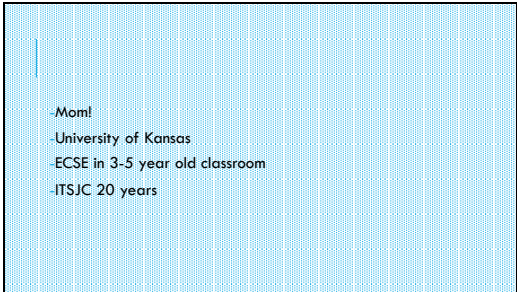


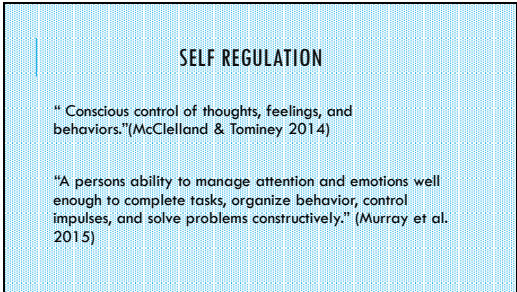
Slide 1



Slide 2



Slide 3



Slide 4

CO- REGULATION

Infants

1. Learn cues
 - 50/50 Genetics/experience
 - Sucking finger, fisting, turning away, yawning, arching
- Reaction to these cues

Slide 5

Add CMH sleep quotes

Slide 6

2. Predictable Schedule
 - Takes the guess work out of why
 - Predictability for caregiver and the infant
 - Helps parents establish a routine
 - Sleep

Slide 7

Sleep is not just a break from being awake. It is an active state which is necessary for renewing physical, emotional, and mental health each day.

For children, sleep disorders can be respiratory, neurological, or behavioral in nature, but any sleep disorder can affect a child's mood, health, and performance.

-- Children's Mercy Sleep Clinic

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TYPICAL SLEEP

Age	Number of Naps	Naptime Hours	Nighttime Hours	Total Sleep
1-3 Months	3	5-7	9-11	14-15
4-6 Months	3	3-4	10-11	14-15
6-9 Months	2	2 1/2-4	11-12	11-15
9-12 Months	1-2	2-3	11-12	11-14
2 Years	1	1-3	11-12	12-14
3 Years	1	1-2	11	10-12

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3. Talk, laugh, play
- Back and forth learning
 - Sing
 - Silly voice
 - Cues

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4. Responsiveness

- Key to attachment
- 0-3 Go!
- 4-6 Wait time
- 6-10 Practice leaving the room
- 10-24 Words

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PARENT CAPACITY

1. Find support system
2. Self care
3. Sleep
4. Nutrition
5. Perfect parent

Slide 12

TODDLERS

1. Learn cues

- Eye level
- Join them
- Name the emotion/empathize

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2. Predictability

- Schedules
- Routines around schedules
- Transition talk
- Social stories

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3. Talk, laugh, play

• "Play widens our level of tolerance. Less play reduces self regulation"
Tina Payne Bryson

• "The more you play on the floor with your child, the higher their cognitive skills" Matthew Wasson, PhD

- Face to face
- Sensory social games
- Play schemes
- Two second turns

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4. Responsiveness

- Wait time
- Cues
- Words

Slide 16

SELF CALMING

- Model
- Mad to sad
- Communication frustration

Slide 17

TOOLS

1. SEAM
2. ASQ-SE
3. Promoting First Relationships
4. Temperament Tool www.ecmh.org

Slide 18

CONCLUSION

Self regulation is an important factor in maintaining positive relations, increasing cognitive skills, and increasing independence in toddlers and preschoolers.

Our children need help learning to self regulate. By coaching parents to learn the cues of their children, we help them create a more positive environment in which to learn and grow.

RESOURCES

- **The Whole Brain Child** by Daniel J Siegel, MD and Tina Payne Bryson, PHD.
- **Center for Early Childhood Mental Health Consultation**
Georgetown University Center for Child and Human Development
- **Promoting First Relationships** by Kelly, Zuckerman, Sandoval, & Buckman
- **ASQSE** by Squires, Bricker, Twombly, Lockelson, Davis and Kim
- **SEAM** by Squires, Bricker, Waddell, Funk, Clifford, & Hoselton
- Zerothreethree.org
- **The Explosive Child** by Ross W. Greene, PhD.
