



# KEEPING IN TOUCH

Vol. 7, No. 2 / September 2009

## **Ways to Help Parents Say Good-bye to their Children**

*Here are a few suggestions taken from the article  
"Eleven Ways to Help with Good-Byes" by Amy Flynn, M.S. M.Ed.*

Resource: Bank Street Family Centre  
[http://www.bankstreetcorner.com/ways\\_to\\_help.shtml](http://www.bankstreetcorner.com/ways_to_help.shtml)

### **Never leave without saying good-bye**

Sneaking out is never a good idea. It will only serve to make your child more anxious about your leaving. In the long run it will possibly make your child cling to you more at all times and not just when you're saying good-bye.

### **Establish a good-bye routine and stick with it**

Establishing a routine for saying good-bye will help your child to anticipate the good-bye. It is a good idea to give them some choice and control within the routine. For example: "Would you like to read 'Ernie Gets Lost' or 'Grover Goes to School' before I go?" (Don't overwhelm your child with choices and if the child can't make the choice, choose one.)

### **Remind the child of the routine and give a warning before you're ready to leave**

Most children do better if they have some reminders about what is going to happen. You should talk to your child about saying good-bye while on the way to school or while you're getting ready to leave in the morning. For example: "After we have breakfast, we'll read two books, then you can walk Mommy to the door and wave good-bye from the window. Sally will be with you and take good care of you all day."

### **Tell your child when you'll return**

Children learn about time based on the routines of the day. Be concrete and give a specific event that will let the child know when you will be seeing each other again. For example: "Daddy will pick you up after circle. We can read a book before we go home."

### **Do not prolong the good-bye**

Once you have said good-bye, leave. This may be hard if your child is upset, but prolonging the good-bye will only make it harder on your child when you actually have to go.

### **Recognize and label your child's feelings**

Children are learning about their emotions, and this is a good opportunity to help recognize and label their feelings. For example: "You're feeling really sad that Daddy is leaving. It's hard to say good-bye. I'll be back to pick you up after circle. I'll miss you, too, but I know you'll have fun at school with your teachers and friends."

### **Have family pictures for your child to look at throughout the day**

Pictures of family and pets are of great comfort to children. Children under two have a harder time conjuring up mental images of their family and pictures give them a visual reminder. To protect pictures, put them in a small photo album or into small plastic frames on a ring. Some schools make family books or put family pictures in a child's cubby or on the wall.

*Continued at bottom of next page*

## **HEALTH AND SAFETY**

### **Know What to Do to Fight the H1N1 Flu Virus (Human Swine Flu)**

FLU SYMPTOMS ARE:

cough and fever, runny nose, sore throat, body aches, fatigue and lack of appetite

PROTECT YOURSELF AND OTHERS

Wash your hands often and thoroughly in warm, soapy water or use hand sanitizer.

Cough and sneeze in your arm, not your hand.

Keep common surfaces and items clean and disinfected.

Stay home if you're sick.

**Contact a health care provider if your symptoms worsen.**

KNOWLEDGE IS YOUR BEST DEFENCE

For more information:

[www.fightflu.ca](http://www.fightflu.ca)

1-800-454-8302

TTY 1-800-465-7735

An information poster is available in English and French from the Public Health Agency of Canada:

<http://www.fightflu.ca/tools-outils-eng.html>

## Understanding Temperament in Children

There is now a growing understanding that a child's temperament is an important contributing factor to the developmental outcome of the child. Temperamental traits tend to remain stable over time, but are displayed differently at various developmental stages. These differences can usually be seen at a very early stage, with biological rhythms being most important in infancy and other characteristics such as adaptability, distractibility and persistence becoming more significant as the child grows older.

The "fit" between a child's temperament and the expectations of the caregiver is very important. When the fit between the caregiver's expectations and the temperament of the child is not "good", problems can result as the two struggle to adapt to the rhythm of each other.

### Tips to Remember

- Knowing a child's temperament is as important as knowing his/her stage of development.
- Every temperament is unique, no two are alike.

- You cannot change a toddler's temperament-but you can work with it!
- Be careful how you label a child's temperament... your words can nurture or scar.

### Labeling

Replace names/labels that are negative with descriptions that build a child's self-esteem. Here are some suggestions:

- Use "curious" instead of "nosy"
- Use "knows what he wants" instead of "picky"
- Use "spirited" instead of "hyper"
- Use "speaks up for herself" instead of "whiny"
- Use "careful" instead of "shy"
- Use "energetic" instead of "wild"
- Use "tenacious" instead of "stubborn"
- Use "courageous" instead of "defiant"
- Use "selective" instead of "fussy"
- Use "thoughtful or deliberate" instead of "slowpoke"

From the *Early Intervention Program, Focus on Behaviour Newsletter*, January 2005.

### AVAILABLE ON THE WEB

*Children's activities from around the world*

**Mama Lisa's World** has a big selection of songs and rhymes:  
<http://www.mamalisa.com/>

**Topics Online Magazine** features a variety of traditional games.

<http://www.topics-mag.com/edition11/games-section.htm>

Here are two games that we thought would be fun ...

**MuGungHwaggochipiubnida (The Wolf)**, from Korea

**Caught You!** from China

<http://www.topics-mag.com/edition11/games-circle.htm>

## RESOURCES

### *Giving Birth in a New Land*

This **manual** from Best Start Resource Centre shares information about the beliefs and practices of newcomer women when accessing reproductive health services. It explains strategies for service providers to offer services in a culturally competent manner:  
[www.beststart.org/resources/rep\\_health/pdf/teen\\_pregnancy\\_08\\_5.pdf](http://www.beststart.org/resources/rep_health/pdf/teen_pregnancy_08_5.pdf)

In conjunction with the *Giving Birth in a New Land* manual, Best Start will also be offering a **workshop on November 9, 2009** (actually, a web seminar or "webinar") called *Giving Birth in a New Land — Strategies for Northern and Rural Service Providers*.

For information:

[www.beststart.org/events/detail/newland\\_webinar/givingbirth.html](http://www.beststart.org/events/detail/newland_webinar/givingbirth.html)

*"Ways to Help Parents Say Goodbye to their Children", continued from previous page*

### Write a love note to your child

Write a note that the caregiver can read to your child at lunch or before nap. Your child will look forward to the note and it will be another reminder of you in the day.

### Accentuate the positive

Remember to talk with your child

about all the aspects of school that are fun. Too much talk about how hard leaving and saying good-bye is can sometimes give children the idea that going to school is supposed to be hard. While you should never ignore a child's feelings, finding opportunities to talk about all the exciting activities at school will give your child a sense

that you think that school is a great place to be. For example: "Yesterday your teacher told me you baked muffins. She said you got to add the flour. Remember how much fun that was? I wonder whether you will be cooking today?"

*Reprinted with permission of the author*

## WHY DO BABIES CRY?

*Crying is an important way that your baby communicates to you before he/she can speak. Figuring out crying can be difficult – here are some suggestions:*

POSSIBLE REASON	WHAT TO DO ...
Hunger	Feed baby. Baby may be hungrier on some days. Offer the breast often if that helps soothe baby.
Need to be close to people, touched, picked up, held, rocked	Hold, rock, massage, dance with baby in your arms, sit together on bouncing ball or rocking chair, talk and sing to baby. Take off shirt and hold baby skin to skin. Take bath with baby. Go for walk with baby in your arms, in sling or in stroller. Lie down beside baby while you nurse, massage, gently touch or talk to baby. Let someone else hold baby.
Pain or discomfort	Pick up baby, comfort, change diaper, burp or rub baby's back. Changing baby's position may help.
Too hot/too cold	Babies should be dressed as warmly as you are – plus one more layer. Baby should not be cool to the touch.
Tired or over-stimulated	Swaddle baby with a light blanket, turn lights off, keep surroundings quiet. Rocking baby gently can be soothing for both of you.
Needs a change	Read, play, talk, sing, hold baby every day. Change rooms so baby can look at different things.
"Just unknown"	Hold, rock, talk, walk, sing, bathe baby, swaddle, massage, offer the breast, or try soothing music. Try to comfort the baby, giving time for baby to respond to each thing you do.
Illness	If your baby's cry sounds different to you or baby cannot be soothed after trying everything, see your doctor or call: Telehealth Ontario 1-866-797-0000

This information is available in English, French, Arabic, Bengali, Chinese, Farsi, Greek, Hindi, Italian, Korean, Polish, Portuguese, Punjabi, Russian, Somali, Spanish, Tagalog, Tamil and Urdu by download only: [http://www.beststart.org/resources/hlthy\\_chld\\_dev/index.html](http://www.beststart.org/resources/hlthy_chld_dev/index.html)

## PROFILE

### Helen Hasiuk



We would like to welcome Helen Hasiuk to our CMAS team. Many of you have had the opportunity to meet her through OCC support and information sessions.

Helen joined us in October of 2008, is the mother of two lovely children and loves to travel. Helen has twenty-nine years of experience working as a front line ECE and supervisor of all age groups with newcomer families, children with special needs and families with high risk/high needs areas.

# CMAS Updates

## Childminding is Changing

Citizenship and Immigration Canada is modernizing its service delivery. As part of that process, CMAS is currently launching a **project to develop a new model for CIC-funded child care**. This new model will build on current models but will have more flexibility to respond to the needs of SPOs and help them serve client families more effectively.

To help us understand those needs, our project will begin with consultations through the fall, and we invite you to participate. **You will have many opportunities to make your views known** – we are planning to reach out directly to the community through focus groups, surveys, personal interviews and other means. This is an exciting opportunity to help create a unique service model that will make it easier for SPOs to respond to the care and settlement needs of newcomer parents and children.

**Please, get involved and share your ideas!** Watch the CMAS website for updates.

## Occasional Child Care

OCC creates opportunities for newcomer parents to participate more readily in ISAP programs. For a newcomer parent, knowing that their child is both safe and happy makes all the difference in their ability to be successful with their own learning.

The Occasional Child Care team includes Donna Miller, Helen Hasiuk and Hildegard Budnic Low. **The OCC team is pleased to assist your organization with the following:**

**ON-SITE SUPPORT VISITS** At your request, a consultant will visit your site to assist you in a variety of individual areas, with the aim of building the type of service you wish to deliver

**RESOURCES** Handbooks, CD, Requirements, Binders, snack tip sheets, etc.

**TRANSFORMING YOUR OCC SPACE** Creating an inviting multicultural space

## Child Abuse Training

CMAS has teamed up with **Pearl Rimer** of BOOST Child Abuse Prevention and Intervention to offer **one-day training sessions across the province**. The workshop is designed specifically for our programs and will focus on helping child care staff with early identification, effective intervention and overcoming fears in reporting.

If your site or region is interested in hosting a session **please contact:**

[donnamiller@cmascanada.ca](mailto:donnamiller@cmascanada.ca)

## UPCOMING EVENTS

### "INTO THE WOODS" ECEC Annual Conference

November 12 – 14, 2009,  
Telus Convention Centre,  
Calgary

This year's theme is *Into the Woods: Re-Imagining Our World*. Keynote speakers: Barbara Mariconda, author and renowned writing expert, and author and inspirational speaker David Bouchard.

<http://ecec.teachers.ab.ca/Pages/Home.aspx>

### HOME CHILD CARE ASSOC. OF ONTARIO The Business of Taking Care of Others ... and You!

October 21 – 23, 2009  
Toronto, Ontario

Dynamic speakers present interactive workshops on the ELECT, Conflict Mediation, Surviving the Sandwich Generation and more.

<http://www.hccao.com/conference.html>

### READY FOR SCHOOL, READY FOR LIFE

November 12 – 13, 2009  
Quebec City, Quebec

This exciting conference on the determinants of school readiness and success is co-organised by the Centre of Excellence for Early Childhood Development and the Strategic Knowledge Cluster on Early Child Development

<http://www.excellence-early-childhood.ca>

### EARLY YEARS CONFERENCE 2010 – The Rights of the Child

February 4 – 6, 2010  
Victoria, British Columbia

The conference will explore early childhood, family and community development through the lens of child rights.

[http://www.interprofessional.ubc.ca/Early\\_Years\\_2010.html](http://www.interprofessional.ubc.ca/Early_Years_2010.html)

## CMAS

Childminding Monitoring Advisory & Support

17 Fairmeadow Ave., Suite 211 Toronto, Ontario M2P 1W6

Phone 416-395-5027 Fax 416-395-5190

[www.cmascanada.ca](http://www.cmascanada.ca) General email: [info@cmascanada.ca](mailto:info@cmascanada.ca)