



Parenting

18 Months - Three Years



Parenting is an important, rewarding and sometimes difficult job and we would like to help. Niagara Region Public Health has created a series of resource guides to provide you some support in your parenting journey.

All parents want their children to grow up healthy, happy, and successful. Researchers have found several important areas that help children to become successful adults. They are called the '40 Developmental Assets', and include such things as:

- Being involved and feeling supported by parents, neighbours, school and community
- Having boundaries, expectations and activities to be involved in
- Enjoyment of school and learning
- Learning positive values like honesty, responsibility and getting along with others
- Feeling good about oneself

.....

*The more assets children have,
the better able they will be
to make good decisions,
get past challenges and avoid
risky health behaviours.*

.....

The more assets children have, the better able they will be to make good decisions, get past challenges and avoid risky health behaviours. The good news is you can build assets in your child. See the Search Institute to find out more about asset building at www.search-institute.org.

Adults also need care. Parents feel better when they fuel their bodies with healthy foods, get some exercise and enough sleep, and don't smoke. Your children will not suffer if you take time for an activity you enjoy, so go ahead – and don't forget the value of laughter.

It is also important to be able to cope with stress in a positive way. If you find that you are unable to manage your stress, ask for help. Talk to your physician or health care provider.

Our staff members are happy to answer any parenting questions that you may have by calling our Parent Talk Information Line at 905-688-8248 or 1-888-505-6074, ext. 7555. You can speak to a qualified public health nurse Monday through Friday from 8:30 a.m. - 4:30 p.m. They can put you in touch with many excellent community resources and parenting groups. You may also want to visit www.niagararegion.ca for more information.

A good life needs a good start. Remember, we're here, along with your primary care provider, to help you. Enjoy the journey of parenthood.

Dr. Valerie Jaeger

Niagara Region Public Health is Here to Help You With Parenting



Call the Parent Talk Line

Public health nurses are happy to talk to you about any parenting topic.

- Breastfeeding
- Your emotional health
- Your relationship with your baby
- How early experiences shape your baby's long term health and well being
- Nutrition and healthy eating
- Behaviour
- Growth and development
- Parenting programs and services
- Any other parenting topic that you want help with

The public health nurse on the Parent Talk Line can help you register for public health parenting classes and connect you to other programs and services available in the community.

Monday - Friday, 8:30 a.m. - 4:30 p.m.
905-688-8248 or
1-888-505-6074 ext. 7555

A public health nurse will respond to all messages left on the Parent Talk Line.

Join the conversation on twitter:

 @niagaraparents



The Healthy Babies Healthy Children Program is a free home-visiting program that assists families with young children who need more support. Call the Parent Talk Line to find out more about home visiting programs and services offered by public health.

Visit our website for information about all of our programs, classes and services



www.niagararegion.ca/health
search: Parenting

Join us on Twitter

Follow us on Twitter for great parenting tips and information about local activities for you family.



@niagaraparents



Sign-up for a Free Parenting Class

Parents living in the Niagara area with children aged two to 16 can register for Triple P, a program that teaches parents how to manage:

- Toddler tantrums
- Disobedience and/or aggression
- Bedtime battles
- Self-esteem issues

905-688-8248 ext. 7555 or 1-888-505-6074



www.niagararegion.ca/health
search: Triple P

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Helpful Resources for Parents



Nutri-eSTEP

Finding the Right Health Information

Parent Direct Niagara



Nutri-eSTEP

Nutrition Screening Tool for Toddlers and Preschoolers

www.nutritionscreen.ca

Are you a parent or caregiver with a young child?

Do you want to know how your child is doing with daily habits?



Nutri-eSTEP is a fast and simple way to find out if your toddler (18 to 35 months) or preschooler (3 to 5 years) is a healthy eater and to get feedback.

How does Nutri-eSTEP work?

1. Visit www.nutritionscreen.ca and select the toddler or preschooler questionnaire.
2. Answer 17 short **NutriSTEP**® questions about your child's eating and activity habits – it takes less than 10 minutes.
3. Get immediate personalized feedback!



Why is it important?

Healthy habits at a young age build lifelong patterns for healthy growth and development.

Nutri-eSTEP helps you

Find out what is going well for you and your child. Get tips on how to improve eating and activity habits. Link to trusted nutrition resources, tools and recipes.



Brought to you by



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Nutri-eSTEP

Nutrition Screening Tool for Toddlers and Preschoolers

EatRight Ontario

SPEAK WITH A REGISTERED DIETITIAN FOR FREE

1-877-510-510-2

www.eatrightontario.ca



www.nutritionscreen.ca

After completing the NutriSTEP® questionnaire

- ✓ Print off your survey results
- ✓ See how you and your child are doing
- ✓ Visit the links to credible nutrition articles, tools and community services
- ✓ Try some new recipes
- ✓ Re-visit **Nutri-eSTEP** to track your progress



Have questions?

Looking for a Dietitian?

For yourself, your child, a family member, or your organization?

If you live in Ontario, contact EatRight Ontario to talk to a Registered Dietitian for **FREE** at 1-877-510-510-2

The dietitians at EatRight Ontario can

- answer your questions about healthy eating and feeding challenges with young children
- provide you with sample meal plans for toddlers and preschoolers
- send you factsheets, such as *How to Build a Healthy Preschooler or Toddler*, *Feeding Your Picky Preschooler or Toddler*
- help you find dietitians and other helpful services in your community
- offer service in over 100 languages

Just call and ask

Visit www.eatrightontario.ca/en/Children to find healthy eating articles and child-friendly recipes



Video: Sample EatRight Ontario call

Brought to you by



This online tool has been developed by nutrition researchers and Registered Dietitians with input from parents. The tool is meant to help families eat well and build healthy habits.

NutriSTEP® name and logo are Registered trademarks of Sudbury & District Health Unit. Dietitians of Canada acknowledges the financial support of EatRight Ontario by the Ontario government.

Finding the Right Health Information

When looking for health information for your family, it is very important that you look for and use credible websites and sources that base their information on proper research. Since anyone can post on the web, it can be hard to tell whether the information you find is accurate and up-to-date. Below are a few tips to think about when you are searching the web for health information.

- Who are the authors of the website? North American government agencies and health units can be trusted.
- When was the website last updated? The more recent the date, the more likely that the site is being monitored and updated regularly.
- Does the website contain broken links? Broken links are an easy sign that the website is not up-to-date.
- Is it easy to find contact information? Trusted organizations don't hide who they are.

- Avoid websites with advertisements or ones that are sponsored by for-profit corporations
- Look for information that is based on facts and not opinion
- If you searched in Google or another search engine, make sure that you do not click on an advertisement as you may become connected to a certain product, brand or business



Examples of credible health websites:

Health Canada
www.hc-sc.gc.ca

Caring for Kids
www.caringforkids.cps.ca

Government of Canada
www.healthycanadians.ca

Public Health Agency of Canada
www.phac-aspc.gc.ca



Parent Direct Niagara



Visit www.parentdirectniagara.ca for information and links to programs, services and resources for children and families in Niagara.

Your Child's Development:



Healthy Baby Healthy Brain

How Children Develop

Track Your Child's Development

Toilet Learning

My Dad Matters

Learning through Play

Screen Time

Let's Talk! Let's Read!

Speech and Language Development

Healthy Baby, Healthy Brain

As a parent, you play a critical role in the development of your child's brain and social-emotional development. How you respond and what you say and do has long lasting effects on your child's health and well-being. Parents have the ability to shape their child's social-emotional development through their everyday parenting and interactions with their child (for more information on positive parenting, see page 40).

In order to develop healthy ways of coping, your child's brain needs to be stimulated often, in a repetitive, predictable, "serve and return" back-and-forth way. This stimulation and positive relationship helps grow healthy connections in your child's brain.

Parents need to provide lots of warmth and attention to set up these early brain connections.

- Respond to your child
- Talk to your child
- Sing to your child
- Touch your child
- Play with your child

With every interaction, you are helping your child's brain to develop. These interactions have a life-long effect on your child's ability to reach full potential. No parent is perfect; there may be times that you do not respond as you would like. How you respond most of the time is important. Reach out and get connected with other parents and explore our positive parenting workshops. Call the Parent Talk Line at 905-688-8248 ext. 7555 or 1-888-505-6074.

Watch videos on how you can support your child's brain development at



www.healthybabyhealthybrain.ca.

Adapted with permission from the Best Start Resource Centre.



How Children Develop

Children may:

- Show independence as their skills develop
- Begin to say "NO" and "MINE"
- Only be able to think of themselves and see things from their own point of view
- Copy the actions of others
- Have a short attention span
- Be eager to explore everything

What you might expect	What your child may be trying to tell you
Busy	"I have lots of energy and I am growing. I am learning to walk, run, climb, throw, and feed myself. I sometimes act without thinking. It's your job to teach me about safety, manners and feelings."
Curious	"I want to explore everything in my environment and test how people will respond to my behaviour."
Easily Frustrated	"I have a limited number of words and can't always do what I think I can. I cannot always tell you what is wrong and I may whine, cry, bite, or throw myself on the ground."
Biting	"I may not be able to tell you what I want – my teeth hurt and biting feels good. I am angry because I can't get your attention or get my way."
Tantrums	"Sometimes I may build up to have a temper tantrum. It's your job to keep me safe and to help me calm down."
Independent	"I want to do things by myself. It's your job to be patient and allow enough time for me to practice everyday tasks such as getting dressed or feeding myself and help me to be successful."

Encouragement and positive attention help children develop their skills and learn appropriate ways of behaving. Encouraging the behaviour you like increases the chances of the behaviour happening again.

Being a good role model is a key part of being a positive parent. Your child learns by watching everything you do and say. Look for times when you are not rushed to spend time with your child just having fun, playing together, reading together and modelling good behaviour.

Track Your Child's Development



Every child is unique. To track your child's development Niagara Region Public Health recommends using the Nipissing District Developmental Screen (NDDS).

The NDDS:

- Is a series of simple checklists to help you keep track of your child's development from birth to age six
- Lists a number of activities parents can do with their child that are appropriate for their age and will help them with their development

You can discuss the checklist results with your child's health care provider during routine checkups and immunizations.

The NDDS for ages 18, 24, 30 months and three years are included in this resource guide (see page 70). If you have questions about your child's development, call the Parent Talk Line and speak with a nurse or follow up with your child's health care provider.

There are a number of checklists from birth to age six.



Create an account at www.endds.com and:

- Complete the NDDS online
- Receive email reminders when it's time to do the next checklist
- Get activity ideas you can do with your child

Has your child had their 18-Month Well-Baby Visit?

If your child missed the Enhanced 18-Month Well Baby Visit, it is not too late to make an appointment. You can still talk to your child's health care provider about their growth and development.

Eighteen months is a milestone in a child's development and a visit to your child's health care provider at this time is very important. The 18-month visit may take a little longer than normal as your health care provider may:

- Have you complete an 18-month NDDS® (see page 70)

- Discuss checklist results with you and any concerns you may have
- Suggest supports that may be helpful to you
- Complete the routine assessment and immunizations

For more information on the Enhanced 18-Month Well Baby Visit and useful links visit:



<http://18monthvisit.ca>.

(Machealth. "Ontario's Enhanced 18-Month Well-Baby Visit." machealth.ca. April 1, 2009. McMaster University. Accessed 5 August 2014. <http://www.18monthvisit.ca>)



Toilet Learning

Most children are toilet trained between two and four years of age. A child may be physically ready to use the toilet by 18 months. However, a child's ability to understand and communicate what is happening comes much later.

Before toilet learning

- Tell your child when he/she is going pee/poop
- Let your child see you use the toilet
- Teach bathroom words (e.g. pee, poop, penis, vagina)
- Read a book about toilet training
- Teach your child to dress and undress
- Show your child the toilet and let them sit on it
- Keep the potty in the bathroom. Remind your child what it's used for.
- Let your child "teach" a doll or stuffed animal to use the toilet
- Change diapers in the bathroom. If pooped, let your child flush it down the toilet.

When NOT to start

Do not start toilet learning during stressful life events such as:

- Birth of a new sibling
- Moving into a new house
- When your child is sick
- During changes in the family (e.g. death or separation)
- While travelling
- Switching from crib to bed

Your child is ready to use the toilet when he/she:

- Stays dry for longer periods of time
- Likes to copy or imitate others
- Tells you when he/she has a dirty diaper
- Understands simple directions
- Wants to sit on the toilet
- Can pull pants up and down
- Poops around the same time every day
- Shows signs before going pee/poop (e.g. grunts, grabs genital area, dances, jumps up and down)

Every child is different.



Helpful Tips

- Replace diapers with underwear
- Dress your child in easily removable clothing (e.g. elastic waistbands, skirts, etc.)
- Allow time without clothing or diapers. It helps to connect what your child sees with what he/she feels.
- Encourage your child to sit on the toilet:
 - » Immediately upon waking in the morning and after naps
 - » After meals and snacks
 - » Whenever he/she normally poops
 - » Every two hours during the day
 - » Before bath time as removal of clothing and warm water may trigger the urge to pee

Rewards

- Praise is the best reward:
 - » Hugs and kisses
 - » Smiles
 - » Words (e.g. "Good job!", "You can do it!")
- Limit material rewards as they can lead to feelings of failure and low self-esteem when your child is unsuccessful



Handling accidents

- Be calm and reassuring
- Never punish, shame or blame
- Help change into clean clothes
- Be matter of fact. Let your child know they can try again later.
- Never force your child to sit on the toilet longer than wanted
- Avoid constant reminders to use the toilet

Toilet refusal

Happens when your child either:

- Is not ready for toilet training
- Had a negative experience
- Is scared to sit on the toilet

If your child refuses to go, a one-to three-month break from training is advised.

Nighttime

- Even when your child is dry in the day he/she may need diapers for naps and bedtime
- It may take several months to years before your child stays dry at night

Helping your child stay dry at night

- Limit drinks before bedtime
- Have your child use the toilet before sleeping
- Before you go to bed, you can wake your child to use the toilet



Eye See...Eye Learn®

How well can your child see? Get their eyes checked for free. Junior Kindergarten children are eligible for an eye exam covered by OHIP (Ontario Health Insurance Plan), and if needed; complimentary glasses through Eye See...Eye Learn®.



To find a participating Doctor of Optometry or to learn more, please visit www.EyeSeeEyeLearn.ca.



My Dad Matters



Involvement of both parents in a child's life is the biggest influence on a child's health and development. Likewise, having an involved father can improve social and emotional outcomes in life. If you are a father, grandfather, step-father, uncle, brother, or even a good friend, having a child to love, keep safe, and nurture can be both hard and very rewarding. As role models in their kid's lives, fathers can affect how well their child relates to peers and adults outside the home.

Mothers and fathers generally bring unique contributions to the job of parenting that no one else can. However, research shows dads may do things slightly different from moms and that is okay.

When dads...

- **Parent differently**, children learn that mothers and fathers have different ways of dealing with other people and situations. Fathers speak and interact with their kids differently. Children can tell the difference from an early age. They know that dad does not treat them the same way as mom.
- **Communicate differently**, children learn more about language. Research shows mothers and fathers talk to their children in different ways. Fathers are more direct and use fewer words.
- **Play differently**, children learn a lot about how to act from playing with their dads. Dads "rough-house" with their kids more than moms do. Fathers might tickle more, they may wrestle, chase their children more, push the buggy a little faster or they throw their children in the air.



For more information about involved fathering, visit www.dadcentral.ca

Learning through Play

Children learn through play. Active play includes both structured and unstructured activities. A child's environment and experiences, especially during the first three years, strongly influence their development.

Active play:

- Supports healthy growth and development
- Helps build strong muscles and bones
- Helps maintain good posture and balance
- Helps children learn about himself/herself and their environment
- Teaches you about a child's personality and temperament
- Assists in the development of self-esteem and social skills
- Helps children learn communication and problem solving skills
- Helps build strong bonds of trust and attachment
- Encourages a lifelong positive attitude toward physical activity

Unstructured play is different from structured play. For example, your child may engage in unstructured play if they are outdoors making snow angels or splashing in puddles. Unstructured play is also known as free play and is a great source of discovery for your child. This playtime allows your child to try out new life skills. Children engaging in unstructured play develop creativity and social skills.

Play ideas for children:

- Building blocks
- Digging in the dirt
- Kicking a ball
- Moving to music
- Playing dress up
- Playing house or school
- Riding toys



- Running in the backyard
- Sidewalk drawing

For information on keeping your children safe while exploring and getting dirty, see page 64.

Structured play is different in that an adult creates a stimulating environment where children are encouraged to explore. Structured play differs depending on the age of the child. For three year olds, structured play means providing rich stimulating environments both indoors and out. A stimulating indoor space provides different types of balls, cones, skipping ropes, hoops, low balance beams, soft and hard surfaces, and small climbing mats.

Ideas for structured play include:

- Finger painting and colouring
- Hopping and singing games
- Nature walking
- Throwing and catching
- Visiting an Ontario Early Years Centre

From active play to physical activity

According to the Canadian Physical Activity Guidelines, your child should accumulate at least 180 minutes (or three hours) of physical activity at any intensity spread throughout the day.

Being active as a child means:

Any activity that gets children moving, like:

- Climbing stairs or moving around the home
- Playing outside and exploring the environment
- Crawling, walking, running or dancing



The love of moving needs to be taught and encouraged, similar to the way children are taught and encouraged to love to read. Help your child learn to enjoy being active at home or in child care.

It is never too early to get your child moving. Offer toys that encourage children to move their muscles. Provide building toys, riding toys, balls, beanbags and other tools to get your child moving.



For locations, hours of operation and to see each centre's monthly calendar of events visit www.ontarioearlyyears.ca

Ontario Early Years Centres



A Place For Parents And Their Children.

Parenting programs, workshops and interactive play for parents/caregivers and children up to the age of six.

Whether it is structured or unstructured play, they are both an important part of active play.

Build physical activity into your family's daily routine. Provide plenty of time for active free play. Include indoor and outdoor space for movement, dance to some music, visit a playground and play with some toys. It doesn't matter what you do as long as you are moving together. If this doesn't work with your lifestyle, see if you can try starting for 15 minutes every day to be active together.

Show your kids how you are physically active in your own life. Being an active role model for your children is one of the best things you can do to encourage them to be active. If you aren't very active, it's not too late for you to start.

Choose to walk or bike instead of drive. Walk, run, bike or dance to places instead of sitting in the car. If there is a safe route, walk with your child to do errands. Don't forget to leave lots of time to get where you are going so you don't have to rush. If riding a bike, be sure both you and your child wear a bicycle helmet.

Praise but don't push. Notice when your child is enjoying an activity and cheer them on. Always keep things positive when your little one is trying something new.

Make it fun. Children love learning new games that encourage them to be active. Pretend to be animals or machines. Learn new games that encourage movement such as Follow the Leader or Ring around the Rosie. Create an indoor obstacle course

with household items that has your child jumping, crawling and moving through furniture and boxes.

Spend time outdoors. Going outside almost guarantees some form of physical activity. Allow your child to make some mud-pies or jump in leaves. In the winter, encourage your child to make snow angels or build a snowman together. Whatever the season, dress your child in clothing that is weather-appropriate.

Choose a daycare or preschool that incorporates physical activity. Parents should look for a daycare that dedicates time to encouraging age-appropriate movement every day. Children need many opportunities to move and develop basic skills like running, jumping, hopping, skipping, etc. Structured and unstructured play are both essential in helping them to develop these skills.

Parks and playgrounds in Niagara are now

smoke-free



Contact the Tobacco Hotline at
905-688-8248 or 1-888-505-6074 ext. 7393

The lowdown on the slowdown: What counts as being sedentary?

Sedentary behaviours are those that involve very little physical movement while your child is awake. Examples are sitting or reclining for prolonged periods in a stroller, high chair or car seat, watching television or playing with non-active electronic devices.

Spending less time being sedentary helps children:

- Behave better
- Develop social skills
- Improve learning and attention
- Improve language skills
- Maintain a healthy body weight

To reduce the amount of time your child is sedentary, you can:

- Explore and play with your child
- Stop during long car trips for playtime
- Set limits and have rules about screen time
- Take children outside every day

Screen Time

Children learn better from play in the “real” world than from a digital device.

Whenever possible, avoid screen time in the earliest years of your child’s development:

- For those under two years, screen time such as watching television or playing electronic games is not recommended
- For children two to four years, screen time should be limited to less than one hour per day; no screen time is better

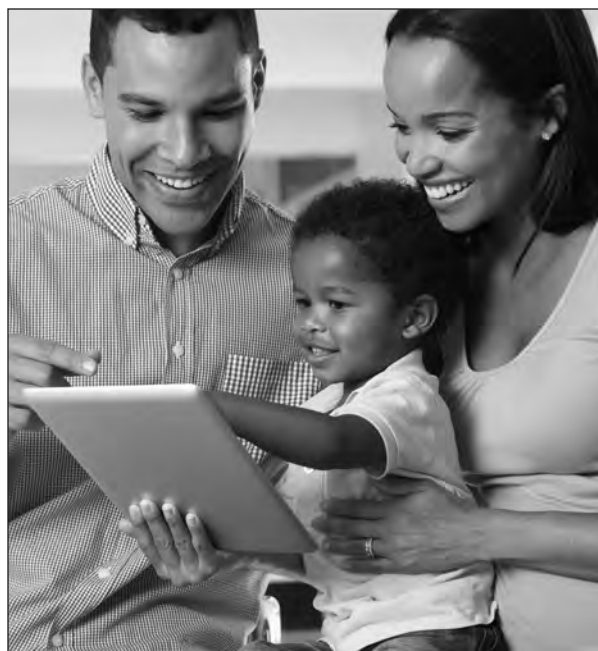
For more information, visit



Screen Sense

Here are some ways you can minimize the potential negative effects and maximize learning when using screens with your child:

- Limit viewing time to ensure lots of time for interactive play and exploration of the real world
- Participate in the screen experience; ask questions and talk about what you are watching together
- Help your child make the connection between what they see on a screen and the real world
- Create ways to extend your child’s learning from media (e.g. apply the colours your child has learned from an app by labeling colours of the family’s clothes as you sort laundry together)
- Turn off the television when no one is watching
- Choose content very carefully
- Focus on the content and less on the technological features
- Keep screen media out of your child’s bedroom
- Use everyday moments, such as mealtime, as important opportunities to connect with your child



To view the entire Screen Sense resource and research, visit



<http://www.zerotothree.org/parenting-resources/screen-sense>.

(ZERO TO THREE®: National Center for Infants, Toddlers, and Families. Do not reprint Screen Sense from this guide without permission from ZERO TO THREE®)

For more information on active play or screen time:

Caring for Kids
www.caringforkids.cps.ca

Canadian Society for Exercise Physiology
www.csep.ca/guidelines

ParticipACTION
www.participaction.com

Let's Talk! Let's Read!

Language & Literacy Go Together

When you talk, sing, and play with your child, you are helping them learn how to use and understand language. Understanding and using words well are the first steps in learning to read and write.

A good way to help your child become a successful reader is to encourage them to talk and share ideas.

You can encourage your child's speech and language development by:

- Talking face-to-face
- Getting down at their level to play/talk
- Reading books geared to their age level
- Asking simple questions to stimulate thinking
- Singing songs, listening to music
- Talking about what you are doing or what you've seen
- Listening/paying attention to your child when they are talking to you
- Exposing your child to many new experiences
- Playing games/taking turns

Books help your child learn to talk

- Read books over and over. Your child will learn new words, increase their memory and learn how to put ideas and stories in order.
- Books are great for imitating sounds and naming pictures
- Sharing books is a special time to talk with your child
- Books encourage children to think about "what happens next?"
- Looking at books will help your child learn to pay attention



Parenting and Family Literacy Centres

Build your child's literacy and numeracy skills by visiting a Parenting and Family Literacy Centre. The educational activities at the center will prepare your child for a smooth transition to school. The centres are free and you do not have to pre-register.



For more information, visit
<http://www.edu.gov.on.ca/eng/parents/pflc.html>

You can also check out your local library or an Ontario Early Years Centre (see page #) for programs and resources.

Reading with Your Child

	One to two years	Two to three years
Exploring books	<ul style="list-style-type: none"> • Will sit for a while and look at books by themselves • With help, children learn to point and name pictures, turn to pages, and enjoy books with a favourite theme (cars, animals) • Recognize a favourite book and show you that they want you to read it 	<ul style="list-style-type: none"> • Begin to fill in a sound or word when it is their 'turn,' while reading a story with you • Stories with more adventures are especially fun! • Will pretend to read
Things to try	<ul style="list-style-type: none"> • Talk about the pictures. Don't worry about reading the words. • Give children proper names for the pictures • Follow underneath the sentence with your finger as you read 	<ul style="list-style-type: none"> • Read books over and over. Say the first part of the sentence and then pause to let your children fill in the rest. • Say rhymes and sing songs over and over • Use your child's name in the story
Best books	<p>Books with:</p> <ul style="list-style-type: none"> • Lots of repetition; a few words on each page; simple rhymes • Small plastic photo albums with pictures of family, friends, and special activities <p>Try:</p> <ul style="list-style-type: none"> • Brown Bear, Brown Bear What Do You See? by Bill Martin Jr. • Goodnight Moon by Margaret Wise Brown • Scratch and Sniff Shopping by DK Publishing, Inc. • That's Not My Car and That's Not My Lion by Fiona Watt • Humpty Dumpty and Other Rhymes by Iona Opie and Rosemary Wells • Tickle Under There by Debi Gliori • Open the Barn Door by Christopher Santoro • The Cheerios Play Book by Lee Wade • Dinosaur Roar! by Paul & Henrietta Stickland 	<ul style="list-style-type: none"> • Books that tell simple stories and rhymes • Interactive books eg. with flaps • Books about a favourite movie or TV character • Books about counting and the alphabet <p>Try:</p> <ul style="list-style-type: none"> • Sheep in a Jeep by Nancy Shaw • The Very Hungry Caterpillar by Eric Carle • Series: Franklin, Arthur, Clifford • Read to Your Bunny by Rosemary Wells • I Went Walking by Sue Williams • Come Along Daisy by Jane Simmons • School Bus by Donald Crews • One Duck Stuck by Phyllis Root • Where's Spot? by Eric Hill • The Deep Blue Sea: A Book of Colors by Audrey Wood

Debbie Zimmerman Early Years Niagara Literary Award Winners:

Not a Box by Antoinette Portis

Llama Llama Red Pajama by Anna Dewdney

Knuffle Bunny by Mo Willems

Speech and Language Development: A Quick Reference Guide

How well are they communicating?

By age one and a half, your child should...

- Use about 10-20 words consistently
- Words may not always be clearly pronounced
- Words may be accompanied by gestures
- Understand simple directions ("where's your..." or "show me the...")
- Learn new words weekly

By age two, your child should...

- Use at least 50-150 words
- Begin to combine two words (may even be combining three-four words) e.g. "more milk" or "hi daddy"
- Understand at least 300 words
- Respond appropriately to yes/no questions
- Begin to show interest in simple, short stories/ books

By age two and half, your child should...

- Use about 250-350 words
- Be understood by at least some familiar adults (other people may have a hard time understanding them)
- Understand about 500 words
- Follow simple two-step commands (e.g. "get your coat and wait at the door")
- Be able to answer simple questions (e.g. "who?", "what's that?")
- Understand position words such as in, on, under, up and down



By age three, your child should...

- Use about 1,000 words
- Talk in short sentences (three-five words), that are not always grammatically correct, e.g. "I eated it"
- Use plurals "s", "ing" endings, prepositions on, in, under, negative: won't
- Put end sounds on the end of words (e.g. dad)
- Be understood 90 per cent of the time
- Follow two-step commands (e.g. "take off your shoes and put them in the closet")
- Answer "where?" and "what's he doing?"

Questions? Call Speech Services Niagara for a screening of a child's speech and language development. Call 905-688-3550 or 1-800-896-5496, ext. 151 for an appointment.



www.speechservicesniagara.ca



Child Care

Choosing a child care provider can be one of the most important decisions you make.

Early learning in any child care setting can have positive impacts on your child's development. Child care options include:

- Centre-based
- Home-based
- Nursery school
- Family

For more information:

Choosing quality early learning & child care

www.eccdc.org/choosing-quality-childcare
905-646-7311

Licensed child care programs

www.niagararegion.ca search: child care
905-984-3810 or 1-800-263-7215 ext. 3894

Young moms planning to continue school

www.striveniagara.ca
905-735-2566

Child care registry

To place your child on a wait list for child care, apply at <https://Niagara.onehsn.com>. Using this registry, you can:

- Apply for as many child care programs as you like with only one application
- Be contacted when space becomes available by a staff member from a licensed child care program

There is a support line available for parents if you have any questions or concerns at 1-888-722-1540.

Financial assistance

To see if you are eligible for financial assistance for child care and to apply online, visit www.niagararegion.ca search: child care and assistance or call 905-984-3750 or 1-800-263-7215 ext. 3897.



Your Child's Nutrition



Breastfeeding

Feeding Your Child

Common Feeding Challenges

Sample Menu for Children

Breastfeeding Your Child



Health Canada promotes breastfeeding for up to two years or longer. Children can receive many benefits from breastmilk even when they enjoy a well-balanced diet of solid foods. As long as your child continues to breastfeed, your child will receive important vitamins, minerals and immune properties that help to keep your child healthy.

Good reasons to continue breastfeeding your child:

- Breastmilk is produced specifically for your child. The properties of breastmilk are made up of living, protective cells that change to meet the needs of your growing child.
- Breastfed children tend to get sick less often than non-breastfed children
- Breastfeeding can provide reassurance and emotional support during a time when your child is becoming more independent
- Breastfeeding is convenient, especially when travelling or going away from home for a few days

Breastfed children who are between 12 to 24 months of age should continue to receive a vitamin D supplement of 400 international units each day. A vitamin D supplement is no longer needed once your child's diet contains 400 international units of vitamin D or if your child is two years of age or older.

Breastfeed anytime, anywhere

As a breastfeeding mother you have the right to breastfeed in **any** public area. No one should prevent you from breastfeeding, ask you to "cover up," disturb you, or ask you to move to another area that is more "discreet." You have the right to breastfeed anytime, anywhere. Service providers must be free from discrimination including restaurants, cafes, stores, malls, schools, parks, public transit etc. Work with your employer to accommodate any needs you have for breastfeeding or expressing milk for your child.

For more information regarding your breastfeeding rights, contact:

Ontario Human Rights Commission at
www.ohrc.on.ca, 1-800-387-9080

Infact Canada at
www.infactcanada.ca
1-416-595-9819

Bilingual Ontario Online Breastfeeding Services
<http://ontariobreastfeeds.ca/>

For breastfeeding information, visit



www.breastfeedingniagara.com

Feeding Your Child

When it comes to feeding, the toddler years are an exciting time. Your child can now eat the same meals as the rest of the family. You can teach your child to eat well by offering a variety of nutritious foods and enjoying family meals together.

What is normal eating for children?

- After the first 12 to 18 months, children's growth slows down so they may eat less than they did before
- The amount of food children eat at meals and snacks will vary from day to day. Some meals they will eat a lot and other meals they won't eat much.
- Children's likes and dislikes will change often
- Children may only eat one or two foods from what is offered at mealtime
- Many children rarely eat a new food the first time they see it. Children may need to see, touch, smell and eventually taste a new food 15 times before they will accept it.
- Children may ask for the same food day after day. This is common and won't last long, especially if you don't make a fuss about it.
- Children can eat small pieces of food with their fingers, hold a spoon and drink from an open cup. Provide your child with eating utensils that have short, solid handles and forks that are not sharp.
- Children are messy eaters and want to learn to eat by themselves. As children feed themselves with their fingers or utensils, they are learning about the taste, smell and feel of foods. Some food will make it into their mouth, but more food will end up on the floor, their clothes, face and hair. Expect a mess and try to relax.



Trust me. Trust my tummy.

Children eat best when parents and children each follow their roles in feeding.

Your role is to:

- Decide what foods to offer. Offer a variety of foods at meals and snacks. Make one family meal and try to include at least one food your child likes at mealtimes.
- Have regular times for meals and snacks. Offer three meals and two to three snacks each day. When children eat at set times, they are more likely to come to the table hungry.
- Eat together at the table and make mealtimes social and enjoyable. Children are more likely to eat a variety of foods when they eat with others.

Trust your child to decide:

- Which foods to eat. Let your child select which foods to put on their plates from the foods you offer at mealtime.
- How much to eat. Trust your child to decide how much or how little to eat at mealtimes. Children know when they are hungry and when they are full.



Trust your child to decide how much to eat

- It is important to let your child decide whether to eat and how much to eat. This will help your child learn what hunger and fullness feels like. It will help your child understand that food is meant to take the hunger feelings away. If you try to control your child's food intake, it will be confusing to your child and can lead to unhealthy eating habits (including eating when they are sad or upset). This is one cause of weight problems in children and adults.
- Patience works better than pressure. Pressuring children to eat may cause them to eat less. It can also lead to power struggles and an unpleasant mealtime experience.
- Refusing food is often a way for children to show their independence. Remember that healthy children will not starve themselves. When children are hungry, they will eat.
- Your child might eat a lot, and that's okay. It's best not to cut back on the amount of food you offer. Children will stop eating when they feel full.
- If you are concerned about your child's growth or eating habits, talk to your health care provider

Mealtime as family time

- Sit down and eat with your child. Make mealtime a time to enjoy your food together. When mealtimes are pleasant, children tend to accept a wide variety of foods.
- Seat your child at the table for meals and snacks without distractions. Television, phones, toys and books get in the way of eating and family social time. Screens can distract children from eating and can cause children to overeat.
- Prepare one meal for the whole family. Offer a variety of nutritious foods with at least one food you know your child likes. That way your child can find something healthy that they will eat. Your child will likely not eat everything, but that's okay.
- Give your child enough time to finish their meals and snacks. Your child will tell you that they have had enough to eat by saying "no", turning their face away from the food, playing with the food or throwing it on the floor.
- Remove the food and let your child leave the table when they lose interest in eating. Keeping your child at the table will not make them eat more. Expect some food to be left on your child's plate.
- Remember, your child learns by watching you. Your child will be more likely to try a variety of foods if they see you enjoying nutritious foods.

How should I feed my child?

- Children need three meals and two to three snacks at regular times each day. Offer your child a meal or snack every two to three hours.
- Offer small portions of food and let your child ask for more. Allow them to eat as much or as little as they want at meal and snacks times. Then wait until the next scheduled meal or snack before offering food or drinks (other than water).
- Let your child learn by serving themselves. This allows your child to decide what goes on their plate giving them independence. It will also help to develop their fine motor skills, social skills and self-esteem.
- Offer only water between meal and snack times so that your child comes to the table hungry and interested in eating. Children who snack too often during the day do not have the chance to feel hungry enough for a meal.



What should I offer my child to eat?

- It is important for children to eat foods from all four food groups. Offer a variety of nutritious foods including some choices that contain fat such as breastmilk, cheese, milk, avocado and nut butters.
- Offer iron-rich foods at each meal. Foods that are good sources of iron include meat, fish, chicken, turkey and meat alternatives such as eggs, tofu, beans and lentils. Iron-fortified cereals, whole grain breads and enriched breads and pasta are also good sources of iron.
- Meals should contain foods from three or four food groups in Canada's Food Guide. Snacks should contain at least two food groups. The sample menu on page 37 gives examples of healthy meals and snacks.
- Food companies have created many "toddler" or "kid" foods and drinks. These are not necessary and are often costly and high in sugar and sodium (salt). Offer your child the same foods the rest of the family eats.



For more information on healthy foods for your child visit

www.canadasfoodguide.org





or connect with a registered dietitian at 1-877-510-5102 or

www.eatrightontario.ca

What about vitamin supplements?

If your child is eating a variety of nutritious foods, is growing well and is healthy, a vitamin and mineral supplement is usually not necessary. If your child does not eat a well-balanced diet, talk to your health care provider before offering a supplement.

What drinks should I offer?

 <p>Water</p>	<ul style="list-style-type: none"> • Water is the best choice when your child is thirsty. Offer water between meals and snacks.
 <p>Breastmilk</p>	<ul style="list-style-type: none"> • Continue to breastfeed for the first two years or longer. You can offer your child drinks in an open cup in addition to breastfeeding.
 <p>Milk</p>	<ul style="list-style-type: none"> • Offer your child two cups (500 millilitres) of milk every day. Offer milk in an open cup at meal and snack times. • Do not give more than three cups (750 millilitres) of milk each day. If your child drinks a lot of milk, they won't be hungry for other healthy foods at meal or snack times. Too much milk can also lead to low iron in your child. • Give homogenized (3.25% M.F.) milk to children 12 to 24 months of age. At 24 months you can switch to lower-fat milk such as skim, 1% or 2%. • Unsweetened fortified soy beverages can be offered after 24 months of age. Soy beverages are not appropriate for children under 24 months, as these beverages may not have enough fat needed by children under two. • Avoid giving your children other vegetarian beverages such as rice and almond beverages. These do not have enough fat or protein for your children.
 <p>Juice</p>	<ul style="list-style-type: none"> • Children do not need juice to be healthy. Offer vegetables and fruit instead of juice for more nutrition and fibre. • If you offer juice, do not give more than 125 to 175 millilitres (half to three quarters of a cup) of 100 percent pasteurized juice each day. If your child drinks too much juice, they may not be hungry for other healthy foods. Too much juice can also cause tooth decay, weight problems, diarrhea or upset stomach. • Offer juice in an open cup at a meal or snack • Avoid offering sweetened beverages such as fruit punches, drinks, beverages, cocktails or soft drinks. These are mostly sugar and water and contain very little nutrition.

Tips for eating with children

- Eat together as a family whenever possible. Make mealtime an enjoyable family time.
- Involve your child in general dinner conversation, take the focus off of the food and enjoy the time together
- Encourage your child to feed themselves. Praise your child when they start to choose their own food and use utensils on their own.
- Offer less food than you think your child will eat and let them ask for more
- Be patient with new foods. Continue to offer new foods often.
- Keep mealtime free of pressure
- Let your child leave the table when they are full; 15 - 20 minutes is enough time for a child to eat
- Schedule two to three hours between meals and snacks for your child to become hungry
- Be a positive role model and acknowledge positive behaviour at the table

Choking hazards

- Hard foods, small and round foods and smooth and sticky foods can cause choking in children
- The following foods should not be given to children younger than four years of age, and with caution as children get older:
 - » Popcorn
 - » Peanuts and other nuts
 - » Seeds
 - » Hard candies or gum
 - » Cough drops
 - » Marshmallows
 - » Fish with bones
 - » Snacks using toothpicks or skewers

To make food safer:

- Cut grapes and cherry tomatoes into quarters
- Grate or cook hard vegetables such as carrots
- Remove pits from fruit
- Finely chop fibrous or stringy foods such as celery or pineapple
- Remove bones from fish and meat
- Cut hot dogs and sausages lengthwise then into bite size pieces
- Spread peanut butter thinly on crackers or toast. Never serve peanut butter on its own or from a spoon.



Common Feeding Behaviours

Your child's likes and dislikes of food can change daily or weekly, their appetite changes from one day to the next and trying new foods may be next to impossible. Try not to worry – this is “normal” eating behaviour for young children.



Tips for dealing with feeding challenges

- Never force your child to eat or restrict the amounts they eat
- It is your job to provide your child with healthy foods, but it is your child's decision to eat it – or not
- Recognize that pressuring your child can take many forms (forcing to taste or eat food, bribing or restricting food)
- You can't predict how much your child will eat
- Recognize that your child may need more time to develop eating skills (using utensils and exploring texture, smells and colours of foods)
- Offer a variety of foods every day, even foods you do not like

What if

My child does not like new foods

- New foods can be scary for young children. A new food can be a food they haven't seen before, a familiar food prepared in a different way or someone they don't know preparing the food.
- Continue to offer new foods often even if a food has been rejected. The more often children see a new food on the table and see others eating it, the more likely they are to try it. Children may need to see a new food 15 times before they learn to like the food.
- Offer small portions of a new food, along with a familiar food your child likes
- Let your child explore the new food (look at it, touch it, smell it, put it in their mouth and maybe take it out again). Talk about what the food looks like, where it comes from, what it feels like and how it tastes.
- Do not pressure or force your child to eat a new food. Studies show that if children are pressured to eat, they will eat less well, not better. Children are more likely to enjoy new foods when eating them is their own choice.

My child refuses to eat

- Children's appetites will vary from day to day and from meal to meal. Your child may not be hungry. Trust your child to know how much to eat. A skipped meal once in a while will not hurt a healthy child.
- Offer small portions of food and remove food without a fuss if your child is not interested in eating
- Plan meal and snack times two to three hours apart and offer only water between meal and snack times to help your child come to the table hungry

My child wants the same food everyday

- This is normal for young children and won't last long if you don't make an issue of it. Let your child have their favourite food as long as it is nutritious. Continue to offer other foods from the four foods groups.
- You can also work with your child to make a compromise. For example, allow your child to have their favourite food at lunch but let them know they need to compromise and have what the family is having for dinner.

Handling misbehaviour at mealtime

Do not laugh or give extra attention if your child spits food out, refuses to eat or throws food or utensils. If a problem like this arises, stay close by, remove food and utensils and turn your head away. Wait until problem behaviour has stopped, then look at your child and offer the food again. Praise them for behaving well. If your child still does not eat properly, do not try to force them.

My child does not like vegetables

- Be patient and keep serving a variety of vegetables at meal and snack times. Let your child decide whether or not they will eat them. Do not pressure or force your child to eat vegetables as this can cause your child to prefer vegetables less, not more.
- Children often prefer bright colours and crisp textures of vegetables. Serve vegetables raw or lightly cooked (vegetables that are cooked too long can taste bitter). Try serving vegetables with dip such as yogurt, hummus or avocado dip.
- Let your child help you grow, shop for and prepare vegetables
- Continue to offer fruit. Many of the nutrients found in vegetables are also found in fruit.
- Remember: children are the world's best imitators! Your child will be more likely to eat vegetables if they see you eating them.

Do you want to know how your child is doing with their eating habits?

Nutri-eSTEP is a fast and simple way to find out if your toddler (18 to 35 months) or preschooler (three to five years) is a healthy eater and to get feedback. Visit www.niagararegion.ca/health search: nutristep to complete a nutrition questionnaire to find out what is going well for you and your child and get tips on how to improve eating and activity habits. You will also be provided with links to nutrition resources, tools and recipes. For more information on Nutri-eSTEP see page 6.



If you have questions about feeding your child, call EatRight Ontario to speak to a registered dietitian for free at 1-877-510-5102 or www.eatrightontario.ca



Sample Menu for Children

The following sample menus provide examples of healthy meals and snacks for your child. For more meal planning tips and ideas visit www.eatrightontario.ca

Time of day	What you can offer:		
Breakfast	<ul style="list-style-type: none"> • Whole grain cereal • Frozen blueberries, thawed • Breastmilk or milk 	<ul style="list-style-type: none"> • Cooked oatmeal • Peach slices • Egg, scrambled • Breastmilk or milk 	<ul style="list-style-type: none"> • Whole grain toast • Smooth nut butter thinly spread on toast • Tangerine, chopped • Breastmilk or milk
Snack	<ul style="list-style-type: none"> • Whole grain English muffin • Banana • Water 	<ul style="list-style-type: none"> • Unsweetened o-shaped oat cereal • Canned fruit cocktail in juice • Water 	<ul style="list-style-type: none"> • Whole grain tortilla • Cheese • Mango • Water
Lunch	<ul style="list-style-type: none"> • Salmon, boneless with mayonnaise • Whole grain bread • Romaine lettuce, shredded • Unsweetened applesauce • Breastmilk or milk 	<ul style="list-style-type: none"> • Baked beans • Whole grain crackers • Red and green pepper strips • Cantaloupe or honeydew melon • Breastmilk or milk 	<ul style="list-style-type: none"> • Chicken • Quinoa • Cooked carrots • Soft pear • Breastmilk or milk



Time of day	What you can offer:		
Snack	<ul style="list-style-type: none"> • Cottage cheese • Soft pear • Water 	<ul style="list-style-type: none"> • Whole grain pita, cut into strips • Cucumber slices • Hummus • Water 	<ul style="list-style-type: none"> • Hard cooked egg • Fresh plum • Water
Supper	<ul style="list-style-type: none"> • Mixed Dish: Pasta <ul style="list-style-type: none"> » Ground beef » Whole grain macaroni » Tomato sauce • Green beans • Sweet potato • Breastmilk or milk 	<ul style="list-style-type: none"> • Lentils • Brown rice • Steamed carrots and broccoli • Soft kiwi • Breastmilk or milk 	<ul style="list-style-type: none"> • Sole fillet, deboned • Whole grain roll • Steamed broccoli and cauliflower • Fruit cocktail in juice • Breastmilk or milk
Snack	<ul style="list-style-type: none"> • Whole grain crackers • Mango • Breastmilk or milk 	<ul style="list-style-type: none"> • Plain yogurt • Grapes, cut in halves • Breastmilk or milk 	<ul style="list-style-type: none"> • Whole grain muffin • Strawberries • Breastmilk or milk

(Menu adapted from Health Canada)



Parenting Your Child



Positive Parenting
Managing Misbehaviour
Temper Tantrums
Your Child's Personality
Talking About Feelings and Teaching Empathy
Preparing Your Child for a New Baby

Positive Parenting



It can be extremely rewarding and enjoyable to be a parent of a toddler, but it is not always easy. Parenting a child during this stage can be frustrating and exhausting. The challenge for all parents is to raise healthy, well-adjusted children in a loving, predictable environment. Focusing on the following positive parenting strategies can help you enjoy parenting and help prevent misbehaviour:

- **Build good relationships** – spend quality time playing and talking with your child and showing them lots of affection
- **Encourage good behaviour** – praise them when you see them doing something you like, give them lots of attention, have interesting activities for your children to do
- **Teach new skills and behaviours** – set a good example, help them learn how to do things on their own, help them explore and discover things that interest them

See page 2 for information on Triple P Parenting classes.



Managing Misbehaviour

It is normal for a child to test their parents or caregivers limits regularly. As they start learning and wanting to do things on their own, children may even do what they have been told not to do. Children need limits or simple rules for their own safety and to help them learn how to get along with others. Focus on the following tips to avoid and manage misbehaviour:

- Create a safe home – put breakable items out of reach, close doors or block off areas that might be unsafe
- When you say **NO**, get close, use a firm and calm voice
- Tell them what to do (e.g. “Play nicely with your toy”)
- Praise your child for doing as you asked
- Ignore whimpering or whining
- If your child continues to misbehave, act right away by giving them a consequence. “You haven’t played nicely with the toy, it is going away for five minutes.” See text box on right.
- Return your child to the activity when they are ready and praise them once they are behaving well

Positive discipline strategies like providing logical consequences, quiet time or time out, take time to learn about and lots of practice before getting them right. Consider taking a parenting class like Triple P to learn about these and other strategies if you are struggling with managing their behaviour. For more information about Triple P call the Parent Talk Line at 905-688-8248 or 1-888-505-6074 ext. 7555.

It is important to understand that punishing children in negative ways (e.g. spanking or yelling) is not helpful for their development. Some children think that if they are hit or yelled at it is okay to treat others this way. As parents, you want your children to learn how to control their own behaviour, and hitting and yelling does not allow for this. By setting limits and managing misbehaviour with the positive discipline strategies listed above, parents are able to encourage their children to control their own emotions. Remaining calm when disciplining also sets a good example and models the behaviour we want to see in our children.



Temper Tantrums

Temper tantrums are a common part of development and happen mostly between two and four years of age.

During a tantrum a child may:

- Run around screaming and yelling
- Pound their fists
- Bang their head
- Kick and bite
- Hold their breath

Tantrums are the child's way of showing anger and frustration. This often happens when the child:

- Is not able to do something they want to do
- Is asked to do something they do not want to do
- Needs to get rid of anger and tension
- Is over-tired, excited or hungry

During a tantrum:

- Ignore the tantrum, NOT the child
- Understand the child and why the tantrum is happening
- Stay calm. Don't try to argue or "talk sense" to the child.
- Don't give in to the child
- Keep the child from getting hurt, harming others or breaking things
- Help the child learn how to calm down or learn better ways of showing and dealing with frustration

After a tantrum:

- Stay calm and loving
- Remove what was causing the tantrum
- Once your child is calm, praise your child for behaving well
- If available, return your child to the activity they were doing before and praise them when they are behaving well



To prevent temper tantrums keep your child busy especially in situations they could become bored and disruptive

To prevent temper tantrums:

- Give your child toys that are “right for their age”
- Put away things you do not want your child to touch to avoid having to say “no” and “don’t touch” too often
- Stick to the child’s daily routine including their regular meal, snack and sleep times
- Make sure your child is getting enough sleep and regular meals
- Let your child know what is going to happen and what they can expect before changing activities
- Set rules for your child and tell them what they are
- Don’t give the child a choice when there is no choice. For example, say “It’s bedtime” instead of “Do you want to go to bed now?”
- Decide if your child’s requests are reasonable before you say “Yes” or “No”. Stick to your decision.
- Praise your child for behaving well when they change activities without having a tantrum

For more information on handling temper tantrums please call the Parent Talk Line 905-688-8248 or 1-888-505-6074 ext. 7555 or Register for a Triple P positive parenting class to learn strategies that will help you and your child manage their emotions.



Your Child's Personality

Personality (or temperament) is how a person usually acts. Your child's personality:

- Affects how your child learns, plays, makes friends, and shows love
- Predicts ways your child will most likely react, feel, behave, and learn

Your child's personality cannot be changed but a child can be influenced by others to make choices to behave in other ways.

Sometimes people tend to unfairly label personality traits (specific behaviours that are a part of a person's personality). Every trait can be used in good ways, so it is important to understand your child's personality and help your child to make good choices and adapt to certain situations.

Take time to understand what your child's world looks like, and think of how this world differs at home, school, or in a child care setting. Family, friends, child care, and school activities all influence your child's temperament. Knowing what your child's world looks like will help you to make your child's world fit better with his or her personality.



Visit www.readyforlife.org

search: temperament to learn more about your child's temperament and receive some tips that will help you work with them.

(KERA)



Talking About Feelings and Teaching Empathy



Feelings are a part of life, both for adults and children. Some feelings or emotions feel good and others feel bad. Because children have limited experience with emotions, they need help from their caregivers to make sense of and handle their feelings.

Talking to children about their feelings means:

- Noticing a child's cues and trying to understand what they might be feeling
- Asking a child how he feels, and offering words to describe his or her emotions
- Responding in a way that matches or is in tune with how the child feels

Caregivers can also talk to children about their own or other people's feelings. This helps children realize that others also have feelings.

Feelings and empathy with children

Talking to children about their feelings helps them make sense of their emotions and feel acknowledged and understood. Labelling children's feelings and our own feelings also helps children build a vocabulary for emotions. When children have these words, they can express how they feel verbally, rather than physically.

Examples of how to talk about feelings and teach empathy to your child:

Talk about his or her feelings:

- "Are you upset because your blocks fell over? Let's try again."
- "I know that must have hurt when you fell. That must have been scary. I will hold you until you feel better."

Share your own feelings:

- "Wow, look at the way you are putting away your toys. You are so helpful. I feel so happy when you do what I ask."
- "I know you don't like your hat on, but I worry that you might get sick without it."

Help your child realize others have feelings:

- "Uh-oh, Lucas. Daniel looks upset because he wasn't done playing with the truck. Let's give it back to him and find something for you to play with until it is your turn."
- "Sophia is sad because her mom is leaving. I wonder if we can help her feel less sad?"

Preparing Your Child for a New Baby

Bringing home a new baby can be exciting for a big brother or sister; it is also a big change for children that can cause some jealousy towards the baby. Preparing your child ahead of time will help them adjust to the new change with fewer difficulties.

Before baby arrives:

- Tell your young child about the baby three or four months before the baby is due
- Let them know what to expect. Explain that new babies cry, sleep a lot and aren't able to play or move around.
- Involve them in preparing for the baby
- Avoid making any big changes within a month before the baby's birth (i.e. room changes, moving, child care, toilet learning)
- Inform them about the trip to the hospital ahead of time

When baby arrives:

- Be sure to let your child visit you and the new baby in the hospital if you are able to
- Let your child know how long the visit will be and that you will be home with the new baby soon
- Try to maintain your child's routine once the baby comes home
- Involve your child with the new baby activities. Praise them when they help you and when they are gentle with the baby.

As parents, it is helpful to have an understanding of your child's feelings which will allow you to help them embrace the new baby's arrival. It can be difficult for children to get used to sharing their parent's attention and they may resent all the interest shown in the baby. Problems are more likely to occur if children feel they are being left out. Spending quality time, giving lots of attention for behaving well will be important for you and your child during this time of transition.



Caring for Your Child's Health



Common Illnesses

Vaccinations

Sleep

Dental Health

Constipation

Lice

Anaphylaxis

Childhood Stress

Common Illnesses

Call your health care provider or go to the hospital if your child:

- Appears unusually ill
- Has a fever that doesn't get better within 48 hours
- Is more cranky or fussy than usual
- Seems sleepier than usual, is lethargic or does not respond to you
- Has a rash or any other signs of illness that worry you



Fever

- Fever is a symptom, not a diagnosis
- **Fever is defined as a temperature greater than 37.2 C or 99 F when taken under the arm**

If your child has a fever:

- Keep your child comfortable and offer lots of fluids
- Remove extra blankets and clothing so heat can leave the body and help lower their body temperature
- Don't undress your child– they may become too cold and start shivering, making more body heat and causing their temperature to rise again
- Do not sponge bath your child with lukewarm water or alcohol

Thermometer Facts

- A digital thermometer can be used for oral (under the tongue) or axilla (armpit) temperature taking
- Taking your child's temperature in the armpit is the safest and easiest method
- Fever strips are **NOT** recommended because they do not give accurate readings
- Mercury thermometers are **NOT** to be used – if it breaks you and your child may be exposed to toxic material
- Follow the instructions on the package

Telehealth Ontario 1-866-797-0000 TTY: 1-866-797-0007

Free Access to a Registered Nurse — 24 Hours a day, 7 days a Week.

Telehealth Ontario is a free, confidential telephone service you can call to get health advice or general health information from a registered nurse. The nurse can assess symptoms and help you decide whether to take care of your child yourself, make an appointment with your health care provider, go to a clinic, contact a community service or go to a hospital emergency room. You do not need to provide your health insurance number and all information is confidential.

Speak to your health care provider and/or pharmacist about medications to use to reduce your child's fever.

- **Acetaminophen and ibuprofen are medications that are commonly recommended to reduce fever and discomfort**
- Unless your health care provider says otherwise, give the dose as recommended on the package until your child's temperature comes down
- Never exceed the recommended dose

A child with a fever should NOT be given aspirin. Taking aspirin can increase the risk of Reye's Syndrome – a very serious condition that can damage the liver and brain.



How long must my child stay home when sick?*

Chicken pox	For mild illness (low fever, fewer than 30 spots). No exclusion as long as your child is well enough to participate normally in all activities. For moderate to severe illness (fever over 38.5 C and/or many new spots). Exclude until rash has crusted over or five days from the start of the rash.
Common cold	Children may continue to attend child care if feeling well enough to take part in regular daily activities.
Diarrhea	Until 24 hours after diarrhea stops. This may vary depending on the cause of illness, number of cases and source of the infection.
Fifth disease	Your child may continue to attend child care if feeling well enough to take part in activities.
Hand/foot/mouth disease	Until your child is feeling well enough to participate normally in all activities. Those with fever, mouth sores or oozing lesions should not attend child care.
Impetigo	Until the antibiotic prescribed by a doctor has been taken for at least one full day.
Influenza (flu)	Until seven days after the start of symptoms.
Pink-eye (bacterial)	A child should stay home until he/she is seen by a doctor. If it is bacterial pink-eye child can return to child care after 24 hours of antibiotic treatment. If viral , child can return with doctor's approval.
Ringworm	Children can return to child care after treatment has started.
Roseola (sixth disease)	When fever resolves and they are well enough to participate in activities.
Strep throat	Until the antibiotic prescribed by a doctor has been taken for at least one full day.
Vomiting	Varies; depends on the cause of vomiting. If it is gastroenteritis, a child can return 48 to 72 hours after their last episode of vomiting.

* Child care programs and schools may have varied protocols.

Second-hand smoke

Second-hand smoke (being in the presence of someone smoking) is especially harmful to children because it causes ear infections, asthma, and other serious diseases. Children should also be protected against third-hand smoke (the smoke that gets trapped in furniture, carpet and clothing) because it stays around long after people stop smoking in the room. For more information on making your home smoke-free or quitting smoking call **Niagara Region Public Health's Tobacco Hotline** at 905-688-8248 or 1-888-505-6074 ext. 7393 or visit www.niagararegion.ca/health search: tobacco.

For more information on common illnesses and more, visit the Canadian Paediatric Society website at



www.caringforkids.cps.ca

Vaccinations

Immunization begins in early infancy and continues throughout life. By 18 months of age, your child should have received the majority of his/her childhood vaccinations.



To view Ontario's immunization schedule or to learn more about vaccinations, speak with your health care provider or visit www.health.gov.on.ca.

Recommended vaccines for your child:

- DTaP-IPV-Hib vaccine
 - » A combined vaccine that protects against five diseases - diphtheria, tetanus, pertussis, polio and serious diseases like meningitis caused by haemophilus influenzae type b
 - » Given at two, four, six and 18 months of age

Planning ahead for school...

Did you know that immunization is required for attendance at school in Ontario? Children and adolescents attending primary or secondary school in Ontario must have proof of immunization against the following diseases unless a valid medical or philosophical/religious exemption is on file at Niagara Region Public Health:

- Diphtheria
- Tetanus
- Polio
- Measles
- Mumps
- Rubella
- Meningococcal Disease - New requirement for 2014/15 school year
- Pertussis (whooping cough) - New requirement for 2014/15 school year
- Varicella (chickenpox) - New requirement for 2014/15 school year, for children



Keeping your child up-to-date

If your child was not immunized in infancy or is not currently up-to-date with their vaccines, talk to your health care provider about a catch up schedule. Your child can also be immunized free of charge at one of Niagara Region Public Health's general immunization clinics. Please call 905-688-8248 or 1-888-505-6074 ext. 7425 if you have any questions about immunizations and/or to schedule an appointment.

Keeping track of your child's vaccinations:

ImmunizeCA is a bilingual mobile app created to help Canadians keep track of their immunizations.



Visit
www.immunize.ca/en/app
to download the app for FREE!



You are responsible for reporting to Public Health each time your child receives a vaccination. Health care providers do not do this for you.

You can report using any of the following methods:



Website

www.niagararegion.ca/vaccines



Telephone (Immunization Report Line)

905-688-8248 or 1-888-505-6074 ext. 7459



FAX (a copy of your child's Immunization Record)

905-688-8225

Sleep

Getting ready for bedtime

- Set a regular nap and bed time
- Look for signs of sleepiness (clinginess, whining, crying, eye rubbing, etc.)
- Tell your child about 30 minutes ahead of time that they will be going to bed
- Make bedtime a positive experience by providing a dark, quiet, slightly cool room
- A small night light in the room or hallway can be helpful if your child is afraid of the dark
- Allowing your child to pick the bedding or wear fun pajamas may make bedtime more fun
- If the child is still in a crib, ensure that it is clutter-free and away from windows



On average, most children need 12-14 hours of sleep a day (including naps). There are children who sleep more or less than the average and remain healthy and well rested.

- Talk about your day
- Put on pajamas
- Change diaper/use the toilet

Bedtime routines should never include vigorous play, television or video games.

Bedtime routine

Consistent bedtime routines teach your child what to expect, provide a sense of security, and can make bedtime a bonding experience for parents and children. Bedtime routines can be different for each family, but what's important is that you do the same soothing activities around the same time, each night. Examples of a positive bedtime routine include:

- Stories
- Bath
- Cuddling
- Brush your child's teeth
- Sing songs/say prayers

Managing bedtime problems

- Teach your child the bedtime routine and provide clear rules
- Review the routine:
"Have you brushed your teeth?"
"We've read a story:"
- Encourage the use of a transitional object (stuffed toy or blanket)
- Praise your child when they stay in bed quietly
- Redirect your child back to bed if needed (repeatedly)
- Be consistent in how you deal with bedtime problems

For more information on your child's sleep...

Call the Parent Talk Line at 905-688-8248 or 1-888-505-6074 ext. 7555 or visit www.niagararegion.ca for parenting classes about sleep.

When to move to a "big bed"

There is no hurry! Most children move from a crib to a regular or child bed sometime between 18 months and three and a half years.

Reasons for moving to a big bed

- Your child is climbing or jumping out of their crib
- Your child is toilet trained and will need to get out of the bed to use the toilet
- You are expecting another baby
- Your child is taller than 90 centimetres (35 inches)

Making your child's room safe

- Ensure all windows are locked and all curtains and blind cords are secured
- Install safety latches on cabinets and use electrical plug covers
- Ensure baby gates are located at the top of stairs (hardware mounted) so your child does not fall down the stairs
- Install a guardrail on the bed to prevent your child from falling out
- Check the bed frame regularly to make sure it is sturdy and in good condition
- Check that the mattress fits snugly on all sides, leaving no gaps between the mattress and the sides of the bed. This will help prevent your child from becoming trapped between the mattress and the frame or the wall that the bed is up against.

To ease the transition

- Put your child's bed in the same location as the crib
- Place a mattress on the floor vs. a bed frame
- Make your child feel special about having a "big bed." Have a "big bed" party.
- Let your child help to pick out the new sheets for their new "big bed"
- Have quiet time before bed
- Keeping an existing blanket from their crib makes your child feel more secure and comfortable
- Praise, praise, praise!

Remember, some children are not ready for a "big bed."

Be sure to time the transition from crib to bed on a child's readiness rather than on the need to free up the crib.

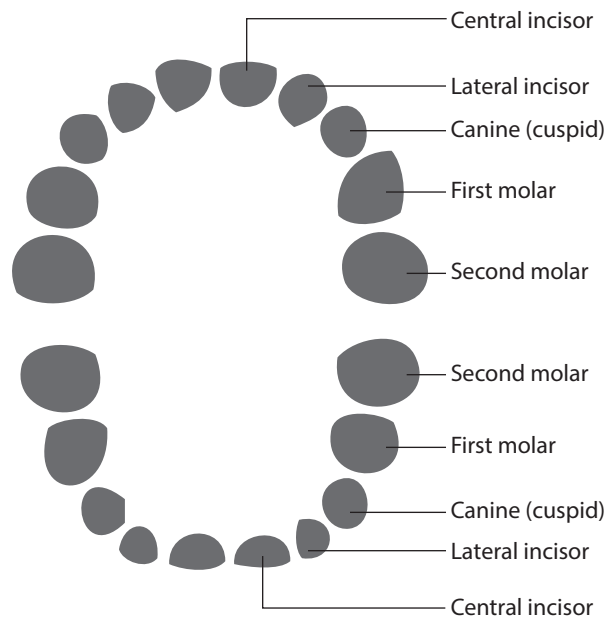


For more information related to your child and sleep, please call the Parent Talk Line at 905-688-8248 or 1-888-505-6074 ext. 7555 or visit www.niagararegion.ca

Dental Health

Baby teeth are important!

Cavities are the single most common chronic disease in children, and they are increasing in prevalence among two to five year olds. Cavities in baby teeth can cause pain and even prevent children from being able to eat, speak, sleep and learn properly. Cavities in baby teeth can also cause problems in adult teeth. Your child may have some of their baby teeth until age 12 so it is important to start healthy habits early.



Upper Teeth	When Teeth Come In	When Teeth Fall Out
Central incisor	7-12 months	6-8 years
Lateral incisor	9-13 months	7-8 years
Canine (cuspid)	16-22 months	10-12 years
First molar	13-19 months	9-11 years
Second molar	25-33 months	10-12 years

Upper Teeth	When Teeth Come In	When Teeth Fall Out
Central incisor	6-10 months	6-8 years
Lateral incisor	7-16 months	7-8 years
Canine (cuspid)	16-23 months	9-12 years
First molar	12-18 months	9-11 years
Second molar	20-31 months	10-12

Information courtesy of the Ontario Ministry of Health and Longterm Care

Children should visit a dental professional by one year of age or as soon as the first tooth erupts to prevent problems from starting.



Fluoride

- Fluoride is a naturally occurring substance. Fluoride helps to strengthen tooth enamel (the hard outer layer of teeth). When teeth are stronger, they are less likely to get cavities.
- Fluoride is NOT added to Niagara's drinking water, and the levels of fluoride in Niagara's drinking water are too low to prevent cavities.
- Children up to three years of age should have their teeth brushed by an adult, using a rice grain sized portion of fluoridated toothpaste twice daily until they can effectively spit out (see Figure 1). Be sure to rinse any remaining toothpaste from the mouth using water on the toothbrush.
- Fluoride varnish is a protective coating that is painted on a child's teeth.
 - » It helps reduce cavities in children under the age of five if applied twice a year
 - » It is very safe and can be used on babies from the time they get their first tooth

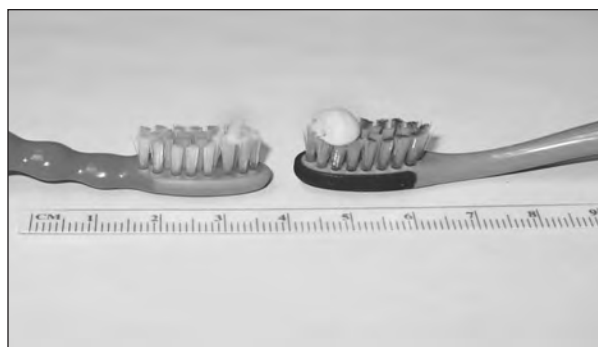


Figure 1 - A rice grain sized portion of toothpaste on a child's toothbrush is shown on the left. A pea-sized portion is shown on the right.

© 2010 Canadian Dental Association

Free dental services

Niagara Region Public Health provides FREE dental programs and services to eligible children and youth (17 years of age and younger).

To see if your child qualifies or for more information please call the Dental Health Line at 905-688-8248 or 1-888-505-6074 ext. 7399 or visit



www.niagararegion.ca/health



Constipation

What are normal bowel routines?

Bowel habits are different for every child. The number of bowel movements will depend on your child's age, diet and activity level. Some children have a bowel movement everyday while others have bowel movements less often. Normal bowel movements are soft and pass easily.

What is constipation?

When your child's bowel movements are:

- Hard and dry (pellets)
- Difficult or painful to pass
- Less frequent than what is normal for your child

Common causes:

- Not drinking enough fluids
- Not eating enough foods with fibre
- Not getting enough physical activity
- A change in routine such as toilet training or starting daycare

Some children may "hold in" their bowel movements when they are learning to use the toilet. Some children may be too busy doing other things and thus avoid going to the bathroom. Some children are afraid to go because they find it painful or scary – some fear a strange bathroom such as at child care. The longer children "hold in" their bowel movements, the harder, drier and more difficult it becomes to pass. Never pressure or scold your child about toilet habits and bowel movements. Talk to your health care provider if you are concerned about your child's constipation.

Tips to help with constipation

- Offer your child plenty of fluids. Water and milk are healthy choices. Limit milk to no more than three cups (750 millilitres) per day. Small amounts of 100 per cent prune, apple or pear juice may help with constipation. Limit juice to no more than 125-175 millilitres (half to three quarters of a cup) per day.
- Offer your child foods that contain fibre every day. Fibre is found in vegetables and fruit, whole grain breads, cereals and other grain products and legumes (beans, peas, lentils).
- Encourage daily physical activity. Take a walk together or put on music and dance.
- Do not rush toilet learning. Be flexible and relaxed – this may ease your child's fear.
- Provide your child with a firm foot support while on the toilet. This position may make it more comfortable to pass a bowel movement.
- Call the Parent Talk Line at 905-688-8248 or 1-888-505-6074 ext. 7555 to talk to a public health nurse or EatRight Ontario at 1-877-510-5102 to talk to a registered dietitian.

Call your health care provider if:

- You have tried the above suggestions and your child is still constipated
- Your child is often constipated
- You find blood in the stool
- Your child is in a lot of pain during bowel movements

Do not give your child laxatives, enemas, suppositories, herbal supplements or any medications without talking to your health care provider first.

Head Lice

Head lice are tiny, wingless, grey/brown insects that live only on the scalp of humans. They do not cause disease, but feed on the scalp and lay eggs on the hair. Anyone can get head lice.

Checking for lice

Part hair in small sections. Use a bright light to look near the scalp. Check in warm spots behind the ears or back of the neck.

If you find lice, check all the people that live in your house, and treat those who have lice

Tell everyone in close contact with your child including the school and daycare

The Wet Combing Method is the best way to find head lice and to remove them

Getting rid of lice

The Wet Combing Method involves soaking the hair with conditioner causing lice to remain still, and combing lice out with a very fine tooth comb. Wet Combing must be done every four days for two weeks to remove all lice as they hatch before they can lay more eggs. Wet Combing saves money and uses no harmful chemicals.

For step- by- step instructions for Wet Combing, visit:



www.niagararegion.ca
search: lice

Treatment products designed to kill lice are also available. Talk to a health professional about which product may be right for your child.

Follow instructions carefully; they may be different for each product

No product kills all of the eggs, so a second treatment seven to 10 days after the first treatment is recommended to kill any newly hatched lice

Treatment products are to be used only on those who have head lice, as they do not prevent lice

Remember:

Everyone who has head lice will need to be cleared of lice at the same time to stop the spread

Check the hair weekly as part of a regular routine

Prevent the spread of lice

Remind your children to avoid head-to-head contact, and not to share hats, combs and brushes. Tie back long hair.

For more information call the Parent Talk Line at 905-688-8248 or 1-888-505-6074 ext. 7555

Anaphylaxis

Anaphylaxis (pronounced anna-fill-axis) is a severe life-threatening allergic reaction that happens fast and may cause death. While deaths are rare, anaphylaxis must always be considered a medical emergency requiring immediate treatment.

What can cause anaphylaxis?

Although many substances have the potential to cause anaphylaxis, the most common triggers are:

Foods (i.e. peanut, tree nuts, milk, egg, seafood, sesame, soy, wheat, mustard, and sulphites which is a food additive)

Insect stings

Drugs and medications

Your child is at high risk of an allergy if immediate family members have asthma, eczema or allergies (food, dust, pollen, cats, etc.). If you think there is a possibility your child has an allergy, follow up with your child's health care provider.

Medic alert:

Order a medic alert bracelet to protect your child in a medical emergency



Medicalert.org

Anaphylaxis
Think F.A.S.T.
(order of symptoms may vary)

Face

- itchiness, redness, swelling of face and tongue

Airway

- trouble breathing, swallowing, speaking
- wheezing, coughing

Stomach

- stomach pain, nausea, vomiting, diarrhea

Total body

- swelling, hives, rash, itchiness
- dizziness, weakness, paleness
- feeling of impending doom, anxiety
- loss of consciousness

If the person displays any of the above symptoms, proceed immediately with emergency treatment

©2011 Food Allergy Center

First aid/CPR courses:

Canadian Red Cross

905-680-4099

www.redcross.ca

Heart Niagara

905-358-5552

heartniagara.com

St. John Ambulance

905-685-8964

sja-niagara.org

Childhood Stress

Stress is the “wear and tear” your body experiences as you get used to your changing environment. Stress can affect your physical health by increasing your heart rate, raising your blood pressure, producing muscular tension, or making a person irritable or depressed.

Adults aren't the only ones who feel stressed. Kids do too. Some stress is normal, but too much stress is not good for children – or adults! The major difference between adult and childhood stress is that children have not learned how to cope with the situations that cause them stress, as adults often do.

Most common signs of childhood stress:

- Recurring headaches, tummy aches or neck pain
- Increased irritability, sadness, panic, anger
- Being more quiet than usual
- Trouble relaxing or sleeping
- Sluggish, daydreaming, withdrawal from activities
- Excessive energy or restlessness
- Immature behaviours
- Nervous habits such as nail biting, hair twisting, thumb sucking, or sighing deeply
- A strained look, frowning
- Trouble getting along with friends

The most common sign indicating that a child is stressed is a change in behaviour. A child under stress will change their behaviour and react by doing things they normally would not do.

A child under stress may react by:

- Acting like a baby
- Feeling angry and not understanding their feelings
- Having fears of being alone or without their parents
- Withdrawing, biting, or sensitivity to sudden or loud noises
- Becoming sad, angry or aggressive
- Having nightmares
- Being prone to injuries



For more information, visit The Psychology Foundation of Canada at:
www.psychologyfoundation.org



Strategies for parents to help their child cope with stress

How can YOU help your child cope with stress?

Stop!

Find a time to connect with your child. The best time may be when you are both involved in the same activity (colouring, dishes, etc.)

Look!

Check your child's facial expressions and body gestures throughout the day. Will she look into your eyes? Does he look tense? Is she biting her nails?

Listen!

Spend time with your child on a daily basis, especially if you suspect they are stressed. Sit facing your child and listen without speaking. Give positive encouragement by nodding your head. Let your child finish their own sentences. Do not criticize what your child says or they will learn not to tell you things that bother them.



Other helpful tips:

- Make sure your child gets exercise and time to play
- Healthy food can help the body cope with stress more easily
- Spend time with your children and ask them how they feel
- Hugs and kisses show kids you love them and make them feel good
- Bedtime routines help kids relax at the end of the day
- Sleep is important. A tired child gets stressed more easily.
- Morning routines get the day off to a good start
- Have fun together. A good laugh helps fight off stress.
- Role model positive ways to cope with your stress



For more information, visit:
www.kidshavestresstoo.org

Keeping Your Child Safe



Child Safety
Car Seat Safety
Sun and Bug Spray
Water Safety

Child Safety

Children love to explore the world around them. Outside spaces or indoor places are great for children to experience new challenges that develop young bodies and minds. As children develop their new skills, like walking, climbing, jumping, and biking, they are also at risk for injuries. Falls are the most common cause of emergency department injury visits for young children, and most of these falls happen in the home.

To keep children safe while they play and explore, ask these questions and plan for their safety.

What can my child do now?	So what can hurt my child?	Now what can I do keep my child safe?
18 Months		
Walks alone May walk and run up steps May start to climb	Falls	When your child starts to climb they can pull furniture such as TVs and bookshelves down on top of themselves. Attach TVs and furniture to the wall so they can't tip onto your child. If your home has a balcony, remove any furniture that your child could use to climb over the railing and keep the door closed and locked at all times. Move your child to a bed or mattress on the floor once they can climb out of their crib or become taller than 90 centimetres (35 inches). Children under the age of six years should not sleep or play on the top of a bunk bed.
Walks alone (now more things are in reach of the child)	Burns/scalds	Always keep lighters and matches locked up and out of reach of children. Teach your child that these are not toys.
Drinks from a cup Eats from a spoon Walks alone (more things are in reach)	Poisoning	Children can be poisoned by both prescription and over the counter medications, even vitamins. Always keep all medicines and vitamins locked up and out of reach.

What can my child do now?	So what can hurt my child?	Now what can I do keep my child safe?
19-24 Months		
Begins to run/ jump Climbs onto and down from furniture without help Walks up and down stairs holding on	Falls	<p>Once your child can open or climb over the stair gate, it no longer keeps your child away from the stairs. Take down your baby gates when your child is approximately two years old and teach them how to go up and down the stairs safely using the handrail.</p> <p>Jumping on the bed or couch is dangerous because you child may fall off. Once your child starts jumping create fun floor games together and teach them to jump on the floor.</p> <p>When playing outside with your child make sure all personal play sets are on a soft surface such as pea gravel, sand or wood chips. It is dangerous for children under five to play on anything higher than five feet off the ground.</p>
Climbs onto and down furniture without help Stands on tiptoe	Scalds/burns/ poisoning	<p>Now that your child can climb and stand on their tiptoes, they can touch things that used to be out of reach. Remove anything that could burn, choke or poison your child and lock them up.</p>
25-36 Months		
Climbs well Runs easily Hops and skips Pedals a tricycle (three-wheel bike) Walks up and down stairs, one foot on each step Copies adults and friends	Falls	<p>Teach your child to wear a helmet to keep their head safe. Put a fitted helmet on your child every time they ride a tricycle, go sledding or skate.</p> <p>Your child loves to copy what you do. Show them how to go up and down the stairs safely using the handrail.</p> <p>Before your child starts to climb, keep drawers closed and locked with latches. This way they cannot use the drawers to climb onto counter tops or furniture.</p>
Screws and unscrews jar lids or turns door handles	Poisonings	<p>Calling medicine and vitamins candy can make your child think they can eat them anytime. Instead, use the right name for all medicines and vitamins.</p>

For more information on child safety:

Prevent Child Injury
www.preventchildinjury.ca

Ontario Poison Centre
1-800-268-9017

ALTER for Child Safety
www.ALTERforChildSafety.ca

Car Seat Safety

By law, children must be buckled up in a child restraint appropriate for their weight, height and age.

Choosing a child seat or booster seat checklist

- Your child must fit the weight and height limits of the child seat you buy
- Don't rush to move your child up from one stage to the next. As long they are still in the right weight/height range of the seat itself, they are safest in that seat.
- Purchase your car seat in Canada so that it meets the Canadian Motor Vehicle Safety Standards (CMVSS)
- Car seats purchased in the United States do not meet CMVSS
- The car seat must be installed properly in your vehicle. Check both your car owner's manual and the child seat user guide for more information.
- Be aware of the car seat's expiry date
- Know the history of a previously owned car seat. Has it been in an accident or experienced any recalls?
- Send in the product registration card after you buy the child seat so you will receive notice of any recalls

Car seat classes

Learn how to install your car seat correctly at a free car seat education class. Classes are held at various locations across Niagara throughout the year.

For more information, visit:

www.niagararegion.ca

search: car seat

To watch a video on how to install car seats visit:

www.parachutecanada.org

search: car seat installation video

For more information about car seat safety:

Transport Canada:

www.tc.gc.ca/roadsafety/kids

Ontario Ministry of Transportation:

www.mto.gov.on.ca



Sun and Bug Spray

Protect your child from the sun:

- Dress your child in clothes that cover like tops with sleeves and longer shorts/skirts. Consider having your child wear a rash guard (bathing suit top with sleeves) for water play.
- Avoid direct sun during 11 a.m. to 4 p.m. when UV rays are the strongest
- Encourage your child to play and rest in the shade
- Encourage your child to wear sunglasses that filter UV rays
- Use a broad spectrum (UVA/UVB) sunscreen with SPF 30+. Apply sunscreen to your child 20 minutes before going outside and reapply every two hours, and after swimming or sweating.



Bug Spray

If your child needs protection from the sun AND bugs:

- You can use sunscreen and bug spray at the same time
- Avoid using products that combine sunscreen and bug spray
- Apply sunscreen first
- Apply bug spray 20 minutes after sunscreen

Use bug spray that contains icaridin or DEET and follow the manufacturer's instructions when applying.

DEET

The active ingredient in bug spray with DEET decreases the effectiveness of sunscreen.

Children aged six months up to two years:

- You may use a bug spray with a lower concentration of DEET (10% DEET or less)
- Do not apply more than once per day
- The product should be applied sparingly and not to the face and hands

Children two to 12 years of age:

- You may use a bug spray with a lower concentration of DEET (10% DEET or less)
- Do not apply more than three times per day
- Do not apply to the face and hands

Apply bug spray containing DEET to exposed skin only when at risk of mosquito contact.

Water Safety



Children aged one to four years are at high risk of drowning and is the second leading cause of preventable death for children. A small child can disappear in seconds and can drown in only a few centimeters of water, enough to cover the mouth and nose. These drownings occur in backyard pools, toddler pools, the bathtub or at the beach.

It is important to ensure that children have an adult within arm's reach to prevent water-related injuries or drowning.

Parents and caregivers have an important role in or near the water by creating a safe environment and setting an example on how to be safe in, on, and around the water. Parents are encouraged to play with their child in the water to provide comfort in and showing a positive attitude toward the experience.

Parents can encourage their children to enjoy the water through the following:

- Engaging in activities to motivate your child to participate
- Assisting your child's development of movement skills in the water
- Reinforcing safe behaviours with the practice of active supervision



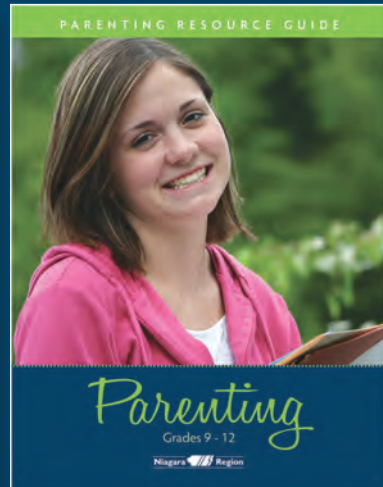
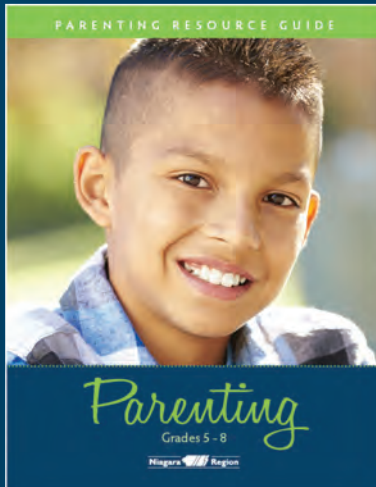
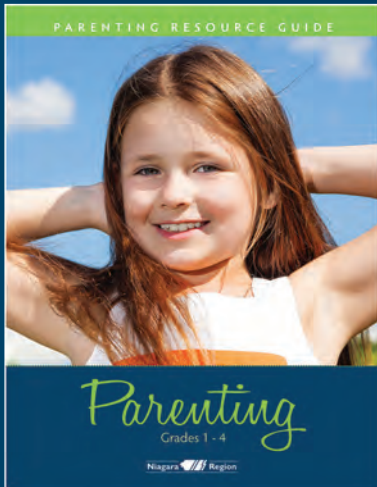
For more information on water safety and first aid visit:

www.lifesavingsociety.com

Appendix



PARENTING RESOURCE GUIDES



www.niagararegion.ca/health

Niagara  Region

@niagara
parents

Parent
Talk Line