



Baby Talk: Resources to Support the People Who Work With Infants and Toddlers

[How Much Time Should Young Children Spend Using Social Media?](#)

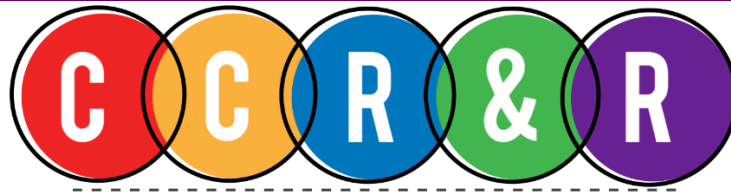
The American Academy of Pediatrics (AAP) has released its latest recommendations and launched an online tool that family members can use. The interactive Family Media Plan tool lets you set guidelines for each child, with suggested items based on the AAP's age-specific recommendations, and space to add or substitute your own rules. [Click here](#) to learn more. Click the following links to access the Family Media Plan tool in [English](#) or in [Spanish](#).

4 things providers can do with these resources:

1. Start a discussion among staff about screen time for the children.
2. Use the American Pediatric Association's recommendations for screen time and demonstrate the online tool for families.
3. Use screen time as a time for adults and children to interact together.
4. Allow children to video chat with some family members with preapproval from parents.

4 things families can do with these resources:

1. Evaluate the amount of screen time allowed for children.
2. Use screen time as a way to interact with children.
3. [Create a family media plan.](#)
4. Make sure children are getting enough physical activity and play time each day.



Resources for Families and Providers



[Fear and Anxiety – An Age by Age Guide to Common Fears, the Reasons for Each and How to Manage Them](#)

It is very normal for all children to have specific fears at some point in their childhood. Even the bravest of hearts beat right up against their edges sometimes. As your child learns more about the world, some things will become more confusing and frightening. This is nothing at all to worry about and these fears will usually disappear on their own as your child grows and expands his or her experience. [This helpful resource](#) breaks down childhood fears by ages and then explains them.

4 things providers can do with this resource:

1. Discuss the guide with staff and relate the fears to the age levels for each group of children in your program.
2. Look at the classroom environment for each age level and see if there is anything that may cause fear for children at a specific age.
3. Find books for the age levels that address some of the common causes of fear for each age.
4. Share this information about common fears with families.

4 things families can do with this resource:

1. Learn what causes fear in children at each age level.
2. Be aware of the causes of fear when they take children to movies, restaurants, plays and other public events.
3. Be aware of fear of strangers when leaving children with a new babysitter or care giver and prepare them in advance.
4. Consider causes of fear when selecting toys for children or a family pet.



How Do Parents' Cultural Values Affect Their Babies' Temperament?

For the past five years, Professor Maria Gartstein has compared the behavior of babies from around the globe to learn how parents' values and expectations influence the development of their toddlers' behavior and overall temperament. A greater understanding of these values and their impact on temperament development will help psychologists devise fine-tuned approaches to prevent infant temperament issues from becoming behavioral problems later in life. Read more [here](#).

4 things providers can do with this resource:

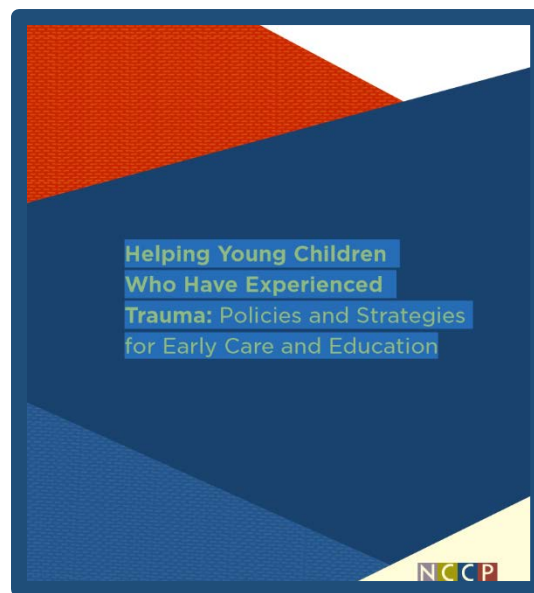
1. Start a discussion among staff about cultural differences of the families served by their program.
2. Look at the cultural similarities and differences among the children in their care.
3. Celebrate the differences among the children in their care.
4. Invite families to share their holidays, food, art, dance and other unique cultural traditions with the class or program.

4 things families can do with this resource:

1. Discuss cultural differences among the families whose children attend the same child care provider.
2. Talk with children about the similarities and differences between their home life and the home life of other children who attend the same child care program.
3. Read books to their children about different types of families.
4. Introduce their children to foods from different cultures.

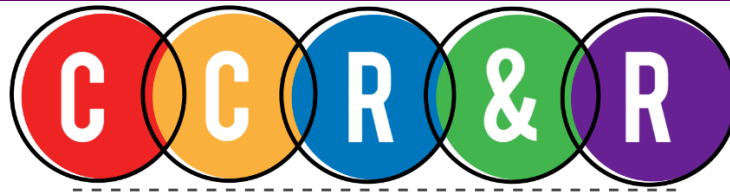


Helping Young Children Who Have Experienced Trauma: Policies and Strategies for Early Care and Education



The National Center for Children in Poverty and Child Trends published [a report](#) in April 2017 on research and promising strategies for trauma informed care in early care and education. The report states:

Many young children are exposed to traumatic life events. Almost half of children in the United States—approximately 35 million—have experienced one or more types of trauma, and young children are at especially high risk compared to older children. Over one quarter of all children with confirmed cases of child abuse and neglect are under age 3, and victimization is most common for children under 12 months old. Unintentional injuries, such as drowning, falls, burns, choking, and poisoning, also occur most frequently among children ages 5 years and younger. In addition, children who experience domestic violence are disproportionately young, with 60 percent under age 6 at the time of exposure. Early childhood trauma occurs when a young child experiences an event that causes actual harm or poses a serious threat to the child’s emotional and physical well-being. These events range from experiencing abuse and neglect to having a parent with substance abuse issues or being separated from a parent. Trauma is different from regular life stressors because it causes a sense of intense fear, terror, and helplessness that is beyond the normal range for typical experiences. High-quality early care and education programs offer young children who have experienced trauma a unique opportunity to recover and get on a path toward positive developmental and learning outcomes. Especially when these settings provide specialized supports, such as teachers and other staff trained in trauma-informed care, children can form trusting relationships with adults and peers that allow them to fully engage in play and learning. When the larger systems support ECE programs, helping connect and provide families with a range of services they may need, ECE programs can serve as a strong hub for children who experience trauma. Children in families at all economic levels experience trauma, but early childhood trauma occurs more often in families facing financial hardship. Because many young children spend long hours in ECE programs, it is important to understand the challenges of children who



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experience trauma, of their families, and of their teachers. It is equally important to identify features of programs (both center-based and in homes) that help these children form positive relationships, feel safe and secure, and enjoy learning and playing with their peers and caregivers. [Read the report here.](#)

The report includes:

1. A definition of early childhood trauma, including different types, and its prevalence
2. The impacts of early childhood trauma on the child, family, and ECE programs
3. The special needs of young children who have experienced trauma
4. A description of trauma-informed care
5. Promising program strategies to support the healthy development and learning of young children in ECE
6. Recommendations of policies that could increase the capacity of ECE providers to help children who have experienced trauma learn and thrive

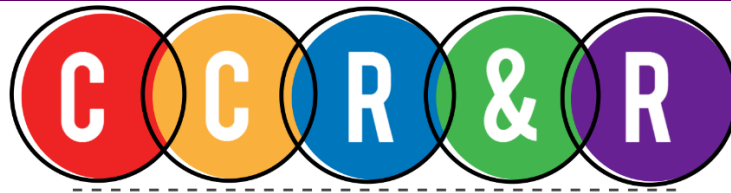
4 things providers can do with this resource:

1. Use the report to incorporate some of the practices into the care provided to children.
2. Provide trauma informed care training for staff.
3. Connect families to community resources through the local Child Care Resource and Referral program at the early learning coalition.
4. Develop a discipline policy that severely limits or prohibits expulsion or suspension of children and connect children with appropriate interventions.

4 things families can do with this resource:

1. Learn about the impact of early childhood trauma on children.
2. Support children's self-regulation skills.
3. Find child care facilities with staff trained in trauma informed care.
4. Connect with community resources that provide services for children and families who have experienced trauma.





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Breastfeeding Friendly Child Care Facilities



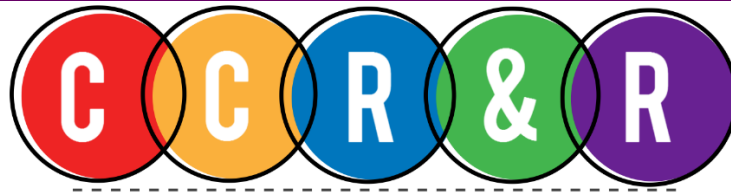
The choice to continue breastfeeding and providing human milk for a baby after mother returns to work is no longer a lifestyle choice but a health care decision. Breastfed babies and their moms who breastfed them experience lasting health benefits. Providing a breastfeeding friendly atmosphere at a child care center or family day care home can encourage moms to continue breastfeeding after returning to work or school. A joint effort between the Florida Department of Health and the Florida Breastfeeding Coalition encourages child care providers to apply to be a Breast Feeding Friendly Child Care Facility or Child Care Home. Child care providers participate in a training module, develop a Breastfeeding Policy and take a self-assessment to be eligible for this designation. There are currently 190 designated Breastfeeding Friendly Child Care Centers in Florida. [Click here](#) for more information.

4 things providers can do with this resource:

1. Use the training module as professional development for staff.
2. Do the self-assessment checklist to evaluate their programs and write a Breastfeeding Friendly Policy.
3. Provide families with information on the importance of breastfeeding.
4. When the program achieves the designation, advertise their programs as Breastfeeding Friendly and include the information on their provider update forms.

4 things families can do with this resource:

1. Learn about Breastfeeding Friendly child care centers and homes.
2. Ask child care providers about their breastfeeding policies.
3. When looking for child care for infants and babies, use the list to find child care providers that are designated as Breastfeeding Friendly Child Care centers or homes.
4. Learn more about the importance of breastfeeding.



Resources for Families and Providers

[New Video Clips for Use in Professional Development](#)



The [Results Matter Video Library](#) recently posted eight new videos that were produced to be used in professional development activities, to provide opportunities to practice observation, documentation, and assessment skills. These clips may be viewed online and may be downloaded at no cost. They are posted at the top of the page in the [Clips for Practicing Observation, Documentation and Assessment Skills](#) section of the library. Here are some examples:

- [Draco and Friends at a Restaurant](#): While at a pretend restaurant, Draco and his friends illustrate a variety of communication, cognitive, and play skills.
- [Draco and Friends Playing with Legos](#): While playing with Legos, Draco and friends illustrate a variety of social, communication, and fine motor skills.
- [Draco's Transition to Group Time](#): This clip illustrates Draco's transitions from free play to clean up time to large group time.

Early learning coalitions' staff may find some of these videos useful for professional development or training.