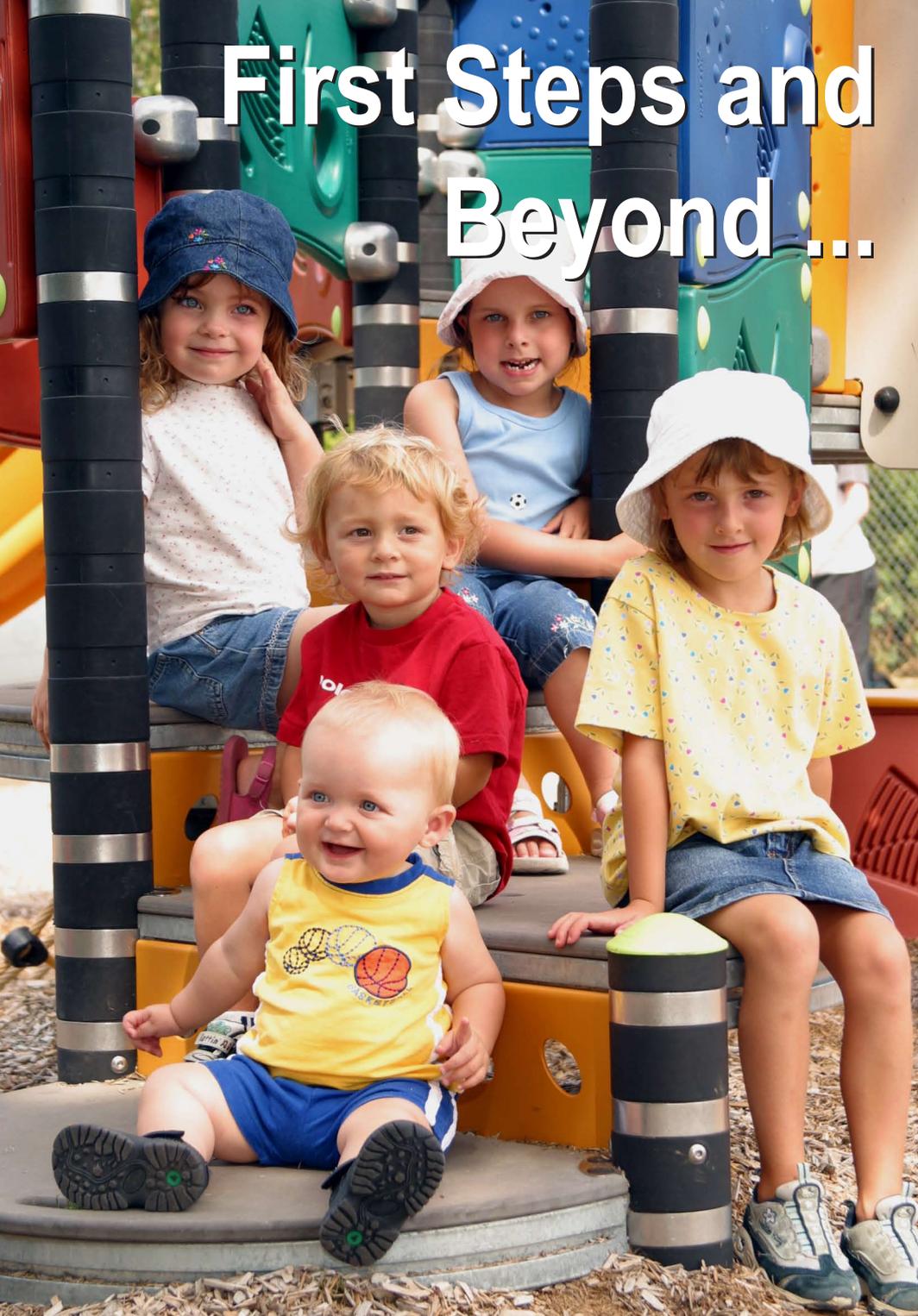


First Steps and Beyond ...



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A Mission Child Development & Resource Guide

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This guide is not intended to replace medical diagnosis or care but to encourage parents and caregivers to seek additional information and support from an appropriate medical facility, service provider or program. Many are listed at the end of this guide.

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Congratulations on being a parent, grandparent or caregiver. You have the most important and rewarding job in the world. You will be the person making the most significant contribution to your child's life. You will be able to provide many experiences and opportunities to your child that will influence his or her entire life.

The Early Years, before birth to age 6, are vital to a child's future success in life. Research has shown that important learning takes place from the first day of life. In the early years, our role as parents and caregivers is to provide the kind of nurturing and attention that will have a lasting and positive impact on our children's lives.

Each child is unique and has a different nature or temperament. Some children are reserved and hesitant while others rise to a challenge and appear fearless. There is no right or wrong way for a child to be. Trying to understand how your child views the world and responds to it will help you assist your child to thrive in his/her environment.



This guide will help you recognize the different developmental stages that your child will go through. As each age is described, please remember that every child develops at a different pace. Red flags are provided to indicate when to look for outside help. Early identification and intervention are the best resort when a delay in development arises. There are many resources in Mission and surrounding areas which are available to help support you and your child. As a community we want to help you provide the best opportunities and support for your children.

10 things every child needs:

1. Interaction. Babies see and hear from birth, and are ready to start communicating and learning. You can provide the basis for healthy development and secure attachment with warm, loving, responsive, consistent care. Cuddle, rock, talk, sing to your child every day.

2. Touch. Babies and children need to be touched. Gentle touch literally tells the brain to grow (make connections and develop). Touch is a source of comfort and love especially in new situations. Being comforted immediately helps a child to calm more quickly.

3. Stable Relationships. A loving, trusting adult in a child's life is necessary for survival. Children with secure care have low levels of stress and are able to learn in a productive way. Predictability, routines and rituals provide reassurance and help make the world make sense.

It is also important to remember to take care of yourself, so that you in turn can take good care of your child's needs. Ask for support or assistance when you need it!

4. Safe, healthy environments free of hazards allow a child freedom to explore, play and thrive.

5. Self Esteem allows a child to balance and succeed in social interactions and feel pride in accomplishments. It allows a child to have the ability to control feelings and respond in an appropriate manner. When a child needs disciplining, use it as an opportunity to teach, to provide limits and constant, loving supervision.

6. Quality care, in a home or daycare setting. This provides a place and time to learn about self and others. It also teaches a child how to control his environment. Even when you are

away from your child you can stay involved in her care and education.

7. Communication. The more words a child hears, the more connections are made in corresponding parts of the brain. By 6 months, a child can duplicate the sounds he hears and language acquisition has gotten off to a great start. Talk, read and sing to your child every day.



8. Play. Everything a child learns is through play. She duplicates the world around her. It is the experience of playing, NOT the toy that aids the development of the brain.

9. Music can calm and soothe a child, as well as teach.

10. Reading. Literacy starts with sharing the experience of reading. Hearing words, interacting, touching, all are such positive benefits of snuggling up with a book.

Sources:

- WTTW Chicago and Chicago Production Centre. (1997) Ten Things Every Child Needs. Robert McCormick Tribune Foundation
- Zero to Three: Brain Wonders
- The First Years Last Forever, by the Canadian Institute of Child Health

Developmental Milestones ...

At 2 months your child:

- Is alert and responsive
- Should be spending longer periods with eyes open
- Should be able to track a face moving from side to side
- Smiles and coos responsively
- Startles to loud noises
- Will hold head up briefly when lying face down or when held in a sitting position
- Will hold her hands open
- Will hold toy or rattle briefly if placed in hand
- Recognizes familiar faces and voices

Red Flags:

- Child does not respond to sudden, loud noises
- When held or lying on back, your child arches her back frequently
- Child's body posture feels limp or floppy
- Child does not make eye contact when awake and being held



Activities to Encourage Development:

- Respond to your baby's cries. You cannot spoil your baby; she may be hungry or uncomfortable or need comfort and soothing.
- Provide playtime in a variety of positions: on back, on tummy (when awake) and on side. Some time on tummy each day will encourage strength in neck, arms and shoulders, which is necessary for future development.
- Hold your child close and talk to her. Repeat sounds she makes.
- Gently rub and touch her. Massage arms, back, legs, tummy and face.
- Present objects or even your own face within 6-8 inches of your baby's face.

At 4 months your child:

- Reaches for objects offered
- Will hold and shake a rattle and look at the toy he is holding, bringing it to his mouth
- Holds hands open now most of the time, not fisted
- Makes cooing sounds (aah, ooh)
- Responds with pleasure to caregiver's touch, care and play
- Will often smile and laugh to show his pleasure
- Has pupils that react to light and are equal in size
- Turns his head to sound or voice
- Will lift his head, taking weight on arms and hands when on his tummy
- Is starting to roll front to back
- Is beginning to take some weight on his legs
- Uses both arms and legs equally (will reach with either arm and kick with either leg)
- Looks forward to feeding and places hands on bottle or breast



Red Flags:

- Child does not smile in response to other's voice or smile
- Child does not respond to friendly cuddles or care
- Child does not follow a moving object with his eyes
- Child's hands remain fisted most of the time
- Child does not bring hands together over his chest
- Child has difficulty lifting head off floor when on his tummy
- Child shows a preference for holding his head to one side (you may notice a bald spot or a flat spot on one side of his head)
- Child moves one arm or leg more than the other

Activities to Encourage Development:

- Encourage your baby to look at you or a toy, and get him to follow its movement slowly.
- Place a toy in your baby's hands and help him to look at it, shake it, and bring it to his mouth.
- Play with and enjoy your baby.
- Talk about things your baby sees, hears, and feels.
- Allow him time on the floor to move and play with you interacting beside him.
- Enjoy quiet time together with rocking and cuddling.



At 6 months your child:

- Looks for a toy when it is dropped to the floor
- Can tell strangers apart from familiar people, reaches to familiar people
- Smiles and vocalizes to own image in mirror
- Babbles, and turns to locate sound or voice
- Has eyes which are aligned with each other and move freely in all directions
- Will push up on her arms and roll from tummy
- Sits with support or propped on hands, holding head steady
- Puts some weight through legs on flat feet
- Reaches and grasps toys, transfers objects between hands
- Shows attachment to caregivers, recognizes primary caregiver
- Responds to caregiver's soothing and comforting and loves to be touched or held
- Shows a wide range of emotions
- Enjoys simple games such as peek-a-boo and pat-a-cake



Red Flags:

- Child does not smile or respond to speech
- Child does not startle to loud noises or turn to sounds
- Child does not make babbling or other sounds
- Child is not able to lift her head when held in a sitting position
- Child's arms or legs seem too stiff or too floppy
- Child uses only one hand in play - seems to ignore other arm or holds it in a fist
- Eyes are crossed or one eye noticeably turns in or out

Activities to Encourage Development:

- Play simple games and rhymes with your child (like peek-a-boo).
- Read picture books.
- Sing songs to her.
- Allow floor time in different positions (back, tummy, side).
- Allow your baby to learn to move about through rolling and crawling.
- Talk to your baby, listen to her as she talks. Imitate sounds she makes.
- Respond to your baby's cries with a soothing voice and comfort her.
- Begin to introduce solids in the form of infant cereal and mashed or pureed vegetables and fruits.
- Introduce a drinking cup at this age.

At 9 months your child:

- Waves bye-bye, plays peek-a-boo, and claps hands
- Sits without support and reaches for toys
- Is able to get into a sitting position from lying down
- Creeps on hands and knees and is able to pull self to stand at furniture - may also begin to cruise around furniture
- Searches for toy dropped, even if out of sight
- Bangs objects together or on the table
- Produces many sounds and may imitate yours
- Understands many words such as “no” and “bye-bye”, though cannot say them
- Recognizes caregiver’s emotions and reacts to them
 - for example will smile at a happy face
- Shows a preference for main caregivers, reacts to strangers by searching for caregiver



Red Flags:

- Child does not babble or make many sounds
- Child does not respond to words spoken to him
- Child arches back when sitting and legs seem stiff
- Child does not take weight through legs and cannot sit independently
- Child has difficulty moving from a sitting position to hands and knees or difficulty crawling
- Child prefers to stay in one spot
- Child does not seek comfort from main caregiver when unhappy

Activities to Encourage Development:

- Begin to introduce small finger foods such as pieces of fruit, soft cooked vegetables, toast, crackers, Cheerios, and let him feed himself. Avoid foods that may cause choking, such as: nuts, seeds, raw peas or carrots, whole grapes, popcorn.
- Encourage first words: “mama”, “dada”, “hi”, “bye”.
- Provide a variety of safe toys to explore and play with (blocks, rattles, cups, bowls, squeeze toys).
- Look at simple picture books with your baby and talk about what is in the pictures.
- Place toys on floor out of his reach to encourage movement (crawling, rolling, “bum” shuffling).



At 12 months your child:

- Attempts to stack one block on top of another, and will put toys into containers
- Enjoys picture books and pats at the pictures
- Is using her vision to guide the movement of her body and hands
- Eats a variety of foods by finger feeding, and can drink from a regular cup with some spilling
- Will cruise around furniture and may be taking her first steps (though many children do not walk independently at this age)
- Is becoming more independent and may get frustrated if she can not do something
- Shows more interest in toys and activities
- Is beginning to show likes and dislikes - may be attached to a special toy or blanket
- Shows a variety of emotions and is beginning to show fear
- Follows simple directions such as “come here”, and looks to named objects
- Responds to name when called
- Says “mama” and “dada” with meaning
- Continues to make sounds and point to what she wants
- Easily picks up small objects with her thumb and finger
- Imitates hugging and kissing



Red Flags:

- Child does not babble or imitate simple sounds
- Child does not take part in nursery games (peek-a-boo, pat-a-cake)
- Child does not follow simple directions or respond to own name, does not look where you are pointing to find an object you named
- Child is not yet crawling or pulling to stand at furniture
- Child stands or walks mainly up on tip toes
- Child has trouble grasping small toys with fingers
- Child does not eat a variety of foods or food textures, i.e.: prefers only smooth textures and has difficulty with rough-textured foods
- Child does not interact playfully with adults or siblings

Activities to Encourage Development:

- Encourage walking with use of ride-on/push-toys.
- Play outdoors, talking about what you see and do.
- Read simple picture books.
- Provide toys your child can stack, and put in and out of containers.
- Introduce a spoon for self feeding (with help).
- Transition from bottle to cup.



At 18 months your child:

- Can now stack 3 or more blocks in a tower
- Is able to complete simple shape puzzles with help
- Is beginning to ask for things he wants, using simple words. Follows simple one step directions
- Now has a vocabulary of about 10-20 words and is beginning to identify body parts
- Is walking independently and can squat to pick up toys from the floor
- Runs with stiff legs and seems awkward
- Will walk up and down stairs holding your hand
- Has equal use of both arms and legs (no hand preference noted yet)
- Is generally happy and enjoys interacting with other people - shows affection and different emotions
- Likes to be independent - he may seem stubborn or throw a temper tantrum if tired or upset
- Does not yet understand turn taking or sharing - may hit if frustrated
- Feeds self now with a spoon and uses a cup with some spilling



Red Flags:

- Child continues to prefer to mouth objects rather than use them in play activities
- Child does not respond to own name or recognize words for familiar objects
- Child is not yet talking or has lost previously acquired language skills
- Child does not show interest in other children or relate to others
- Child demands constant attention and refuses to leave caregiver's side
- Child is not yet standing or walking independently
- If walking, he continues to stand or walk on tiptoes

Activities to Encourage Development:

- Expand on what your child says. “Car”—“Yes, the car is going.”
- Do simple shape puzzles and read with your child.
- Encourage your child to put things away when finished playing.
- Provide simple items to encourage make-believe play (toy telephone, broom, pots & pans).
- Get down and play with your child. Show sharing and turn-taking through example.
- Hug your child when he is angry or frustrated.



At 24 months your child:



- Is able to observe things without touching and is able to name objects in pictures
- Follows two-step directions (“Put on your shoes and get your coat”)
- Has a growing vocabulary of at least 50+ words and is beginning to combine 2 words together
- Runs well now with few falls
- Can jump with two feet leaving the ground, and will kick a ball on request
- Walks up and down stairs holding the railing
- Stacks a tower of blocks and lines blocks up in a row
- May thread a shoelace through large beads
- Responds well to praise from others and likes to imitate what she sees others doing
- Shows concern when others are in distress
- Is beginning to play with or alongside other children
- Enjoys pretend play (i.e. feeding or caring for a doll)
- Helps clean up by placing objects where they belong
- Can now remove simple clothing, unzip her zipper and will help in dressing by putting on shoes

Red Flags:

- Child gets frustrated, upset with change in routine or when moving from one activity to the next
- Child is unable to follow simple directions
- Child has a limited vocabulary and is not yet putting words together (“mommy go”)
- Child falls often - she seems unsteady, has poor balance when running or is up on toes
- Child is unable to walk up/down stairs independently
- Child focuses on repetitive activities and it is difficult to get her to change to other activities
- Child does not use eye contact or gestures when communicating

Activities to Encourage Development:

- Encourage your child’s independence by allowing her to do simple things for herself.
- Provide opportunities for outdoor play and group play.
- Color with crayons, read books together, do simple puzzles.
- Talk to your child in simple sentences and ask questions with “what” and “where.”
- Encourage pretend play with dolls, farms set, kitchen etc.



At 3 years your child:

- Has an increasing attention span - can stay with one activity for 5 minutes
- Is beginning to understand concepts such as big/little, loud/soft, up/down
- Can identify at least 2 colors and is able to sort different objects
- Uses 3-4 word sentences and asks questions
- Is beginning to understand prepositions (on, under, beside etc.)
- Can now walk up and down stairs independently, one foot to each step
- Has greater balance - is able to stand on one foot and jump forward with two feet
- Can string large beads on a shoelace
- Interacts with both children and adults - can play independently with other children briefly, and is learning to share and take turns
- Is beginning to use imagination
- Is much more independent and will want to do things himself, but is still learning to follow simple rules. Will need reminders
- Is beginning to understand and express his feelings. Emotions may change suddenly - he is still learning how to handle his different emotions
- Enjoys reading and listening to stories and rhymes



Red Flags:

- Child does not respond when you call, or responds inappropriately to simple directions or requests. It is difficult to get child's attention
- Child has a limited attention span or has difficulty attending to one activity
- Child is not yet putting 3-4 words together in sentences, or you cannot understand his speech
- Child avoids contact with other children, plays alone
- Continues to trip or fall often when walking or running

Activities to Encourage Development:



- When looking at books have your child tell you about the pictures.
- Bring your child to a community playgroup or preschool where he can learn to interact and play with children his own age.
- Talk with your child about feelings and emotions. Help him learn to identify and name them.

At 4 - 5 years your child:

- Enjoys playing with other children and has favorite games and playmates
- Expresses emotions and may be able to name her feelings. May show concern and sympathy for younger children when they are upset
- Speaks in sentences, and speech is almost 100% understandable
- May tell simple stories. Sings songs and says rhymes
- Is beginning to recognize some letters and writes own first name.
- Can count to 10
- Walks up and down stairs independently
- Jumps, climbs, and stands on one foot
- Can catch a ball with two hands
- Is able to work at one activity for up to 20-30 minutes



Red Flags:

- Child's speech is not understood by others
- Child is unable to follow two-part directions
- Child has difficulty holding a pencil or crayon or stringing beads
- Child avoids activities such as climbing, jumping, hopping
- Child hurts animals or others on purpose
- Child does not show any feeling when she hurts others



Activities to Encourage Development:

- Provide lots of opportunities to run, jump, and climb each day.
- When outdoors, talk about things you see and do.
- Draw with your child and talk about her drawings.
- Allow your child to help make decisions about simple problems in her life (if she has left her coat at preschool, let her decide what to wear as an alternative).
- Encourage independence in dressing, using the toilet and hand washing.
- Provide opportunities for creativity (painting, coloring, drawing, telling short stories).
- Read to your child.
- Teach your child her personal information (name, address, phone number).

Hearing in Children

It is important that parents be aware of their child's hearing from the moment their child is born. Hearing is the foundation upon which speech, language, reading and writing are built.

The first few years of life are particularly critical for development. When a hearing loss exists, a child does not get the full benefit of communication experiences, which can lead to possible delays in speech, language, reading, and/or writing.

A child's hearing can be affected by many things. Some newborns run a high risk of hearing loss due to hereditary or prenatal complications including rubella, syphilis, low birth weight, and meningitis.

Toddlers and preschool children may acquire hearing loss with earaches, colds, running ears, upper respiratory infections, or allergies.

Older children may acquire a hearing loss with repeated exposure to loud noise from toys or music.

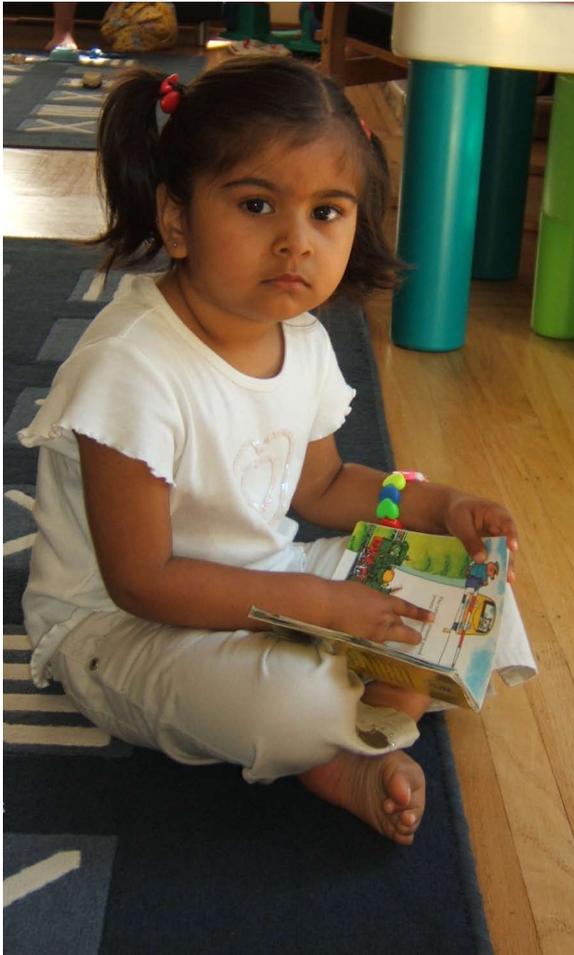
Warning signs for hearing loss:

- Stops early babbling
- Does not say single words by 12 months
- Has trouble locating sounds
- Has frequent earaches, colds, running ears, upper respiratory infections, or allergies
- Needs frequent repetitions of words or sentences
- Confuses consonant sounds
- Has unclear speech
- Shows better understanding when he/she can see your face
- Speaks loudly or turns up the volume of TV/radio

Hearing behaviors grow and change along with your child's other skills – as your child matures you'll see different kinds of responses to sound. Hearing development follows a predictable sequence of milestones.

It is never too early to have your child's hearing tested. Audiologists are trained to observe a child's reactions and abilities and compare them with those expected by age.

Public Health Audiology welcomes referrals from health care professionals, parents/caregivers, schools, and interested professionals. We provide services for people aged birth to 19 years old, residing within the Fraser Health area.



Vision in Children

Vision problems are the most common disability in children yet most kids have never had an eye exam.

Most vision problems in children are not obvious to parents.

Optometrists who specialize in vision development recommend a routine eye exam at 6 months and yearly thereafter. Every Child, Every Year!

Vision development follows a predictable sequence of milestones. Eye doctors are trained to observe a child's reactions and abilities to compare them with those expected by age.

Kids do not need to speak or know the alphabet to have an eye exam.

While vision screening at health fairs, schools, and at the physician's office may detect certain problems, they are not a substitute for an examination by an eye doctor.



Vision exams are inexpensive and are partially covered by health insurance.

You do not need a referral for an eye exam but not all eye doctors see infants so ask when making an appointment for your baby.

At any age, have your child checked immediately if:

- eyes are unable to track a face or toy held close
- one pupil is larger than the other
- eyes do not point at the same place
- he/she has red eyes, excess tearing or discharge. Do not self treat
- he/she has crusted or drooping eyelids
- he/she has unusual reactions to light

Other signs of vision problems may include:

- poor coordination or avoidance of movement activities
- lack of interest in surroundings
- difficulties controlling attention
- any delays in other areas of development
- eye rubbing, particularly after looking at books
- holding books or toys very close to examine

While clarity of vision and eye health are important, a child must also be able to move the eyes easily, use them together as a team, control focusing, and understand what is seen. Problems in any of these areas can slow development and impair learning.

Please have your child checked regularly.



Dental Health in Children

By 6 months, does your baby . . .

1. Have his/her teeth brushed two times each day with toothpaste that contains fluoride?

Once teeth appear, it is important to make a habit of cleaning your child's teeth twice a day. You can clean your baby's teeth using a soft baby toothbrush or a clean wet face cloth with a smear of toothpaste containing fluoride. Don't worry if your child doesn't have teeth yet.

2. Practice using a cup with no lid?

Between six and nine months of age is a good time to introduce your baby to using a cup. As your baby is able to eat more solid food, try to gradually decrease bottle-feeding so that by 12 months your child is drinking most daytime liquids from a cup. This will help prevent a bottle habit or sip cup habit, where your child walks around, sipping throughout the day. This habit puts a child at risk for tooth decay, and may also make them feel full so they aren't hungry for food at mealtimes.

3. Finish their bottle before you put them to bed?

If your child is using a bottle, it is best to feed them before they go to sleep, not during sleep. Once they have teeth, babies that go to bed with a bottle are also at risk for tooth decay.

By 12 months, does your baby . . .

1. Have his/her teeth brushed two times each day with toothpaste that contains fluoride?

Once teeth appear, it is important to make a habit of cleaning your child's teeth twice a day. You can clean your baby's teeth using a soft baby toothbrush or a clean wet face cloth with a smear of toothpaste containing fluoride.

2. Use a cup?

By 12 months, your child is drinking most daytime liquids from a cup. This will help

prevent a bottle habit or sip cup habit, where your child walks around, sipping throughout the day. Remember that going to bed with a bottle (with anything other than water) also puts your child at risk for tooth decay.



3. Drink only water (not juice, milk or pop) between meals?

Constant sipping on anything other than water can cause cavities. It may also make a child feel full so they aren't hungry for food at mealtimes. Offer milk in a cup at mealtimes and only water between meals.

4. Visit the dentist?

The Canadian Dental Association and BC Dental Association recommend that a child's first visit to the dentist take place about 6 months after the first tooth appears, usually around age one. This is a good time to talk to the dentist about daily care, fluoride and eating habits. When you make your appointment with the dental office, you can talk about payment or your dental insurance coverage for this visit.

By 18 months, does your toddler . . .

1. Eat meals and snacks at scheduled times?

When a child carries their snack or drink, it allows him or her to nibble or sip all day. This is a habit that may interfere with their nutrition by making him or her feel too full to eat well at mealtime. It also increases the risk for tooth decay.

2. Have his/her teeth brushed two times each day with toothpaste that contains fluoride?

Brushing teeth is harder than tying shoelaces. Your child will need help with tooth brushing until he or she is at least six years old.

By 24 months, does your toddler . . .

It is starting to get rather repetitive now.

1. Have his/her teeth brushed two times each day with toothpaste that contains fluoride?

If your child has most of his or her baby teeth, you can increase the amount of toothpaste to a dab about the size of a small pea.

2. Visit the dentist regularly?

Your child has probably had more than one dental visit by now. Your dentist will let you know how often they would like to see your child.

Keep up the good work! Daily brushing with toothpaste that contains fluoride, a routine for eating meals and snacks and regular visits to the dentist give your child a great start toward a lifetime of strong healthy teeth.



By six years of age, does your child . . .

1. Have any adult (permanent) teeth?

The adult teeth start to come in around age six. The first adult teeth to come in are called the “first molars” and they come in at the back of the mouth, behind the last baby tooth. Ask your dentist about plastic sealants for these teeth.

Also around age six, your child may start to lose their baby teeth. Children lose baby teeth until they are about 12 years old.

Nutrition and Food

Babies:

- The healthiest food for babies is **breast milk**. Breastfeeding is a skill that is learned through practice. Respond to your child's cues and feed on demand, as often as every hour when newborn. Newborns will feed at least 8 times a day. They are done eating when they appear satisfied and content, you will have heard swallowing when feeding.
- Commercial formula is the next best option. Make sure newborn formula is used for the first 6 months. Use according to directions. Switch to follow-up formula after 6 months. Do not microwave the formula mixture. When feeding the baby keep her head higher than her body and NEVER prop the bottle as it may cause choking. Some babies will take $\frac{1}{2}$ an hour or longer to eat.
- Babies will return to birth weight at 2-3 weeks of age and will gain 15-30 grams or $\frac{1}{2}$ -1 ounce a day. They are getting enough to eat if they have 5-6 wet cloth or 4-5 wet disposable diapers a day, with pale yellow odorless urine. Baby will have at least 2-3 stools and as many as 8 a day. After the first month, stools will be less frequent.



Introducing Solids:

When baby can sit with some support and open her mouth when she sees food coming, and can move food from front to back of tongue, and can swallow, she is ready for her first foods. Amounts in the table are guidelines only. Some babies will eat less and others more.

Age	Liquids	Solids
4 - 6 months	Breast milk on demand is the best option. Or 1000 - 1250 mL (32 - 40 oz.) of infant formula daily.	Iron fortified, single grain infant cereal once or twice a day 5 mL (1tsp) and increase to 60 mL (4 Tbsp) daily. After a month, introduce well-mashed vegetables and fruit such as cooked sweet potato, squash, potato, banana, peaches, pears and unsweetened applesauce. Wait 3 days between each newly introduced food.
6 - 9 months	Breast milk on demand. Or 750 - 1000 mL (24 - 32 oz.) formula daily.	Feed solids 3 or 4 times a day. Infant cereal 60 - 125 mL (4 - 8 Tbsp) daily. Vegetables and fruit mashed 60 - 125 mL (4 - 8 Tbsp) daily, and up to 60 mL (1/4 cup) juice daily. Try adding cooked and ground: meat, fish, beans, lentils, egg yolk, tofu, cottage cheese or plain yogurt. Start with 5 mL (1 tsp) and increase to 100 mL (6 Tbsp) daily. Small pieces of soft finger foods may now be started.
9 - 12 months	Breast milk on demand. Or 625 - 950 mL (20 - 30 oz.) formula daily. Baby will drink less as she eats more.	Feed solids 5 to 6 times a day. Infant cereal 60 - 125 mL (4 - 8 Tbsp) daily. Fruit and cooked vegetables 125 - 250 mL (1/2 - 1 cup) daily, and unsweetened juice up to 125 mL (1/2 cup) daily. Cooked, finely chopped meat, fish, beans, lentils, egg yolk, tofu, cottage cheese or plain yogurt 75 - 125 mL (1/3 - 1/2 cup) daily. Add finger foods. At end of first year, whole egg can be added. Whole milk may be used occasionally once baby is eating regular meals and a variety of solid foods.

When feeding baby, remember:

- Babies will turn away, shut mouth, push food away when full or showing dislike.
- Babies will play more with finger foods than eat them.
- Babies make messes when eating, with more food getting around baby than in.
- Honey is not recommended for the first 2 years, it may cause infant botulism.
- Always use pasteurized milk and cheese.
- Avoid choking hazards of nuts, hard candies, and hard vegetables. Slice grapes and hotdogs lengthwise.
- After one year, babies will be eating table food cut up in very small bits.



Toddlers:

- Choose mostly whole grain breads, cereals, pasta and rice.
- Choose a variety of fruits and vegetables.
- Choose meat and meat alternatives like chicken, fish, beans and lentils, tofu and eggs.
- Choose lots of dairy products like milk, cheese, yogurt.
- Choose water to quench thirst, limit juice to 60 - 90 mL (2 - 3 oz) and milk to 2 - 3 cups daily.
- Try vegetables in soups, stews, salads. Serve veggies with dip.



Golden rule for Happy Meals:

**YOU decide what food is served
and when food is served.
YOUR CHILD decides whether to eat
and how much to eat.**

**As long as healthy options are offered,
your child will eat well!**

Making Mealtimes Enjoyable:

- Serve meals and snacks at regular times.
- Serve small portions, let children help themselves to more.
- Serve familiar and new foods together. Remember it may take up to 12 times trying a new food to like it.
- Do not cater to your child's dislikes, he will never develop a taste for new foods if not exposed to them.
- Let your child be part of the food preparation process.
- Eat with your child and don't let mealtime be rushed; children eat much more slowly than adults.
- Make mealtime quiet family time - turn off the TV. Get into a relaxed mood before sitting down. Talk about happy things while eating.

Sources:

- Baby's Best Chance: 5th Edition BC Health Care
- Toddler's First Steps: 1st Edition BC Health Care

**Dial-a-Dietitian toll free for information on nutrition &
food safety: 1-800-667-3438**

Safety Tips for Children

Not everything can be mentioned in this guide. Please see other resources at end of booklet for more information.

Car Seat Safety:

- Babies and children need a car seat every time they ride in a car. Never hold your child on your lap.
- Read car seat instructions carefully for proper installation procedures. Never place your child's car seat in the front seat if it has an airbag.
- Use a Canadian Standards Association approved rear-facing car seat until your child is at least 1 year old AND weighs at least 20 pounds (9 kg). Then you can switch to a CSA approved forward-facing car seat.
- When your child reaches the maximum height or weight for this seat, move him to a booster seat until he reaches 80 pounds (36 kg).

Bathroom Safety:

- Always stay with your child when she is in the bath.
- Test the water before you put your baby in. Water should feel warm, not hot. Lower water tank temperature to below 120 degrees F or 49 degrees C. Children's skin is much thinner than adults' and hot water will burn a child's skin more quickly and at lower temperatures than an adult's.
- Always keep medication locked away and far out of the reach of children. Children may eat and swallow substances even if they have bad tastes and smells.

Kitchen Safety:

- Always check temperature of liquids and solids before serving.
- Keep all poisons (cleaning products, cigarettes, alcohol, medicine) locked up and/or out of reach of children. Many toddlers can open child-resistant containers.
- Cook on the back burners of the stove.

Falls:

- Keep a hand on baby while diapering.
- Do not use baby walkers with wheels. Stationary exercisers are safer.
- Use safety straps on high chairs, strollers and shopping carts. Never place bouncy chairs or car seats on tables, counters or beds.
- Use anchored gates at top and bottom of stairs - pressure gates can easily be pushed over.
- Teach children the rules of the road and simple traffic safety.
- Ensure your child wears a helmet when biking, skating, skateboarding, scootering, and rollerblading. Helmets absorb the blow and minimize violent movement of the brain within the skull.
- Do not place furniture near windows or balconies. Climbing may lead to falls. Place window guards on second floor windows and above, or fasten windows so they will not open more than 10 cm (4 inches).



Choking:

- Always put baby to sleep on her back. Do not use a pillow.
- Keep small pieces and toys out of baby's reach.
- Keep latex balloons away from children. Pieces of balloon can cause fatal choking.
- Check pacifiers regularly for stickiness or cracks. Throw away if found.
- Tie up curtain/blind cords.
- Cut food into very small pieces. Avoid nuts, popcorn, gum, hard candy, and whole hotdogs until your child is over 4.

Many resources are available at the Mission Public Library, Health Unit or bookstores on the topic of childproofing. Websites include: www.safekidscanada.ca or phone 1-888-SAFE-TIPS.

Where to get help?

Family Physician:

Visit your family doctor or local walk-in clinic, bringing a list of your questions or concerns to discuss. Provide as much background and information as you can about your child.

Mission Health Unit:

- **Public Health Nurse:** During regular immunization or baby clinics discuss any concerns you may have regarding your child. They may complete a developmental screen with you and recommend additional community resources.
- **Speech and Language Therapy:** Call your Mission Health Unit at **604-814-5500**.

Fraser Valley Child Development Centre (FV CDC):

The FV CDC provides many services to children at risk or experiencing delays in their development.

- **Infant Development Program:** Serving children birth to age three who are at risk for delays, or experiencing delays in their development. Providing support to families, as well as assistance to encourage the infant's development within their home setting.
- **Physical Therapy:** Promoting physical development and movement, such as: rolling, crawling, sitting, walking, climbing, and jumping (including positioning and handling techniques).
- **Occupational Therapy:** Enhancing independence in everyday skills such as dressing, printing, feeding, seating, toileting, eye/hand coordination, and adaptation of equipment.
- **Speech/Language Therapy:** Helping children maximize communication skills such as understanding and using language, hearing, and communicating through computers or other technology.

A referral to FV CDC can be made directly by a parent or professional by calling **604-820-9536** or **604-852-2686**.

Individual Options Supported Child Development:

For children who require extra support services in a childcare setting because of physical, intellectual, emotional, communicative or behavioral delays. Referrals may be made by parent or professional, forms are available at the Mission Health Unit, Infant Development Program or Individual Options Program, **604-826-9080 ex. 231**.

Audiology:

To get a hearing test for your child. Parents or professionals may make your own referral to the Maple Ridge Health Unit. Call **1-604-476-7070** to make a referral, or fax a referral to **1-604-476-7077**. The clinic will call to schedule an appointment (though the wait time is dependent on their waitlist.) Testing is performed age appropriately in the testing booth, often with the use of interactive games.

Vision:

For vision and eye exams look in the yellow pages of the local phone book under 'Optometrist'. Age appropriate testing is done; children do not need to know the alphabet. No referral is necessary.

Children's Mental Health:

Call **604-820-4300** and ask for a Child Mental Health Intake Worker. As a parent or caregiver, you will be asked to give your name, phone number and concerns. An intake worker will call back the same or next day and interview you over the phone to help decide on an appropriate action.

COMMUNITY RESOURCES

CHILDCARE RESOURCES

Future Shop Perinatal Program: Daycare at Mission Secondary for infants and toddlers of young parents finishing high-school. 604-826-6272.

Mission Childcare Resource and Referral: Guidance for parents in finding appropriate childcare, and support for people providing childcare. List of licensed Child Care Facilities available. Toy, book and infant equipment lending library. Call 604-826-6194.

Mission Employment and Assistance Centre: For assistance and childcare subsidy information. Licensed childcare provider's list is also available at Mission Health Unit. 33276 2nd Ave., 604-814-1000.

EDUCATION RESOURCES

Mission Literacy Association: 604-826-6610.

Mission Public Library: Family Drop-in Story Times, special events and a wonderful selection of children's books and information. 33247 2nd Ave. 604-826-6610.

Mission School District #75: Administration Office, 33046 4th Ave. 604-826-6286.

WHIN: West Heights Inclusive Neighbourhood Project is a support and counseling network for children and families with an emphasis on delivery to Aboriginal and Indo-Canadians. Programs will be tailored to meet the needs of each family or individual, providing learning opportunities, parenting support, in-school mentorship, individual and/or family counseling, volunteer opportunities, family literacy and ESL support. Please call for more information. 32065 Van Velzen, 604-826-5349.

HEALTH RESOURCES

BC Nurse Line: Toll free. 1-800-215-4700.

Fraser Valley Child Development Centre: Provides assessments and services for those who have or are at risk of having delays in one or more areas. Services include:

- Birth to Three Years: Infant Development Program
- Birth to School Entry: Occupational Therapy, Physical Therapy, Speech/Language Therapy, Family and Child Therapist, Library, Toy Lending Library, Playgroups.

33070 5th Ave. 604-820-9536 www.fvcdc.org

Mission Health Unit:

- Baby Time drop-in, breastfeeding help and prenatal classes
- Dental services for children
- Speech and language assessments available for children under 5, phone to make a referral, monthly drop-ins available
- List of licensed Child Care Facilities available
- Child Car Seat Safety Checks, booked through Health Unit

32618 Logan Ave, 604-814-5500.

Mission Memorial Hospital: 7324 Hurd St. 604-826-6261.

Options for Sexual Health: 604-814-5502.

Parent Help Line: 24-hour phone and internet service. Free access to professional counselors for immediate support, information and referrals for parents of children 0 to 19. 1-888-603-9100 or www.parentsinfo.sympatico.ca

Post Partum Support Group: Support for mothers of young children. Call for more information. 604-826-3634.

PARENTING RESOURCES & CHILDREN'S ACTIVITIES

Baby's Best Chance: Pregnancy outreach, counseling, nutritional information, supplements, drop in lunches. The Babies Best Chance Program also runs a parenting group named "YAPPEE" in partnership with the Life Skills Worker at Mission Community Services. This group is open to any woman who has recently had a baby. The group focuses on parenting skills and also serves as a social support network for women in the months following childbirth. Call 604-820-8455.

Family Place: A warm and caring place for children from birth to 6 years and their families. A welcoming environment to meet new friends and gain a sense of community while raising healthy, happy children. Programs such as drop-in play groups, crafts, snack and story times, theme nights, family fun nights, hot lunch and parent information drop-ins are offered. For more information about specific programs, please call or pick up a schedule. Also available: a clothing exchange, resource library and rental space. 7369 James St., 604-826-3323.

Family Tree House at Family, Youth and Children's Centre: Drop-in for children 0 to 6 and caregivers for art, playtime, circle time, outside play and snack for \$1 per visit. 9224 Stave Lake St. 604-826-8799 or 604-556-1206.
Summer camps available for fee, brochures available at 33179 2nd Ave, Mission Community Services. 604-826-3634.
Fine arts programming also available, call for details.

Future 4 Nations Headstart Program: Licensed preschool program for Aboriginal children, includes 6 components: education, parent and family involvement, nutrition, culture and language, social support and health promotion.
Mon. – Thurs. 9:00-11:30am or 1:00-3:30pm. Transportation may be provided. Located at St. Mary's, 34110 Lougheed Hwy, 604-820-4567.

Life Skills Facilitator: One to one support for young parents, 604-826-3634.

Life Skills for Teen Parents: 19 and under. Child minding at Future Shop Daycare. Transportation provided if needed. Call 604-826-3634.

Life Skills for Young Parents: YAPPEE. Call 604-826-3634 or 604-820-8455 for more information.

Mission Head Start Family Program and Mission Aboriginal Family Place: For families in Mission, Matsqui, Leq' a: mel and Scowlitz who are raising Aboriginal children 0-6. Free program offers families opportunities to learn about their culture and language, to participate in fun early childhood development activities, field trips and parent information workshops. Snacks and lunch provided. Transportation is available. Call for more information about schedule. Mission Indian Friendship Centre 604-826-1281 or Leq' a: mel First Nation 604-826-7976.

MOPS (mothers of preschoolers): 1st and 3rd Wed. of each month 9:30-11am at two locations. 32715 Cherry St. at North Valley Baptist Church or 32470 7th Ave at Lutheran Church Mount Calvary.

SUPPORT SERVICES

Big Brothers Big Sisters: 32065 Van Velzen at West Height Elementary. 604-852-3331.

Children Who Witness Abuse: Women's Resource Society of the Fraser Valley, 604-820-8455.

Crisis Line: "We are here to listen", provides referrals and support from trained adult volunteers. 604-820-1166 or toll-free 1-800-820-7444.

Individual Options Program Mission's Supported Childcare: Working with families and childcare providers to enhance and support inclusive quality childcare. For children 0 to 12 who require extra support in a childcare setting. 33345 2nd Ave. 604-826-9080.

Kids Help Line: Toll free. 1-800-668-6868.

Mission Community Services Society: Please contact for information about programs and services including: Food Centre, Christmas Bureau, Regional Crisis Line, Youth Suicide Prevention, Child and Youth Counseling, Family Development Response, Multicultural Services and Police Based Victim Assistance. 33179 2nd Ave. 604-826-3634.

Mission Transition House: Crisis services and housing for abused women and their children. 604-826-7800.

Mission Women's Support Services: Counseling, advocacy information, outreach services referrals, support groups for women who have or are experiencing abuse in relationships. 33070 5th Ave. 604-820-8455.

Nobody's Perfect: 8 week parenting program for parents of young children. Child minding and transportation provided. Call 604-826-3634 or 604-814-5500.

Positive Parenting: Classes to improve family relationships and lend support. Call 604-826-3634 to register.

Pregnancy Outreach Program: Counseling, nutritional information, supplements and drop in lunches. For more information, call 604-820-8455.

Spirited Children Parenting Group: 10-week program with ongoing drop in for follow up. Call 604-826-3634 to register.

Twins Group: Meet with other parents and caregivers over coffee and snacks. Call 604-826-2295 for more info.

RECREATION/TRANSPORTATION

Mission Parks, Recreation and Culture: 7650 Grand St. 604-820-5350.

Central Fraser Valley Transit: 604-854-3232, Handy Dart 604-855-0080.

WEBSITES/PUBLICATIONS

Parenting and Child Development Information:

- Early childhood development and education: www.AchieveBC.ca
- B.C. Council for Families: www.bccf.bc.ca
- B.C. Health Guide, information for B.C residents. Call 1-800-465-4911 for your free copy. www.bchealthguide.org
- Better Beginnings, Better Futures: Queen's University website. <http://bbbf.queensu.ca>
- Caring For Kids: Canadian Pediatric website on child development. www.caringforkids.cps.ca
- Child Care Resource & Referral: Childcare information and resources. www.ccrf.bc.ca
- Child and Family Canada: Information on resources organizations and services. www.cfc-efc.ca
- Invest in Kids: Developmental and parenting information. www.investinkids.ca
- Zero to Three, offers information on early brain and child development: www.zerotothree.org

Health and Safety:

- Canada Safety Council: www.safety-council.org/info/child/children.htm
- Canadian Immunization Awareness Program: www.immunize.cpha.ca
- Canadian Institute of Child Health: www.cich.ca
- Canadian Toy Testing Council: www.toy-testing.org
- Growing Healthy Canadians: www.growinghealthykids.com
- Health Guide B.C. www.bchealthguide.org
- Health Canada: www.hc-sc.gc.ca
- Healthy Spaces: www.cfc-efc.ca/hecs-sesc/
- Infant Feeding Action Coalition: www.infactcanada.ca
- Mother Risk Canada: www.motherisk.org
- Pacific Post Partum Support Society: www.postpartum.org
- Society for Children and Youth of B.C. www.scyobc.org
- Transport Canada for car seat information: www.tc.gc.ca

Publications:

- Baby's Best Chance, BC Health Care. Available at Health Unit (also available on video call 1-800-663-5638 for free copy. Available in English, Spanish, Punjabi, Cantonese and Vietnamese).
- Toddler's First Steps, BC Health Care. Available at Health Unit.

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**'First Steps and Beyond ...
A Mission Child Development and Resource Guide'**
is a project of the Mission Early Childhood
Development Committee.

The Mission Early Childhood Development Committee is a group of individuals in the community who are concerned with the growth and development of every child in Mission. We have joined to encourage planning of services for children from zero to six years of age with a coordinated and holistic approach. We are looking at all areas of growth and development to help each child recognize and reach his or her potential, with the particular understanding that the early years are critical for brain development and are the building blocks of future accomplishments and quality of life.

We are striving to have the community reach out to children and their caregivers through organizations, agencies, individuals and businesses to work together and promote community programs, services and activities to enrich the early development and lives of children.

We welcome community partners and participants to support and shape the short and long-term interests of our community's children. Call 604-826-2295 for more information, or e-mail ecdcommittee@shawbiz.ca