

What I'm all about:

<http://www.cdc.gov/ncbddd/actearly/milestones/>

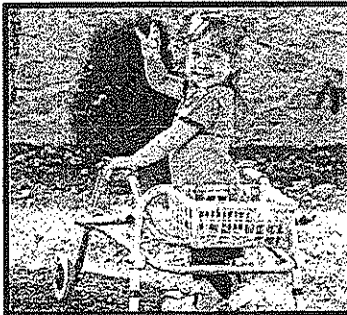
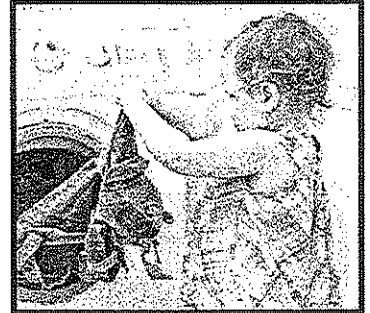


Birth to 1

- I can sit and roll. Do I want to walk?
- I know how to babble and coo and play peek a boo!
- Let me give you a big smile, I might even start laughing.
- I love clapping and playing with my hands.
- Would you like me to imitate a few animal sounds?
- I know you are here, Mom, even if I can't see you.
- You know what toys are my favorites.

1 Year

- I just want you to know I might be shy with strangers.
- I can walk out of this room if I want to.
- I seriously know how to get your attention!
- Even if you are an adult, don't you just love it when we play and sing?
- I have a few words and I will use them "Uh-oh"!
- When I hand you a book that means I want to hear a story.



2 years

- In case you haven't noticed I am a little copycat.
- Be careful I do know how to be defiant, but am willing to start negotiating. Talk me through it.
- Maybe I will just talk in sentences.
- I love to play but I draw the line at sharing even if I like that kid.
- Wasn't it fun seeing that kid at the park?
- Today just for you I will follow simple two step instructions

3 years

- I think I'll make some new friends today!
- I can take turns when I play.
- I won't be upset if you leave me at child care.
- I can dress myself and will you let me pick my clothes. Please?
- Let me tell you my name and how old I am!
- Want to play pretend with me?
- I think I will pedal my big wheel to Grandma's!



4 years

- I really want to play with my friends!
- Let me sing a simple song for you complete with hand motions.
- I can really cooperate if you want me to.
- I think I will draw a person with a beautiful face.
- Want to play Candy Land; how about Chutes and Ladders?
- Hop, Hop, Hop do I look like a bunny?
- Let me pour you a glass of water.

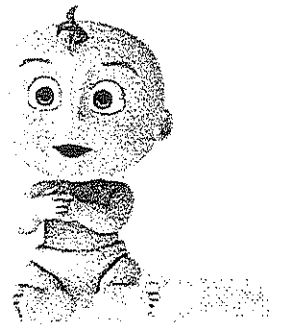
5 years

- I feel bad if someone is sad. Do you need a hug?
- I want to be a leader here, but I want to be like my friends, too.
- Oh, by the way, I really like rules.
- Want to hear a really good story complete with details?
- Just so you know I can count to ten and I like to print letters.
- Watch me do a somersault.
- Look out kindergarten, here I come!!



Temperament:

Reaction to Change



Some children find changes hard. Even though young children are well known for being inflexible about their routines, some children seem to be even more dependent on them. And although few children like to stop an activity they were enjoying, some children have much more difficulty with transitions.

"Keep it the same" children tend to:

- react to even the smallest of shifts—a new nipple on the bottle, a new food on their plate, or a slight change in a regular routine;
- thrive on order and predictable routines to feel safe and secure;
- need lots of time and support to get comfortable in new surroundings or with new people, with many "No, No, No's" before they adjust; and
- have more tantrums, which can be triggered by either minor changes (a new pair of shoes) or more major (a new babysitter). Tantrums can also unfold during everyday transitions, when children are asked to stop doing something they are happily involved in to begin another activity (going from playtime to lunch).

Other **children take change in stride**. They tend to:

- find new jackets, new friends, new foods, and new babysitters interesting; and
- adapt pretty well pretty much anywhere you take them. These are the babies who can nap in noisy restaurants, nurse wherever you happen to be, and (when older) enjoy looking around, drawing on the paper you tucked in your bag, or joining in the conversation.

Most children fall somewhere in the middle. They may have an easy time with new foods, but a more difficult time with new places. They may be cautious around unknown adults, but perfectly comfortable with new peers. Given some time to get used to a change or new situation, they feel safe, at ease, and eager to explore.

Parenting Strategies for a Child Who Prefers Things the Way They Are

- Use familiar objects to ease anxiety during transitions. A new doctor will be less scary if your child has her favorite blanket or stuffed animal in hand.
- Let your child be part of the transition. Let him put the ball in the stroller bag when it is time to head home from the park or press the button to turn off the TV.
- Ease into new activities. Talk about new activities first, and arrive early enough to allow your child to get comfortable.
- Offer advance notice when an activity is about to end: "When this book is finished, we're going home."
- Notice and comment when your child has made a transition: "You got into the car seat so quickly. That's great!"
- Give your child a sense of control about how he wants to make transitions. For a toddler, you might say, "Would you like to kick the ball one more time before we leave?"

Parenting Strategies for a Child Who Takes Change in Stride

- Offer your child a variety of experiences. Try a new park, check out the local pool for water play, and visit the library for story hour.
- Be sensitive to your child's signals. When a child is extremely easygoing, we can sometimes take for granted that any change is okay. Offer her extra support during the times when she is having trouble with a transition.
- Let your child know about new situations ahead of time. For example, tell him before going to a new place or meeting someone new. Children who enjoy new situations also enjoy talking about them and looking forward to them.
- Be sure to find some one-on-one quiet time to enjoy together. No matter how much a child enjoys being out in the world, there's nothing like snuggling at home with our favorite person and our favorite story.

Resource from the Zero to Three website

<http://www.zerotothree.org/child-development/temperament-behavior/temperament-characteristics-reaction-to-change.html>

***Understanding Our Child**

Describe behaviors that you know would be useful for anyone supporting your child to understand and respond in a way that will be helpful to your child. .

Think of sounds words or gestures your child uses to communicate, think of obvious or subtle behaviors that your child uses to tell us what they need, want, like or dislike, what is important to your child, etc.

*When this is happening...	*The child does (describe behavior)	*We think it means	*We should...
Chris is around too much noise.	Chris will pull his ears and scream.	He hates to be in that situation	Take Chris to a quieter place
When this is happening... Chris is eating food in highchair	The child does... Chris pushes food off the tray and turns head when trying to give him more food	We think it means ... He is done eating	We should... Tell him "all done" Wipe face and take him out of highchair.
When this is happening... Getting an ear infection	The child does... Pulls at his ears	We think it means ... Ears are hurting	We should... Take temperature, call parents to alert them and get instructions for next steps.

(add additional rows as needed)

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When this is happening...	The child does...	We think it means ...	We should...
When this is happening...	The child does:	We think it means ...	We should...

(copy additional pages as needed or add additional rows)

How		Communicates
When my child	My child does	I respond by
Wants a drink		
Wants to eat		
Needs to go to the bathroom		
Gets frustrated		
Hears me say no		
Needs to go to bed		
Wants a hug		

How		Communicates
When my child	My child does	I respond by
Is told it's time to leave		
Needs a break/time alone		

Communication Methods

Communication is made up of two parts: receptive and expressive. Like all people your child uses a variety of ways to communicate. The following information can introduce new teachers and support personnel to your child's communication system. You may want to check several items under each section or add your own ideas.

You can get my attention best by:

- calling my name
- touching me
- getting my eye contact and signing my name
- other _____

I understand you best when:

- I can see your face
 - You use sign language
 - You speak as you use sign
 - I am close to you
 - You show me a picture or act out what want
 - You have me watch another child first
- You communicate using _____ number of words in each sentence.

This is how my child will let you know how he/she is feeling:

- Tired _____
- Sick _____
- Angry _____
- Frustrated _____
- Hungry _____
- Need for toileting _____

Here are some words that are difficult for people outside my family to understand:

- | | |
|------------|--------------------|
| Word _____ | How I say it _____ |
| Word _____ | How I say it _____ |
| Word _____ | How I say it _____ |
| Word _____ | How I say it _____ |

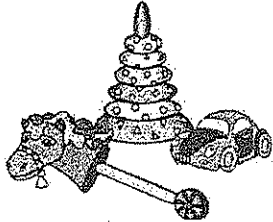
Here are some words that I have a home sign for:

- | | |
|------------|---------------------|
| Word _____ | How I sign it _____ |
| Word _____ | How I sign it _____ |
| Word _____ | How I sign it _____ |
| Word _____ | How I sign it _____ |



Getting to Know Your Child

Toys and Objects



Favorite	Least Favorite

Favorite	Least Favorite

People and Playmates



Activities and Games



Favorite	Least Favorite

Favorite	Least Favorite
	Any Allergies?

Food and Drinks



Places



Favorite	Least Favorite



How does your child let you know what he/she likes?	How does your child let you know what he/she doesn't like?

When is your child most cooperative?	When is your child least cooperative?



What frightens your child?	What calms your child?

How does your child assist/participate in the following daily routines?

Feeding	Dressing



Bathing	Toileting

What do you think helps your child learn?	What would you like to learn about your child?



Adapted from: Noonan, M.J., & McCormick, L. (1993). *Early Intervention in Natural Environments: Methods and procedures*. Pacific Grove, CA. Brooks/Cole.

Supporting Children and Families through Transition

IDEA 2004 states that the IFSP must include the steps to be taken to support the transition of the child to Part B or other services that may be available. These required steps include:

1. Discussion with, and training of parents regarding future placement
2. Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting; and
3. With parental permission, the transmission of information about the child to the local educational agency.

The first and third steps are pretty easy, but the second is more challenging. After you've talked about the programmatic and funding changes that will be occurring when the child turns three, you will need to begin to help prepare the child and family for those changes. To find out what is important to the family and what types of assistance they may need, consider the following questions:

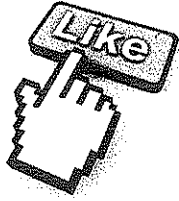
Conversation Starters:

- How does your child react in a new setting?
- What experience has your child had playing with other children?
- Does your child enjoy playing with other children?
- If you were going to take your child to a new place for the first time and had to leave them there while you ran an errand, what types of things would you do to prepare or make it easier for him/her?
- What did your older children do when they turned three? Did they attend preschool?
- If your child wasn't involved with early intervention, what do you think they would be doing when they turn three?
- What types of activities would you like to see your child participate in over the next two or three years?
- Would you like to talk to other parents whose children have recently transitioned?
- Do you have any questions that you would like to ask me?

Consider sharing the following tools with families:

Questions a parent can ask when visiting a classroom

A Guide for Families: Using NAEYC Standards to Find Quality Programs for Young Children <http://www.rightchoiceforkids.org/docs/FamilyGuide.pdf>



Helpful Websites

Websites to Help Families Find Early Care and Education Options in their Community and Ideas to Help Prepare Their Children

COMPASS - Information on Early Learning Programs and Providers
<https://www.compass.state.pa.us/Compass.Web/public/cmphome>

Keystone STARS Information for Parents
<http://www.dhs.state.pa.us/forchildren/childcareearlylearning/keystonestarsinformationforparents/index.htm>

Information on Head Start in Pennsylvania
<http://paheadstart.org/index.php/head-start-in-pa/>

Information on Head Start in Your County
http://paheadstart.org/index.php/head-start-in-pa/phsa_programs/

Resources for Families:

What to look for when visiting early childhood programs
<http://www.babysittersites.com/guide/how-to-find-the-best-child-care-or-preschool-program-for-your-child/>

10 NAEYC (National Association for the Education of Young Children) standards for early childhood program quality
<http://families.naeyc.org/accredited-article/10-naeyc-program-standards>

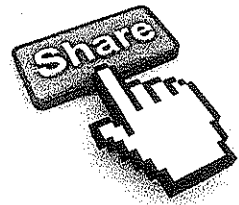
How to Prepare Your Child for Preschool
<http://www.zerotothree.org/early-care-education/child-care/preschool-prep-how-to.html>

Learning is Everywhere!
<http://papromiseforchildren.com/help-your-child-grow/learning-is-everywhere/>

Resources for all Early Care and Education Providers:

An Early Education Providers Guide to Early Intervention Services in Pennsylvania
<http://www.pattan.net/>

- Click on the Resources tab at the top of the home page
- Select PaTTAN Publications from the dropdown
- In the SEARCH box type in: An Early Education Providers Guide



Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI):
This website includes ideas, templates and strategies for specially designed instruction for young children with challenging behavior. The site also includes information for parents such as social stories about going to preschool, toileting, etc. to help with the transition to a new program, visual strategies for providers and parents and other communication tools.
<http://www.challengingbehavior.org>

Early Intervention Teachers' Reference Guide: Positive Behavior Supports and Intervention
http://pattan.net-website.s3.amazonaws.com/images/2011/07/26/EarlyInt_Teacher_Guide_7_11.pdf