

Ontario Early Years, York North



JANUARY 2017

The early years are a time of extraordinary growth and development. A baby's capacity for self-regulation—**how she manages energy expenditure in response to stressors and then recovers from the effort**—is wired during these critical years. These paths are set early and once set, can be difficult to change later in life.

Anyone concerned with the healthy development of a young child needs to pay close attention to the child's self-regulation, helping her feel safe and secure, and calming her when she's startled.

Unfortunately, there are numerous interpretations of the term "self-regulation" in psychological literature. In particular, "self-regulation" is often confused with self-control. Self-control is not self-regulation. Behaviour modification techniques and programs designed to instill self-control in young children can have short term success. However, this approach might also lead to additional longer term problems in mood, attention and behaviour.

Similarly, social emotional learning programs in the education system designed to

teach emotion-regulation, while promising, have not yet demonstrated robust long term outcomes. However, there is an intimate link between social emotional learning & self-regulation; helping children develop effective self-regulation in the early years sets the underlying foundation for successful social emotional learning over their whole lives.

At its core, self-regulation refers to the manner in which a child recovers from expending energy to deal with stressors. Prolonged and excessive stress can significantly affect "higher" functions such as language, social cognition, executive functions and, indeed, self-control.

A child that is chronically hypo- or hyper-aroused as a result of excessive stress more readily goes into fight-or-flight, or freezes.



Self
Regulation
in the
Early Years

Five Steps toward Self-Regulation

There is no such thing as a “quick fix,” or one solution to help young children to self-regulate. Rather than thinking of self-regulation as a universal program, we need to reframe self-regulation as an educational process. There are five critical steps that parents and other caregivers can take to address these issues and help children return to calm.

- * Read the signs of stress and reframe the behaviour
- * Recognize the stressors
- * Reduce the stress
- * Reflect
- * Respond

These steps can also be applied to groups of children, or indeed, to the caregivers themselves, and will vary in execution across centres, classrooms, communities and families.

These are proven steps towards having a happier and healthier child. With the right kind of support, the results can happen fast.

With thanks to ...



Bounce Back & Thrive



This ten-week evidence-based program is designed to support the building of resiliency skills for parents and children. These skills support parents in helping their children build the resiliency necessary to handle life’s inevitable bumps in the road and make use of opportunities to grow and learn.

Part One focuses on parents’ capacity to provide a caring relationship and role model skills that build resiliency in their daily interactions with their children.

Part Two helps parents provide behaviour guidance and resiliency building strategies directly with their children.

Bounce Back & Thrive is an interactive program delivered through information exchange, hands-on activities, video clips, discussion and skills practise.

Coming to Newmarket OEYC Spring 2017!

How Puzzles Help a Child's Development



Puzzles are not just fun to solve but they are also helpful in a child's mental development. As an important educational learning tool, puzzles help in building physical, cognitive and emotional skills in children of all ages.

Here are a few reasons why you should introduce children to puzzles:

Co-ordination between Eyes and Hands

- Children learn hand-eye co-ordination by solving puzzles. They flip, turn and remove pieces of puzzles, learning the connection between their eyes and hands.

- Their brain envisions how the puzzle needs to look and their hands and eye work together to solve the puzzle.
- They also learn gross motor and fine motor skills by stacking puzzle games and moving their fingers to get the piece in the exact right spot.

Problem Solving Skills

- Children learn problem solving skills by looking at various pieces and figuring out where each piece should fit to complete the puzzle.
- This helps them learn how to use their mind to solve problems by thinking in a logical manner.

Memory

A child's memory is enhanced by playing with jigsaws and other type of puzzles. It helps them recall the color, shape and size of various pieces and what will fit where.

Goal Setting and Patience

- Children also learn emotional skills through puzzles. For instance, they learn patience because they have to work slowly and reach the end of the puzzle.
- They learn the art of setting goals. The next time they solve a puzzle, they prefer to put familiar shapes or colors in one pile for ease.

With thanks to ...



"If you are curious, you'll find the puzzles around you. If you are determined, you will solve them."

Erno Rubik

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Serving families in York
Region since 1985 with
Family Support Programs
and Licensed Child Care

Bitter are the tears of a child:
sweeten them.
Deep are the thoughts of a child:
quiet them.
Sharp is the grief of a child:
take it from him.
Soft is the heart of a child:
do not harden it.

Pamela Glenconner



Outreach Locations

Newmarket

Armitage Village PS
125 Savage Road
905-853-3799

Bogart Public School
855 College Manor Drive
905-836-8041

Maple Leaf Public School,
155 Longford Drive,
905-895-9681

Meadowbrook Public School,
233 Patterson Street
905-895-3081

East Gwillimbury

Robert Munsch PS
395 King Street East
Mount Albert
905-473-0110

Georgina

R.L. Graham Public School,
70 Biscayne Blvd.
Keswick
905 476-1618

OEY York North Outreach

A range of programs are also
offered at additional sites
throughout York North,
although days, times and
programs vary during the year.
Locations currently include:

- Newmarket Public Library
- Georgina Public Libraries
- East Gwillimbury Public Libraries
- The Welcome Centre
- Roots of Empathy at Alexander Muir, Maple Leaf & R.L. Graham PS

For more information, contact
Head Office at 905 830-1888.

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www.yorkchild.ca