



Nurturing Parent & Child Development

Participant Guide

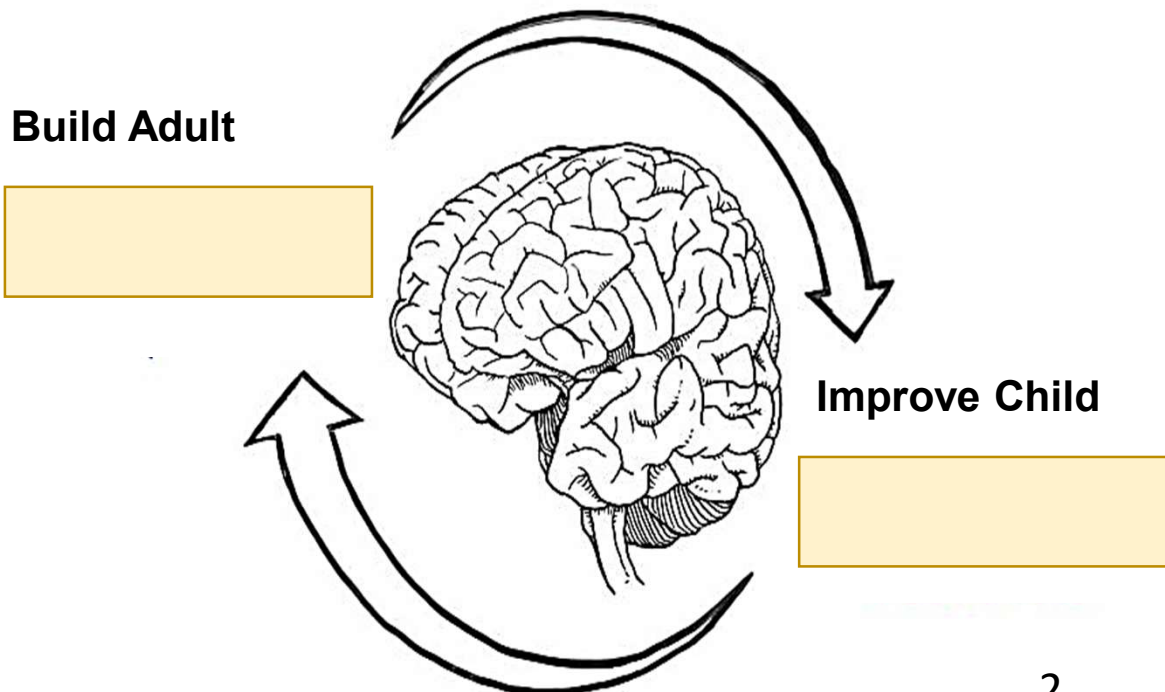


Today's Focus

Children live in the context of

What brought you to today's training?

To achieve breakthrough outcomes for children experiencing toxic stress, we have to transform the lives of the who care for them.



Knowledge of Parenting & Child Development

The Protective Factor of Knowledge of Parenting and Child Development includes seeking, acquiring, and using accurate and age/stage-related information.

List three types of information that are important to build this protective factor:

1.
2.
3.

Nurture

- To care for and encourage or .
- Occurs when parents or caregivers are , , and .
- Relationships + Regulation = .

Speech & Language

- The first months of life are the most crucial to a child's development of language skills.
- and EARLY (by 2-3 years).
- is fully grammatical speech that involves real words, elongated vowels, and exaggerated tones of voice.

Parent Education & Coaching

Use the space below to highlight new information and key takeaways on parent education and coaching.

Screening

Developmental and behavioral screening is recommended for **all children** at regular well-child visits at these ages:

 months months months

Screening Tool: Ages & Stages Questionnaires (ASQ-3)

[Free Online Version of the ASQ-3 \(Easterseals\)](#)

- The ASQ-3 is completed by a or .
- Screening intervals range from months to months.

Screening Tool: ASQ-SE-2

- The ASQ-SE-2 is designed to exclusively screen for and behaviors.
- Screening intervals range from months to months.

Tips for Parents & Caregivers: Discussing Your Concerns with Your Child's Doctor

1. Schedule an appointment specifically to discuss developmental concerns

It's a good idea to schedule an appointment with your pediatrician specifically to discuss your concerns. That way, you can have a focused conversation and ensure you have enough time to discuss all your concerns in detail.

When you call your child's doctor's office, say:

"I would like to make an appointment to see the doctor because I am concerned about my child's development."

2. Write down your concerns ahead of time

Before your appointment, take some time to write down your concerns. Make a list of any symptoms or behaviors that worry you and any questions you have for the pediatrician. Take this list with you to the appointment to help you stay organized and ensure that you cover everything you want to discuss.

3. Be specific about your concerns

4. Ask for clarification if you don't understand something

5. Ask about next steps

6. Be prepared for additional testing or appointments

7. Follow through with any recommended treatments or therapies

Tips for Parents & Caregivers: Early Intervention Services

Early intervention is a term we use to describe services and support that help babies and toddlers (from birth to 3 years of age in most states/territories) with developmental delays or disabilities and their families.

- Services may include speech therapy, physical therapy, and other types of services based on the needs of your child and family
- Services are provided for **free or at a reduced cost** for any child who meets the state's criteria for developmental delay.
- In California, parents of children who are **younger than 3 years of age** can call their local Regional Center Early Start program to request an evaluation. [Find contact information for your community's Regional Center](#) or call 1-800-515-2229 (BABY).

When you call the Regional Center Early Start Program, say:
“I am concerned about my child’s development and would like to request an evaluation. Can you help me, or let me speak with someone who can?”

Be ready to share your specific concerns about your child. You will also be asked for some general information about yourself and your child, including your name, your child’s name and age, where you live, and more).

Write down who you spoke to, the date, and what was said; you might need this information later.

Executive Function & Self-Regulation

Executive Function

Executive function is a set of

to manage daily life. We use executive function skills to:

1.
2.
3.

Self-Regulation

Self-regulation can be defined as the act of managing thoughts and feelings to enable . It is needed for success in school, relationships, and the workplace.

Self-Regulation Metaphor

Accelerator
Brakes



Needs to consider

Engine
Gas Tank
Speedometer
Gauges
Tires



Needs to consider

Roads
Weather
Traffic



Emotional Regulation & Temperament

Emotional Regulation

Babies and young children regulate their emotions by asking for .

Parents can help babies and young children learn to themselves.

Temperament

Temperament refers to our in-born (not learned) style.

Understanding our own temperament and the temperament of our children is incredibly helpful.

Temperament Tool

- [Infant Toddler Temperament Trait Chart](#)
- [Infant Toddler Temperament Tool \(IT3\) \(Online Version\)](#)
- [Infant Toddler Temperament Tool \(IT3\) \(Print Version: 0-18 Months\)](#)
- [Infant Toddler Temperament Tool \(IT3\) \(Print Version: 18-36 Months\)](#)

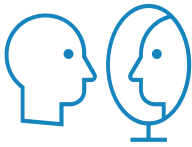
Co-Regulation

Co-regulation is defined as warm and responsive interactions that provide the , , and children need to “understand, express, and modulate their thoughts, feelings, and behaviors.

The ABCDE’s of Co-Regulation



A



B



C



D



E

Post-Partum Depression

- Screening more accurate after _____ of age
- Affects _____ and infant mental health
- Delays _____
- Treatment is highly effective for _____ and _____ developmental delays for the child

Tools: Post-Partum Depression Screening

- [Edinburgh Postnatal Depression Scale](#)
- [Patient Health Questionnaires 2 and 9 \(PHQ 2 and 9\)](#)

Resource

- [Down Came the Rain: My Journey Through Postpartum Depression](#) by Brooke Shields

Take Home Points

- Children are born with the capacity to learn
- The quality of the child's relationship with their caretaker nourishes that capacity
- Encourage and support parents
- With secure attachment, quality emotional regulation, and a supportive environment, each generation can surpass the previous one in development and learning.

Notes & Next Steps

Additional Resources

- [Touchpoints – Birth to Three](#) by T. Berry Brazelton, MD, and Joshua Sparrow, MD
- [Strengthening Families Protective Factors Framework](#) (CSSP)
- [Autism Spectrum Disorder](#) (CDC)
- [Exceptional Family Resource Center](#) (San Diego/Imperial Counties)
- [California Children’s Services](#) (DHCS)
- [First 5 California](#)
- [Help Me Grow](#)