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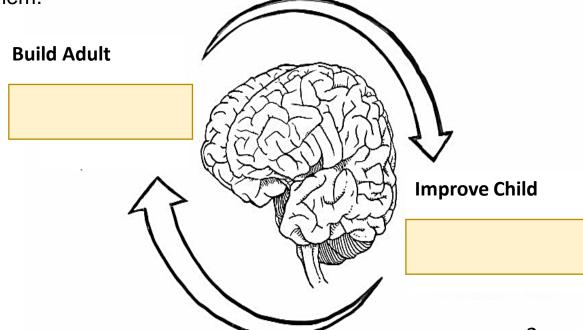




Today's Focus

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 and 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 =



Childhood Development

Childhood development is a process that involves learning and

	mastering skills called				
	during predictable time periods.				
I	Domains of Develop	men	t		
	Draw a line or type the n	umbe	er that correspo	onds to each doma	in of
(development.				
4	Con a sight sound		Alailite da la ann		
1.	Speech and Language		Ability to learn	n and solve probler	ns
2.	Gross Motor		Ability to use	large muscles	
3.	Fine Motor		Ability to inter	act with others, inc	luding
4.	Cognitive		helping thems	selves and self-con	trol
5.	Social and Emotional		Ability to unde	erstand and use lar	nguage
			Ability to use their hands ar	small muscles, spe nd fingers	cifically



How We Monitor

•	is a system to regularly and routinely check
	children's development.
•	Screening means using a
	to identify children who require help or close observation.
•	Evaluation (also called Assessment) is a process of
	and creating a
	for the family.

Why Screen?

What percentage of children are impacted by developmental delays, learning disorders, and behavioral and social-emotional problems?



%



Surveillance Resources

- The AAP Parenting Web Site: <u>General Info</u> and <u>Age-Specific</u> <u>Development</u>
- <u>CDC Know the Signs</u> (includes photos and videos that illustrate each milestone)
- Download the <u>CDC Milestone Tracker app</u> (Google Pay and App Store)



Speech and Language

• The first	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 rea			
words, e	elongated vov	wels, and exaggerat	ed tones of voice.			
_						
Pare	ent Edu	acation and	d Coaching			
Use the sp	ace below	to hiahliaht new ir	nformation and key			
•		education and coa	•			



Screening

	Developmental and behavioral screening is recommended for all children at regular well-child visits at these ages:
	months months months
X	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
X	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 and 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 and 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. <u>Find contact information for your</u> <u>community's Regional Center</u> 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?"

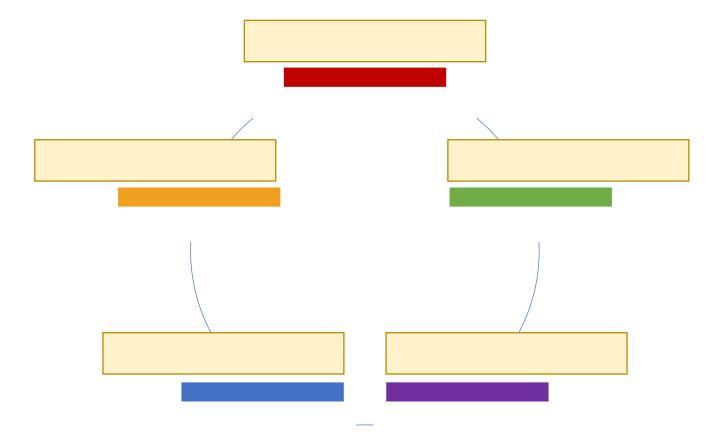
Be ready to share your specific concerns about your child. You will also be asked for some general information about yourself and your child, including your name, your child's name and age, where you live, and more).

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



Social-Emotional Development

Social-emotional development includes the child's experience, expression, and management of ______ and the ability to establish positive and rewarding _____ with others.



Resources

- Zero to Three: <u>Podcasts, videos, and resources in English and Spanish</u>
- Zero to Three: <u>Developing Social-Emotional Skills from Birth to</u>
 <u>Three</u> (English and Spanish)
- Center on the Social and Emotional Foundations for Early Learning



Executive Function and Self-Regulation

Executive F	unction					
Executive fund	Executive function is a set of					
to manage da	ily life. We use exec	utive functio	n skill	ls to:		
1.	2.		3.			
Self-Regula	tion					
Self-regulation	n can be defined as	the act of m	anagii	ng the	oughts and	
feelings to ena	able				. It is neede	ed
for success in	school, relationship	s, and the w	orkpla	ace.		
Self-Regulation	on Metaphor					
000	Accelerator Brakes					
	Needs to consider Engine Gas Tank Speedometer Gauges Tires	er San				
	Needs to conside Roads Weather	er				



Traffic

Emotional Regulation and Temperament

Emotional Regulation

Babies and young children regulate their emotions by asking fo				
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)



Autism

•	Autism spectrum disorder (ASD) is a	and
	disorder that affects how people inte	ract with
	others, communicate, learn, and behave.	
•	Symptoms generally appear in the first	of life.
•	Symptoms include:	
	Difficulty with and	with
	other people.	
	Restricted and/or repetitive	
•	Autism is known as a "spectrum" disorder because there in the type and severity of symptoms	
	experience	



Modified Checklist for Autism in Toddlers (M-CHAT)



Attachment and Attunement

Attunement in Action			
Knowing the		_ and motivations of y	your child
Being able to analyze	your child's .		and interpret cues
accurately			
Provide a correct resp	onse that me _ needs	eets the child's underl	ying
When we become aware	are of rupture	e, we	by re-
connecting being emp	athic, warm,	loving, accepting, cur	rious, and playful
•	_ Parenting for	osters independence	and autonomy in
the growing child.			



Co-Regulation

	Co-re	gulati	on is defined as warm and responsive	e interactions that
	provid	le the	,	, and
			children need to "understand,	express, and
	modu	late th	neir thoughts, feelings, and behaviors	
Th	e AB	CDE'	s of Co-Regulation	
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Post-Partum Depression

 Screening more ad 	curate 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.

No	tes & Nex	t Steps		



Additional Resources

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

