

# The Toddler Room Orientation Package



# All About Toddlers

Building self-help skills, toilet training, and biting incidents are the three developmental areas that most parents of toddlers have questions and concerns about. In the Toddler room, we like to have ongoing communication with the families to help ensure there is consistency at home and at the child care centre. As a team we also like to provide parents with the right tools to better meet their children's needs which is why we have many resources available in our Parent Resource folder in the Toddler cubby area. Please feel free to ask us for information, borrow materials, ask questions, and request strategies, tips, and feedback anytime.

## Self-help Skills:

As parents and educators, sometimes it's just in our nature to want to help children all the time; however, to foster self-help and life skills, sometimes we have to start letting children do things independently! Inviting children to test their capabilities, hone their own skills, and take responsibility for themselves greatly increases children's self-esteem and builds a positive self-concept. The Toddler age group is a wonderful group to watch develop and grow when given the time, support, and encouragement to do so.

### How can you encourage self-help skills at home?

- Encourage your child to pick up after themselves (e.g. have them put away their own toys)
- Encourage your child to take off their own shoes, hat, sweater and/or coat, etc.
- Encourage your child to wash their hands (**ask us for our visual hand washing schedule**)
- Encourage your child to serve and feed themselves and even help with food preparation in toddler-safe ways
- Encourage independence whenever you can throughout your daily schedules

Being able to do things independently helps children feel powerful and competent – and when we trust our children with different self-help skills, we're showing them that we believe those things about them too.



## Toilet Training:

### Starting Potty Training

It can be helpful to think of potty training as a process in which both you and your child have your own "jobs" to do.

**It is the parent's responsibility to create a supportive learning environment. This means that you:**

- Recognize that your child is in control of their body
- Let your child decide whether to use the potty or a diaper/pull-up each day
- Teach your child the appropriate words for body parts, urine, and bowel movements
- Offer your child the tools they need to be successful at toileting (such as a small potty, potty seat, foot stool for additional support, literature)

- Expect and handle potty accidents without anger
- Avoid punishment as well as too much praise around toilet use (this can make children feel bad when they aren't successful)

#### It is your child's responsibility to:

- Decide whether to use the toilet or a diaper/pull-up
- Learn their body's signals for when they need to use the toilet
- Use the toilet at their own speed
- Become increasingly aware and able to recognize that their diaper is wet, dry, and/or trying to pass a bowel movement

Finding a toilet training method that works for your family is the key. No matter how you do it, remember this is a learning process that takes time and patience, with many accidents along the way. Being patient is the best way you can support your child as they learn.

**Resource link:** <https://www.zerotothree.org/resources/266-potty-training-learning-to-the-use-the-toilet>

## Biting

Biting is a very common behaviour among toddlers, which means there are a lot of concerned parents out there. You are not alone. The good news is that there is a lot that parents and caregivers can do to support, reduce, and ultimately eliminate biting.

To set the stage for effectively addressing this challenge, avoid calling or thinking of your child as a "biter" and ask others not to use this term. Labeling children can actually lead to them taking on the identity assigned to them, which can intensify biting behavior rather than eliminate it.

#### Why do toddlers bite?

There are many reasons why toddlers might bite. Some are listed below. If you think one of these reasons might be why your child is biting, read specific strategies on how to respond later in the article. Toddlers might bite if they:

- **Lack language skills** necessary for expressing important needs or strong feelings like anger, frustration, joy, etc. Biting is a substitute for the messages they can't yet express in words like: *"I am so mad at you!", "You are standing too close to me", "That's mine", "I am really excited", or "I want to play with you"*.
- **Are overwhelmed** by the sounds, light or activity level in this setting
- **Are experimenting** to see what will happen
- **Need more active playtime**
- **Are over-tired**
- **Are teething**
- **Have a need for oral stimulation**

## Strategies to Prevent Biting:

If you see signs that your child might be on the verge of biting you can:

**1. Distract your child with a toy or book.** Suggest looking out the window or take a walk to another room or outside. The goal is to reduce the tension and shift your child's attention.

**2. Suggest how your child might handle the situation that is triggering the need to bite.** For example: "*Marcus, you can tell Ana: You are a little too close to me*". "*I don't like it when you touch my hair*". If you think your child might be biting due to a need for oral stimulation, offer your child something they can safely bite and chew—a cracker, some carrot sticks, or a cool teether (hint: placing it in the freezer so that it's cool may help!)

**3. Suggest ways to encourage and promote turn-taking.** Take out a kitchen timer to give children a visual reminder of how long they can each play with a toy. In a group caregiving setting, you will want to make sure that the classroom has duplicates of the most popular toys. Prompt and prepare children for turn-taking with simple, short language: "Bridget's turn now. Then after Bridget it will be Azlaan's turn." Sharing is one of the most common triggers for biting; remember that toddlers are still developing and take time to grow in their abilities to take turns, give up objects, and ultimately learn to share.

**4. Reading books about biting can also help.** As you read, ask your child how the different characters might be feeling. If you have an older Toddler, you can ask them to "read" the book to you, by telling you what is happening based on the pictures.

**5. Involve the child in the healing process.** If a child has bitten another child, this is an opportunity for to build empathy and understanding. Have them assist in applying ice to the bitten child's wound, getting tissues to wipe their tears, and explain that they've hurt another child. Drawing attention to the physical attributes of the situation (e.g. the bite mark, the tears on the other child's face) can help them to realize that their actions have hurt another person and will deter them from biting in the future.

**Resource link:** <https://www.zerotothree.org/resources/232-toddlers-and-biting-finding-the-right-response>

It's never easy to remember everything, but try to be as consistent as possible with encouraging self-help skills, toilet training, and reinforcing positive behaviours. As partners in your child's growth, we encourage continuous and ongoing communication with us. We love to tell you all about your child's day and all about their amazing accomplishments.

## Additional Information about the Toddler Room

### Safe Arrival Policy

When a child will not be attending child care PARENTS/GUARDIANS must:

1. Contact the centre by 10:00 a.m. Parents can send a message through Lillio (formerly Himama). Messages must include:
  - absent child's name
  - date(s) of absence and
  - reason for absence
2. If there are any changes to the child's pick-up procedure it is the parent/guardian's responsibility to communicate this to the child care staff (i.e., someone other than the parent/guardian picking up), through Lillio.
3. Where there are legal custody documents, it is the responsibility of the main caregiver to provide us with a copy of the documents which we will keep on file and follow release of the child/ren accordingly.

### Birthdays

N'Sheemaehn encourages the celebration of a child's birthday. If you choose to celebrate in the classroom, we ask families to provide the teachers with a box of Betty Crocker cake mix. Betty Crocker Icing is optional. The children make their birthday cupcakes with their friends as an activity. This is a great opportunity for math skills (mixing and measuring), as well as turn-taking, sharing, and waiting. We enjoy singing to the children and making them feel special on their day. Parents are welcome to come celebrate their child's birthday with us while at the centre; celebrations take place during afternoon snack time. Please speak to a staff directly if you would like to join the afternoon snack birthday celebrations with your child.



### Sleep and/or Rest time

Rest is an important part of the day for all children. We ensure that each child in our program is permitted to sleep and/or rest or will engage in quiet early riser activities based on the individual child's needs. All children are provided with a toddler-sized cot clearly labelled with their name. We ask parents to leave a blanket in their child's cubby on Mondays for use during sleep time that will then be sent home on Friday to be washed and returned (or laundered at the centre during COVID/Outbreaks). A child who regularly sleeps at the child care centre has a rest period not exceeding two hours in length as per Ministry guidelines. Throughout the rest period staff will monitor the children by conducting direct visual checks every 45 minutes. Children's cots are disinfected and new sheets put on every Friday by centre staff.

## Cubbies and Washroom Baskets

Each child has their own cubby in the toddler area. A space for shoes, coats and extra belongings is provided for your child. Children go outside on a daily basis; parents are requested to make sure that their child's cubby is stocked up with weather appropriate clothing. Please ensure all items are clearly labelled.

As you may already know, creating, having fun, and eating can get messy, so parents are asked to ensure that extra sets of clothing are always available for their child.

### What should you have in your child's washroom basket?

- Extra socks (more than 3 pairs)
- Extra diapers and or underwear
- Diaper creams and or ointments
- Extra pants and shirts appropriate for the given season



## The Lillio Program

This program app allows teachers to input daily information for each child using a tablet. It also aids educators to send photos in real time so that parents are able to see what their child is doing in the classroom as well as outdoors (gross motor activities in the playground, going on walks, scavenger hunts, planting experiences). Parents can access this report throughout the day in "real time" and will receive a daily report at the end of the day that lists:

- Meals
- Washroom routines
- Daily activities along with photo documentation
- Sleep times and sleep checks
- Supplies needed
- Health concerns and injury reports
- Moods
- Notes

Lillio enables us to document children's indoor and outdoor experiences in one organized place, creating individual child portfolios with developmental evidence. We are excited to be able to share what your child is doing throughout the day with you!

## ELECT Document

The ELECT Document is a tool that we use when we are programming for children in our classroom. This tool has 5 different domains; **Social, Emotional, Communication, Cognitive, and Physical**. Each age group has their own set of skills that increase in complexity as a child ages.

You can find our program plan outside the Toddler classroom along with a copy of the ELECT document. We are always ready and willing to help you better understand how we program for the children based on their interests and skill level, and how we use the ELECT document to back up the development learned through our activities.

## LookSee Checklist

LookSee is a short and simple checklist that reviews the child's growth and development at a specific age to determine if children are on track for their age and that their development is progressing. Educator's will complete this questionnaire to help parents ensure their child is meeting the important milestones by tracking their child's development. This developmental tool also allows educators to follow children's development and plan responsive and engaging learning experiences. Upon completion the LookSee checklist will be given to the parent in a sealed envelope for review. Parents are encouraged to discuss any questions or concerns they may have with the educators at a convenient time.

## Meal Times and Face Cloths

Creating enjoyable mealtimes helps young children learn healthy eating habits and develop positive attitudes toward food and time spent together. Staff make mealtimes pleasant by sitting with them, role-modeling, sharing the same meal and showing their enthusiasm for healthy foods. During meals children are seated around the tables in small groups so they can observe each other while safely engaging in brief conversations. Important socializing happens during mealtimes as children learn new vocabulary, practice self-help skills, observe and imitate. Toddlers are great imitators! After meals we have established regular handwashing routines along with face cloths soaked in warm water with child safe soap. This typically is done after lunches. Staff wring out any excess soapy water and provide each child with a face cloth to encourage face washing, independence and self-help skills. Staff will assist if required.

## Sunscreen

As mentioned in the Registration Package we ask that you apply sunscreen to your child prior to arriving to child care daily. We are outside as early as 7:30am and may flip our schedules and return outside after am snack. If for any reason you are unable to apply sunscreen prior to coming please ensure you let staff know. We will reapply sunscreen for our afternoon outdoor time.



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Children are truly the light of our lives and we are beyond thrilled that you've chosen us to share in their growth and development. We are always available to talk, give suggestions, or help with whatever we can. We look forward to working as a team on your child's journey in child care.

Sincerely,

Toddler Room R.E.C.E. Teachers

N'Sheemaehn Child Care Centre

## Checklist for the First Day:

- Blanket-To be kept and laundered at Centre
- Extra clothes (at least 2 complete seasonal sets)-In a back pack or bag that can be wiped done
- Indoor shoes to be kept at the Centre/Outdoor Shoes that will travel back and forth
- Diapers-If child is not toilet trained
- Labeled water bottle to remain at Centre-Washed daily
- Clothing for outdoor play (suitable for the weather)
- Completed registration package with medical form or copy of child's immunization record + Looksee checklist
- Labelled bottle of sunscreen (seasonal) if opting out of what the centre provides
- Six post-dated cheques for monthly fees if subsidized and/or not wanting to enroll in Preauthorized Debit option



FALL                      WINTER                      SPRING                      SUMMER

### TODDLER DAILY SCHEDULE

7:30-7:45 – infant room

7:45-8:00 – First staff sets up the room and does playground check; children who arrived after 7:30 transition from the infant room to outside (weather permitting)

8:00-9:00 – Morning arrivals and outdoor play

9:00-9:30 – Transitioning inside, getting children undressed, washing hands and washroom routine

9:30-10:00 – group time – language and literacy, then A.M. snack

10:00-10:45 – Washing hands and faces after mealtime; cognitive activities, creative art, science/nature and sensory activities

10:45-11:15 – Free play

11:15-11:30 – tidy up, washroom and diaper routine

11:30-12:00 – lunch

12:00-12:30 – washing hands and faces, toileting and diapering (where needed), transitioning to rest time

12:30-2:30 – rest time, early riser activities for any non-sleepers

2:30-3:00 – wake up, washroom routine, free play and planned curriculum

3:00 – 3:30 – P.M. snack

3:30-4:00 – washroom routine, diaper change as needed, and getting ready for outdoor time

4:00-5:00 – outdoor play or gross motor room during inclement weather

5:00-5:30 – transitioning indoor from outdoor play, getting undressed, free play, washroom routine and diaper change as needed, late P.M. snack (apples and crackers)

5:30-6:00 – go to infant room, free play until departure

6:00 – centre closed

This daily schedule is flexible to meet the individual needs of the child/group