



The MNCHP Bulletin is an electronic bulletin that highlights current trends, new resources and initiatives, upcoming events and more in the preconception, prenatal and early childhood education and development fields. Our primary focus is the province of Ontario, Canada but the bulletin also includes news and resources from around the world. Wherever possible, we include resources that are available for free.

*\*Please note that Best Start does not endorse or recommend any events, training, resources, services, research or publications of other organizations.*

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## I. News & Views

### **Opinion: Want Kids to Eat More Healthy Food? Offer Them Less!**

Limiting a healthy food for a child might seem counterintuitive since you'd usually want kids to eat more of it. So most adults take a different tactic—promising their children rewards for eating healthy foods, or trying to sway them by explaining that vegetables are good for their development—[with varying degrees of success](#). Yet [decreasing the availability of an object may increase its value](#). So, could limiting healthy foods and activities increase their value in kids' minds, too?

[Learn more.](#)

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## When Adults Are Sent to Jail, Their Children Are an 'Invisible Group,' Lawyer Says

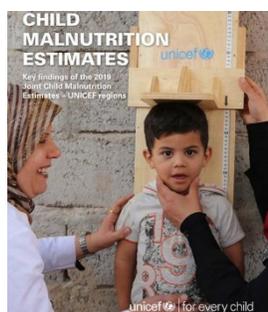
According to the 1989 United Nations Convention of the Rights of the Child, the best interests of the child should be a primary consideration in all actions concerning children, including in courts of law. But when adults are sent to jail, their children's interests are rarely — if ever — considered at sentencing. That's according to a report of the criminal justice program at the Canadian Friends Service Committee, commissioned by the Quaker organization on what happens to the children of incarcerated parents.

Canadian Friends Service Committee, December 2018



Considering the Best Interests of the Child  
when Sentencing Parents in Canada  
Sample Case Law Review  
December 2018

Read [the report](#) and [the discussion](#).



### Child Malnutrition Estimates

[UNICEF](#), [WHO](#) and [the World Bank](#) released new data on the state of child malnutrition worldwide. It shows that while some progress is being made, far too many children still fail to get the nutrition they need to reach their full potential. It is clear that a dramatic scale-up in investments by donors and governments is urgently needed. Note that, while there is no Canadian data related to stunting or wasting, Canada ranks quite high in the percentage of overweight children under 5...

Read [the report](#).

### Speaking of which...

Best Start recently updated its free online course *It Takes A Village*, available in [English](#) and in [French](#), and which focuses on healthy weights in children, in the context of healthy child development. This online course is designed for service providers who work with children aged 2 through 11, and/or their parents.



**AFFORDABLE FOR ALL:**  
MAKING LICENSED CHILD CARE AFFORDABLE IN ONTARIO  
Executive Summary  
February 2018

Dr. Sandra Stewart  
University of Toronto Scarborough

### Opinion: Why an Ontario Tax Credit for Child Care is a Bad Idea

The government in Ontario announced a child care tax credit. However, the tax credit is the government's contrarian response to a recommendation made to Kathleen Wynne's Liberal government, in the form of the study [Affordable for All: Making Licensed Child Care Affordable in Ontario](#) that recommended free preschool child care. The study concluded that a child care expenses tax credit would be inequitable and inefficient, and a better solution would be [to provide free child care for all children two-and-a-half to four years old](#). The cost of child care is a problem for many families but the anticipated provincial child care tax credit is likely to do [little to help](#).

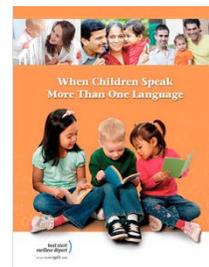
[Learn more](#) and [read the study](#).

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## Baby Talk Is Similar All Over the World

There are vast differences in early child-rearing environments across cultures. These differences illustrate the reality of infants growing up in distinct contexts. Yet despite these fascinating differences, a whopping 95 per cent of developmental science is based on only five percent of the world's population : The majority of developmental psychology studies are based on WEIRD societies: western, educated, industrialized, rich and democratic populations. However, some researchers examine caregivers and their infants in different societies, to determine the essential elements of child development. What is common across cultures and what is different? Which theories need reformulation and which ones hold steady despite cultural differences?

[Learn more.](#)



### Speaking of learning languages...

Language is the best tool to help children do well later in school and in life. Many children learn more than one language. Some learn even more than two. Parents of a child who will learn two or more languages may have questions. This guide will give them information based on research to help them.

Also available

in [French](#), [Arabic](#), [Chinese](#), [Cree](#), [Hindi](#), [Ojibway](#), [Punjabi](#), [Spanish](#), [Tagalog](#), [Tamil](#) and [Urdu](#).

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## UNICEF Canada Supports Call for Federal Commissioner for Children and Youth

[UNICEF Canada](#) welcomes the introduction of Bill C-441 An Act respecting the Office of the Commissioner for Young Persons in Canada to support debate about how to improve the well-being of Canada's children and youth. A Commissioner for Children and Youth is a key role in government to ensure that children are priority in decision-making. While Canada has seen some recent progress on reducing child poverty and giving children a better start in life, Canada's young people continue to experience more violence and have poorer health than children in many other rich countries. Children in Canada are falling behind in rates of bullying, suicide, homicide, food security and unhealthy weight. These threats exist across many communities, with First Nations, Métis and Inuit children more likely to bear these burdens.

[Learn more.](#)

### Can Pre-K Help Students, Even if They Don't Attend?

A few years after South Carolina expanded access to preschool programs, students' test scores in elementary school jumped. But the increase contained something of a mystery. Only students from low-income families were eligible for the new pre-kindergarten

program. Scores, though, climbed across the board, including for students from more affluent families.

[Learn more.](#)

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## Position of the Academy of Nutrition and Dietetics: Benchmarks for Nutrition in Child Care

It is the position of [the Academy of Nutrition and Dietetics](#) that early care and education (ECE) programs should achieve recommended benchmarks to meet children's nutrition needs and promote children's optimal growth in safe and healthy environments. Children's dietary intake is influenced by a number of factors within ECE, including the nutritional quality of the foods and beverages served, the mealtime environments, and the interactions that take place between children and their care providers, as well as children's physical activity, sleep, and stress within child care. A Position Paper presents current evidence and recommendations for nutrition in ECE and provides guidance for registered dietitian nutritionists; nutrition and dietetics technicians, registered; and other food and nutrition practitioners working with parents and child-care providers. It targets children ages 2 to 5 years attending ECE programs and highlights opportunities to improve and enhance children's healthy eating while in care

[Learn more.](#)

## II. Recent Reports & Research - Early Childhood Development and Education

### Early Adversity Impacts the Brain Networks Underlying Visual Working Memory

There is a growing need to understand the global impact of poverty on early brain and behavioural development, particularly with regard to key cognitive processes that emerge in early development. Visual working memory (VWM) is an early marker of cognitive capacity that has been assessed reliably in early infancy and is predictive of later academic achievement in Western countries. Here, we localized the functional brain networks that underlie VWM in early development in rural India using a portable neuroimaging system, and we assessed the impact of adversity on these brain networks. We recorded functional brain activity as young children aged 4–48 months performed a VWM task. Critically, children from families with low maternal education and income showed weaker brain activity and poorer distractor suppression in canonical working memory areas in the left frontal cortex. Implications of this work are far-reaching: it is now cost-effective to localize functional brain networks in early development in low-resource settings, paving the way for novel intervention and assessment methods.

[Access the article](#) and [read the discussion](#).

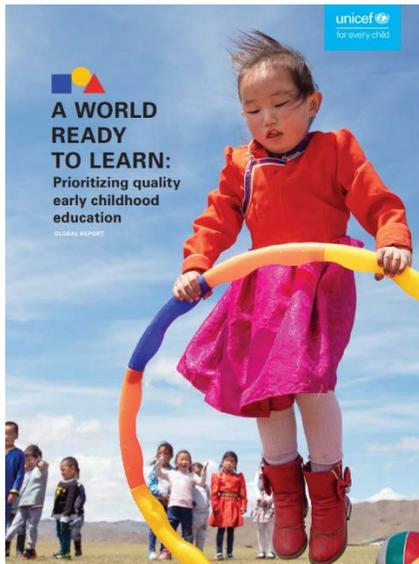
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### Child-Centered Nutrition Phrases Plus Repeated Exposure Increase Preschoolers' Consumption of Healthful Foods, but Not Liking or Willingness to Try

To determine whether the use of child-centered nutrition phrases (CCNP) with repeated exposure (RE) improved willingness to try, liking, and consumption of healthful foods compared with RE alone, children aged 3–6 years old ( $n = 87$ ) who were predominantly white (67%) and from middle-income homes and had parents with some higher education were recruited. Willingness to try, change in liking, and change in consumption were measured and analyzed to account for repeated measurements of willingness to try, liking, and consumption nested within participants. Data revealed that **children exhibited greater**

**consumption of CCNP foods at follow-up assessment compared with RE foods.** This suggests that the use of CCNP combined with RE may encourage healthy eating, especially for novel foods that children may typically refuse.

[Access the article](#) and [read the discussion](#).



## **A World Ready to Learn: Prioritizing Quality Early Childhood Education**

The evidence contained in this report from [UNICEF](#) shows that with quality early childhood education – preschool – by the time a child enters grade one, the foundations for success are already in place. Yet only half of the world's preschool-age children receive this early benefit. 175 million boys and girls are not enrolled in pre-primary education during these vital years of their lives. In low-income countries, nearly 8 in 10 children – 78 per cent – are missing out on this opportunity. This failure limits children's futures, by denying them opportunities to reach their full potential, and it deepens inequities in later learning. It also limits their societies' futures, robbing countries of the human capital that every society needs and along with it, the opportunity to reduce inequalities and contribute to peaceful and prosperous futures.

[Learn more](#).

## **Inclusion is an Experience, Not a Placement**

Many early childhood educators express concern about how to include and accommodate activities for children with disabilities in high-quality programs for all children. Early intervention programs that assess and provide diagnostically specific services to children are available in some communities, but many early childhood educators are not aware of how early intervention fits with their own practice. For this reason, inclusion as one component of a fully accessible and integrated system of early intervention, childcare, preschool, kindergarten, and family support remains elusive for many young children with disabilities. And many early childhood educators are not aware of where their institution fits in a larger system of services accessed by children with disabilities and their families. Based on a study of institutional processes and relationships from the standpoint of families with children who are thought of as disabled in the Inclusive Early Childhood Service System (IECSS) project, this article highlights common components of inclusion as an experience rather than merely a placement in a class. Early childhood educators and childcare programs are encouraged to play a critical role as part of this system providing accessible, equitable and integrated services to children.

[Access the article](#).

## **Measuring Connectedness to Nature in Preschool Children in an Urban Setting and its Relation to Psychological functioning**

Keeping in mind the importance of nature exposure and its extensive health benefits, many environmental programs around the world hope to (re)connect children with nature. To evaluate the effectiveness of such efforts, valid tools to measure Connectedness to Nature (CN) are needed but do not exist today, especially

for use with pre-schoolers. This study aimed at developing and testing such a tool. They modified the original CN Index and tested it among the Parents of Preschool Children (CNI-PPC) in an urban setting (Hong Kong) for its internal consistency (n = 299) and external validity (n = 194). The testing revealed that this tool adequately captured four major dimensions: enjoyment of nature, empathy for nature, responsibility toward nature, and awareness of nature. Using this tool with another that measures child psychological functioning and identifies children's problem behaviours revealed three things : (1) the more enjoyment of nature children displayed the less overall distress and impairment they exhibited; (2) greater responsibility toward nature in children was associated with less hyperactivity, fewer behavioural and peer difficulties and improved prosocial behaviour; (3) the more aware children were of nature, the less emotional difficulties they exhibited. In conclusion, this new tool has meaningful and substantive associations with the strengths and difficulties parents perceive in their children. It is a valid and reliable instrument to measure CN at an age when children cannot respond for themselves. Further, this simple tool can help researchers/practitioners to better understand how connectedness to nature affects child psychological functioning and wellbeing.

[Access the article](#) and [read the discussion](#).

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### **Child Health Promotion in Underserved Communities: The FAMILIA Trial**

Preschool-based interventions offer promise to instill healthy behaviors in children, which can be a strategy to reduce the burden of cardiovascular disease later. However, their efficacy in underserved communities is not well established. To assess the impact of a preschool-based health promotion educational intervention in an underserved community, children from 15 Head Start preschools in Harlem, New York were randomized to receive either a 4-month (50 h) educational intervention to instill healthy behaviors in relation to diet, physical activity, body/heart awareness, and emotion management; or their standard curriculum (control). The change from baseline in the overall knowledge, attitudes, and habits (KAH score) of the children was assessed at 5 months. Compared with the control group, the KAH score was ~2.2 fold higher in the intervention group. The maximal effect was observed in children who received >75% of the curriculum. Physical activity and body/heart awareness components, and knowledge and attitudes domains, were the main drivers of the effect. This suggests that **multidimensional school-based educational interventions may be an effective strategy for establishing healthy behaviors among preschoolers** from a diverse and socioeconomically disadvantaged community. Early primordial prevention strategies may contribute to reducing the global burden of cardiovascular disease.

[Access the article](#) and [read the discussion](#).

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### **Screen-Time is Associated with Inattention Problems in Preschoolers: Results from the CHILD Birth Cohort Study**

The association between screen-time on pre-school behavior was measured using data from the Canadian Healthy Infant Longitudinal Development (CHILD) study. CHILD participant parents completed the Child Behavior Checklist (CBCL) at five-years of age. Parents reported their child's total screen-time including gaming and mobile devices. Screen-time was categorized using the recommended threshold of two-hours/day for five-years or one-hour/day for three-years. The associations between screen-time and externalizing behavior (e.g. inattention and aggression) was assessed. Compared to children with less than 30-minutes/day screen-time, those watching more than two-hours/day had a 2.2-point increase in externalizing T-score, a five-fold increased odd for reporting clinically significant externalizing problems, and were 5.9 times more likely to report clinically significant inattention problems. **Children with more than 2-hours of screen-time/day had a 7.7-fold increased risk of meeting criteria for ADHD.** There was no significant association between screen-time and aggressive behaviors. In conclusion, increased screen-time in pre-school is associated with worse inattention problems.

[Access the article](#) and [read the discussion](#).

### On a similar topic...

Learn why and how to keep kids active by visiting and referring families to our [Have a Ball Together website!](#) This bilingual website will give you **the information and tools you need to be able to promote and encourage physical activity for children 0-6.**



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### Statistics Canada's 2019 Survey on Early Learning and Child Care Arrangements

About 60% of children under the age of 6 (i.e. almost 1.4 million young children) participated in some form of formal or informal child care in the previous three months in Canada. The type and quality of non-parental child care in the early years has been linked to healthy childhood development and school readiness. This survey, which was collected from mid-January to mid-February 2019, fills an important data gap on the use of various child care arrangements across Canada. Early learning and child care arrangements include any form of care for children, formal or informal, by someone other than their parent or guardian. Examples include the use of daycare facilities, in-home care by a relative or non-relative, as well as before and after school programs. Occasional babysitting or kindergarten were excluded from the survey.

[Access the article](#) and [read the discussion](#).



### The Current State of Local Food Awareness and Utilization in Meal and Snack Programs Targeted to Young Children in Ontario

[The Current State of Local Food Awareness and Utilization in Meal and Snack Programs Targeted to Young Children in Ontario:](#) This OPHA report identifies the current situation with respect to local food use and food literacy in meal and snack programs targeting young children and outlined the challenges, barriers and opportunities to support more local food use and food literacy in child care and student nutrition programs.

[Read the report.](#)

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### Nutrient Profiling and Child-Targeted Supermarket Foods: Assessing a “Made in Canada” Policy Approach

Marketing unhealthy food and beverages to children is a pervasive problem despite the negative impact it has on children’s taste preferences, eating habits and health. In an effort to mitigate this influence on Canadian children, Health Canada has developed a nutrient profile model with two options for national implementation. This study examined the application of Health Canada’s proposed model to 374 child-targeted supermarket products collected in Calgary, AB, Canada and compared this with two international nutrient profile models. Products were classified as permitted or not permitted for marketing to children using the Health Canada model (Option 1 and Option 2), the WHO Regional Office for Europe model, and the

Pan-American Health Organization (PAHO) model. Results were summarized using descriptive statistics. Overall, Health Canada's Option 1 was the most stringent, permitting only 2.7% of products to be marketed to children, followed by PAHO (7.0%), WHO (11.8%), and Health Canada's Option 2 (28.6%). Across all models, six products (1.6%) were universally permitted, and nearly 60% of products were universally not permitted on the basis of nutritional quality. Such differences in classification have significant policy and health-related consequences, given that different foods will be framed as “acceptable” for marketing to children—and understood as more or less healthy—depending on the model used.

[Access the study](#) and [read the discussion](#).

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### **Time to Attach: An Argument in Favour of EI Attachment Benefits**

The child welfare system in Canada is in “a state of crisis”, according to this new report from Western University. There are too many children and youth flowing into the system, especially from marginalized social groups including First Nations, Inuit, and Métis peoples, and African Canadians. There are also not enough children or youth leaving the system to join permanent, safe, and loving homes. There are two main objectives of the report. First, to show that when these children are placed in permanent families, they need more ‘time to attach’ to their new parents or caregivers than Canada’s Employment Insurance (EI) parental benefits system currently allows them to have; and second, to argue that the government should introduce new ‘attachment benefits’ for these families. The report recommends attachment benefits should, at the very least, be equal to maternity benefits. This means they should be available for 15 weeks at a rate of 55 per cent of average weekly insurable earnings.

Read [the report](#) and [the discussion](#).

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### **Prevalence of Fetal Alcohol Spectrum Disorder Among Special Subpopulations: A Systematic Review and Meta-Analysis**

To collate prevalence estimates of fetal alcohol spectrum disorder (FASD) among special subpopulations (defined by service use), a systematic literature review and meta-analysis of original, quantitative studies published between 1973 and 2018 was undertaken. 69 studies were identified, comprising 6177 individuals diagnosed with FASD from 17 countries. FAS and FASD prevalence rates were collated for the following five subpopulations: children in care, correctional, special education, specialized clinical and Aboriginal populations. The estimated prevalence of FASD in these special subpopulations was 10–40 times higher compared with the 7.7 per 1000 global FASD prevalence in the general population. In conclusion, global subpopulations of children in care, correctional, special education, specialized clinical and Aboriginal populations have a significantly higher prevalence of fetal alcohol spectrum disorder compared with the general population, which poses a substantial global health problem.

Access [the study](#) and read [the discussion](#).

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## Changes in the Prevalence of Child and Youth Mental Disorders and Perceived Need for Professional Help between 1983 and 2014: Evidence from the Ontario Child Health Study

This study aimed to examine: 1) changes in the prevalence of mental disorders and perceived need for professional help among children (ages 4 to 11) and youth (ages 12 to 16) between 1983 and 2014 in Ontario and 2) whether these changes vary by age and sex, urban-rural residency, poverty, lone-parent status, and immigrant background. Based on data from the Ontario Child Health Studies, the overall prevalence of perceived need for professional help increased from 6.8% to 18.9% among 4- to 16-year-olds. An increase in any disorder among children was attributable to increases in hyperactivity among males. Although the prevalence of any disorder did not change among youth, conduct disorder decreased while emotional disorder increased. The prevalence of any disorder increased more in rural and small to medium urban areas versus large urban areas. The prevalence of any disorder decreased for children and youth in immigrant but not nonimmigrant families. This suggests that, although there have been decreases in the prevalence of conduct disorder, increases in other mental disorders and perceived need for professional help underscore the continued need for effective prevention and intervention programs.

Access [the study](#) and read [the discussion](#).

### III. Current Initiatives



#### The Canadian Paediatric Society (CPS) is Asking All Primary Care Practitioners to Encourage Positive Parenting

The latest parenting advice from [the Canadian Paediatric Society \(CPS\)](#) is to shift away from shaming, blaming and any other types of negative discipline to what they call positive parenting. Positive parenting is a set of principles to correct children's misbehaviour with greater empathy and communication and less punishment — and sticking with it at the times when it's most challenging. Experts say positive parenting fosters loving, predictable and secure relationships between a child and their parent or guardian. Of particular interest:

*"Time-in and time-out: A re-examination of the ethics and efficacy of time-out as a routine disciplinary strategy is underway in the scientific literature and in the media, and its use in child care and other service settings is increasingly discouraged. Research indicates that time-outs are often misused and implemented incorrectly."*

[Learn more](#) and read [the position statement](#).

#### Best Start has you covered!

Visit and direct parents to our bilingual [Children See, Children Learn website](#) to learn all about the most positive ways to teach children, or find out facts and alternatives to time-outs with our [Frequently Asked Questions About Time-Outs brochure](#) (also available in [French](#)).





## Food Allergy Awareness Month

The [Top 10 Challenge](#) is one of the campaigns leading up to [May — Food Allergy Awareness Month](#). Food allergies impact about seven to eight per cent of Canadians. According to [Health Canada](#), priority food allergens include eggs, milk, mustard, peanuts, shellfish, fish, sesame seeds, soy, sulphites, tree nuts, and wheat. An allergic reaction can vary in severity, from mild symptoms such as hives to anaphylactic shock — a life-threatening reaction requiring immediate medical attention. Many families are managing their children's food allergies, along with other related conditions. They have a great impact on caregivers, day care staff, school staff and activity leaders. Yet, food allergies are still widely misunderstood. With rising numbers, the effects will continue to increase. Though prevalent in North America, a [2015 report](#) found that 49 per cent of 1,031 American adults surveyed lacked knowledge regarding food allergies.

[Learn more](#) and [join the campaign](#).

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## EMPoWER: Early Mobility and Powered Wheelchair Evidence Review

The EMPoWER project in the UK examines the cost and benefits of providing powered mobility aids to children under five years old. Teams from [Bangor University](#) and [Newcastle University](#) will combine results of existing research and design a model to predict the cost-effectiveness of mini-wheelchairs or ride-on-cars at a young age.



[Visit their website](#).

## IV. Upcoming Events

### Webinar: Infant Development: Prelinguistic Communication

This webinar, occurring **May 29, 2019** at 10:30 am EDT, is designed for professionals and caregivers to review the building blocks of communication (e.g., imitation, joint attention, cause and effect, turn taking, functional play, etc.). For most children the ability to communicate emerges naturally and starts long before the use of first words. However, for children with autism spectrum disorder or identified social communication deficits, intervention may be necessary to foster the growth of these foundation skills. In addition to a theoretical review, participants will learn practical strategies and leave with a variety of resources to encourage the development of prelinguistic communication skills.

[Learn more and register](#).

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### Building Skills for Change in Early Years and Child Care Workshop

Taking place in **London June 1 & 2**, this 2-day training session is an excellent opportunity for those working or studying in the early years and child care sector and for parents and community members who are

interested in taking up an active role in their communities and in the Professional Pay campaign. The curriculum includes:

- Gaining self-confidence to tell your story/speak your mind to motivate others.
- Recruiting and retaining members of your community/program to work towards a common goal.
- Building strong Communities of Practice (CoP) that foster leadership among ECEs, staff and parents.
- Strategizing in a CoP setting and on tactics that build power and move decision makers.

Contact [the Association of Early Childhood Educators of Ontario](#) at [info@aeceo.ca](mailto:info@aeceo.ca) to learn more.

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### **OMSSA Webinar: Millennials and the Multi-Generational Workforce**

In 2019, human and social service professionals find themselves leading and working with five different generations at the same time. While inspired and intrigued by different approaches to problem-solving and communication, the reality is that we are often puzzled by the “how” and “why” of other generations. Join this webinar from the Ontario Municipal Social Services Association on **June 4, 2019 at 11am** to learn more about the generations that make up today’s work-force, as well as the clients you serve! Find out the latest strategies that you can use to navigate the new norm!

[Learn more.](#)

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### **Healthy Eating in the Early Childhood Setting**

In a three part workshop series occurring **between June 4 and 18, 2019 in Mississauga**, [the Nutrition Resource Centre](#) has collaborated with [Region of Peel - Peel Public Health](#) and [the Child Development Resource Connection Peel](#) to educate child care providers on the importance of healthy eating in the early years. In these two hour sessions during June and July, participants will learn about:

- The importance of developing healthy habits in the early years;
- Their role in supporting children to eat well;
- Strategies and activities to teach children about where their foods come from; and,
- How to incorporate healthy, local food into child care menus and meal plans.

Learn more and register:

- [For licenced child care centre providers](#)
  - [For home child care providers](#)
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### **PHO Grand Rounds: Pathways to Resilience: Nine Ways Families, Schools, and Communities Nurture a Child’s Well-being**

In this webinar, taking place on **June 11, 2019**, Dr. Michael Ungar uses examples from his clinical practice and research collaborations to explore the nature of children’s resilience. His work challenges us to think about resilience as something nurtured rather than something innate. In this presentation, Dr. Ungar will

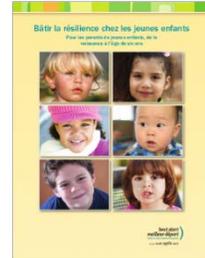
provide nine practical strategies that parents, caregivers, health professionals and educators need to help children heal, regardless of emotional, psychological or behavioral problems.

[Learn more and register.](#)

## Speaking of resilience...

Are you looking for ways to help children become more confident? Handle everyday frustrations better? Bounce back from life's challenges and thrive? Become resilient youths and adults? Check out our Building Resilience resources:

- The booklet for parents and service providers in [English](#) and [French](#).
- The ready-to-use workshop in [English](#) and [French](#).



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## Summer Institute 2019 – Accounting for Quality

The [16th Annual Summer Institute on Early Childhood Development](#) will take place in **Toronto on June 17th, 2019**. Iram Siraj, Professor of Child Development and Education at the University of Oxford will present Fostering Effective Early Learning through Professional Development at our 16th annual Summer Institute. In addition to her keynote presentation, Professor Siraj will lead a workshop on Developing the whole child through movement play: Using the MOVERS guide to improve the quality of physical well-being. Please visit our webpage for abstracts on both presentations, and a detailed Bio of Professor Siraj.

[Learn more.](#)



## Cultural Awareness Training Sessions

Offered by [Nogojwanong Friendship Centre](#) in Peterborough, the CAT (Cultural Awareness Training) sessions are meant to provide an awareness about Indigenous people in Canada. Participants will have the opportunity to increase their knowledge, skills of the history, experiences, and events which have influenced the relationship of Indigenous people in Canada. The Indigenous population in Canada is the fastest growing population, the youngest, but also the most overrepresented population in the justice and child welfare systems. The goal of this workshop is to develop a knowledge base on Indigenous lived experiences and be able to support those individuals who are seeking your help and/or support. Many dates are offered **between June 25, 2019 and March 31, 2020**.

[Learn more and register.](#)

## Would you like to build up on this?

Have a look at our manuals and ready-to-use workshops intended for Indigenous communities. See for example:

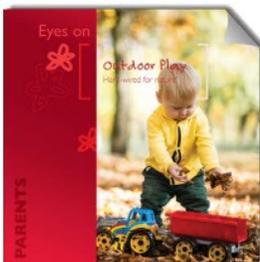
- [Atuagsijut: Following the Path Sharing Inuit Specific Ways](#)
- [Planning a First Nations Workshop for Parents](#)
- [Taking Care of Our Children: Parent Workshop on Childrearing in First Nations Families and Communities](#)
- [Zhi-gid-minaan Nda-nii-jaan-sag – Growing Together with Our Children](#), A manual on how to provide a First Nations parent workshop on the topic of parent child attachment.
- [Open Hearts, Open Minds: Services that are Inclusive of First Nations, Metis and Inuit Families](#)



### Conference - Child Development Update

On **November 22-23, 2019** in Toronto, [the Continuing Professional Development unit at the Faculty of Medicine in Toronto](#) is offering *the Child Development Update*, a 2-day conference that will enhance the clinicians' understanding of the link between current developmental paediatric research and its translation into clinical paediatric practice; new skills in clinical assessment and management of developmental disorders, and up-to-date developments in the basic science and clinical research relevant to child development and diagnosis and treatments. Additional details about this conference can be reviewed at <https://www.childdevelopmentupdate.com/>

## V. Resources



### Outdoor Play, a New Topic in the Encyclopedia

Children are hard-wired to need nature and to play in their natural environments. Yet, did you know that compared to the 70s, children today are spending 50% less time engaged in outdoor play? Why do you think that is? Read all about this new topic and find out what we know about it and what can be done to promote the value of outdoor play. Let's make sure our children start playing outdoor a lot more!

[Learn more](#) and [download the information sheet](#).

*Note: if this topic interests you, watch [LOOP Junior's recorded webinar on Risky Play!](#)*

Teenage fathers may not have planned to have children at this stage in their lives, but it doesn't mean that they can't be good dads. Being a father is challenging at the best of times, and can be especially challenging when you are a teenager. Teenage fathers are dealing with the challenges of transitioning into adulthood and adjusting to parenthood at the same time. This blog post from [BC Council for Families](#) offers tips to teenage fathers to help them be the best father they can be.

[Read more](#) and [purchase brochures](#).

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## Podcast: Supporting Families Going Through Postpartum Depression

Building real parent-teacher relationships is so important at a child care center. This episode features Amanda Munday, owner of The Workaround, a coworking space in Toronto that supports working parents and author of *Day Nine: A Postpartum Depression Memoir*. She talk about her journey into motherhood as well as her experience with postpartum depression. She also shares how she challenges her team of educators to be curious and get to know their families on a personal level.



[Learn more](#).

Listen to [other podcasts from Himama](#) such as:

- [Early Learning Leadership For All Levels](#) ("If there is one single person following you, watching what you do, taking their cues and clues from you, then you're a leader. And it doesn't matter whether that person's two foot tall or six foot tall or anywhere in between.")
- [Supporting Play-Based Learning Globally](#)

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## TED Talk: How Does Income Affect Childhood Brain Development?

Neuroscientist and pediatrician Kimberly Noble is leading the Baby's First Years study: the first-ever randomized study of how family income changes children's cognitive, emotional and brain development. She and a team of economists and policy experts are working together to find out: Can we help kids in poverty simply by giving families more money? "The brain is not destiny," Noble says. "And if a child's brain can be changed, then anything is possible."

[Watch the video](#).

## On a similar topic...

You can learn more about the unexpected effects of poverty on future and new families, and what you can do to help them, in the Poverty category of the Best Start resource platform: <https://resources.beststart.org/product-category/resources/poverty/>



## New Online Module from NAEYC: Serious Fun!

Expand your knowledge of guided play! This self-paced online module is based on the National Association for the Education of Young Children (NAEYC) (In the US)'s newest publication, *Serious Fun: How Guided Play Extends Children's Learning*, and offers guidance on ways to incorporate meaningful play opportunities into rigorous and developmentally appropriate classroom practices.

[Access the course.](#)

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### AllergyCheck

People worried that they or their children might be suffering from an undiagnosed food allergy have a new tool to help them figure out if they should see a specialist. [The free Allergy Check website](#) lets users enter various symptoms and provides them with information about potential causes, including whether further advice should be sought from an allergist -- all in just a few clicks. It also offers general resources around food allergies. It was conceived mostly as a way to help people tell the difference between an allergy and a food intolerance before making a potentially unnecessary visit to a doctor.

[Learn more](#) and [visit the website](#).

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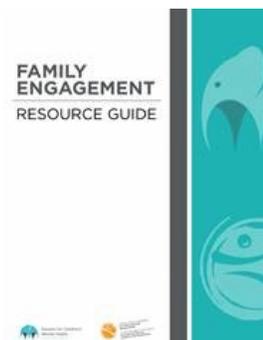
## Refugee Rights in Ontario

Information for front-line workers

[Community Legal Education Ontario \(CLEO\)](#) produces clear, accurate and practical legal information to help people understand and exercise their legal rights. One of their website, Refugee Rights in Ontario, is for front-line workers and advocates who work with refugee claimants and others who have questions about their immigration status in Canada.

[Learn more.](#)

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### Family Engagement Resource Guide

The [Ontario Centre of Excellence for Child and Youth Mental Health](#) provide expert support, guidance and advice throughout the process of building relationships and partnerships with families and will help you to engage meaningfully with families in your community to bring these practices to life. This guide provides information and resources to support meaningful family engagement practice in your child and youth mental health organization. It has been co-created by [Parents for Children's Mental Health \(PCMH\)](#). The guide shares what the evidence says works (and doesn't work) to help guide you as you work to integrate family voice and establish meaningful partnerships with

families at all levels of your agency.

[Access the guide.](#)

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### The PREP Online Module is here!

[Pathways and Resources for the Engagement and Participation \(PREP\)](#) is an evidence-based intervention that encourages and empowers children, youth and adults with disabilities to participate in any activity they choose, whether at home, school, work or in the community. The PREP intervention focuses on changing the environment (including physical, social, attitudinal and institutional elements) to meet the person's abilities and needs, and on building capacity through coaching. Available at the cost of 99 CAD, the PREP modules include :



- Videos that explain the PREP intervention approach and show therapists using it with clients.
- Detailed scenarios that walk you through each of the intervention steps for actual participation goals.
- Easy-to-download forms to guide your assessment and intervention, plus examples of environmental modifications.

[Purchase the online module.](#)

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### Stay connected!

- **Click4HP** is an international dialogue on health promotion. Participants exchange views on issues and ideas, provide leads to resources, and ask questions about health promotion.

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- **The Maternal Newborn and Child Health Promotion (MNCHP) Network** - A province-wide electronic forum for service providers working to promote preconception, prenatal and child health.
  - **Ontario Prenatal Education Network** - A space where professionals can share information and resources, ask questions and collaborate with peers on topics related to prenatal education.
  - **Health Promotion Today** Our blog keeps you informed of news and topics related to health promotion.
  - **The Best Start Indigenous Sharing Circle (BSASC) Network** is a distribution list designed for service providers working with Aboriginal Peoples in areas of preconception, prenatal and child health. The network is a forum to share news, ideas, questions and best practices.

En français:

## **Restez branché!**

- Le **Bulletin de santé maternelle et infantile** est un bulletin électronique mensuel à l'intention des fournisseurs de services œuvrant dans le domaine de la promotion de la santé maternelle et infantile.
- **Promotion de la santé aujourd'hui**– Notre blogue sur lequel on partage des nouvelles et réflexions liées à la promotion de la santé.

