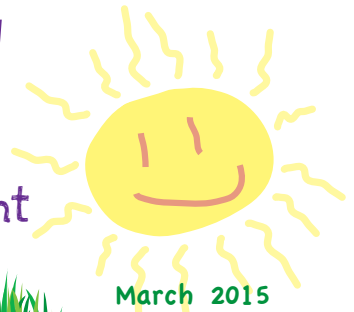




I Mandikiki!

For Guam Families with Children Birth To Eight



Volume 8, Issue 4

March 2015



April is Child Abuse Prevention Month



Child abuse is a hard subject to talk about. But, whether or not we talk about it, child abuse still happens. In fact, in 2014, 571 children birth to five years were referred to the Department of Public Health and Social Services, Bureau of Social Services

Administration, Child

Protective Services (CPS). Of those 571 children, 366 were 3 years old and younger.

Using prevention strategies in the community can break the cycle of child abuse and neglect. One way to begin addressing the prevention of child abuse and neglect is to understand what social emotional development is in young children. By developing an understanding, parents and other caregivers can see that children behave in certain ways for a reason other than to purposely drive you crazy. Social emotional development is being able to experience and regulate emotions, form secure relationships, and explore and learn. Learning about a baby's or toddler's behavior can help us figure out what he or she needs or wants and decrease our frustration.

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) gives us three steps to understanding your baby's or toddler's behavior:

Step 1: Observe and interpret your child's behavior.

- Notice the sounds (or words) your child is using. Does your child sound happy, sad, frustrated, bored, or hungry? When have you heard this cry or sound before?
- What is your child's facial expression? What feelings are you seeing on your child's face? Is your child

looking at a new object of interest? Maybe he is trying to say, "Hand me that so I can touch it."

- Notice your child's gaze. Is your child holding eye contact with you or has she looked away? (That is usually a sign that a child needs a break.) Is your child holding your gaze? Maybe she is trying to get your attention or wants to see how you are reacting to a new situation.
- What gestures or movements is your child using? Is your child rubbing his eyes and pulling his ear when you try to hold him? He might feel sleepy and be ready for a nap. An older toddler who is on the verge of beginning potty training might start to hide behind a chair or go into a closet to have a bowel movement.

"In 2014, 571 children birth to five years were referred to Child Protective Services for child abuse and neglect."

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Child Abuse Prevention Month...continued

- Think about what's going on when you see a behavior you don't understand. Does this behavior happen at a certain time of day? Does this behavior tend to happen in a certain place? Does this behavior happen in a particular situation?

Step 2: Respond to your child based on what you think the meaning of the behavior is. It's okay if you are not sure if your guess is right. Just try something. For example, if your 11-month-old is pointing toward the window, lift him up so he can see outside. Even though you might discover he was pointing to the spider on the wall, the very fact that you tried to understand and respond lets him know that his communications are important to you. This motivates him to keep trying to connect with you.

Step 3: If your first try didn't work, try again. Trying different techniques increases the chances that you will figure out the meaning of your child's behavior,

understand her needs, and validate her feelings. If your 4-month-old is crying but refuses a bottle, try changing her position—picking her up and rocking her, or putting her down to play.

Remember that tantrums are a form of communication, too. A tantrum usually means that your child is not able to calm himself down. Tantrums are no fun for anyone. They feel overwhelming and even scary for young children. For adults, it is easy to get upset when you see upsetting behavior. But what frequently happens is that when you get really upset, your child's tantrum gets even bigger. Although it can be difficult, when you are able to stay calm during these intense moments, it often helps your child calm down, too.

For more information on child abuse and neglect, contact the Department of Public Health and Social Services, Bureau of Social Services Administration at 475-2653.

Three Steps to Understanding your Child's Behavior taken from: www.csefel.vanderbilt.edu. Permission to copy is not required.



Now Hear This!

By Renee LG Koffend, AuD.

The ability to hear can change at any time. Even if your baby passes the newborn hearing test, it is still important to monitor your child's auditory (hearing) development.

Any kind of early hearing loss can be a serious problem. It can affect speech and language development which is built during the early months and years of life. Early identification and treatment of hearing loss can prevent communication and learning problems.

It can be hard to spot hearing loss. Many hearing problems are not found until a child is 2 years old, when speech and developmental delays start to show. Here is a Hearing Checklist that you can use to monitor your baby's developmental milestones:



Renee LG Koffend, AuD. (right) performs a hearing screening on baby Mia, held by her dad, Christopher Camacho.

Hearing Checklist:

0-3 months:

- Startles or cries to loud sounds
- Quiets to familiar voices
- Moves or wakes up when someone talks

3-6 months:

- Coos, gurgles, and makes a variety of voice sounds
- Looks toward loud voices or sounds
- Enjoys rattles or other toys that makes sound



6-12 months:

- Begins to imitate speech sounds like "baba" and "mama"
- Understands "no" or "bye bye"
- Begins to turn head toward soft sounds
- Looks at familiar objects when named

12-18 months:

- Readily turns toward all sound
- Recognizes name and understands about 50 words
- Moves from saying 2 words to 10 words
- Follows simple directions ("find your ball")

18-24 months:

- Enjoys being read to
- Points to body parts when asked
- Starts to combine words, such as "more milk"
- Says 20-50 words and understands many more

If your child's behavior is different from the hearing checklist and you suspect a problem, talk to your pediatrician. Your pediatrician can make the proper referral to an Ear, Nose & Throat (ENT) doctor or an Audiologist for testing to confirm any type or degree of hearing loss. The earlier children with hearing loss get help, the better.

How to Use Positive Language to Improve Your Child's Behavior

Brooke Brogle, Alyson Jiron & Jill Giacomini

"Stop it." "No." "Don't do that!" As a parent, you might find yourself using these words and phrases more often when your child begins to make his own choices. Now, stop for a moment and consider how the conversation might feel if you couldn't use these words? What if, rather than telling your child what he can't do, you instead chose words to tell him what he can do? While this shift in language might seem small, it actually provides a powerful positive change to the tone of the conversation. When you focus on using positive language with your child, you will likely find that he has fewer tantrums, whines less and overall experiences fewer challenging behaviors.

How can such a small change make such a big difference? While it is obvious to adults, young children are not able to make the logical connection that when they are told not to do something, what they actually should do is the opposite. For example, the directions, "Don't climb on the counter" can be very confusing to a child. However, "Please keep your feet on the floor" tells the child exactly what the expectation is and how he can change what he is doing. Using positive language also empowers a child to make an appropriate choice on his own, which can boost his self-esteem. When you are specific in your directions by telling your child exactly what he can do and when, it is easier for him to comply and he is more likely to cooperate with the request.

Try This at Home

- Replace "don't" with "do". Tell your child what she can do! If you saw her cutting the leaves of a plant, rather than saying "Don't cut that!" you could say, "Scissors are for cutting paper or play dough. Which one do you want to cut?" It is more likely that your child will make an appropriate choice when you help her to understand exactly what appropriate options are available.
- Offer a choice. When you provide your child with a choice of things that he can do, wear or go, he is more likely to select one of the options you have offered because it makes him feel like he is in control. This strategy also works for you as a parent because you approve of either choice.

- Tell your child "when." When your child asks to do something, rather than saying no, acknowledge her wish and tell her when she might be able to do it. This answer feels more like a "yes" to a child. For example, if your child asks to go to the park, but you are on the computer finishing up a work project, you could say, "The park sounds like a great idea! I need to finish this letter for work right now. Would you like to go after your nap today or tomorrow morning after breakfast?"
- Use "first-then" language. Another way to tell a child when he can do something in a positive way is to use a "first-then" statement. For example, if he wants to watch TV but you would like for him to pick up his toys, you could say "First, pick up your toys and then you may watch a TV show."



How to Use Positive Language...continued



- Give your child time to think. Sometimes, you may feel frustrated when your child does not respond quickly to requests and feel tempted to use demands and raise your voice. When that happens, remember that your child is learning language and how to use it. She needs time to think about what you said and how she is going to respond. It can take her several seconds, or even minutes, longer than you to process the information. If you remain calm and patiently repeat the statement again, you will see fewer challenging behaviors and enjoy more quality time with your child.
- Help your child to remember. Children are easily distracted. Sometimes your child may need you to help him remember what you asked him to do in order to do it. "I remember" statements are very useful in these situations. For example, imagine you have asked your child to put on his shoes so that he can go outside, and he comes over to you without his shoes on and is trying to go outside. You can say, "I remember you need to put your shoes on before you can go outside." Stating the information as a simple fact, rather than a command, gives him the information he needs to make the right choice on his own without blaming him or making him feel like he has failed.

Practice at School

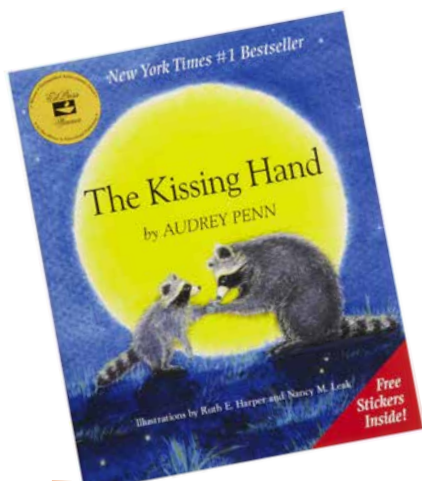
Teachers use positive language at school to help children become more confident and independent. When teachers tell children what they can do, children begin to manage themselves, classroom routines and interactions with peers by themselves. For example, a child who is throwing sand on the playground can be shown that, instead, she can use a shovel to put the sand in a bucket. The teacher might say, "If you want to play with the sand, you can fill this bucket. Would you like a blue bucket or this red one?" In this way, the teacher honors the child's interest, but directs it to a more appropriate play choice.

The Bottom Line

Positive relationships with parents, teachers and other caregivers provide the foundation for a successful and happy child, are the building blocks for your child's self esteem and ability to empathize and predict future positive behavior choices. The manner in which you talk to your child has a significant impact on his behavior. Making positive changes to your communication style can be hard work, but with a little practice, you will see a big difference in your relationship with your child. Your child will feel more encouraged, positive and independent and, as a result, you will enjoy better overall cooperation.

www.challengingbehavior.org. Reproduction of this document is encouraged. Permission to copy is not required.

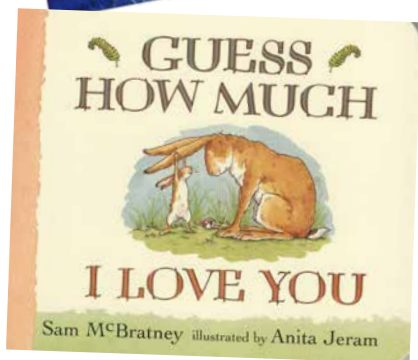
Books that Promote Positive Social Emotional Development



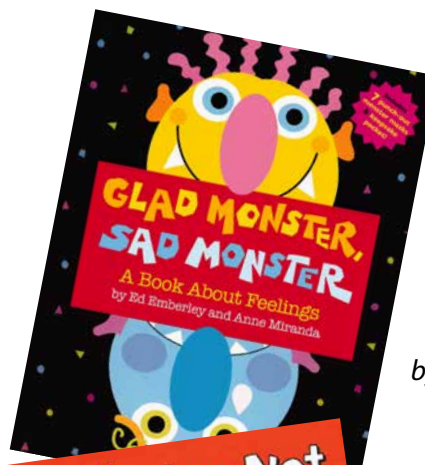
The Kissing Hand
by Audrey Penn

Rainbow Fish
by Marcus Pfister

**Guess How Much
I Love You**
by Sam McBratney
& Illustrated
by Anita Jeram



I Can Share
by Karen Katz



Mouse was Mad
by Linda Urban

Glad Monster Sad Monster
by Ed Emberley & Anne Miranda

Hands Are Not for Hitting
by Martine Agassi

My Many Colored Days
by Dr. Seuss
Illustrated by
Steve Johnson and Lou Fancher



Is Your Child "At Risk" for Hearing Loss?



For more information log on to: www.guamehdi.org

Has your baby experienced one of the following "risk factors" for hearing loss?

- There is concern about your baby's hearing, speech, language or development for any reason
- Your family has a history of family members born with hearing loss
- Your baby spent more than 5 days in the Neonatal Intensive Care Unit (NICU) or had complications while in the NICU (*Check with your health care professional*)
- Your baby experienced a lack of oxygen after birth
- Your baby needed a machine to help him/her breathe
- Was given medications that might hurt hearing (*Ask your health care provider*)
- Needed a special procedure (blood transfusion) to treat bad jaundice (hyperbilirubinemia)
- Was exposed to infection before birth
- Has head, face or ears shaped or formed in a different way than usual
- Has a condition (neurological disorder) that is associated with hearing loss (*Check with your health care professional*)
- Had an infection around the brain and spinal cord called meningitis
- Received a bad injury to the head especially if a hospital stay was required
- Was given medication for cancer chemotherapy

To schedule a **FREE HEARING SCREENING** before six months of age for your baby, contact the Guam Early Intervention System (GEIS) at Phone: 300-5776/5816 or e-mail: geis@teleguam.net



This brochure was produced by the Guam Early Hearing Detection and Intervention (Guam EHD) Project, with 100% funding support from the U.S. Department of Health & Human Services, Health Resources and Services Administration, Grant #H61MC24883, and facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, & Service (Guam CEDDERS).

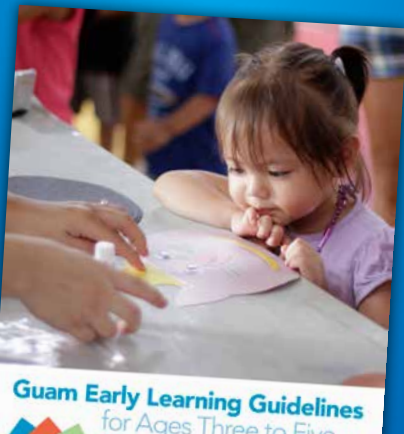
Save the Date Power of Play

June 27

10am- 2pm
Venue: TBA



Guam Early Learning Guidelines for Ages Three to Five now available online!



Go to www.guamcedders.org
to download a PDF copy!

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Heidi San Nicolas, Ph.D., Guam CEDDERS Director

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Alternative formats (e.g., Braille, large print, or audio tapes) of **I Mandikiki'** may be made available by sending a request to newsletters@guamcedders.org or 735-2477.

Attention Parents & Families, Parent Leaders, and Early Childhood Providers



The Week of the Young Child April 13-18, 2015

Training Opportunities:

Monday, April 13

Morning Session: 9:00 am – 11:00 am

- **Making Connection!** (For Parents & Families with Young Children)
Location: Dededo-TBA
- **Making it Happen!** (For Parents & Families with Young Children)
Location: Sinajana Mayor's Office
- **Why do Children Do What They Do?** (For Parents & Families with Young Children) **Location:** Agat Community Center
- **Bringing the Protective Factors Framework to Life in Your Work: Introduction** (For Parent Leaders & Providers)
Location: Agana Heights-TBA

Evening Session: 6:00 pm – 8:00 pm

- **Making Connection!** (For Parents & Families with Young Children)
Location: Sinajana Mayor's Office
- **Bringing the Protective Factors Framework to Life in Your Work: Introduction** (For Early Childhood Providers and Child Care Providers)
Location: Tamuning-TBA

Tuesday, April 14

Evening Session: 6:00 pm – 8:00 pm

- **Why do Children Do What they Do?** (For Parents & Families with Young Children) **Location:** Sinajana Mayor's Office
- **Facing the Challenge – Part 1** (For Parents & Families with Young Children)
Location: Agat Community Center
- **Bringing the Protective Factors Framework to Life in Your Work: Concrete Support in Times of Need** (For Early Childhood Providers)
Location: Tamuning-TBA

Wednesday, April 15

Morning Session: 9:00 am – 11:00 am

- **Facing the Challenge – Part 1** (For Parents & Families with Young Children)
Location: Dededo-TBA
- **Making Connection!** (For Parents & Families with Young Children)
Location: Sinajana Mayor's Office
- **Teaching Me What To Do!** (For Parents & Families with Young Children)
Location: Agat Community Center
- **Bringing the Protective Factors Framework to Life in Your Work: Parent Resilience** (For Parent Leaders & Providers) **Location:** Agana Heights-TBA

Evening Session: 6:00 pm – 8:00 pm

- **Facing the Challenge – Part 1** (For Parents & Families with Young Children)
Location: Sinajana Mayor's Office
- **Bringing the Protective Factors Framework to Life in Your Work: Knowledge of Parenting & Child Development** (For Early Childhood Providers and Child Care Providers) **Location:** Tamuning-TBA

Thursday, April 16

Morning Session: 9:00 am – 11:00 am

- **Teach Me What To Do!** (For Parents & Families with Young Children)
Location: Dededo-TBA
- **Why do Children Do What They Do!** (For Parents & Families with Young Children) **Location:** Sinajana Mayor's Office
- **Making Connection!** (For Parents & Families with Young Children)
Location: Agat Community Center
- **Bringing the Protective Factors Framework to Life in Your Work: Concrete Support in Times of Need** (For Parent Leaders & Providers)
Location: Agana Heights-TBA

Evening Session: 6:00 pm – 8:00 pm

- **Facing the Challenge – Part 2** (For Parents & Families with Young Children)
Location: Sinajana Mayor's Office
- **Facing the Challenge – Part 2** (For Parents & Families with Young Children)
Location: Agat Community Center
- **Bringing the Protective Factors Framework to Life in Your Work: Social Emotional Competence of Children** (For Early Childhood Providers)
Location: Tamuning-TBA

Friday, April 17

Morning Session: 9:00 am – 11:00 am

- **Making it Happen!** (For Parents & Families with Young Children)
Location: Dededo-TBA
- **Teach me What To Do!** (For Parents & Families with Young Children)
Location: Sinajana Mayor's Office
- **Making Connection!** (For Parents & Families with Young Children)
Location: Agat Community Center
- **Bringing the Protective Factors Framework to Life in Your Work: Social Connections** (For Parent Leaders & Providers) **Location:** Agana Heights-TBA

Saturday, April 18

8:30 am – 3:30 pm

- **Early Childhood Parent Conference**
Location: Pacific Star Hotel

For more information contact Guam CEDDERS at 735-2466.



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