

Ready for Kindergarten

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Ready
for
Kindergarten

Kindergarten and the Classroom

What is Kindergarten?

Kindergarten is actually a German word, meaning “children’s garden.” It’s a place where children play, grow and learn. In Kindergarten, children learn at a level appropriate to their development and acquire a positive attitude toward life-long learning.

Research shows that children’s early learning experiences have a profound effect on their development. In Kindergarten, children gain important skills, knowledge and attitudes that will be foundational in later years.

What’s in the Kindergarten Environment?

Play is learning. The kindergarten classroom is a dynamic space. Within the classroom there are spaces for independent, small and large group activities. There are different learning centres, sometimes co-created with the students. These give children the chance to explore, discover, and learn through play. Educators support children by being actively involved at the centre by guiding and extending learning.

Kindergarten Play Centres may include:

Creative Play

Paint easels, modeling and creative centers, and drawing and colouring areas allow children to explore and express their feelings, thoughts, and understandings.

Construction

Blocks, manipulative toys, and woodworking tools allow children to design, create, and build. These activities support children in learning complex patterns, classifying, sequencing, counting, fractions, and spatial relations.

Dramatic Play

House, store, puppet areas, and dress-up clothes encourage imagination and creativity, and help children develop oral communication and social skills.

Reading

Big books, charts, picture books, and pattern books (fiction and non-fiction) allow children to experience a wide variety of literature, develop concepts about print and reading, and share and discuss stories with others.

Writing

Pens, markers, crayons, pencils and writing materials, newsprint, construction paper, notepads, and lists allow children to express their ideas and develop fine motor skills.

Mathematics

Beads, rulers, sorting and patterning toys, balance scales and number cards allow children to be active, hands-on learners, and engage in problem-solving. Through everyday experiences with educators, family and their peers, children demonstrate their understanding of numeracy in their world.

Sensory Play

Measuring cups, funnels, graduated cylinders, pails, shovels, and squeeze bottles let children explore many science and math concepts in sand, water and other sensory stimulating centres.

Technology

A variety of technology tools such as tablets, computers, CD players, etc. enable children to explore their world.

Science

Magnets, magnifying glasses, scales, thermometers, microscopes, natural and synthetic materials such as seeds, plants, rocks, and fabric allow children to investigate their world.



Kindergarten and the Classroom

What Will My Child Learn in Full Day Early Learning Kindergarten?

The Ontario Ministry of Education's Kindergarten Program (2016) outlines the educational expectations for children's learning in this province. It describes the knowledge, skills, and attitudes that children should develop by the end of Kindergarten. For more information, or for a copy of this document, visit www.edu.gov.on.ca and type "Kindergarten program" in the search box.

The Kindergarten program provides challenging and engaging learning experiences to build children's confidence, encourage them to continue to see learning as both enjoyable and useful, and provides a strong foundation for their future intellectual, physical, and social development.

Young Children Learn Through Play

Young children are naturally curious and eager to learn. They learn best through direct, sensory experiences. This means manipulating, exploring, and experimenting with real objects. Children learn by doing, moving, and talking. It's important for families to understand that children develop at different rates and in different ways. Through purposeful learning-based play, children represent their knowledge and understanding of the world and apply

new learning. Play provides a meaningful context for children's language and mathematical development. Play has an important role in Kindergarten, and is the vehicle used to further children's learning in all areas of the Kindergarten program.

All publicly funded schools in Ontario will offer Full Day Kindergarten beginning September 2014.

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Kindergarten and the Classroom

The kindergarten Program is aligned with the way that children’s learning naturally occurs. Rather than the traditional subject areas such as literacy and mathematics, educators will be observing, provoking and documenting learning in four frames:

Belonging and Contributing focuses on children’s:

- sense of connectedness to others;
- ability to form relationships and make contributions as part of a group, a community, and the natural world;
- developing understanding of how people relate to one another and to the world around them.

What children learn in connection with this frame provides them with a sense of being personally connected to various groups and communities, and lays the foundation for developing the traits and attitudes required for responsible citizenship.

Self-Regulation and Well-Being:

- ability to understand their own thoughts and feelings, to see that others may have different thoughts and feelings, and to respect those differences;
- ability to understand and manage their emotions and impulses, find ways to deal with distractions, and be aware that their actions have consequences;
- awareness of their physical and mental health wellness.

What children learn in connection with this frame allows them to focus, to learn, to respect themselves and others, and to promote well-being in themselves and others.

Demonstrating Literacy and Mathematics Behaviours focuses on children’s:

- ability to communicate their thoughts and feelings in various ways, using their bodies, words, symbols, images, constructions, and/or other forms of expressions;
- “literacy behaviours” - the various ways in which children use language, images, and materials to

express ideas and emotions as they respond to words and stories, begin to think critically, and begin to read and write;

- “mathematics behaviours” - the various ways in which children use concepts of number and pattern during play and inquiry; process various kinds of information; and begin to grasp mathematical relationships, concepts, skills, and processes;
- curiosity about literacy and mathematics and love of learning in general, as they develop the habit of learning for life.

What children learn in connection with this frame develops their capacity to think critically, to understand and respect many different perspectives, and to process various kinds of information.

Problem solving and Innovating focuses on children’s:

- desire to explore the world out of natural curiosity, which develops their minds, their senses, and their bodies;
- desire to make meaning of their world by asking questions, testing theories, solving problems, and using creative and analytical thinking;
- confidence to explore the innovation thoughts and activities that naturally arise with an active curiosity, and to apply those ideas as they interact with others and with the world.

What children learn in connection with this frame will help them develop the habit of applying creative, analytical, and critical-thinking skills in all aspects of their lives.

What children learn in connection with all four frames lays the foundation for developing traits and attitudes they will need to become active, contributing, responsible citizens and healthy, engaged individual’s who take responsibility for their own and others’ well-being.



Preparing for Kindergarten

How Can I Help My Child Prepare for Kindergarten?

- Talk to your child, ask questions, explore your world together.
- Encourage her to understand and practice the steps involved in listening. Stop what you're doing. Look at the person who's speaking. Don't talk or move around when you are being spoken to. Think about what is being said to you.

Read stories to her every day. Talk about ideas and information in the stories.

- Be a role model. Do a lot of reading and writing yourself.
- Use good speech as a model for her language skills.
- Encourage him to take responsibility for tasks.
- Encourage her to make decisions by offering choices.
- Encourage him to solve everyday problems.
- Encourage her to experiment with writing and drawing.
- Help him recognize his own name in print.
- Offer opportunities for her to walk, stretch, hop, jump, run, dance, skip or swing – both inside and outdoors.

- Help him learn and follow routines by establishing consistent routines (e.g., putting away toys, hanging up outdoor clothing).
- Encourage her to practice buttoning, zipping zippers, tying shoelaces, and using child-safe scissors.
- Help him develop motor skills and a love for sports and exercise through many playtime experiences such as: throwing a ball, running, swimming, climbing, bike riding, etc.
- Consider registering your child in a school readiness program (if your school offers one) and/or visit a Parenting and Family Literacy Centre (PFLC).
- Give opportunities for your child to interact with other children in small and large groups. Contact your local Ontario Early Years Centre at 1-866-821-7770, for a list of playgrounds and activities in your area.



For information on school readiness programs and early learning activities, call the Ontario Early Years Centre: Kingston and the Islands, 613-384-1231, The Child Centre – Sharbot Lake, 613-279-2244, Lennox and Addington – Napanee site, 613-354-6318.

Parenting and Family Literacy Centres (PFLC) are school-based, free programs for parents and children, birth to six years, providing a literacy and numeracy rich environment while aligning play-based learning opportunities with Kindergarten curriculum. Please call 613-544-6925, ext. 318

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Preparing for Kindergarten

For most children, starting Kindergarten is exciting and rewarding. But it also can be a time of anxiety and stress about the unknown. It is normal for your child to have mixed feelings. He may feel excited about his new school, new backpack and new friends. But he may also have some worries about how he will manage.

Before the first day:

- Talk to her about her feelings about starting school. Reassure her that her feelings are normal. Share some of your memories of starting school to show her you understand.
- Keep a positive attitude about starting school. Children often behave according to our expectations. Children who are enthusiastic about learning generally do well in Kindergarten.
- Attend your school's "Discover Kindergarten" program.
- Visit the school and meet the principal, educator, and receptionist. Visit the school library and take a walk around the playground.
- Practice walking to school or to the bus stop in the weeks before the first day of school, so it will be a familiar routine.
- Start the bedtime and wake-up schedule you will use during the school year.
- Let your child pick out his clothes for the first day.
- Talk about food preferences for nutritious snacks and lunch items. Practice opening lunch containers.
- Ask the educator for a list of school items your child will need (usually a backpack, shoes with Velcro fasteners, and a lunch container). Label everything!

The morning of the first day:

- Get up early enough to eat a calm, unhurried breakfast.
- Keep the morning routine as normal as possible.
- When it's time to say goodbye, make it quick, light, and reassuring. Try not to communicate any feelings of anxiety.

After school:

- Now is the time to start time-saving routines. For example, designate a special spot where she keeps her backpack, and school notes.
- Spend time after school talking about his day. Some children will offer a detailed description, others may require prompts, such as "What was your favourite activity today?" or "What did you do at recess?"
- Plan a special dinner to celebrate.



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Time Saving Hints

Help your child to maintain healthy sleep habits throughout the year. Follow the tips below.

- Create a smooth takeoff each day. Prepare the night before, and get up early, so the morning is not rushed.
- Breakfast gives young people an energy boost and improves classroom behaviour, overall attitude, and mental and physical performance. Active, healthy children need nutritious foods so they can grow, work, and play. A good breakfast helps children stay energetic and concentrate until morning snack time.
- Set up a system so you can easily find items such as backpacks, shoes, and signed notices.
- Create a central calendar with information and dates for upcoming events.
- Prepare for the next day by talking about planned activities.



Sleep for a Healthy Tomorrow

The Bedtime Story

- ★ Establish a consistent, positive bedtime routine.
- ★ Avoid exciting activities like exercise or games before bed.
- ★ Avoid TV, computer, game console, and phone use before bed.

- ★ Make sure bedroom is comfortable, considering temperature, light, and noise.
- ★ Set aside time for relaxing activities like a bath, reading, or a quiet chat.
- ★ Increased light exposure and physical activity outside during the day can improve sleep.

Adapted from the 2012 Active Healthy Kids Canada Report Card

Tucked in for...

- 8.5 to 9.5 hours • Ages 10 - 17
- 9 to 11 hours • Ages 5 - 10
- 11 to 13 hours • Ages 3 - 5

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Dressing for Kindergarten Success

Kindergarten children are expected to be as self-sufficient as possible. Children have tiny hands and emerging fine motor skills. When choosing clothing pay particular attention to the zippers and fastenings. Ask your child to try on clothing to make sure he can manage independently. Choose sturdy footwear that is suitable for active play and is easy for your child to put on and take off (velcro fasteners are easiest).

- Kindergarten children are very active. Choose comfortable clothes.
- They like to explore, discover and experiment. In other words, they get messy. Choose clothes that are practical, durable and easy to clean.
- Children often need to change clothes after accidents, spills, etc. Send an extra set of clothes, including pants, shirt, socks, and underwear. If your child uses them, don't forget to clean and return them to the classroom. Send clothes closed in a labelled zip lock bag.
- To avoid mix-ups, label your child's clothing with permanent marker. Write on an inside tag so a stranger cannot identify your child by name.
- Check the weather to determine how to dress your child. Send extra clothing to accommodate a change in weather. Dressing your child in layers helps accommodate temperature changes. Kindergarten children will go outside for play two to three times a day, in every season. Your child needs outdoor clothing suitable for all types of weather.
- Send a hat. In warm weather, make it a sun hat with a brim. In cold weather, send a warm hat that covers the ears.
- Send outdoor shoes. Rubber boots are fine in warmer weather; winter boots insulated for warmth are best in the cold.
- Send extra mittens in her backpack.

In winter, your child may be going outside for play unless the temperature is below -25°C or the wind chill factor is -28°C so choose winter clothing that is warm and waterproof.

- **Hat**
Choose a hat that is warm, close fitting, and covers the ears (no "fashion hats" or baseball caps.)
- **Mittens**
These keep hands warmer than gloves.
- **Loose layers**
Choose absorbent, synthetic fabric next to the skin, a warmer middle layer, and a water resistant and water repellent outer layer.
- **Socks**
A single pair of socks, made of wool or wool blend with silk or polypropylene is better than cotton (which offers no insulation when wet). Avoid extra thick socks. They can cause cold feet by restricting blood flow and air circulation around the toes.
- **Boots**
Boots should be dry and not too tight.

*For information
on where to find used
clothing call KFL&A
Public Health's Child and
Babytalk at
613-549-1154
or 1-800-267-7875,
ext. 1555.*



Kindergarten: Assessment and Evaluation


Assessment is a natural, ongoing, and important part of daily learning. It involves gathering information about what a child can do, show, and tell. Educators observe, listen, and question to assess children's learning and progress in relation to the expectations for the end of Kindergarten. Educators document student learning through note taking, photographs, and video.

Children enter Kindergarten with various social experiences. As a result, each child demonstrates her learning within the range of things she can do with and without guidance. Parents and educators can exchange ideas and information to support children's learning. Ongoing communication between families and educators promotes learning both at home and at school.

A written communication of learning is sent home twice during the school year.



Keep track of your children's development by completing the Nipissing District Development Screens available at www.ndds.ca, KFL&A Public Health's Child and BabyTalk at 613-549-1154 or 1-800-267-7875, ext. 1555, Ontario Early Years Centres, daycares, or your family doctor.



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Is Your Child's Development on Track?

When should my child be able to hold a crayon or pencil correctly?

How do I know if my child's speech is on track?

Should I be concerned if my child does not take turns and share with other children by age 4?

For questions on child development or concerns with your child's development, always speak to your child's health care provider. For further information on child development, turn to the Nipissing District Developmental Screen™ (NDDS) which is an easy to use developmental check list. This check list highlights some of the most important skills that a child should be able to perform by a particular age starting as early as 1 month of age and up to and including age 6 years. The NDDS is to be completed by parents and caregivers. The NDDS is not a diagnostic tool and is not meant to be a formal assessment of your child's skills, but rather a quick review to determine any areas that may require some extra help.

The NDDS is available free to Ontario residents at www.ndds.ca and is available in a variety of languages. For further information or to receive a printed copy of NDDS, please call the Child and Babytalk Phone Line at 613-549-1154 or 1-800-272-7875, ext. 1555. To download an electronic copy of the NDSS, visit www.endds.ca.



Questions for the Educators

Classroom Necessities

Does my child need:

- more than one pair of shoes,
- school supplies,
- a particular kind of backpack,
- a change of clothing.

Classroom Routines

- What time does school start and finish?
- What is the drop-off procedure?
- Who can pick-up my child?
- Should we walk into the classroom or wait outside?
- Will my child have her own cubby?
- Will my child have recess?
- What happens on a typical day?

Routines

- Is there a bathroom in the classroom?
- Will someone take my child to the bathroom?
- How should my child ask to use the bathroom?
- Will my child be reminded to wash her hands?

Lunch and Snack Routines

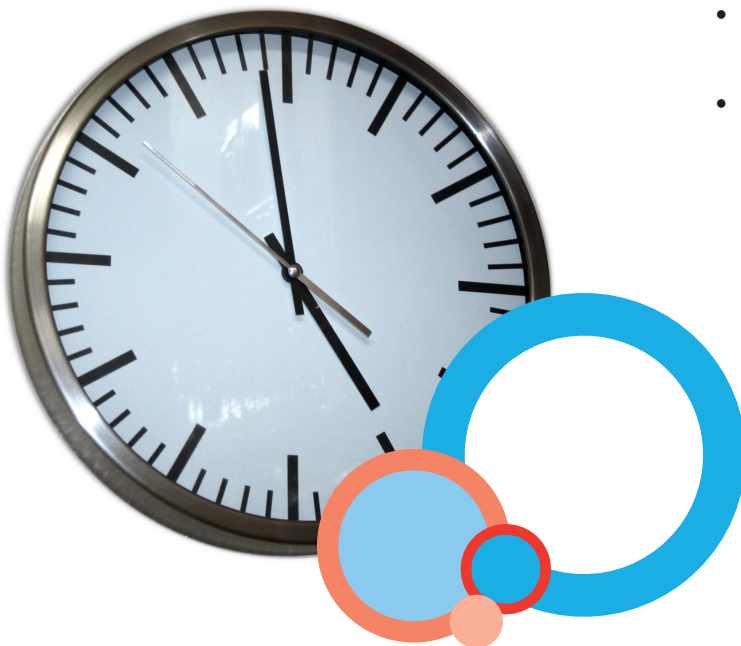
- What time and how long is lunch?
- Are there rules for lunches (e.g., no garbage left over)?
- Are there food restrictions (e.g., nuts, peanuts)?
- How many snacks will my child need?
- What type of food should my child snack on?

Supervision and Discipline

- If my child behaves inappropriately, how is it handled?
- How are conflicts between children resolved?
- Who supervises recess?
- Who will help my child on and off the bus?

School Events and Trips

- Will there be extra costs for field trips or in-school events?
- Who can accompany my child on school trips (e.g., grandparents)?



Questions for the School

School Policies

- Does the school have an allergy awareness policy?
- What is the visitor policy? Who can visit and what is the procedure?
- Who do I contact if my child is absent? When should I make that contact?
- Is the school ever closed because of bad weather? If so, how will I know?
- What happens if my child gets sick or hurt at school?
- What should I do if my child needs to take medication during school hours?

School Programs

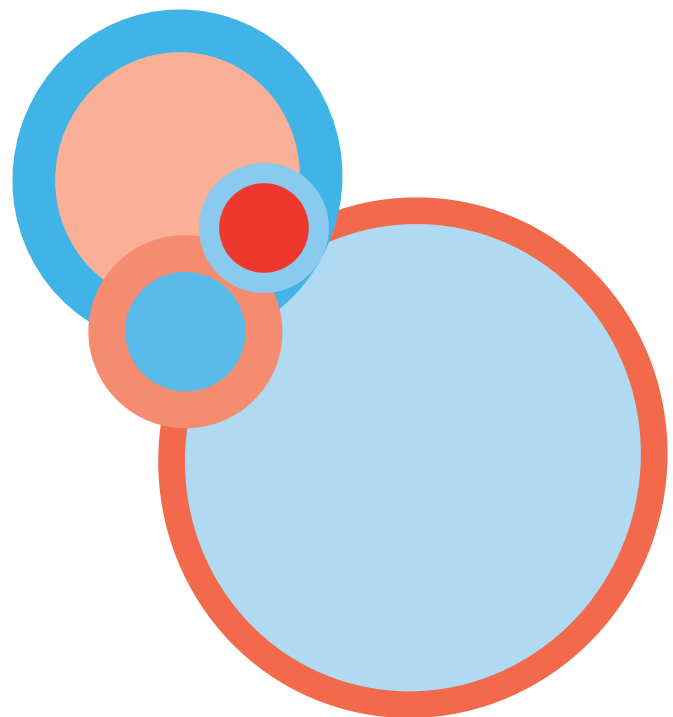
- Is there a breakfast program? Who can access it?
- Is there a hot lunch program?
- Is there a before-and-after school program or an Extended Day Program?
- Is there a school council? How can I get involved?
- In what other ways can I get involved?
- Is there a school newsletter?
- What is a Professional Activity (PA) day? When are they?

Safety in the School

- What does supervision outside the classroom look like for my child?
- How is the safety of all children protected at school?

Bus Safety

- Is there a bus “buddy system”?
- Do older and younger children share the same bus?
- Who will help my child on and off the bus?



Child Safety

Teach Your Child How to Get to School

Walking, cycling, and taking the school bus are all active ways of getting to school. Children's health and well-being are improved by leaving the car behind and actively travelling to school. Walking and cycling to school is an important step in reducing car exhaust and making the air cleaner, so children can breathe easier.

Taking the bus to school keeps cars off the street and away from schools, making it safer for students.

If you must drive to school, please park a block or two away, reducing traffic around schools. Teaching your child to walk where they are going, even if it is only a block, is an important healthy lifestyle lesson. No idling will reduce the amount of air pollution children have to breathe.

Check out the following video to learn more about Active School Travel. www.kflaph.ca/ast.

Active School Travel can:

- Improve fitness and heart health.
- Improve academic performance.
- Increase social time with friends and family.
- Decrease stress.
- Improve the air quality, and reduce the risk of lung diseases, like asthma.
- Support the environment by decreasing greenhouse gas emissions.



Walk, Cycle, and Bus Safety

Teach your child about pedestrian walking safety as soon as you start walking with them. To cross a street safely, children need three important skills. These skills usually develop when a child is between 9 and 11 years of age. Independently, they should be able to:

- find and use a safe crossing route,
- assess a vehicle's speed, and
- judge safe gaps in traffic.

Children under 10 should not ride their bicycle on the road. Children over the age of 10 need practice before they can ride on the road.

(Source: Parachute Canada Website, 2015. National Injury Prevention Organization)

Teach your child about walking, cycling, and busing to school safely.

Before walking or cycling to school:

- Plan routes so you cross all major roads at a crosswalk or at a traffic light.
- Perform a bike safety check. Check the tires and brakes and chain.
- Choose a properly fitted helmet for cycling and wear it fastened securely.
- Learn and practice rules of the road, and cycling hand signals.

On the way to school:

- Think, look, and listen. Do not wear earphones, or text, while walking or cycling.
- Walk on the sidewalk. If there is no sidewalk, walk as far away from traffic as you can and walk facing traffic.
- Cycle in single file, on a bike path, or on the right side of the road.
- Before crossing, make sure all vehicles have come to a stop.
- Always make eye contact with the driver before crossing the road.
- Follow crossing guard signals.



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Getting on and off the Bus

- Be at the bus stop before the bus comes.
- Wait for the bus at a safe place away from the road.
- The bus driver will tell you when to get on.
- Always use the hand rail.
- Never push or shove.
- Take two giant steps away from the bus when getting off.
- Walk, don't run away from the bus.

On the Bus

- Sit facing the driver, feet in front of you.
- Keep hands and your head inside the bus.
- Keep the aisle clear at all times.
- Always follow the bus driver's instructions.

Crossing the Road

- Always cross the road in front of the bus, never behind.
- Take at least 10 giant steps in front of the bus.
- Pass the crossing arm; stop and look at the driver to give you the signal to cross.
- Walk, never run across the road.

THE DANGER ZONE

Remember:

- If you can touch the bus you are too close!
- Use 10 GIANT STEPS to take you out of the DANGER ZONE.
- Be sure you can see the driver and that the driver sees you.
- IF YOU DROP ANYTHING IN THE DANGER ZONE, NEVER STOP TO PICK IT UP. Ask an adult to help.

For more information contact:

The Tri-Board Student Transportation Services Inc., 613-354-1981,

Toll Free, 1-866-569-6638, or www.triboard.ca

Safe Kids Canada, 1-888-SAFE-TIP or www.safekidscanada.ca

Active & Safe Routes to School at www.saferoutestoschool.ca



Bike Safety

Road Rules and Helmet Habits

Many children love to bike to school. It's fun and gets them to school quickly. Children should know about proper helmet use and the rules of the road. Children under the age of 10 should always be with an adult when cycling to school.¹

Get into the Helmet Habit

About 75 percent of all cyclist deaths involve head injuries.² But there's good news. Bicycle helmets have been shown to reduce head injuries by 85 percent.³ It is critical to wear an approved helmet for cycling, scootering, in-line skating, and skateboarding. It's just as important to make sure your child's helmet fits correctly.

¹ Parachute Canada. www.parachutecanada.org

² National Highway Traffic Safety Administration www.nhtsa.gov/bicycles

³ Parachute Canada. www.parachutecanada.org

Be Helmet-Wise

- Remember that the law requires that children wear helmets.
- Your child's helmet must meet certain safety standards. Check the inside for a sticker that indicates it has been approved.
- Helmets should be replaced at the first sign of damage or to ensure a proper fit.
- Let your child choose a helmet so he will want to wear it.
- Be a role model. Wear a helmet yourself.

Know the three pointers for correct helmet fit:

- The helmet should sit squarely on top of the head with its front edge two finger-widths above the eyebrows to protect the forehead.
- Straps should meet in a V-shape just below the earlobes.
- One finger should fit between the chin and the chinstrap.



Too far back

Too far forward

Just right



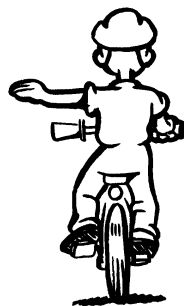
Bike Safety

Teach Your Child the Rules of the Road

- A bicycle is a vehicle. The rules of the road apply to all cyclists.
- Children younger than 10 should be supervised when cycling. Understanding traffic takes time and experience, and children need help to make good choices.
- Review hand signals with your young cyclist.



Stop

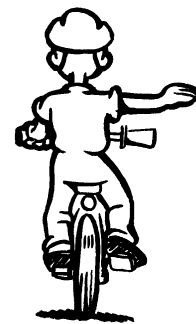


Left Turn



Right Turn

or



Right Turn

For more information call KFL&A Public Health's Child and Babytalk at 613-549-1154, or 1-800-267-7875, ext. 1555.



Child Safety

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Booster Seat Rules!



Booster seats are required for children who:

- ✓ are under 8 years,
- ✓ weigh between 18 kg–36 kg (40 lbs–80 lbs), or
- ✓ stand less than 145 cm (4'9" tall).

145cm

4'9"



125cm

100cm

75cm

Don't hurry!

It is safest for your child to remain in a booster seat until they reach all three requirements and can fit properly in a seat belt.

Child Passenger Safety

Car crashes are the number one cause of death for Canadian children. Properly used car seats and booster seats can significantly reduce the chances of serious injury or even death.

Don't hurry to move your child into a booster seat. It is safer to keep your child in the forward-facing car seat, as long as your child still fits the range for weight and height indicated for the car seat.

To move your child to a booster seat, they must weigh at least 18 Kg (40 lbs) and be developmentally ready to sit up straight for the duration of your car trip. Booster seats are used to position a child so that the seat belt fits correctly.

For more information call
KFL&A Public Health's
Child & BabyTalk,
613-549-1154 or
1-800-267-7875,
ext. 1555.

Booster Seat Position

The shoulder belt should rest centered on your child's shoulder. It should not touch the neck, or slip off the shoulder.

The lap belt should fit snug against your child's hip bones, and not on their stomach.



Reference:
Transport Canada 2016
SEATS for Kids 2017



Backpack Safety

A Heavy Burden

Studies show that many children carry backpacks that are far too heavy. A child's backpack should weigh no more than 15 percent of her body weight.

Here's what you can do:

- Choose a backpack that fits your child. It should extend no higher than shoulder level and no lower than two inches above the waist
- Backpacks should have a padded back and shoulder straps and waist straps for added comfort and to prevent injuries.
- Place heavier items closest to the child's back. Use pocket compartments to distribute the weight.
- A backpack should be carried using both shoulder straps, and be snug enough so that it rests evenly in the middle of the back and close to the body. This helps stabilize the weight and distribute it evenly.
- Teach your child how to wear a backpack properly so he can do it without an adult's help.

Reference:
Canada Safety Council.
Canadian Physiotherapy Association.



For more
information call
KFL&A Public Health's
Child & BabyTalk,
613-549-1154 or
1-800-267-7875,
ext. 1555.

Child
Safety

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Playground Safety

Make Play Time Safe Time

Playgrounds provide a great source of exercise and a place where children can socialize, play creatively, and test their skills. While injuries are often thought of as a normal part of play, some injuries are more serious and can prevent a child from getting the most out of healthy, physical activities.

Before school starts, check out the play equipment in the schoolyard. Teach your child which areas they can use and which they should avoid. Some pieces of equipment may be designed for older children.

Clothing can get trapped in equipment and strangle a child. Remove drawstrings and other cords from clothing. In the winter, use a neck warmer rather than a scarf. Use mitten clips instead of cords.

Teach your child these rules for playground safety:

- Wait your turn.
- Go down the slide feet first.
- Wait until the person before you has finished their turn and is off the slide before climbing the slide ladder.
- Hold on to railings.
- Sit down on swings and slides.
- Keep away from moving swings and the bottom of slides.
- Do not take skipping ropes, bike helmets, or clothes with strings or drawstrings on the equipment. They could get caught and cause strangulation.

Reference: Parachute Canada, 2014

For more information call KFL&A Public Health's Child & BabyTalk, 613-549-1154 or 1-800-267-7875, ext. 1555.



Child Safety

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Sun Safety

Enjoy the Sun Safely:

Protect your skin, protect your eyes.

Outdoor play is an important part of your child's day. Remember these important sun safety tips to help protect children from the sun's harmful rays.

Avoid Peak Ultraviolet (UV) Radiation Hours:

- Plan outdoor activity before 11:00 a.m. and after 3:00 p.m. when possible.

Seek Shade:

- Look for shaded areas or create your own shade.

Cover Up:

- Wear a wide brim hat to protect your head, face, ears, and neck.
- Wear loose, tightly woven clothing to protect as much of your skin as possible.
- Wear sunglasses with full UVA sun protective lenses. Wraparound sunglasses will provide maximum protection.

Use sunscreen:

- Apply a broad-spectrum UVA and UVB, water resistant sunscreen, with SPF 30 or higher.
- Apply a generous amount and reapply after swimming, sweating or towelling off.
- Use a sunscreen lip balm to protect lips.



For more
information visit
www.kflaph.ca

Child
Safety

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Hot Weather Tips

1 Stay Cool

Spend a few hours in an air-conditioned place such as a shopping mall, library or a friend's place. Visit our website to find the nearest Cool Down Here location.

2 Stay Hydrated

Drink plenty of cool liquids especially water, before you feel thirsty. Avoid drinks with caffeine and alcohol.

3 Check on Others

Know who is at risk of heat related illness. Check regularly on those who have mobility impairments, heart conditions or chronic illnesses such as diabetes and asthma. Observe them for signs of heat-related illness.

4 Seek Shade

Limit time spent outdoors to the early morning or late afternoon. Try to stay in the shade when outside.

5 Check Surfaces

Check that wheelchairs, walkers, playground and other metal equipment do not become dangerously hot before using.

6 Cover Up

Apply a generous amount of sunscreen (SPF 30 or higher and a broad-spectrum) to non-covered skin. Reapply after swimming, sweating heavily, or every 2 hours. Wear UV protective sunglasses, a wide-brimmed hat, and loose-fitting, light coloured clothing while outside.

7 Tune in

To local radio, CKWS, and our website for extreme heat health notices. Adjust outdoor activities accordingly. For more information, visit www.kflaph.ca or call 613-549-1232 or 1-800-267-7875.

Cold Weather Tips

1 Cover Up

Wear layers, a hat, gloves, scarf, and boots.

2 Stay Warm

The Canadian Pediatric Society recommends that children be kept indoors when the temperature is below -25°C or -28°C with the wind chill.

3 Check on Others

Regularly check on children to see how they are coping with the cold weather. Young children and those with medical conditions or taking certain medications may be more sensitive to the cold.

4 Watch for Frostbite & Hypothermia

Learn how to identify and manage the symptoms of frostbite and hypothermia.

5 Stay Hydrated

Drink warm liquids; water is best. Avoid caffeine.

6 Tune in

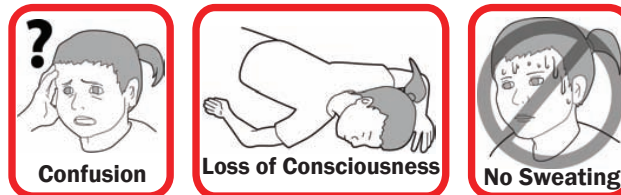
To local radio, CKWS, and our website for extreme cold health notices. Adjust outdoor activities accordingly. For more information, visit www.kflapublichealth.ca or call **613-549-1232** or **1-800-267-7875**.

Extreme Heat: Heat Illness



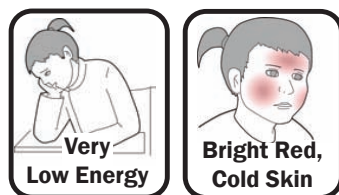
If you see the above, move to a cool place and drink water.

If you see:



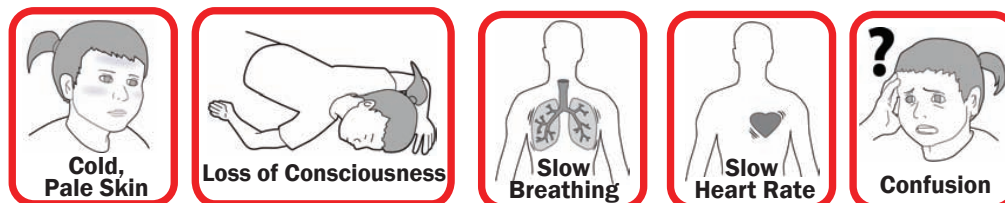
THIS IS AN EMERGENCY

Extreme Cold: Hypothermia



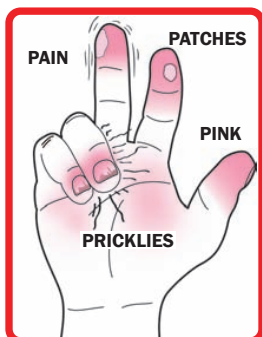
If you see the above, move to a warm and dry area, remove wet clothing, and warm the person with your own body heat or cover with layers of blankets.

If you see:



THIS IS AN EMERGENCY

Extreme Cold: Frostbite



- A dark **pink** area is the first sign of frostbite.
- The area will become **painful**.
- White, waxy **patches** may appear.
- The affected area may feel **numb or tingling**.

If you see **frostbite**, move to a warm and dry area, loosen or remove tight clothing or jewellery, slowly re-warm area using body heat or lukewarm water, **DO NOT** rub or apply direct heat - this can cause tissue damage.

Child Health

Breakfast Basics

Children who eat a healthy breakfast are fuelled with energy and nutrients needed to grow, learn, and be active.

Start the day off with a balanced breakfast. Teach your kids how to build a balanced breakfast with foods from Canada's Food Guide.

Try these quick and easy breakfast ideas:

- A fruit and yogurt parfait with yogurt, fresh or frozen blueberries, and whole grain cereal.
- Oatmeal topped with apple chunks and cinnamon with a glass of milk.
- A whole grain tortilla filled with scrambled eggs, shredded cheese, chopped tomato, and green peppers.
- Whole grain cereal with milk and banana slices.
- Whole grain toast with peanut butter, banana slices and a glass of milk.
- A fruit and yogurt smoothie with a homemade muffin.
- Whole grain English muffin with cheese, lettuce and tomato.
- Oatmeal topped with fruit and a glass of milk
- Two hard cooked eggs with toast and a glass of milk.

Be a positive role model. Start your day off with a balanced breakfast too!



Make meal time, family time!

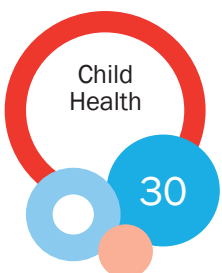
Children who take part in family meals tend to eat more vegetables and fruit, fibre, calcium, folate, iron, and vitamins.

Better nutrition is just one benefit of having regular family meals. Shared meals provide an opportunity for families to chat and stay connected. Evidence shows that when kids have regular positive family meals, they are more likely to have good mental and physical health, do better in school, and are less likely to engage in substance abuse.

Remember to be a good role model. You can help children develop a positive relationship with food through positive role modelling. When kids see their parents enjoying healthy foods, they are more likely to accept and eat these healthy foods too. Families that eat together eat better!

Families are busy and planning family mealtime isn't always easy. Make family meals a priority in your home. Whether it is breakfast, lunch, or dinner, try to plan at least three family meals every week. Plan a few easy meals ahead of time to get you started. Here are a few examples:

- Tuna melt on whole grain toast with baby carrot sticks and a glass of milk
- Whole grain pita sandwiches filled with hummus, cucumber, and shredded carrot with a yogurt
- Cheese and vegetable omelette with whole grain toast
- Crockpot chilli topped with shredded cheese
- English muffin pizza topped with tomato sauce, green pepper slices, and shredded cheese



Do You Want to Know if Your Child is Eating Well?

Nutri-eSTEP (www.nutritionscreen.ca) is a fast and simple way to check if your preschooler age 3 to 5 years is a healthy eater.

How does Nutri-eSTEP work?

1. Visit www.nutritionscreen.ca and select the preschooler questionnaire.
2. Answer 17 short **NutriSTEP**[®] questions about your child's eating habits.
3. Get immediate personalized feedback!

Why is it important?

Healthy habits at a young age build lifelong patterns for healthy growth and development.

Nutri-eSTEP helps you to:

- Eat well and build healthy habits.
- Find out what is going well for you and your child.
- Get tips on how to improve eating and activity habits.
- Links to trusted nutrition resources, tools, and recipes.

Questions?

Connect with a Registered Dietitian at EatRight Ontario, 1-877-510-5102.

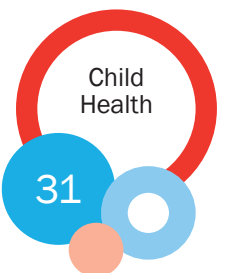


*Check with
your child's school to
find out about your
school board's
nutrition policy.*



NutriSTEP[®]

NutriSTEP name and logo are [®]Registered trademark of Sudbury & District Health Unit (Ontario).





Health
Canada

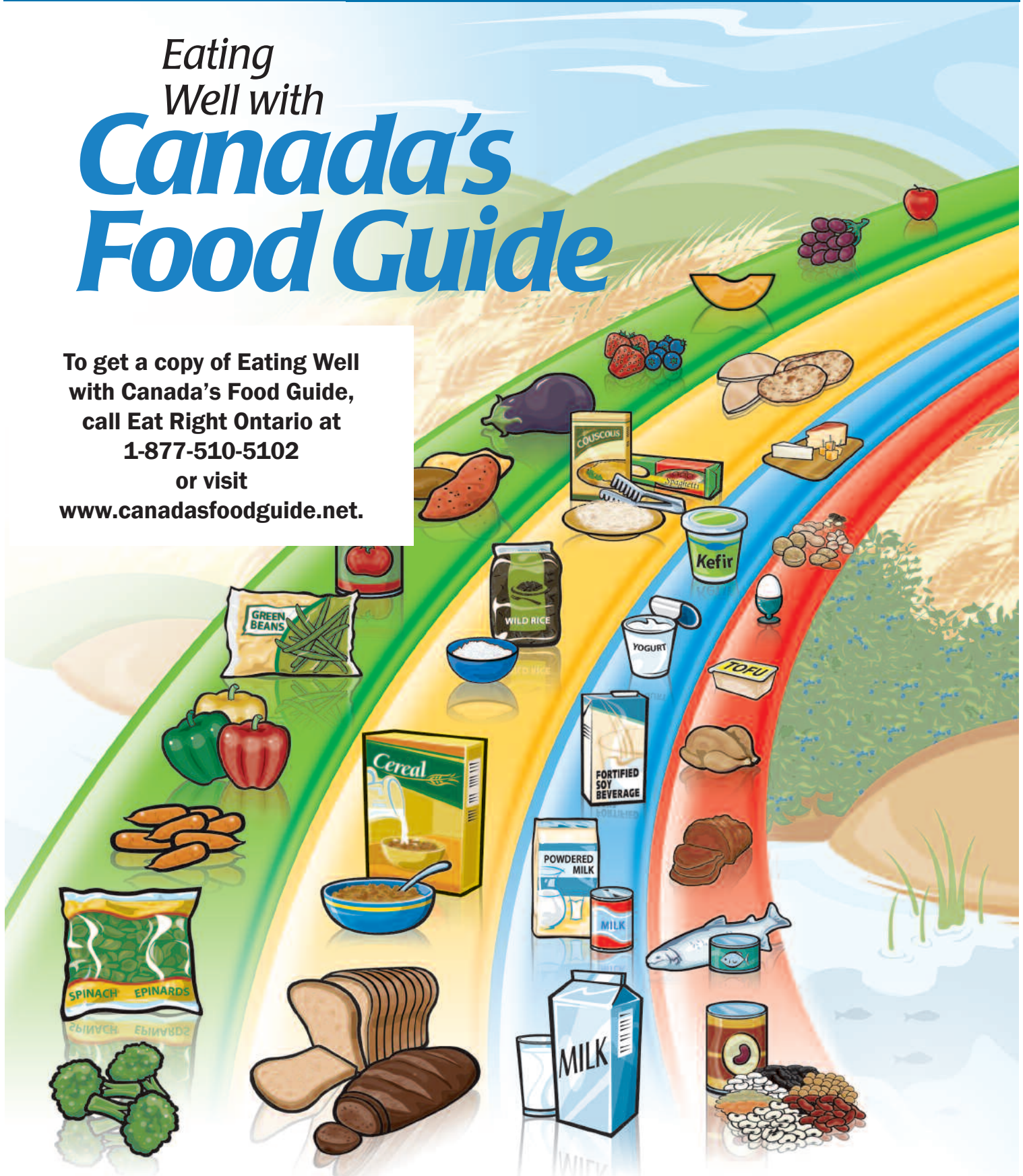
Santé
Canada

Your health and
safety... our priority.

Votre santé et votre
sécurité... notre priorité.

Eating Well with Canada's Food Guide

To get a copy of Eating Well
with Canada's Food Guide,
call Eat Right Ontario at
1-877-510-5102
or visit
www.canadasfoodguide.net.



Canada 

Active Children

The Importance of Physical Activity

According to the 2016 Participaction Report, only 9% of Canadian children are getting enough daily physical activity.

According to Canada's Physical Activity Guide for Children and Youth, children need 60 minutes of moderate to vigorous daily physical activity. To do this, decrease inactive time and increase time spent being active. There are lots of ways to be active that don't necessarily involve organized sports, or a recreational facility.

Here are a few simple ideas:

- Walk children to school if possible, or organize a walking school bus with neighbours.
- Get out in your yard or visit a nearby park or playground. Play tag, Frisbee, shoot hoops, throw a ball, or use the playground equipment.
- If you are an Educator, be creative and integrate physical activity into lesson plans.
- Play music and dance.
- Explore a new hiking or walking trail. Check out www.trails-at-a-glance.ca or www.kingstongetsactive.ca for local hiking trails and other active places.

The Importance of Physical Literacy

Physical literacy is the concept that children must learn how to move properly when they are in preschool and elementary school. Physical literacy also means that children learn to “read” what is going on around them in an activity and react appropriately. To develop physical literacy, children need to learn fundamental movement skills and fundamental sport skills and practice these on the playground, at school, in recreation programs, and within sport clubs before they reach puberty.

Without physical literacy, research shows many children and youth withdraw from physical activity and sport. Children report that not having the skills to play is one major reason they drop out. Contrary to popular belief, no one is a “natural born athlete.”

Children should acquire physical literacy in each of the four activity environments:

- Land
- Water
- Air
- Snow and ice



FREE Physical Literacy kits are available to borrow at many locations in KFL&A. The kits provide equipment and games for families to be active at home. For more information, visit Kingston Gets Active at www.kingstongetsactive.ca



Child Health

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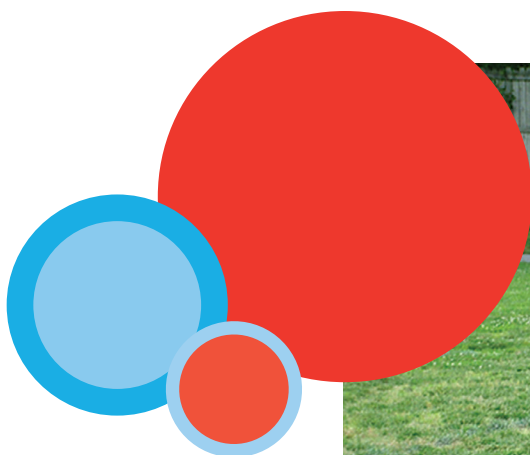
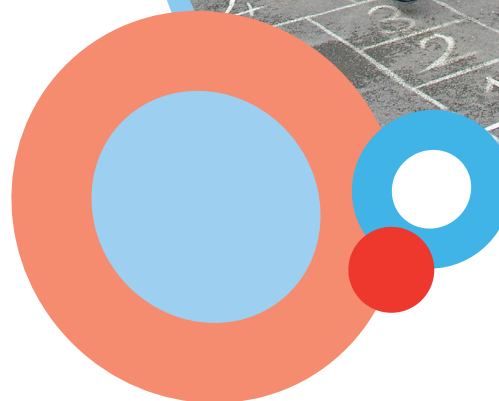
Time to Get Up and Get Moving!

Swap Screen Time for Active Time

The Canadian 24 Hour Movement Guidelines for children and youth (5 to 17 years) recommend no more than 2 hours per day of recreational screen time. Screen time is the use of electronic devices such as computers, televisions, tablets, and smartphones. For children aged 2 to 4 years, screen time should be limited to no more than one hour per day. Less is better.

Here are some ideas on how to reduce your family's screen time:

- Place clear limits on screen time and explain rules in positive, concrete terms. For example, instead of saying, "you can't watch TV," try, "let's turn off the TV so we can go to the park."
- Do not permit television sets in children's bedrooms.
- Turn off screens during family meals. Mealtimes are a great opportunity for conversation.
- Designate certain days of the week as screen-free days and have something active planned instead, or encourage children to simply play outside.
- Play music instead of using the television as background noise.



CANADIAN 24-HOUR MOVEMENT GUIDELINES FOR CHILDREN AND YOUTH:

An Integration of Physical Activity, Sedentary Behaviour, and Sleep

PREAMBLE

These guidelines are relevant to apparently healthy children and youth (aged 5–17 years) irrespective of gender, race, ethnicity, or the socio-economic status of the family. Children and youth are encouraged to live an active lifestyle with a daily balance of sleep, sedentary behaviours, and physical activities that supports their healthy development.

Children and youth should practice healthy sleep hygiene (habits and practices that are conducive to sleeping well), limit sedentary behaviours (especially screen time), and participate in a range of physical activities in a variety of environments (e.g., home/school/community; indoors/outdoors; land/water; summer/winter) and contexts (e.g., play, recreation, sport, active transportation, hobbies, and chores).

For those not currently meeting these 24-hour movement guidelines, a progressive adjustment toward them is recommended. Following these guidelines is associated with better body composition, cardiorespiratory and musculoskeletal fitness, academic achievement and cognition, emotional regulation, pro-social behaviours, cardiovascular and metabolic health, and overall quality of life. The benefits of following these guidelines far exceed potential risks.

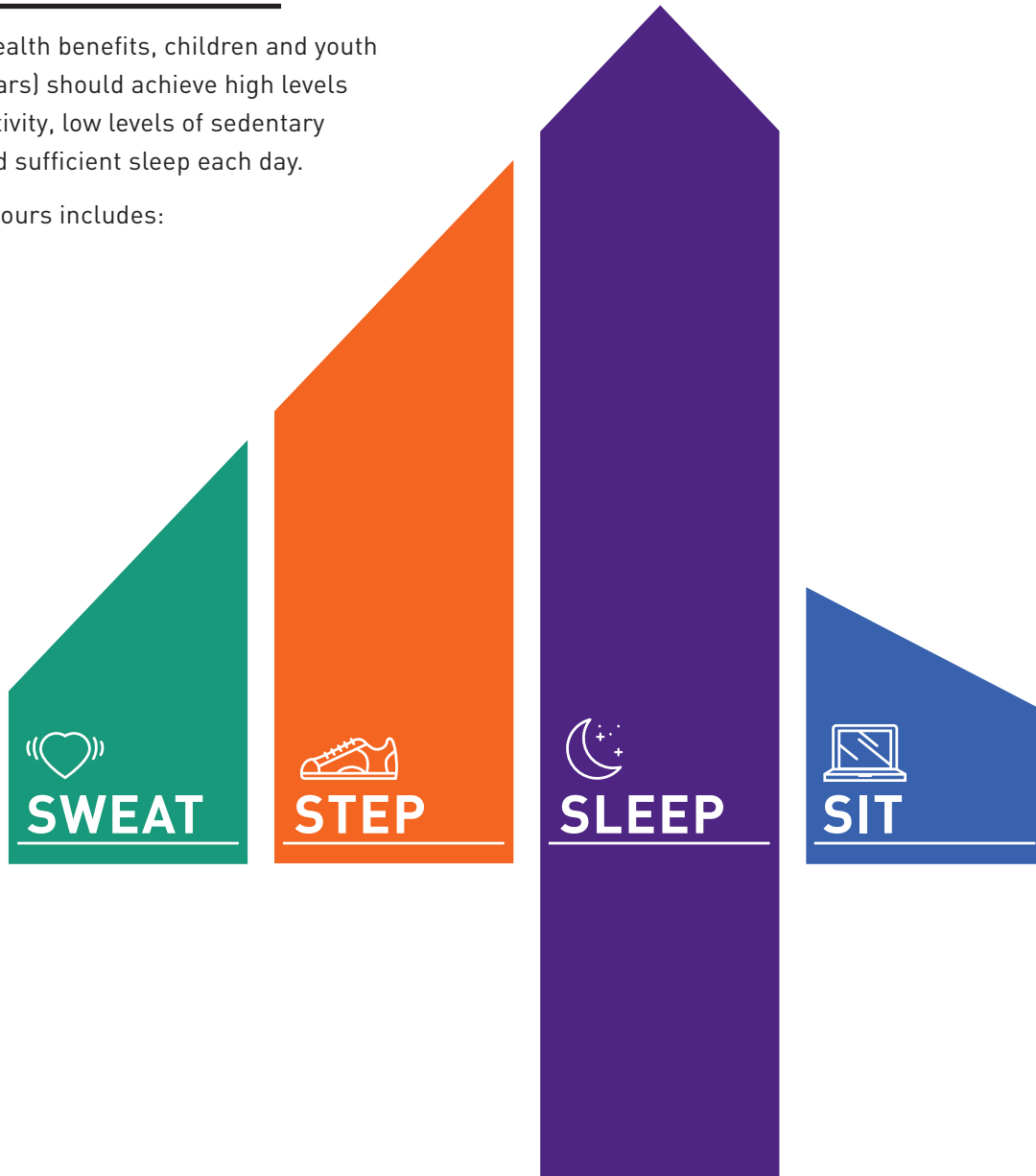
These guidelines may be appropriate for children and youth with a disability or medical condition; however, a health professional should be consulted for additional guidance.

The specific guidelines and more details on the background research informing them, their interpretation, guidance on how to achieve them, and recommendations for research and surveillance are available at www.csep.ca/guidelines.

GUIDELINES

For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.

A healthy 24 hours includes:



SWEAT

MODERATE TO VIGOROUS PHYSICAL ACTIVITY

An accumulation of at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic activities. Vigorous physical activities, and muscle and bone strengthening activities should each be incorporated at least 3 days per week;

STEP

LIGHT PHYSICAL ACTIVITY

Several hours of a variety of structured and unstructured light physical activities;

SLEEP

SLEEP

Uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years, with consistent bed and wake-up times;

SIT

SEDENTARY BEHAVIOUR

No more than 2 hours per day of recreational screen time; Limited sitting for extended periods.

Preserving sufficient sleep, trading indoor time for outdoor time, and replacing sedentary behaviours and light physical activity with additional moderate to vigorous physical activity can provide greater health benefits.

Vision Care

How Well Does Your Child See?

About 80 percent of what children learn is from seeing and watching. It is important to detect vision problems before they start to affect learning at school. One in four school-age children has a vision problem. This is why the Canadian Association of Optometrists recommends that children have a regular eye exam. Children should have an eye exam at 6 months of age, at 3 years of age, and then every year thereafter.

Children think that the way they see is normal. They often can't tell if they have vision problems. If detected early, many eye conditions can be treated. Untreated eye conditions can worsen and lead to serious problems and affect learning ability, athletic performance, and self-esteem.

Here's what you can do:

- Take your child to an optometrist for a complete eye exam at an early age.
- OHIP covers an eye exam for your child by an optometrist once a year. It's a good idea to take your child for an eye exam before starting Kindergarten.

Blind-Low Vision Early Intervention Program

This provincial program helps children who are blind or have low vision. It gives parents the support and education they need to promote the healthy development of their children before entering school. Parents also learn how to help their children develop the skills needed to succeed in school.

For more information or to learn what to expect regarding your child's vision, visit KFL&A Public Health's website at www.kflaph.ca, or call the Southeastern Region Blind-Low Vision program at 613-549-1232 or 1-800-267-7875, ext. 1145.



Hearing

How Well Does Your Child Hear?

If children can't hear well, it can affect other areas of their development. Children should have their hearing tested if they have trouble listening or responding to sounds, or if they do not seem to be developing speech and language at the normal rate. Hearing can be tested at any age. If you have concerns, ask your doctor to make a referral to have your child's hearing tested.

Here's what you can do:

- Your doctor may check your child's ears for infection and fluid after treatment of an ear infection.
- Ask your doctor for a hearing test if you have concerns about how your child's speech and language is developing.

Infant Hearing Program

This program helps identify babies born deaf or hard of hearing, or those who are at risk for developing hearing loss in early childhood. Families are then given the support and services they need. If your baby missed her hearing screening in hospital, call the Infant Hearing Program to make an appointment.

Undetected hearing loss is one of the causes of delayed language development. Delayed language development can lead to behavioural and emotional problems and later, to problems in school.

It is important to detect hearing loss early. When it is detected early, children who are deaf or hard of hearing can get the supports they need to develop language skills. This will give them the same chance to develop language skills as hearing children.

Children and Noise-Induced Hearing Loss

In the early years, children learn by hearing. Hearing loss can cause delays in language and learning. Children have more sensitive hearing than adults, and may be at greater risk of noise effects. Even noisy games and toys can cause hearing loss over time. Help your child to avoid loud noises or use hearing protection to prevent later hearing loss.



For more information or to learn what to expect regarding your child's hearing, visit KFL&A Public Health at www.kflaph.ca, or call the Southeastern Region Infant Hearing Program at 613-549-1232, or 1-800-267-7875, ext. 1145.

Dental Health

A Healthy Smile for Life

A healthy mouth is important to overall health throughout life. Parents play a big role in the healthy development of children's teeth. They can be good role models for children by practising good oral health habits.

Children need baby teeth for eating, smiling, talking, and keeping space for future teeth. Children start to get their adult teeth around five to seven years old, and some baby teeth remain until a child is 10 to 12 years old. The first adult molars come in at the back of the mouth, behind all the baby teeth.

To promote strong, healthy teeth for your child, limit sugary food and drinks, and clean teeth regularly.



For more information on a specific topic go to www.kflaph.ca and print the following topics:

- Baby teeth
- Fluoride and your child
- Sealants

Oral Health Tips

2 for 2 is What You Do

Teeth need to be brushed at least twice a day for at least two minutes each time.

- Children need help brushing until hand coordination is more developed; this is usually when they can write their name at around eight years old.
- Children aged 3 years and older should use a pea-sized amount of fluoride toothpaste on a small, soft-bristled toothbrush.
- Brush in small circles along the gum line. Make sure they reach to the back of their mouths to clean the adult molars when they come in.
- Your child's teeth should be flossed every day. It may be easier to use a floss pik or floss wand to clean between their teeth.

Don't Share

Dental disease can be spread to children.

- Bacteria in your mouth and on your teeth may cause cavities, bad breath, and bleeding gums.
- Parents and children should not share toothbrushes, forks, spoons, or cups.

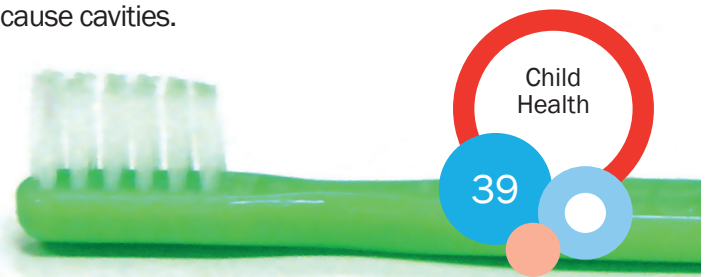
Lift the Lip and Look

Check your child's teeth often for any white or brown lines or spots along the gum line or between teeth. These areas may be the start of cavities and require a visit to the dentist.

Snack for a Healthy Smile!

Growing children should choose nutritious snacks and drinks based on Eating Well with Canada's Food Guide.

- Fresh fruit, vegetables, yogurt, cheese, and crackers are good choices.
- Snacks like raisins, chocolate covered granola bars or fruit leather are poor choices because they are sweet and sticky. They stay in the mouth and can cause cavities. Limit sugary snacks and drinks. The longer and more often that sugar is on teeth, the greater the chance of cavities developing.
- Offer water to drink in between meals and snacks. Children may drink milk with meals. The sugar in juice can cause cavities.



Dental Screening

During the school year, KFL&A Public Health dental staff visit all elementary schools in our area. Your child will be screened in junior Kindergarten, senior Kindergarten, and grade 2. This screening includes a quick look into the mouth with a sterilized mouth mirror. A screening card is sent home with the dental findings noted on the card.

Funding Assistance for dental care is available

Healthy Smiles Ontario will cover the cost of preventive care, basic treatment and urgent care for eligible children and youth.

- Healthy Smiles Ontario is a program for children 17 and under, living in low income families. It covers regular dental visits for both preventive services and treatment such as check-ups, cleanings, fillings and x-rays. If eligible, your child will get regular dental services at no cost to you.

To apply, visit our web site at www.kflaph.ca/hso, or ontario.ca/healthsmiles, or call for more information.

- Our dental team also provides preventive services by appointment for some children, based on clinical and financial need. We can teach how to brush and floss, and offer sealants and fluoride. Call our dental program to book an appointment.
- Sometimes, children have an urgent dental need that should be seen by a dentist right away. Funding is available for children 17 and under who qualify based on clinical and financial need. Children need to be screened at KFL&A Public Health. To schedule a screening appointment call 613-549-1232 or 1-800-267-7875 ext. 1218.



Immunizations

Don't Get Caught Without Your Shot

Immunization causes the body to make antibodies to fight specific infections. Children not protected by immunization, who come into contact with of these infections may get sick, or even die.

- The Immunization of School Pupils Act requires parents to provide an up-to-date record of immunization, or valid exemption, to their local public health agency when their children enter school.
- At school registration, bring a copy of your child's immunization record.

Children who attend school in Ontario must have proof of immunization against:

- diphtheria,
 - tetanus,
 - polio,
 - measles,
 - mumps,
 - rubella,
 - meningococcal disease,
 - whooping cough (pertussis), and
 - chickenpox (varicella. Required for children born in 2010 and later).
- Report to KFL&A Public Health each time your child gets an immunization. Doctors do not automatically send immunization information to KFL&A Public Health.
 - Your child is due for important booster immunizations between 4 and 6 years of age, and again at 14 to 16 years of age. See the immunization schedule on the next page for more information.
 - Once a year, KFL&A Public Health reviews immunization records and you will be notified if your child is overdue for routine immunizations.
 - Some vaccines need more than one dose to provide full protection.



Let KFL&A Public Health know each time your child receives an immunization.
www.kflaph.ca
Or call 613-549-1232 or 1-800-267-7875

Keep your immunization record in a safe place!

Child Health
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Don't Get Caught Without Your Shot!

Routine Immunization Chart

Age	Diphtheria	Tetanus	Pertussis	Polio	Hib (Haemophilus influenzae type b)	Pneu-C-13 (Pneumococcal Conjugate)	Rotavirus	Measles	Mumps	Rubella	Varicella	Men-C-C (Meningococcal Conjugate C)	Hepatitis B	Men-C-ACYW-135 (Meningococcal Conjugate C)	HPV (Human Papillomavirus)	Influenza	Pneu-P-23 (Pneumococcal Polysaccharide)	Herpes Zoster (Shingles Vaccine)
2 months	◆	◆	◆	◆	◆	◆	◆											
4 months	◆	◆	◆	◆	◆	◆	◆											
6 months	◆	◆	◆	◆	◆													
12 months						◆		◆	◆	◆		◆						
15 months											◆							
18 months	◆	◆	◆	◆	◆													
4 to 6 years	◆	◆	◆	◆			◆	◆	◆	◆								
12 years (Gr. 7)													◆	◆	◆			
14 to 16 years	◆	◆	◆															
Every 10 years	◆	◆	☆															
Every year																◆		
65 years																	◆	◆

☆ Tdap – One time in adulthood instead of Td.



Report to KFL&A Public Health each time your child gets an immunization.

To **access and print** an immunization record, you require an Ontario Immunization ID and PIN. If you do not have these items please call KFL&A Public Health at 613-549-1232. You can **report** immunization information without an ID and PIN.

Immunization Information Line
613-549-1232 or 1-800-267-7875

Online Immunization Reporting System
www.kflaph.ca/ImmunizationReporting

www.kflaph.ca

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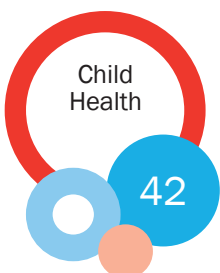
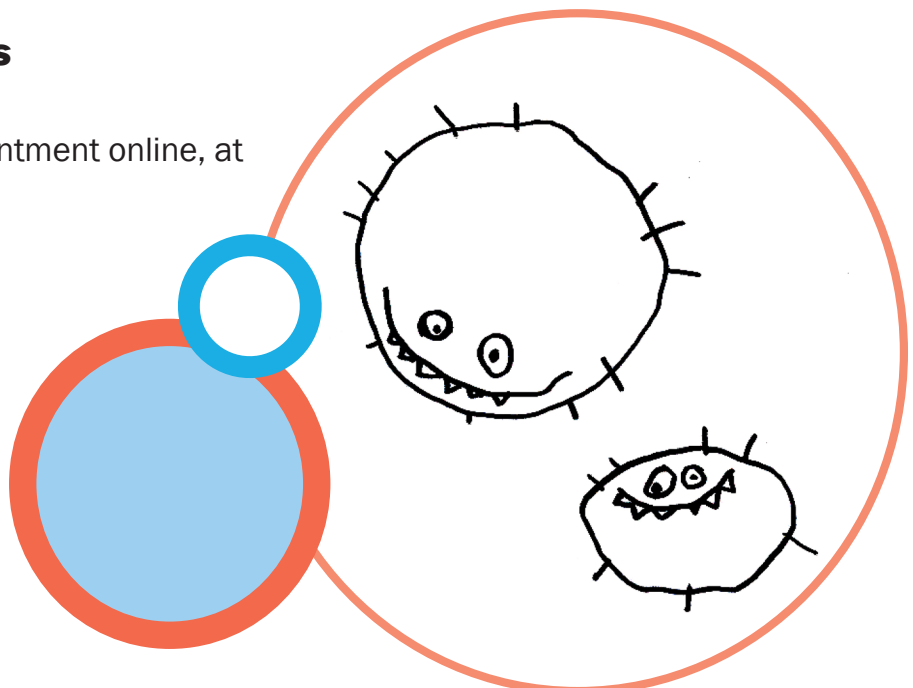
Family Friendly Routine Immunization Clinics

Wednesdays, 1:30 p.m. to 7:00 p.m.

By appointment only. Book an appointment online, at

www.kflaph.ca/appointments, or call

613-549-1232 or 1-800-267-7875



Childhood Illness

When Your Child is Sick

All children get sick at one time or another. But there are ways to keep the illness from spreading. Some illnesses require that your child stays away from school for a period of time.

Here's what you can do:

- If your child is vomiting or she has diarrhea, she must be symptom-free for 48 hours before she returns to the classroom.
- If your child has a fever along with another physical symptom such as a rash, or tiredness and irritability, he must remain home until fever free for 24 hours.
- Clean your hands frequently.
- Sneeze and cough into your sleeve.
- Keep your child's vaccinations up-to-date (including a yearly flu shot).
- Keep shared surface areas clean (e.g., bathroom taps and sinks, telephone, computer keyboards, and mouse).



Certain illnesses are known as reportable diseases. This means you may get a follow-up phone call from KFL&A Public Health to try and determine how your child got sick.



Child Health

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Hand Hygiene

The Great Germ Fighter

Hand hygiene is the single most important way to control the spread of infection. Teach your child how to clean his hands properly. Soap or sanitizer? If hands look dirty, use soap and water. If they don't, use soap and water or alcohol-based hand rub.

Teach your child to clean her hands before:

- preparing or eating food.

Teach your child to clean his hands after:

- using the toilet,
- coughing, sneezing, blowing, or wiping his nose,
- handling raw foods,
- touching pets,
- handling garbage, and
- outdoor activities.



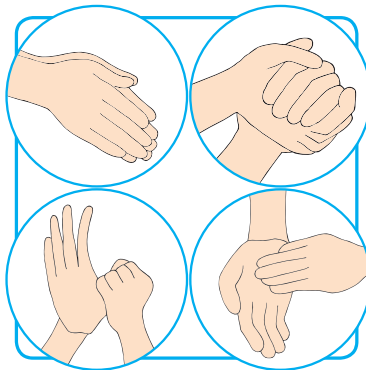
For more information call
KFL&A Public Health's
Communicable Disease
Team at
613-549-1232 or
1-800-267-7875.



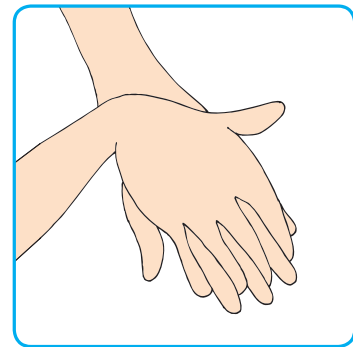
How to Use Alcohol-Based Hand Rub



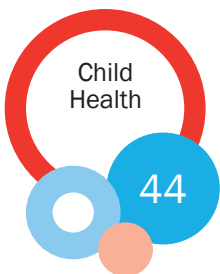
Apply one squirt.



Rub all parts of hands including thumbs and tips of fingers.



Rub for at least 15 seconds or until dry.



Hand washing

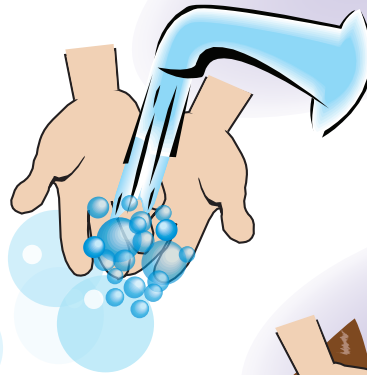
3. Make bubbles by rubbing your hands together for 15 seconds.



2. Apply soap.



4. Rinse your hands well.



1. Wet your hands.



5. Dry your hands with paper towel.



6. When you are at school or in a public place, turn taps off with paper towel.

Hand washing

Second-Hand Smoke

There is No Safe Level of Second-Hand Smoke!

Second-hand smoke comes from any burning tobacco (cigarettes, pipes, cigars) and is then blown into the air by the person who is smoking. Second-hand smoke is toxic and contains over 4,000 chemicals, 70 of which are known to cause cancer. Second-hand smoke harms everyone, including pregnant women and children. It spreads from one room to another, even if the door is closed and windows are open.

Children are especially vulnerable to the effects of second-hand smoke. It increases the risks for colds, ear infections, Sudden Infant Death Syndrome (SIDS), and the risk of developing asthma.

Children whose parents smoke, are twice as likely to smoke tobacco themselves.

In Ontario, it is against the law to smoke in a vehicle carrying children under the age of 16.

Exposure to second-hand smoke in vehicles is unsafe for anyone, even when the windows are rolled down.

Steps to Make Your Environment Smoke-Free

Talk

Talk with your family about making your home and vehicle smoke-free. Ask for ideas and suggestions. Ensure your child's caregivers do not smoke around them.

If you smoke, the best solution is to quit

Speak to a health care professional to begin a quit plan and receive support. If you are not ready to quit, consider only smoking outside and away from others.

Be Safe

Ask a trusted friend, partner, or neighbour to watch your children while you take your break to smoke. Remove ashtrays and lighters from your home. Try displaying a smoke-free home sign on your front door. Ask any visitors to only smoke outside.

Second-hand smoke remains in the home, sticking to furniture, carpets, and drapes long after the cigarette has been smoked.

Want to quit or cut back on tobacco use? Trained staff at KFL&A Public Health can help! Contact the Tobacco Information Line at 613-549-1232 or 1-800-267-7875, ext. 1333 or til@kflapublichealth.ca



Did you know that second-hand smoke can harm a child's behaviour and ability to think things through? Children exposed to tobacco smoke score lower on tests than those who are not exposed.

Child Health

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Communication and Social- Emotional Skills

Building Resiliency in Children

We can all feel overwhelmed by life's challenges. **Resiliency** enables people to adapt to and bounce back from difficulties, stress, and challenging life situations. Dealing with challenges can actually help us grow and make us stronger. Rather than merely bouncing back, we become better prepared to face challenges that lie ahead.

Here are some tips you can take to help build your child's resilience:

1. Build caring relationships.

The positive daily interactions you have with your child teach them how to have caring relationships with other important people in their lives.

2. Be a positive role model.

Your child learns a lot by watching you; when you cope well with everyday stress, you are showing your child how to do the same.

Role model a healthy lifestyle by eating healthy food and getting enough sleep.

3. Gather community resources.

Reaching out for help from family, friends, and community resources is part of building resilience. Sometimes it is hard to ask for help, but the truth is asking for help is a sign of strength. Teach your child that everyone needs help sometimes.

4. Develop self-control and self-regulation.

Self-regulation is how we adjust our feelings, actions, attention, thoughts, and bodies so that we can handle different situations without getting overwhelmed. Help your child practice skills such as deep breathing and patience.

5. Developing thinking skills.

The way we think about situations has a big impact on how we react. Help your child talk about their thoughts, and show empathy for your child's thoughts and feelings. Encourage your child to imagine other ways to think or do something.

6. Build Confidence.

Encourage your child to keep on trying, and show them that mistakes are OK. Give your child lots of time to play so they can take the time they need to master activities they enjoy. Offer simple choices so that they can make decisions, such as "do you want to have a banana or yogurt for a snack?" Teach your child how to be assertive, solve problems, and resolve conflicts.

7. Develop a positive outlook.

Show your child how to see a challenging situation in a positive way. For example, "Since it's raining we can't have a picnic outside, but instead let's have a picnic inside!"

8. Encourage responsibility and participation.

Encouraging children to take responsibility and actively participate builds self-regulation, self-esteem, and confidence. Encourage your child to think of small ways to help others, and participate with your child in projects that will benefit the community.

For more information, download "Building Resilience in Young Children" online at www.beststart.org



Social-Emotional Skills

Healthy Friendships for a Healthy Future

Long before they start kindergarten, children develop social and emotional skills including how to interact with others, solve problems, understand their own emotions, and accept different ways of thinking.

You can help your child develop these skills by:

1. Developing a nurturing relationship with your child.

Warm, responsive parenting builds a strong foundation for developing trust, confidence, self control, and healthy relationships.

What you can do:

- Spend time with your child. This tells your child they are important to you.
- Listen to what your child has to say. Your child will learn that their thoughts and opinions matter.
- Communicate with your child. Your child learns when you talk, sing, rhyme, and read with them.
- Comfort your child when they are sad, hurt, or frightened.

2. Providing safe and stimulating environments in which your child can grow.

Children feel safe and develop trust when their parents or guardians provide consistent boundaries and are actively involved in their experiences and activities.

What you can do:

- Play with your child.
- Visit playgroups, local libraries, parks, and other kid-friendly areas where your child can learn to play with other children and adults.
- Understand child development so that you can provide your child with stimulating activities that are right for them. For more information on child development, see page 12.

3. Helping your child understand emotions.

Children learn how to interact with others by watching you and the emotions you express at home. Children develop healthy emotions by being aware of a wide range of feelings, how to express them, and how to recognize emotions in others.

What you can do:

- Be a good example to your child. Model behaviours such as sharing, positive conversations, and helping others.
- Talk about how you feel and why with your child, so that your child becomes aware of feelings and how to express them.
- Encourage and help your child to express how they are feeling and why, so they develop a better understanding of their own feelings.
- Show your child how to be caring and respectful of other people's feelings.

4. Taking care of yourself as a parent.

Your ability to be a loving, caring, and responsive parent for your child is enhanced when you take the time to look after your own well-being.

What you can do:

- Take care of your physical, social, and emotional needs.
- Be a good role model. Children learn healthy lifestyle behaviours and values from their parents.
- Ask for help when you need it. Parenting is better with the help of others!

For more information, download "Learning to Play and Playing to Learn: What families can do" online at www.beststart.org



Communication
and Social-
Emotional Skills

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Speech and Language

Your Child's Window to the World

Long before they go to school, children learn to communicate by seeing and listening to others use speech and language skills. Parents are vital to this process. They help their children learn to talk and understand language, by playing and interacting with them.

Communication is the window through which all other learning occurs. Difficulties with speech and language affect a child's ability to learn at school. Reading, writing, and socializing are all affected.

Children need strong speech and language skills to make and keep friends, connect with educators and other adults, adjust to the school environment, and learn in the classroom.

Here's what you can do:

- Follow your child's lead. Focus on the things that interest him. If he is more interested in using his sand pail as a drum than filling it with sand, then join in with him and have fun.
- Use books, toys, games, or objects that interest your child.
- Provide a wide variety of activities such as water and sand play, arts and crafts, science and nature activities, dress-up and house play, physical play and games, reading and rhyming, singing and story-telling.
- Talk a lot about what you're doing and what's going on around you and your child.
- Use lots of new and interesting words and explain what they mean.
- Let your child actively participate. Language is best learned by doing.
- Pay attention to what your child is saying rather than how it is being said.
- Model the correct way of saying words or phrases without correcting your child directly. For example, your child might say, "Wheel falled off," and you could say, "Yes, the wheel fell off your car!"
- Add words and ideas to encourage your child to think and talk more.
- Avoid bombarding your child with questions. Let him take a turn in the conversation.



Communication
and Social-
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Speech and Language

Developmental Milestones

By age 3:

- understands “who”, “what”, “where”, and “why” questions
- creates long sentences, using 5 to 8 words
- talks about past events (e.g. trip to grandparents’ house, day at childcare)
- tells simple stories
- shows affection for favourite playmates
- engages in multi-step pretend play (e.g. cooking a meal, repairing a car)
- is understood by most people outside the family, most of the time
- is aware of the function of print—in menus, lists, and signs
- has a beginning interest in, and awareness of rhyming

By age 4:

- follows directions involving 3 or more steps “first get some paper, then draw a picture, then give it to mom”
- uses adult-type grammar
- tells stories with a clear beginning, middle, and end
- talks to try to solve problems with adults and other children
- demonstrates increasingly complex imaginative play
- is understood by strangers almost all of the time
- is able to generate simple rhymes — “cat-bat”
- matches some letters with their sounds “letter T says ‘tuh’”

Other signs that your child may need a speech and language assessment:

- history of repeated ear infections
- hearing loss
- unusual voice quality
- stuttering
- another physical diagnosis such as cerebral palsy or cleft palate
- family history of speech, language, or hearing problems
- social skills seem inappropriate or your child has difficulty relating to others
- delays in one or more areas of development or your child has a learning difficulty
- family history of learning difficulties or disabilities

If your child is not reaching one or more of these milestones, please contact Early Expressions at 613-546-3854, or 1-800-267-7875, ext. 1184 or visit www.kflaph.ca.



Communication and Social-Emotional Skills

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Screening Checklist

Junior Kindergarten Speech, Language and Early Literacy Screening Checklist

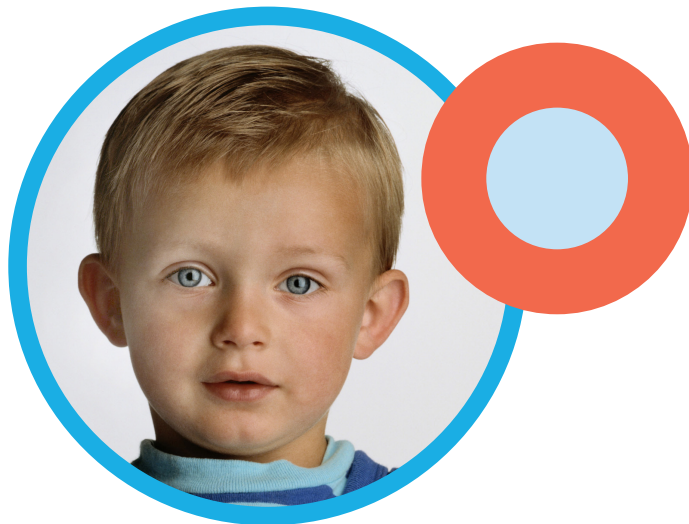
For completion at entry to Junior Kindergarten:

Listening skills and understanding of language:	Yes	No
Does your child frequently ask you to repeat what you said?		
Does your child rely on peers or other visual cues to follow directions and routines?		
Does your child give off-topic or inappropriate responses that would indicate lack of understanding?		
Does your child have difficulty following simple 2 or 3 part directions?		
Do you have concerns about your child's hearing?		
Refer to Early Expressions if you answer yes to 1 or more of the items in this section.		
How your child talks:	Yes	No
Does your child have difficulty using correct grammar and putting words in the correct order (e.g., "me can go bathroom?")		
Does your child have difficulty producing sentences with more than 4 to 6 words?		
Does your child have difficulty putting ideas together in the right order when talking (e.g., sharing events in his day or telling a story)?		
Does your child have difficulty finding the right words to express him/herself?		
Does your child have difficulty carrying on a conversation with others (e.g., initiate, take turns, maintain or elaborate on a topic)?		
Refer to Early Expressions if you answer yes to the first question, or answer yes to 2 of the 4 other questions in this section.		
How your child pronounces sounds: By 3 to 4 years of age, 80 to 90 percent of what a child says should be easily understood by a listener.	Yes	No
Is it difficult for others to understand what your child is saying most of the time?		
Does your child have difficulty correctly saying most of these words: two, hat, mud, fun, off, key, soap, spoon, cookie, go, hug?		
Refer to Early Expressions if you answer yes to one of the questions in this section.		



Screening Checklist

Fluency and stuttering: It is not unusual for children of 3 or 4 years of age to have hesitations and easy repetitions of whole words and phrases. Changes in fluency are to be expected during periods of emotional upset.	Yes	No
Does your child struggle when talking (e.g., prolonged sounds, facial tension, eye blinks, holding breath)?		
Is your child aware of or upset by the stuttering?		
Have you ever been concerned about stuttering?		
Is there a family history of stuttering?		
Refer to Early Expressions if you answer yes to 2 or more questions in this section.		
Voice:	Yes	No
Does your child have an unusual voice quality (weak, hoarse, raspy, whispered, strained)?		
Has your child exhibited a hoarse voice without a cold for more than a month?		
Refer to Early Expressions if you answer yes to both questions in this section.		
Early literacy skills:	Yes	No
Does your child know that books are read from left to right, top to bottom, and page-by-page?		
Does your child recognize some symbols (such as a traffic sign or restaurant sign)?		
Does your child make up rhyming words (e.g., 'Silly Billy') or alliteration phrases (e.g., 'dirty dogs dig in the dump for donuts')?		
Does your child know some letters and their corresponding sounds? (e.g., the first letter in their name?)		
Does your child draw letters or pretend scribbles are words?		
Does your child guess what will happen next in the story by looking at the pictures?		
Does your child pretend to read?		
Refer to Early Expressions for concerns in this area at 613-546-3854.		



Early Literacy

Reading

Your child's ability to read, and his interest in reading, is vital. It paves the way to success in school, which can build self-esteem and motivate your child to set high expectations for life. Children who develop strong reading and writing skills live longer, healthier lives.

Learning to read does not happen all at once, but you can help your child along the way. Reading aloud is the best way to help your child become interested in reading. Before long he will grow to love stories and books. Eventually, he will want to read on his own. Try reading three stories each day with your child. Experts say that a preschool child needs to experience at least 1,000 story readings before he will be ready to learn to read.

Here are some tips for sharing books with your child:

- Choose the book together.
- Get a feel for the book. Look at the cover and talk about it.
- Look for details in the pictures. Help your child understand what the book is about.
- Enjoy the same book over and over again.
- Read a lot of different kinds of books such as story, fact, poetry, and rhyming books.
- Interact with your child while you read the book. Act out parts of the story. Ask questions such as "What's your favourite page?" and "What do you think will happen next?"
- Allow your child to take the lead in the telling of the story. She will learn more new words and language skills this way.

Children do better with reading, spelling, and writing when they share the following experiences:

- rhyming,
- clapping out syllables,
- making up silly sentences or stories,
- listening to and telling simple stories, and
- drawing and writing.

Sing rhyming songs and read rhyming books. Rhyming helps your child understand how the sounds we use make up words in language. There are many wonderful rhyming books to choose from. Ask your local library for fun rhyming books and songs.

Read the words that are all around you. Words are everywhere.

- Ask your child to help you unpack the groceries. Read the words on the packages together.
- Look at the words on cereal boxes, milk cartons, and juice boxes when eating breakfast.
- Ask your child to read the boxes before watching a video.
- Read the names on road signs, stores, restaurants, and trucks when you're on a road trip.
- Look at the name of the store when you go shopping and point out and read the different words you see on items for sale.
- Show your child how her name is written. Point out those letters when you see them in the environment.



Early Literacy

Writing

Reading and writing are closely linked. As your child learns about written print she is learning about reading and writing.

You know your child is learning about written language when he starts to scribble lines on paper and tells you that it's a grocery list, a story or a letter. As your child gets older, you'll notice that the lines change into shapes that look more like letters. Often, your child learns the letters in his name first.

Here's what you can do:

- Have items on hand to help your child learn to write:
 - Lots of paper: plain, lined, coloured, or scrap paper
 - Different pens, pencils, crayons, and markers to try out
 - Blank forms like cheques or order forms for pretend writing
 - Little blank books (just a few pages folded over or stapled together) for your child to make her own stories

- Help your child strengthen the muscles in her hands, arms, and shoulders. Encourage her to form shapes with play dough, cut paper or cardboard with scissors, play ball, and climb playground equipment.
- Be a role model and use writing. Your child needs to know that writing has a purpose. Your child learns this by watching you write notes, letters and lists and by having opportunities to write when she plays.



For more information contact the Early Literacy Specialist, for Kingston and the Islands at 613-546-9355
Hastings, Frontenac, Lennox and Addington at 613-354-6318, ext. 32.

Communication and Social-Emotional Skills

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Resources

Family Services

Better Beginnings for Kingston Children (BBKC)

613-542-2835 or e-mail: info@bbkc.kchc.ca

Prenatal classes, family visitor program, play groups, parenting classes, school readiness programs etc. Open only to those in their geographical area.

Child & Babytalk Phone Line

613-549-1154, or 1-800-267-7875, ext. 1555

Registered nurses answer questions on pregnancy, breastfeeding, infant feeding, normal child growth and development, adjusting to motherhood, parenting, and more.

Child Development Centre

613-544-3400, ext. 3175 or 613-544-3310
or 1-855-544-3400

Provides team assessment and intervention for children and youth who have physical disabilities and preschoolers with developmental disabilities.

Childcare Services: City of Kingston

Kingston 613-546-2695, ext. 4825 (Child care booking)

Lennox & Addington 613-354-0114, ext. 2403 or 2402
Parents apply here to arrange subsidized childcare.
Funding available to assist with recreational programs

Central Frontenac Community Services Corporation

613-376-6477

Rural access point of services for children 0 to 6 years and their parents. Rides arranged to medical, social or agency functions. Open to low income families and families with children 0 to 6.

Community Living Kingston

613-546-6613

Family support services for children with developmental delays. Provides weekend parent relief.

Early Expressions: Preschool Speech & Language Services

613-546-3854 or 1-800-267-7875, ext. 1184

Single point of access for referrals to the preschool speech and language system.

Good Food Box

613-549-1232, ext. 1440

Purchase a basket of fresh vegetables and fruits at wholesale prices.

Interval House

Kingston 613-546-1777 or 1-800-267-9455

Napanee Lennox & Addington 613-354-1010 or 1-800-667-1010

Emergency shelter for abused women and their children. Twenty four hour crisis support line.

Kingston Literacy & Skills; Family and Early Literacy

Kingston and the Islands 613-546-9355

Hastings, Frontenac, Lennox and Addington 613-354-6318, ext. 32



Family Services

Kingston Military Family Resource Centre Inc.

613-541-5010, ext. 5195

Focuses on promoting the well-being of military families in the Kingston area.

West End KMFRFC, 613-507-5010

Learning Disabilities Association of Kingston

613-546-8524 or e-mail: ldak@ldakingston.com

Provides information and resources concerning learning disabilities and Attention Deficit Hyperactive Disorder.

LDSC Parenting and Family Literacy Centre

613-544-6920 ext. 368

Provides an exciting school-based program where parents/caregivers and children from babies to 6 years can learn to play together in their local school.

Ontario Early Years Centre (OEYC)

Kingston and the Islands 613-384-1231

The Child Centre - Sharbot Lake 613-279-2244

Lennox & Addington - Napanee Site 613-354-6318

Provides parenting support services free of charge to parent and caregivers of children 0 to 6 years.

Services include: Early Learning Activities (play groups), Toy and Resource Lending Library, parent and caregiver education, licensed childcare information, and access to the services of an early literacy specialist. Provides information on parent education opportunities in the community.

Pathways for Children and Youth

Central Intake 613-546-1422, ext. 1

General Inquiries e-mail:

nseale@pathwayschildrenyouth.org

Young children's community counsellors provide assessment and consultations, individual, family and group counselling, and parenting supports.

Other services include treatment foster care, day treatment, child and family intensive services, Early Start (intensive behavioural intervention program), Early Years Service, and resource services including psychiatric, psychological, behavioural paediatric, and speech and language services.

The Métis Nation of Ontario

613-549-1674

A social, cultural organization that offers parenting programs and support to the native community.



Recreational Resources

Big Brothers and Big Sisters Association of Kingston, Frontenac, & Lennox and Addington

613-544-1621 or

e-mail: info.kingston@bigbrothersbigsisters.ca

Matches boys to an adult male and girls to an adult female for the purpose of forming a friendship, through which role modeling and social development takes place. Open to boys and girls 6 to 16 who are living in a single parent home or living with another care provider.

Girls Incorporated

613-542-9202

Brings girls 5 to 16 together with women for the purpose of developing close friendships and trusting relationships. www.girlsinclimestone.ca

Boys and Girls Club of Kingston & Area

613-542-3306 Downtown

613-507-3306 Westend

Provides recreational programs and activities for ages 4 to 24.

Greater Napanee Parks, Recreation and Culture

613-354-4423

Offers a full range of recreational services to the citizens of Greater Napanee.

Kingston Community Services Culture and Recreation

613-546-4291, ext. 1700

In charge of programs, events, aquatics and summer camps.

Kingston Family YMCA

613-546-2647 or e-mail: contact@kingston.ymca.ca

Offers health, fitness, and recreation programs for people of all ages.

Positive Recreation Opportunities for Kids (P.R.O. Kids)

613-546-4291, ext. 1718

Dedicated to ensuring sport, art, culture, and recreation opportunities exist for Kingston children and youth who need financial help.

Public Library

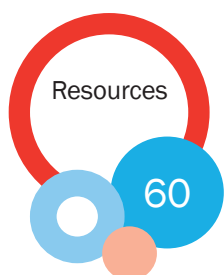
The Children's and Youth Services department offers special, age-specific programs for babies, toddlers and preschoolers.

Kingston Frontenac Public Library

Central	613-549-8888
Arden	613-335-2570
Calvin Park	613-546-2582
Cloyne	613-336-8744
Hartington	613-372-2524
Howe Island	613-549-7972
Isabel Turner	613-389-2611
Kingscourt	613-546-0698
Mountain Grove	613-335-5360
Parham	613-375-6400
Pittsburgh	613-542-8222
Plevna	613-479-2542
Sharbot Lake	613-279-2583
Storrington	613-353-6333
Sydenham	613-376-3437
Wolfe Island	613-385-2112

Lennox and Addington Public Library

Amherstview	613-389-6006
Bath	613-352-5600
Camden East	613-378-2101
Napanee	613-354-2525
Odessa	613-386-3981
Tamworth	613-379-3082
South Fredericksburg	613-354-4114
Yarker	613-377-1673



Useful Phone Numbers for Health Information

FOR MORE INFORMATION VISIT OUR WEBSITE!

Ready for Kindergarten

www.kflaph.ca



KFL&A
Public Health

Useful phone numbers
for health information:

Access to community, social, and health services
211

Child & Babytalk
613-549-1154 or
1-800-267-7875, ext. 1555

Communicable Disease
613-549-1232, ext. 1287

Dental Health
613-549-1232, ext. 1218

EatRight Ontario
1-877-510-5102

Early Expressions Preschool Speech and Language
613-546-1232, ext. 1184 or
613-546-3854

Immunization Information and Reporting Line
613-549-1232, ext. 1451

Infant hearing
613-549-1232, ext. 1145

Ontario Poison Center
1-800-268-9017

Blind-Low Vision Program
613-549-1232, ext. 1145, or
1-800-267-7875, ext. 1145

Telehealth Ontario
1-866-797-0000
TTY: 1-866-797-0007

Tobacco Information Line
613-549-1232, ext. 1333

Toll free number for KFL&A Public Health
1-800-267-7875



