

The Kid Kit®

A Training Manual for Program Staff

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Alberta

SUCCESS BY 6®
An initiative managed by United Way
of the Alberta Capital Region



THANK YOU

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About this Manual

This manual is for you – community practitioners – who will be involved in introducing The Kid Kit® to families. It is a collection of ideas based on experience in working with parents, caregivers and families and was developed to familiarize practitioners with The Kid Kit® project and The Kid Kit® itself. The information in this manual is intended to be complementary to your knowledge and experience as a practitioner. Your knowledge regarding working with families, different cultures, play and child development is important in the introduction of The Kid Kit® to families. Please use this manual in the way that best serves you.

SYMBOL LEGEND

“Adopting a strength-based approach to education is a process not unlike learning. We are required to REFLECT on current understandings, EXPLORE new meanings and concepts, BUILD knowledge, skills and resources and EMPOWER ourselves to continually grow and learn.” (Resiliency Initiatives 2012)

Throughout the manual you will find the following symbols to reinforce opportunities to reflect, explore and build, and empower.



REFLECT

What do I understand and how do I feel about this?



EXPLORE AND BUILD

What new information can I gain and how can I use it to build on my current experiences?



EMPOWER

How will I improve my confidence and comfort with the concepts, with The Kid Kit®, with my practice?

Training objectives

The objectives for this training day are:

1. Understand the history and re-development of The Kid Kit®.
2. Develop more awareness regarding the influence of values, beliefs and attitudes when working with families.
3. A brief review of coaching.
4. Become familiar with The Kid Kit® contents.
5. Discover how we use “Notice, Wait and Respond” to support the concept of “Serve and Return”
6. Develop ways to introduce The Kid Kit® to parents, caregivers and families and expand ideas into daily routines.
7. Discuss integration of the key concepts of the kits into existing community work and practice.

How we interact with parents is how we want them to interact with their children.

History and re-development of The Kid Kit®

Success By 6®

Success By 6® Edmonton is an initiative managed by United Way of Alberta Capital Region; focused on ensuring that all Edmonton and area children from 0-6 have the support they need for a lifetime of healthy growth and development. While Success By 6® is an internationally recognized name, in Alberta SX6 has championed the significance of the early years through public education and has had a tremendous impact on social policy in support of young children and their families since 1996.

History

The Kid Kit® was originally developed by a partnership between Success By 6®, Centre for Family Literacy and Capital Health (now Alberta Health Services) in 1998. The expertise of a pediatric occupational therapist, a family literacy specialist and a community health nurse informed the design and educational materials to be used by parents and their children together.

The goal of the project at the time was to promote optimal development in infants and preschool children living in marginalized circumstances, through the use of a child development resource. The kits were designed for parents and children to use together and focused on

- parental knowledge of child development;
- pre-literacy and language skills; and
- fine motor skills.

Why The Kid Kit® was re-developed

Within the last few years, we have seen an increase of information and evidence which supports the importance of the early years, the significance of the critical periods of brain development and how children grow and develop within the circle of secure attachment.

While originally developed as a school readiness kit focusing on fine motor skills and early literacy, the interest from Human Services was high in the area of increasing parental capacity to engage in responsive caregiving interactions with their child and the impact that has on developmental outcomes.

In December 2014, United Way and Success By 6® received funds from Human Services to re-develop the contents of The Kid Kit®, create training on use of the kits and to distribute the kits throughout the province. Recognizing the importance of the foundational parent child relationship, the kits were also developed to be used as an opportunity for intervention and support for the concept of ‘serve and return’. The understanding being the more engaged and responsive a parent is with their child the more positive the

impact on developmental outcomes. Funding was also allocated to evaluate the impact on practitioners involved in training and distribution and also to evaluate parents to see if using The Kid Kit® made a difference in how they interacted with their child.

OUTCOMES FOR PROGRAM STAFF:

1. Increase practitioners’ self-awareness and values around supporting parents.
2. Increase practitioners’ ability to coach parents in building stronger interactions with their child.
3. Increase practitioners’ knowledge and skills in using The Kid Kit® information and activities with parents.

OUTCOMES FOR PARENTS:

1. Increase parents’ understanding of parent child interaction and increase feelings of competency in this area.
2. Create a stronger relationship between parent and child, parent and home visitor and parent and community.
3. Increase parents’ understanding of child development.
4. Increase parents’ understanding of and access to community supports such as Parent Link Centres (PLC).

Getting to know The Kid Kit®

It's all about Connection

We need to start with the *why*

You may be wondering, “What is this kit about?” Is this just another tool, resource or idea which you will be able to offer to families?

What is most uniquely different about this kit is YOU! The information and materials in The Kid Kit® is really intended to support you in your existing relationships with families to help them take the next step, to give them solid information about child development and build that into playful, responsive interactions in daily routines that can make a difference in their child's development.

We may not always understand the motivation parents have to connect with us, but what we do know is that we all have the same goal in mind, happy healthy families.

The Kid Kit® themes:

PROMOTE CONNECTIONS BETWEEN PARENT AND CHILD.

Attachment is the formal word for what all humans seek—connection. Having an attachment connection with at least one primary caregiver is the basis for all relationships within a child's lifetime. Thus, one purpose of The Kid Kit® is the strengthening of the connection between a parent and a child.

Attachment is built through a lifelong dance of “serve and return” between a parent and a child. This dance is one of the most necessary experiences in shaping the architecture of the developing brain. According to the Harvard Center for the Developing Child, these types of responsive relationships are both expected and essential to a child's healthy development and well-being. For example, young children naturally reach out for interaction through babbling, facial expressions and gestures, and adults respond with the same kind of vocalizing and gesturing back at them.

These connections happen in “everyday moments,” each and every day. From changing diapers and feeding

to singing and playing games, The Kid Kit® will help parents know that everyday opportunities to connect are contributing to their child's healthy development.

ENCOURAGE PLAY WITHIN FAMILIES.

The amount of research and information defining play and explaining its importance in child development is mounting. Play is the process through which children gain sensory-motor and language skills, learn how to socialize and communicate, use problem solving and creativity and develop their understanding of the world around them. Throughout childhood, and often even within a single day, children take part in a variety of different types of play: solitary, exploratory, constructive, creative, symbolic, dramatic, parallel, cooperative and competitive to name a few.

One of the reasons play is such an effective process in children's development is that it is child-directed. This means that the child starts and directs the course of the play experience. Through child directed play, children are motivated to be engaged in activities and are able to

stick with, problem solve and learn from challenges that arise.

Adults tend to see play as a teaching session: "I can teach my child how to build a house with blocks". Or, "This is a good book for teaching letters". Without a doubt, every play situation is a learning situation and parents have a rich and vital role in encouraging child-directed play to enhance these learning opportunities. However, our role as adults is to support child-directed play when appropriate and as often as possible, ensuring children are engaged in play experiences that are meaningful and motivating for them. Play is joyous and all about having fun!

PLAYFULNESS:

Being playful with children can sometimes get lost in the 'learning' of what play means. Being playful means experiencing sheer joy in the engagement of being together, this can be in active play or quiet play. Playfulness provides us with opportunities to read cues and give cues, to share in child lead activities, explore the direction of play, and become playmates, completely immersed in the celebration of being together. Be playful!

FAMILY LITERACY SUPPORTS EARLY LITERACY DEVELOPMENT:

Literacy develops in families and parents are their child's first and best teacher. Through positive relationships, connections and play, literacy activities can happen naturally throughout the day.

There are many things that happen before children become readers and writers. Developing a solid foundation in language is one of the first steps. Without fluent language, whatever language that may be, children may struggle with reading and writing later.

Sharing books with children, from the time they are born, shows them how they work. As books are shared they will "read" the pictures. Then they will start to notice the symbols and understand they have meaning. They may start to point to letters and words and ask about them. These are all steps to becoming readers.

When children are allowed to scribble on paper, they are starting to understand writing. Their marks will become more complex as they get older and have more control. Seeing

parents writing lists or other tasks, will help them understand why we write.

The parents' role in all of this is key. Children need to hear their parents speak and see them reading and writing. The relationship they have will help with healthy development of the child overall. As Dr. Bruce Perry is fond of saying "Literacy falls out of a healthy child development process."

MOTOR SKILLS:

Connection and play also promotes fine and gross motor development. Holding and manipulating a tool or toy, playing with playdough or reaching/grasping objects are some of the ways in which young children build and strengthen the muscles in their hands; this is what we call fine motor development. Exploring their environment by holding themselves up, crawling, and playing outdoors are some of the ways in which young children build and strengthen their large muscles; this is what we call gross motor development.

COMMUNICATION SKILLS:

Connection and play also promotes communication development. Communication involves the turn taking that is the core of 'serve and return', giving good cues and reading a child's cues as to what they are communicating to us. Communication involves speaking as well as understanding. Talking with a child no matter how old they are, looking at them and responding when they try to engage is the basis for learning how to communicate in their world.

SOCIAL/EMOTIONAL SKILLS:

Connection and play also promotes social and emotional development. A supportive and responsive parent child relationship sets the foundation for all future relationships in a child's life; this is what we call social development. How children observe and are supported to handle and express emotions promotes their ability to have empathy for others and self-regulate in socially acceptable ways; this is what we call emotional development.



Values, beliefs and attitudes when working with families



EXPLORE & BUILD

The Kid Kit® committee held to the beliefs and values regarding the importance of play, parent child-interaction, child development and that parents are co-learners in this experience. We developed the cards and created the training manual from a ‘strength based’ approach, wanting to work from the foundations of your expertise in knowing your community and families as well as the parent’s knowing what fits for them and their child or children.

The influence of values, beliefs and attitudes when working with families

- Beliefs are concepts that we hold to be true.
- Values govern the way we behave, communicate and interact with others
- Beliefs and values determine our attitudes and opinions.

As human beings, we all have our own values, beliefs and attitudes that we have developed throughout the course of our lives. Our family, friends, community and the experiences we have had all contribute to our sense of who we are and how we view the world. As a community practitioner working with families and young children, we are often working with people who may have a different belief or value set than we do. They may be living a lifestyle that mainstream society views as being different or unacceptable. We need to be aware of our own personal values, beliefs and attitudes and be prepared to adopt the professional values of our industry—and not impose our own ideas on our clients.

Beliefs come from real experiences but often we forget that the original experience is not the same as what is happening in life now. Our values and beliefs affect the quality of our work and all our relationships because what you believe is what you experience. We tend to think that our beliefs are based on reality, but it is our beliefs that govern our experiences.

The beliefs that we hold are an important part of our identity. They may be religious, cultural or moral. Beliefs are precious because they reflect who we are and how we live our lives.

Values are principles, standards or qualities that an individual or group of people hold in high regard. These values guide the way we live our lives and the decisions we make. A value may be defined as something that we hold dear, those things/qualities which we consider to be of worth.

A 'value' is commonly formed by a particular belief that is related to the worth of an idea or type of behaviour. Some people may see great value in saving the world's rainforests. However a person who relies on the logging of a forest for their job may not place the same value on the forest as a person who wants to save it.

Values can influence many of the judgments we make as well as have an impact on the support we give clients. It is important that we do not influence client's decisions based on our values. We should always work from the basis of supporting the client's values.

The word 'attitude' can refer to a lasting group of feelings, beliefs and behaviour tendencies directed towards specific people, groups, ideas or objects.

An attitude is a belief about something. It usually describes what we think is the 'proper' way of doing something. The attitudes that we feel very strongly about are usually called values. Other attitudes are not so important and are more like opinions. Sometimes our own attitudes can make us blind to other people's values, opinions and needs. Attitudes will always have a positive and negative element and when you hold an attitude you will have a tendency to behave in a certain way toward that person or object.

You will need to be aware of your own personal values, beliefs and attitudes and how they might impact on your work.

Ref: sielearning.tafensw.edu.au/MCS/CHCAOD402A/chcaod402a_csw/knowledge/values/values.htm

Activity 1: Values and Beliefs

Objective: Develop more awareness regarding the influence of values, beliefs and attitudes when working with families.

Our values and beliefs, whether we are consciously aware of them or not, influence everything we do. How often do I find myself focusing more on

the activity than on my interactions with children/parents? What are my own views about particular children's abilities? How might my practices change if I saw every child in terms of their potential and growing abilities, rather than viewing children's traits and abilities as fixed?

Areas	Values/Beliefs	Where your values/ beliefs come from	How do you see these influencing your interactions with families
Family			
Loyalty and friendship			
Time			
Education			
Work			
Children			
Parents			
Play			
Parent/child relationships			



REFLECT

- *How do I see myself as a coach with families, does this align with what I value in my work?*
- *What did I learn about myself or my interactions with parents from this exercise?*
- *How do I keep my values and judgements out of the equation when offering the kits to families?*

NOTES

Our interaction with parents using ‘coaching’



EXPLORE & BUILD

As an early childhood practitioner either through home visitation or working with families at a Parent Link Center, we need to be aware of our role of a ‘coach’ and what that language means. Here are some ideas for you.

EARLY CHILDHOOD COACHING

Coaching in early childhood may be conceptualized as a particular type of help giving practice within a capacity building model to support people in using existing abilities and developing new

skills (Dunst & Trivette, 1996; Dunst, Trivette, & LaPointe, 1992; Rappaport, 1981; Trivette & Dunst, 1998). As part of early childhood practices, coaching promotes self-reflection and refinement of current practices on the part of the person being coached. This results in competence and mastery of desired skills for the early childhood practitioner and both the children and families with whom the early childhood practitioner interacts (Doyle, 1999; Dunst, Herter, & Shields, 2000).



Coaching also builds the capacity of family members to promote the child's learning and development. This includes being with the people the child wants and needs to be with and doing what the child likes and needs to do (Shelden & Rush, 2001). The key people in a child's life gain competence when a coach supports them in blending new or existing knowledge, skills, and experience to interact with a child in daily situations, and then assess and perhaps improve upon the results (Fenichel & Eggbeer, 1990). Flaherty (1999) defines coaching as "not telling people what to do, [but] giving them a chance to examine what they are doing in light of their intentions" (p. xii). The early childhood practitioner who uses coaching facilitates a dynamic exchange of information based on the learner's intentions and current level of skills necessary to promote the child's participation in family, community, and early childhood settings (Bruder & Dunst, 1999; Hanft, Rush, & Shelden, 2004).

Coaching may be used to improve existing practices, develop new skills, and promote continuous self-assessment and learning. The role of

the coach is to provide a supportive and encouraging environment in which the learner and coach can jointly reflect on current practices, apply new skills and competencies with feedback, and problem-solve challenging situations. The coach's ultimate goal for the learner is sustained performance in which the learner has the competence and confidence to engage in self reflection, self correction, and generalization of new skills and strategies to other situations as appropriate (Flaherty, 1999; Kinlaw, 1999).

Ref:

[coachinginearlychildhood.org/
ccoaching.php](http://coachinginearlychildhood.org/ccoaching.php)

Coaching strategies will be discussed in more detail in Activity 4.

Activity 2: Exploring the Kits



EMPOWER

Objective: Become familiar with the contents of The Kid Kit®

Take a sample of each age range of The Kid Kit®. Play with the kits. Really! Explore the toys, read the cards, try some of the activities, read the book...

The Kid Kit® is a parent/child engagement resource that was developed as a tool for parents to use with their children to promote connection, play, and understanding of child development.

There are 5 different kits ranging from birth to five years:



0 - 6 MONTHS



7 - 12 MONTHS



13 - 18 MONTHS



1 ½ - 3 YEARS



4 - 5 YEARS

Each Kit contains information and materials to be used by parents and children together to promote:

- responsive “serve and return” interactions between parent and child
- motor development (fine motor and gross motor)
- speech, language and early literacy development
- social and emotional development

Each Kid Kit contains:

- quality toys
- age appropriate book
- crafts supplies if required
- an information card and a *Connecting* card that explains the Notice, Wait, Respond strategies or suggestions specific to each age range
- easy to read activity cards. The cards use plain language and pictures to present the information. One side of the card, *Play*, has activity ideas for supporting connection, play and development. The other side, *Why*, explains why these activities are important for development



REFLECT

- *How do you see The Kid Kit® supporting the families you work with in strengthening their adult-child connection and interactions?*
- *How might a family's values impact how you introduce The Kid Kit® to them? How they engage with the material? How may your values impact this?*
- *How do I ensure families do not feel singled out or judged by receiving this kit?*

NOTES

“Serve and return” and “Notice, Wait, Respond”



EXPLORE & BUILD

Going back to the purpose of The Kid Kit®, we want to spend some time focusing on Connection or Serve and Return. We want you to have the confidence and skills to share this information accurately with families and in a way that they are able to understand and incorporate into their daily lives. Notice, Wait, Respond provides parents with a clear process for engaging in those serve and return interactions, as well as learning about their child and how to connect with them.

Useful resource: albertafamilywellness.org/resources/video/serve-and-return

Serve and Return Definition:

- Whenever your child cries, babbles, makes noise, smiles, turns away, points, walks away etc. they are trying to communicate with you. This is what is called a serve, notice what they are telling you. Then it's your turn to respond to their need. This is the return. This may be the end of this communication or it may go back and forth for a little while.

- Serve and Return goes both ways, like the ball in a game of tennis. Sometimes the adult will initiate the communication and will serve by talking, offering a toy, smiling, giving directions, etc. Then the child will respond by smiling, talking, turning away, ignoring, etc.
- Serve and Return happens all throughout childhood and as we become adults, this still occurs, though is often referred to a bid rather than a serve.
- Have you seen Serve and Return occur with this family already? If so, share this with the family.

In our busy lives we do our best to be present, respectful and engaging with those around us. There are times as parents, caregivers and practitioners we over look or miss everyday opportunities. The Kid Kit® cards are helpful reminders and guides to focusing our attention.

Notice, Wait, Respond Definition:**NOTICE**

- Take time to observe your child's body language – these are actions, gestures and facial expressions or sounds
- Tune into the messages you are receiving – learn what your child is interested in and what she is trying to tell you
- Look in the direction your child is looking in – try and discover what is getting his attention
- Their interests: toys, people, places

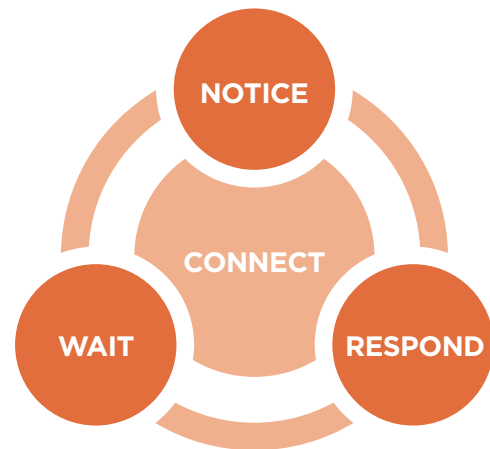
WAIT

- The practice of waiting may be challenging for many parents as they are interested, engaged, want to teach and most importantly want to ensure their children are safe and feel cared for. You may need to count to 10 in your head.
- Encourage adults to have patience as this brief moment gives the child a chance to either serve or return in the relationship.
- Remember to stop talking, be close and look at your child expectantly. These will be the clues you give to your child that you are ready and waiting for her.
- The message your child gives you may be a facial expression, a gesture, a word or an action.



RESPOND

- This acknowledges that you have received the information your child is giving or what your child is interested in
- You may not always be able to understand the message your child is trying to give but it is important that you do your best to respond
- You can mimic or copy the sounds or gestures your child makes (in the adult world we would call this paraphrasing)
- Respond to your child in an appropriate manner – even when they may be doing something you do not want them to do
- Remember safety always comes first.
- Tell them what you are doing



Activity 3: Serve and Return and Notice, Wait and Respond



EMPOWER

Objective: Discover how we use “Notice, Wait and Respond” to support the concept of “Serve and Return”

Practice explaining Serve and Return and Notice, Wait, Respond. Write the script for later use. Think about a family or families you work with, put in to your own words...

How I’m going to explain “Serve and Return”:

How I’m going to explain “Notice, Wait and Respond”:



REFLECT

- *What is one example of Serve and Return that I have experienced in the past week in my own life?*
- *How am I going to engage parents in building a stronger connection with their child?*

NOTES

Activity 4: Introducing The Kid Kit®



EMPOWER

Objective: Develop ways to introduce The Kid Kit® to parents, caregivers and families and expand ideas into daily routines.

Find a partner (or two if possible) to act out the visit between the program staff and family.

One person takes on the role of the program staff introducing the kit to the family, the other can be the parent receiving the kit. If there's a third person, they can observe and give feedback.

Use the suggested script below if it helps.

Use one or two cards at the most, introduce and then expand by giving examples that parents can use in their own environment.

Switch roles so that everyone has a chance to be program staff and parent.

With your partner create a list of open ended questions you could ask parents that would 'coach them' through exploring the materials.

BE ABLE TO INTRODUCE THE KITS TO FAMILIES WITH CONFIDENCE.

Adding your own voice, knowledge and experience will be critical when introducing The Kid Kit® to families. Each person, the parents and the home visitor brings a richness of their own wisdom, knowledge and experience to each interaction. How you introduce The Kid Kit® and how you support parents engagement with the kits will be as unique as you are and the family you are meeting with.

A guide for introducing the kits:

- Give the age appropriate kit to the parent. Allow them some time to just look through it.
- The script below is only a suggestion – you will develop your own way of introducing the kit. Only the key messages found in each statement need to be introduced to the families.

“The Kid Kit® has activities that you and your child can do together. This kit belongs to you and your child now, it stays with you and does not need to be returned to me. This kit has materials, a book and cards with play ideas on them.

The cards have information about what children this age are doing and

some suggestions for playing with your child. Most cards have activities on one side and why this is important on the other side.

- Show the parents the “Connect with serve and return” card. Briefly go through the information on the card. Incorporate your knowledge about the play strategies and your own experiences. It would be best if you can use lots of examples to explain the ‘serve and return’ concepts.
- Answer any questions the parents might have about the kit.



REFLECT

- *What are some ways that I like to be introduced to something new?*
- *What are some of things I should be aware of when offering the kit to families? (environment, who else is around, how much time do we need, any cultural or language considerations etc.)*
- *What changes can I make to my daily routines and practices to focus more on relationships and supporting parents connecting with their children?*
- *What will be some areas I will want to highlight when presenting the kit to families?*

A FEW TIPS:

It is best when families have a chance to play with the Kit - just like you did - before getting an explanation.

At the same time, follow the parent’s lead and see what they are interested in learning about first. It may be helpful to encourage the parents to let their child explore the kits as well before starting any of the activities.

Anytime is playtime. Please remember that parents sometimes become overwhelmed with the expectation of having to find time to play with their children. You might want to share with them that 5 minutes of play is probably easier to fit into their day than trying to find a 30 minute or one hour “play session”. In fact, in all likelihood, several 5 minute bursts would easily add up to 30 minutes or more by the end of the day.

Activity 5: Sharing within existing work



EMPOWER

Objective: Discuss integration of the key concepts of the kits into existing community work and practice.

Create a list of key resources that you already link with or work closely with in your community. Could be library, food bank, toy clothing exchanges, etc. Generate some ideas of how will you now take this information from The Kid Kit® and share with your local community partners.

Share 2 of these ideas with the rest of the group.

How can you share this information with other staff at your agency/ program and what else might you need to know?



EMPOWER

- *What do we need to do from here?*
- *What makes you excited about The Kid Kit®?*
- *What else do you need for support or follow up?*

NOTES

Frequently Asked Questions

WHO CAN GET THE KID KIT®?

The Kid Kit® has been designed for families with children five and under who may have experience with one or more of the following:

- living on a low income and/or lacking formal education
- coping with high levels of stress with little or no social support
- facing cultural and or language barriers
- managing as a young or single parent

These families may be involved with ongoing health or human service programs or accessing community based support programs.

CAN WE REPLENISH STOCK OF MISSING ITEMS?

Since the items in The Kid Kit® have been selected according to specific safety regulations, we ask that you not replace the items. However, you may replace the craft paper.

DO FAMILIES HAVE TO RETURN THE KID KIT®?

No, these kits are for families to keep and enjoy with their children.

HOW DO I DISTRIBUTE THE KID KIT®?

The Kid Kit® has been designed to be used through your relationship with a family. Ideally in a situation where you can talk with the parent and explain the cards and activities and share ideas. Your interaction with the parents can model and enhance the serve and return nature of the relationship they have with their child.

You will know the best ways to distribute the kits (eg. home visit, parent groups), so the kits have been designed to be open ended so a family can fit them into their lifestyle in the way that suits them best.

CAN WE COPY THE KID KIT® CARDS?

No, United Way and Success By 6® has the copyright on the cards so they are not to be photocopied. Also, the cards were designed for child safety and durability that would be lost if they were copied.

Additional resources

CONNECTIONS BETWEEN PARENT AND CHILD:

Serve and Return: Positive experiences build strong brain architecture:
albertafamilywellness.org/building-better-brains

The Attachment Network of Manitoba:
attachmentnetwork.ca

Infant Mental Health Promotion:
imhpromotion.ca
(they have video resources - Simple Gift series is good)

Circle of security: circleofsecurity.net

Handle With Care. Promoting Mental Health in Young Children.
handlewithcarecanada.org

Healthy Start: healthystart.net.au

COMMUNITY RESOURCES:

Health Link - 811: myhealth.alberta.ca/811

Community & Social Services - 211 Alberta: ab.211.ca

Alberta Supports
programs.alberta.ca/Living/13765.aspx?N=770+13705

PLAY WITHIN FAMILIES:

Go Play: Aligning Early Learning & Care Network: ecdss.ca/goplay.php

EARLY LITERACY:

Center for Family Literacy
famlit.ca/resources/resources_pr.shtml

What We Know About Early Language and Literacy Development:
zerotothree.org/child-development/early-language-literacy/earlyliteracy2pagehandout.pdf

CHILD DEVELOPMENT:

Encyclopedia on Early Childhood Development:
child-encyclopedia.com/about-encyclopedia

Talk Box: A parent's guide to creating language-rich environments
humanservices.alberta.ca/family-community/talk-box.html

Center of Excellence for Early Childhood Development
excellence-jeunesenfants.ca/home.asp?lang=EN

Note: At the time of printing these websites were considered current. Please check them before recommending them.

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Parent Evaluation

To determine the impact that The Kid Kit® is having on the lives of parents and their children and as part of this project to distribute the revised kits, you will be asked to have parents complete an evaluation.

The parent evaluation is a pre and post measurement based on “Upstart Parent Survey” designed by Dr. Karen Benzies at the University of Calgary. Every parent who receives The Kid Kit® will be given the evaluation after two or three visits with you.

As well as collecting basic demographic information the parent evaluation will contain the following types of questions:

- I have ideas of activities to do with my child to help their development
- I understand why it is important to connect with my child
- I know how to use “serve and return” with my child (notice, wait, respond.)
- I can find time to connect and play with my child in everyday situations
- I have ideas of ways to communicate with my child
- I know why it is important to share books and read with my child
- I am playful with my child
- I know how my relationship with my child impacts his or her development
- I know other places to go in my community for parenting information
- I feel confident as a parent

A Training Manual for Program Staff

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For additional resources visit:
successby6edmonton.info/thekidkit

