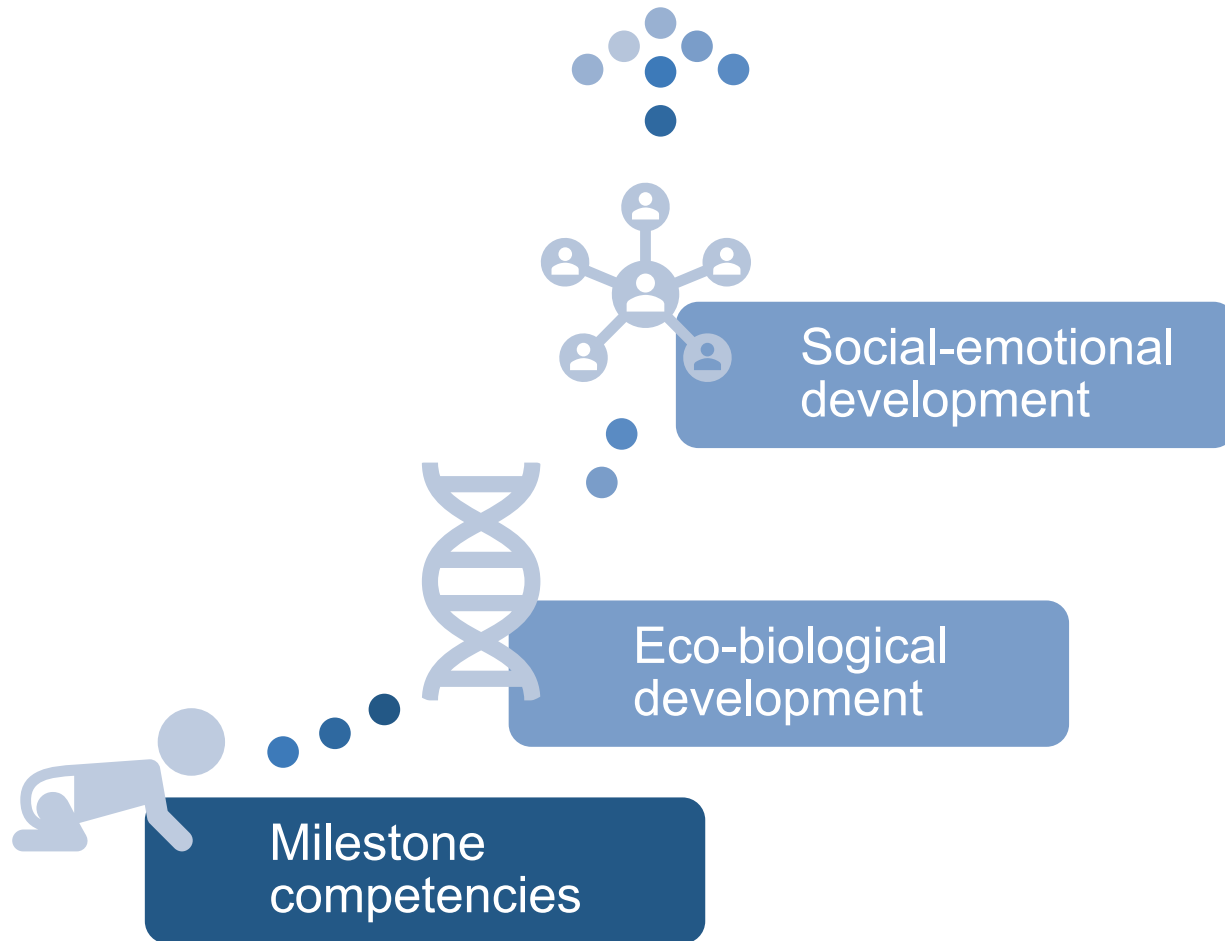
OBJECTIVES

- Understand the developmental stages of early childhood
- Discuss how to support and nurture during each stage of development
- Review tips for discipline, limit-setting, and effective communication
- Recognize the importance of getting support

SECTION 1

CHILD DEVELOPMENT

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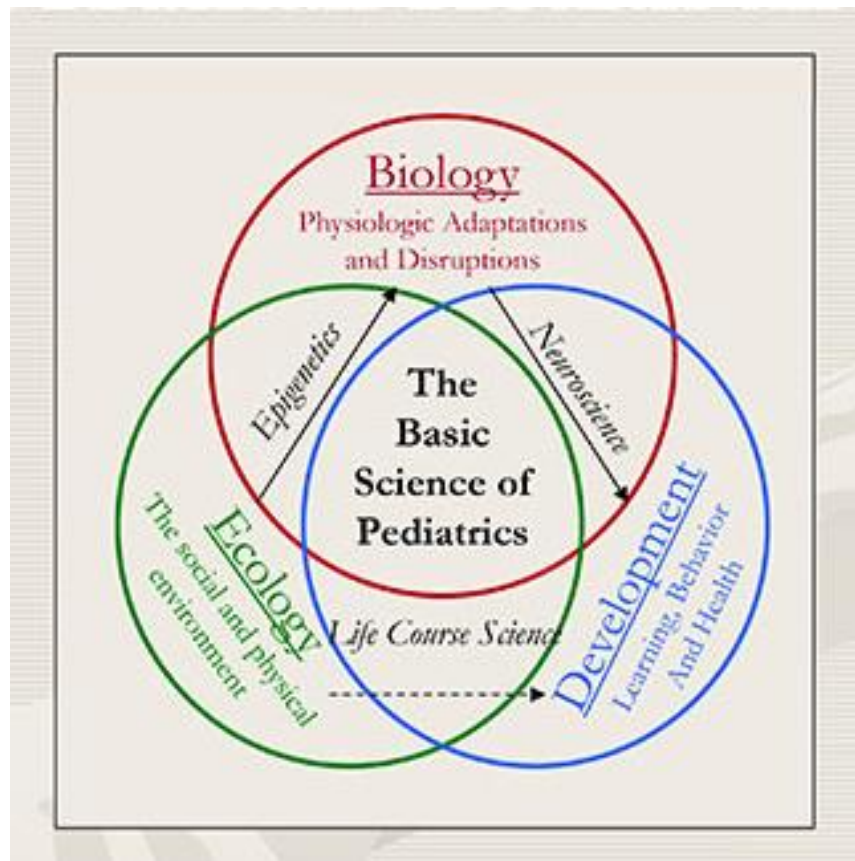


MILESTONE COMPETENCIES

Stage	Focus	Tasks	Behavioral Expectations
1. Baby: 0-18 months	Developing trust, forming attachments	Crawling/walking, eating with spoon, drinking from cup, saying small words, handing items to others	Smiling, developing stranger anxiety and attachment to objects, imitating others
2. Toddler: 2-3 years	Establishing distinct self	Feeding, toileting, testing limits, growth, following simple instructions	Defiance, easily frustrated, mood volatility, seemingly irrational demands, tantrums
3. Preschooler: 4-5 years	Exploring independently	Developing self-control, discovering, playing with others, asking questions, making connections	Empathy, desire to help, more vocabulary, imagination, poor sense of time, fine and gross motor skills, body curiosity

ECO-BIOLOGICAL DEVELOPMENT

Model of Human Health and Disease



- Ecology becomes biology and together, they drive development across the lifespan

SOCIO-EMOTIONAL DEVELOPMENT

- Developing sense of self and confidence
- Forming and sustaining relationships
- Experiencing, managing, and expressing emotions
- Establishing empathy for others



SOCIO-EMOTIONAL DEVELOPMENT

Two key components that influence child development



1. Attachment

- Begins with parental bonding through timely response to needs
- Experiences with adults help children learn about relationships, explore emotions, and develop trust and confidence in her first year of life
- Lays the foundation for a child's sense of security, self-esteem, emotional regulation, and self-control skills

SOCIO-EMOTIONAL DEVELOPMENT

Two key components that influence child development



2. Temperament
Some attributes of personality are innate and present from birth

Three main categories of temperament:

Easy vs. flexible

Active vs. feisty

Slow to warm up vs. cautious

SECTION 2

SUPPORTING EACH DEVELOPMENTAL STAGE

WHAT BABIES NEED



Prompt response to needs



Eye contact



Communication with time for response



Physical contact and affection



A calm home environment

WHAT TODDLERS NEED



A calm, safe presence during their “storm”

Compassion and respect

Physical contact and affection

Instruction on how to calm and regulate emotions

Validation of feelings

Boundaries, structure, predictability

Abundant physical activity

WHAT PRESCHOOLERS NEED



- Encouragement to use emotional language for expression rather than behaviors
- Physical contact and affection
- Cooperative play with peers
- Play dates, opportunities to interact with others
- Age-appropriate chores, tasks, purpose
- Abundant physical activity
- A calm home environment



ADDITIONAL GUIDELINES FOR ALL YOUNG CHILDREN

Sleep hygiene

- Infants 4 to 12 months: 12 to 16 hours per 24 hours (including naps)
- Children 1 to 2 years: 11 to 14 hours per 24 hours (including naps)
- Preschoolers: about 11 to 12 hours of sleep each day, which can include a nap

Sleep amounts

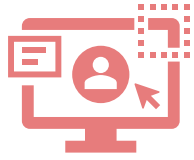
- Beds are for sleeping
- A quiet, comfy, cozy bedroom or sleeping space
- Bedtime routine
- Quiet, calming, relaxing activities before bedtime
- Put kids to sleep drowsy, but awake



ADDITIONAL GUIDELINES FOR ALL YOUNG CHILDREN

Physical activity

- The Department of Health and Human Services encourages three hours of light, moderate, or vigorous intensity activity per day
- Adult caregivers should encourage preschool-aged children to be active when they play and engage in structured activities, such as playing catch, hide and seek, and riding a bike or tricycle
- To strengthen bones, young children should do activities that involve running, hopping, skipping, jumping, and tumbling



ADDITIONAL GUIDELINES FOR ALL YOUNG CHILDREN

Ensure quality screen time

- The American Academy of Pediatrics:
 - **Younger than 18 months:** Use of media is discouraged except for video chatting
 - **18 to 24 months:** If you introduce digital media, ensure that it's high quality; avoid solo media use
 - **2 to 5 years:** Limit screen time to one hour a day of high-quality programming

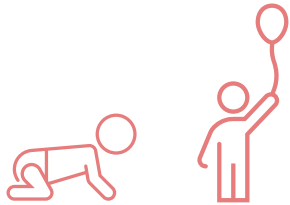
Screen time guidelines

- Preview programs, games, and apps before allowing your child to view or play with them
- Seek interactive options vs. just pushing, swiping or staring at the screen
- Use parental controls to block or filter internet content
- Supervise screen activities
- Watch with your child and discuss and educate

SECTION 3

LIMIT SETTING, DISCIPLINE, AND TAMING TANTRUMS

LIMIT-SETTING AND DISCIPLINE



Birth to toddler

- Always supervise children
- Stop difficult behavior with a clear, firm voice; be consistent



Preschooler

- Continually explain rules and expected behaviors; be consistent
- Give one-word or short commands using a calm and clear voice
- Ignore behaviors that are not dangerous



All children

- Distract/redirect with a different toy or activity
- Avoid using threats to manage behavior
- If using time-out: Allow one minute for each year of age

TAME THE TANTRUMS

- Avoid focusing on their logic
- Put yourself in their shoes
- Offer comfort in the moment
 - Remain calm
 - Stay close
 - Validate their feelings
 - Offer a hug
 - Hold the line
 - Watch what happens



MINIMIZE THEIR STRESS



Pinpoint	stressors and reduce them
Identify	unmet needs and meet them
Notice	skill deficits and teach them how
Focus	on the need, not the behavior

REFRAME YOUR NARRATIVE AND HAVE PATIENCE



Flip the script away from
“my child won’t” to
“my child can’t...yet”

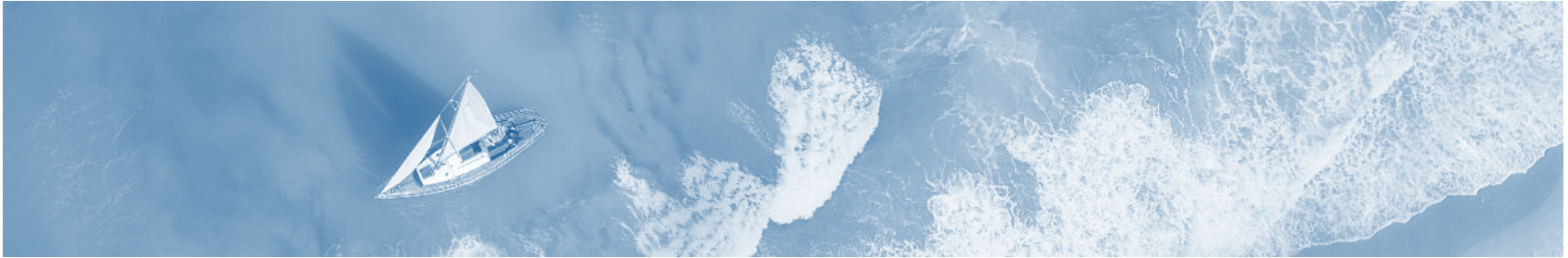
See a child through the
lens of ability

Recognize child
development as a
marathon, not a sprint

SECTION 4

SUPPORT FOR PARENTS

TIPS FOR A BALANCED LIFE



- Prioritize and don't try to do it all yourself!
- Practice honest self-awareness; recognize when to ask for help
- Build community and talk to other parents
- Model good self-care behaviors
- Be intentional about scheduling down time
- Practice limit-setting for yourself
- Manage realistic expectations of yourself and of your child
- Don't forget that EAP can be a source of support and resources

SUMMARY



RESOURCES

Books

- ***Caring for Your Baby and Young Child: Birth to Age 5***
 - S. P. Shelov, 1991
- ***The Black Parenting Book***
 - L. Villarosa, 2003
- ***The Whole-Brain Child***
 - D. J. Siegel and T. Payne-Bryson, 2012
- ***Parenting with Pride Latino Style: How to Help Your Child Cherish Your Cultural Values and Succeed in Today's World***
 - C. Inoa Vasquez, 2004

Websites

- commonsensemedia.org
- pbskids.org
- pbs.org/parents
- readingrockets.org

Podcasts

- GoodInside.com/podcast
- ZenParentingRadio.com
- DrLisaDamour.com/podcast
- Milegasi.com/pages/the-latina-mom-legacy-podcast

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