



Community Catalogue



Alberta Health Services (AHS) Pediatric Rehabilitation helps children and youth live the best life they can, build resilience, and take part in activities meaningful to them and their families. The [provincial virtual children's rehabilitation](#) team provides free resources for parents and caregivers of children birth to 18 years. This catalogue provides a list of current resources with information about format, intended audience, objectives, and promotional material.

Resources and services



Webpage

ahs.ca/pedrehab



Advice line

1-833-379-0563 or 8-1-1



Community connection

together4health.ahs.ca/peds-rehab



Provincial virtual children's rehabilitation

childrenyouthhealth@ahs.ca



Click to watch a video about finding resources and services



Click on the topic to find more information

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About our resources

- Created for caregivers (parents, family and those who work with children/youth) of children birth to 18 years.
- Participants do not have to be involved with an AHS program.

Live webinars



- Free
- Live via Zoom
- Participants must register
- Offered at a variety of times including noon, evenings, and/or weekends
- Participants must be physically in Alberta during sessions to ensure facilitators comply with their professional colleges' regulations

Video series



- Free
- Online and on demand
- Registration is not required

About our services

- Provides information and resources that help participants learn about child development, health, and wellness.
- Consists of AHS pediatric rehabilitation clinicians: occupational therapists, physiotherapists, speech-language pathologists, psychologists, and social workers.



Does your community organization want to learn more about these services and resources? [Contact us!](#)
We offer live, on-line presentations to share information about AHS Pediatric Rehabilitation resources.

Frequently asked questions



Do parents/caregivers need a referral to sign up for a live webinar?

- No, participants do not need a referral to register for a session. Parents and caregivers can register at ahs.ca/pedrehab

Who should I recommend to webinars?

- The webinars are intended for parents, caregivers and those who work with children.
- See the audience description each session.
- Participants need to be physically in Alberta to attend live webinars.

What happens if the parent/caregiver can't attend a webinar they registered for?

- We do not track who attends the webinars.
- If a participant cannot attend a webinar, they do not have to notify us.
- Participants are welcome to register again for another session time.

Do you provide certificates of attendance?



- Yes, participants can request a certificate of attendance after attending a webinar.
- Participants are given instructions on how to request this certificate at the end of the webinar session (or series).
- They can email us at ChildrenYouthHealth@ahs.ca if they have questions.

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Promotional material

Help families connect to AHS resources and rehabilitation services.

Material	Description	Links
<ul style="list-style-type: none"> • Poster 	Print-friendly to display and clickable for email	<ul style="list-style-type: none"> ○ Pediatric Rehabilitation ○ Child and youth resources
<ul style="list-style-type: none"> • Sharable content 	Messages and images to share	Newsletter & social media content
<ul style="list-style-type: none"> • Business cards 	Print-friendly with reduced image and colour	Business cards
<ul style="list-style-type: none"> • Promotional slide 	Add to your presentation	Presentation slide
<ul style="list-style-type: none"> • Promotional videos 	<ul style="list-style-type: none"> ○ Video for Health Unlimited Television ○ Video for caregivers – Tour of ahs.ca/pedrehab 	<ul style="list-style-type: none"> ○ Webinars HUTV video ○ Webpage Tour video
<ul style="list-style-type: none"> • Information sheet 	Quick reference for community organizations	Info sheet
Special features		
<ul style="list-style-type: none"> • Baby's first year • School readiness • Autism and neurodivergence 	<ul style="list-style-type: none"> • Videos on-demand • Talk Box 	<ul style="list-style-type: none"> • Webinar snapshot <ul style="list-style-type: none"> ○ July ○ August 



See the following page for more materials

Display, distribute or share with your community

Looking by age

UPDATED

- Birth to 2 years
- 2 to 5 years
- 5 to 10 years
- 10 to 18 years
- Parents & caregivers
- All ages

Looking by topic

- Communication
- Daily living skills
- Gross motor skills
- Play & activity
- Infant head & neck
- Eating, feeding & swallowing
- Behaviours, emotions & social skills
- Supports for mobility & positioning
- Fine motor skills
- Finding help & caring for yourself

➤ We have promotional material for each resource. Find these in the descriptions.



Can't find the promotional material you need?

Contact us at ChildrenYouthHealth@ahs.ca or submit your suggestion anonymously [here](#).

Communication



Click on the resource title to find more information

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Communication resources flyer

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Video series [Get ready for successful speech therapy](#)

Caregivers will learn about working together with the speech therapy team, planning for successful speech therapy, and more.

- **Video 1: Introduction**
Learn about the process of speech therapy in this introduction.
- **Video 2: Working Together**
Learn about your child's speech therapy team and how to work together with your speech therapist
- **Video 3: Getting Started**
Find out what to expect from your child's first few visits with your speech therapist.
- **Video 4: Setting Goals**
Learn how to set a goal for speech therapy with help from your speech therapist.
- **Video 5: Keys to Success**
Learn how to include 3 important parts into your child's speech therapy.
- **Video 6: Practice, Practice, Practice**
Learn what to expect from practice sessions and how you can set up home practice that works for you.
- **Video 7: After Speech Therapy**
Learn why your child might not need to see their speech therapist regularly anymore and how to plan for next steps.

Audience:	Parents and caregivers of children who are ages 3 years and older who have speech sound-related concerns. Most relevant for families who are just starting with speech therapy with AHS.
Length:	Series includes 7 videos, range from 4 to 11 minutes.
Type of session:	Pre-recorded. Available on demand
Developed and delivered by:	AHS Speech-Language Pathologists
Watch the video series:	Get ready for successful speech therapy (alberta.ca)

- Promotional material**
- [Webinar and video flyer](#)
 - [More](#)

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Video series Speech sound activities

After watching the 'Supporting your child's speech' video series, caregivers will learn about individual speech sounds and ways to support their child's sound development. Learn about the sound and how you can use speech sound activities to help your child with this sound:

- F sound
- K sound
- L sound
- R sound
- S sound
- SH sound
- TH sound

Audience:	Parents and caregivers of children who are who are 3 to 7 years old. Suitable for children of any age who are talking.
Length:	Series includes 3 videos, range from 11 to 13 minutes.
Type of session:	Pre-recorded. Available on demand
Developed and delivered by:	AHS Speech-Language Pathologists
Watch the video series:	Speech sound activities (alberta.ca)

Promotional material	<ul style="list-style-type: none">• Videos flyer• More
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Video series Supporting your child's speech

Caregivers will learn about speech sound development in children and ways to support their child's speech.

- Video 1: Introduction
Learn about speech sound development in children and ways you can support your child.
- Video 2: Speech Sound Development
Learn when and how speech sounds develop
- Video 3: Everyday Ideas
Learn how to encourage speech sound development throughout the day, every day
- Video 4: Sound activities
Learn how to help your child with specific speech sounds
- Video 5: Reducing Frustration
Learn how to help your child with frustration

Audience:	Parents and caregivers of children who are who are 3 to 7 years old but suitable for children of any age who are talking.
Length:	Series includes 5 videos, range from 2 to 11 minutes (36 minutes total).
Type of session:	Pre-recorded. Available on demand
Developed and delivered by:	AHS Speech-Language Pathologists
Watch the video series:	Supporting your child's speech (alberta.ca)

- Promotional material**
- [Videos flyer](#)
 - [Webinar flyer](#)
 - [More](#)

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Webinar Common questions about children learning more than one language

Is your child hearing or speaking more than one language? Do you wonder how this will affect their language skills? If these are questions you have, join this session to learn:

- What happens when children learn more than one language
- How you can support your child's language learning
- When to reach out for help
- Answers to frequently asked questions

Audience:	Parents and caregivers of children who are learning more than one language
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Speech-Language Pathologists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
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<ul style="list-style-type: none"> • Participants will describe features of multilingual language development. 	<p>What does multilingual mean?</p> <ul style="list-style-type: none"> • Define bilingualism and multilingualism <p>How do children learn more than one language?</p> <ul style="list-style-type: none"> • Simultaneous and sequential language learning • Community language and home language <p>What can I expect when children speak more than one language?</p> <ul style="list-style-type: none"> • Code switching is expected and not detrimental • Silent period can be observed in sequential language learners • Language fluency depends on quality and quantity of language exposure • Multilingualism is not detrimental to language development • Children with a language delay can learn more than one language • Benefits to multilingualism and keeping one's home language
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Continued Common questions about children learning more than one language - Webinar

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will implement strategies to promote language learning in multilingual children. 	<p>How can I help my multilingual child?</p> <ul style="list-style-type: none"> Strategies to promote multilingual language learning: <ul style="list-style-type: none"> Caregivers use the language(s) in which they are most comfortable. Provide opportunities to interact in the child's target language(s). Providing rich language by using a variety of vocabulary and grammar. Encouraging the use of storytelling and reading to promote language learning. Participants are encouraged to act as advocates for their child's needs
<ul style="list-style-type: none"> Participants will identify risk factors for language delays in multilingual children. 	<p>How can I monitor my child's communication skills when they are multilingual?</p> <ul style="list-style-type: none"> Communication milestones How to account for speaking multiple languages. Identify the need for personalized speech-language services based on the red flags: not meeting milestones, low intelligibility, impact on interaction, learning difficulties and parent concern.
<ul style="list-style-type: none"> Participants will identify where to access additional resources and services. 	<p>Where do I find help and more information?</p> <ul style="list-style-type: none"> Online information for communication and other related topics Community resources AHS services
<ul style="list-style-type: none"> 2 Webinar handouts 	<ul style="list-style-type: none"> Talking and listening checklist Summary handout
<ul style="list-style-type: none"> Related resource: 	<ul style="list-style-type: none"> Talk Box (alberta.ca) – See <i>Learning more than one language</i>

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Webinar Get ready for successful speech therapy

Is your child just starting speech therapy sessions? Do you wonder how you can help them get the most from of speech therapy? If so, join us to learn about:

- What to expect from your child's speech therapy sessions
- Working together with the speech therapy team
- Planning for successful speech therapy and what to do next
- Setting up a routine for home practice

Audience:	Parents and caregivers of children ages 3 years and older who have speech sound-related concerns Information is more relevant for families who are just starting speech therapy with AHS
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Speech-Language Pathologists and Social Workers

Promotional material	<ul style="list-style-type: none"> • Webinar and video flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will accept caregiver role as collaborator within the speech therapy team. 	<p>Who is a part of my child's speech therapy?</p> <ul style="list-style-type: none"> • Speech therapy team members <ul style="list-style-type: none"> ◦ Roles of caregiver and SLP/SLPA. ◦ Caregiver role as expert of child / family, decision maker and advocate. • Speech therapy is a collaborative process
<p>Participants will describe the process of speech therapy.</p>	<p>What happens in speech therapy?</p> <ul style="list-style-type: none"> • Assessment process and purpose • Possible options to support speech sounds: <ul style="list-style-type: none"> ◦ Speech groups and individual services ◦ Community and home activities ◦ Other appointments/treatments e.g., hearing test • Collaborative goal setting and making a plan of action • Transition planning

Continued Get ready for successful speech therapy - Webinar

Objectives	Content / Concepts
<ul style="list-style-type: none"> The participant will recognize the caregiver role in the implementation of speech practice. 	<p>How can I help make my child's speech therapy successful?</p> <ul style="list-style-type: none"> 3 ingredients for successful speech therapy <ul style="list-style-type: none"> "Just right challenge" and steps in speech sound practice Repetition Generalization Home practice <ul style="list-style-type: none"> Planning ahead Setting up a routine Making practice motivating Caregiver role in session and home practice <ul style="list-style-type: none"> Participants are active participants Communicate and address barriers with the therapist Resource for caregiver self-care
<ul style="list-style-type: none"> The participant will describe process of transition out of speech therapy. 	<p>What happens at the end of speech therapy?</p> <ul style="list-style-type: none"> Transition options include achieving goal, self-monitoring, accessing alternate supports, family withdrawal Resources to support transition and communication skills
<ul style="list-style-type: none"> 2 Webinar handouts 	<ul style="list-style-type: none"> Summary Getting Ready for Speech Tool

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Webinar Supporting your child's speech

Do you have questions about your child's speech sounds or how clearly they're able to talk?

If this is you, join this webinar to learn about how:

- Children develop speech sounds as they grow
- To best support your child's speech sounds in everyday activities
- To get to more help when needed

Audience:	Parents and caregivers of children ages 3 to 7 years who are using words and sentences.
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Speech Language Pathologists

Promotional material	<ul style="list-style-type: none"> • HUTV Video • Webinar and video flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will be able to describe typical speech development 	<p>How does speech develop?</p> <ul style="list-style-type: none"> • How speech sounds are made • Speech sounds expected from 2 to 7 years old • Expectations about the ability to be understood
<ul style="list-style-type: none"> • Participants will be able to implement strategies to promote speech sound development 	<p>How can I support speech development?</p> <ul style="list-style-type: none"> • General communication strategies to support speech sound development <ul style="list-style-type: none"> ○ Encourage overall communication and interaction between caregiver and child ○ Strategies include letting the child lead and having conversations • Strategies to promote clear speech, specifically “model and recast” • “Sound activities” to increase sound awareness called “hear the sound” and “see the sound” <ul style="list-style-type: none"> ○ how to use sound activities in daily routines, play, while reading and with songs • Strategies to reduce frustration

Continued Supporting your child's speech - Webinar

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will be able to identify risk factors for typical speech development 	<p>What can impact speech development?</p> <ul style="list-style-type: none"> Impact of hearing on for speech development <ul style="list-style-type: none"> Link: How do I know if my child can hear me? (alberta.ca) Risk factors and other considerations that may affect speech development
<ul style="list-style-type: none"> Participants will be able to identify if more supports are needed for their child 	<p>When should I reach out for speech therapy?</p> <ul style="list-style-type: none"> Children not meeting speech milestones may need more support Encourage monitoring and use of strategies for speech errors Children may benefit from speech-language services based on red flags
<ul style="list-style-type: none"> Participants will be able to identify where to access additional resources and services 	<p>Where can I find more resources?</p> <ul style="list-style-type: none"> Resources for communication development and community programming Where to access local speech therapy on ahs.ca Where to access hearing testing locally on ahs.ca
<ul style="list-style-type: none"> 2 Webinar handouts 	<ul style="list-style-type: none"> Speech milestones handout: Learning speech sounds in English (alberta.ca) Summary handout: Supporting your child's speech

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Webinar Understanding stuttering and how to help

Do you wonder if your child is stuttering? Do you want to find out more about stuttering and how to help? If so, join us to learn:

- What stuttering is and what it isn't
- How to help children who stutter
- When and where to get help if you have concerns

Audience:	Parents and caregivers of children ages 2 to 10 who wonder if their child is stuttering. May be suitable for parents and caregivers of children who are just starting speech therapy for stuttering.
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Speech-Language Pathologists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will describe features of common disfluency and stuttering. 	<p>What is stuttering?</p> <ul style="list-style-type: none"> • Define common disfluency <ul style="list-style-type: none"> ○ List features of common disfluency including repetitions, revisions, and interjections. ○ Video example of common disfluency. • Define stuttering <ul style="list-style-type: none"> ○ List speech patterns seen in stuttering including repetitions, prolongations, blocks, tension, breathing disruptions and related feelings. ○ Video examples of stuttering speech patterns. <p>What causes stuttering?</p> <ul style="list-style-type: none"> • Unknown origin but related to family history and difference in brain activity. • Number of adults who stutter. • Number of children who stutter and who outgrow stuttering without intervention. • Risk factors for stuttering include family history, age child started stuttering and biological sex.

Continue Understanding stuttering and how to help

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will describe common myths related to stuttering. 	<p>What are some common misconceptions about stuttering?</p> <ul style="list-style-type: none"> Stuttering is not caused by nervousness, anxiety or stress, but can be impacted by these. There are no links between stuttering and intelligence. Stuttering is not learned. Parenting style does not cause stuttering. Learning more than one language does not cause stuttering. There is no instant cure for stuttering. Therapy can help increase smooth talking.
<ul style="list-style-type: none"> Participants will implement strategies to increase fluency and support communication. 	<p>How can I help my child who stutters?</p> <ul style="list-style-type: none"> Strategies when talking to your child <ul style="list-style-type: none"> Talk slower More wait time Look and listen Repeat or paraphrase Take turns Strategies to adjust your child's environment <ul style="list-style-type: none"> Create a calm environment Use daily routines Strategies when responding to your child <ul style="list-style-type: none"> Accept stuttering Acknowledge feelings about stuttering Avoid negative reactions Avoid giving advice Build your child's confidence Participants are encouraged advocate to create a supportive network for their child. Participants are encouraged to seek mental health support for their child or for themselves if needed.

Continue Understanding stuttering and how to help

Objectives	Content / Concepts
<ul style="list-style-type: none">Participants will identify where to access additional resources and services.	<p>How do speech therapists help stuttering?</p> <ul style="list-style-type: none">General information about assessment and options for treatment. <p>When do I reach out help?</p> <ul style="list-style-type: none">Checklist of factors to consider when deciding to reach out to speech therapy.Parents can choose not to pursue treatment. <p>Where do I find help and more information?</p> <ul style="list-style-type: none">Reliable websites for stuttering informationAHS services for speech support and mental health supports
<ul style="list-style-type: none">1 Webinar handout	<ul style="list-style-type: none">Summary handout

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Webinar series Boost language for early learning

Does your child talk in short sentences? Do you wonder how to help boost their language to get them ready for learning? If so, join these 2 sessions to learn:

- how children develop language skills as they grow
- ways to support talking and listening to get your child ready for learning
- where to get more help if you have concerns

Audience:	Parents and caregivers of children from 3 years to 5 years who use sentences of 3 or more words. Suitable for children with language delays who are speaking in short sentences.
Length:	1 hour session 2 sessions in this series
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Speech-Language Pathologist

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
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Session 1	How does language develop?
<ul style="list-style-type: none"> • Participants will describe typical language development. 	<ul style="list-style-type: none"> • Pattern of language development from words to complex language • Language milestones from 3 to 5 years • Understanding verbal communication <ul style="list-style-type: none"> ○ Parts of talking: speech, fluency, voice/resonance and language ○ Language understanding and expression ○ Connection between language and learning ○ Hearing is important for verbal communication ○ Speaking more than one language does not cause confusion or delays

Continued Boost language for early learning

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will implement strategies to promote language development 	<p>How can I support language skills?</p> <ul style="list-style-type: none"> Communication development is dependent on conversations between caregiver and child <ul style="list-style-type: none"> “Let your child lead” by getting face to face, looking, listening and waiting. “RAMP up your language” <ul style="list-style-type: none"> R – Repeat and recast A – Adjust your talking M – Model P – Plus One Rule “Super Six” to support complex language development <ul style="list-style-type: none"> Explain, experiences, feelings, predict, imagine, problem solve
<p>Session 2</p> <ul style="list-style-type: none"> Participants will implement strategies to promote language development in everyday activities 	<p>How can I support language skills?</p> <ul style="list-style-type: none"> Keep the conversation going <ul style="list-style-type: none"> Pause and wait Comments and questions <p>How can I support language skills throughout the day?</p> <ul style="list-style-type: none"> Boost play with conversations <ul style="list-style-type: none"> Why play is important Pretend play Play in a group Boost reading with conversations <ul style="list-style-type: none"> Connecting language, reading and stories Creating conversations while reading Connections to print Language and story telling Screen time considerations for language development

Continued Boost language for early learning

Objectives	Content / Concepts
<ul style="list-style-type: none">Participants will identify when and where to access resources and services	<p>When should I reach out for speech therapy?</p> <ul style="list-style-type: none">Reach out for support if your child is not meeting communication milestones and other red flags <p>Where can I find more resources?</p> <ul style="list-style-type: none">Find local SLP supportOnline resources for communication development informationOnline resources and community supports for child development
<ul style="list-style-type: none">3 Webinar handouts	<ul style="list-style-type: none">Talking and listening checklistSpeech sound checklistSummary Handout
<ul style="list-style-type: none">Related resource	<ul style="list-style-type: none">Talk Box (alberta.ca)

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Webinar series Early communication: Helping your child develop first words

Do you have questions about your child's communication skills? Do you wonder how you can help them start talking?

If so, join these 2 sessions to learn how:

- Children develop talking and listening skills as they grow
- To support your child's talking and listening skills in everyday activities
- To get more help if you have concerns

Audience:	Parents and caregivers of children from birth to 18 months who are working towards first words. May be suitable for parents and caregivers of preschool children with language delays who not yet using first words
Length:	1 hour session. 2 sessions in this series
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Speech-Language Pathologists

- Promotional material**
- [Webinar flyer](#)
 - [More](#)

Objectives	Content / Concepts
Session 1 <ul style="list-style-type: none"> • Participants will describe typical communication development. • Participants will be able to implement strategies to promote early development. 	<p>What do early communication skills look like?</p> <ul style="list-style-type: none"> • Communication is learned from non-purposeful to purposeful • Children send cues <ul style="list-style-type: none"> ○ body movements ○ facial expressions, ○ eye gaze and joint attention ○ sounds • Language milestones from birth to 18 months <p>How can I help my child's early communication?</p> <ul style="list-style-type: none"> • Interaction & reciprocal turn taking are needed to develop communication skills (serve & return) • Use strategies in daily routines, play, stories, and songs

Continued Early communication: Helping your child develop first words

Objectives	Content / Concepts
	<ul style="list-style-type: none"> General communication strategies to support language development: <ul style="list-style-type: none"> Get face to face, look, and listen “Make your language SOAR” (slow, offer gestures, animate and repeat)
Session 2 <ul style="list-style-type: none"> Participants will be able to implement strategies to promote early communication development 	How can I help my child’s early communication? <ul style="list-style-type: none"> Strategies to support receptive and expressive language development: <ul style="list-style-type: none"> Identifying child’s turn and caregiver’s turn “Let your child lead the interaction” by getting face to face, looking, listening and waiting “3Ms”: Match (copy child), model (interpret and use variety) and more (to build comprehension) Turn taking with ideas to “keep the interaction going”
<ul style="list-style-type: none"> Participants will identify risk factors for typical language development 	When should I reach out for help? <ul style="list-style-type: none"> Aural health and ear infections Certain health conditions can increase risk of difficulties. Environmental factors to consider: <ul style="list-style-type: none"> Screen time recommendations Electronic toys and flashcards are not needed Baby sign is not necessary to speed up talking Multilingualism does not have negative impacts
<ul style="list-style-type: none"> Participants will identify where to access resources and services 	Where can I get help and more information? <ul style="list-style-type: none"> Online information for communication and other related topics Community resources AHS services for hearing test and speech-language services
<ul style="list-style-type: none"> 3 Webinar handouts 	<ul style="list-style-type: none"> Talking and Listening Checklist Session 1 Homework Session 2 Summary
<ul style="list-style-type: none"> Related resource 	<ul style="list-style-type: none"> Talk Box (alberta.ca)

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Webinar series Talking and listening for children who are using first words

Did your child just start saying their first words? Do you wonder how you can help them start putting words together?

If so, join these 2 sessions to learn how:

- Young children develop talking and listening skills as they grow
- To help your child learn communication skills in everyday activities
- To get more help if you have concerns

Audience:	Parents and caregivers of children from 18 months to 36 months. Most suitable for parents and caregivers of children who are saying their first words
Length:	1-hour sessions. 2 sessions in this series
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Speech-Language Pathologists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
Session 1 <ul style="list-style-type: none"> • Participants will describe typical communication development • Participants will implement strategies to promote early communication development 	<p>How does early language develop?</p> <ul style="list-style-type: none"> • Communication development from no words to sentences • Children communicate verbally and non-verbally including body movements, facial expressions, eye gaze and sounds. • Key language milestones from 18 months to 36 months <p>How can I support communication skills?</p> <ul style="list-style-type: none"> • Strategies to support interaction and language development include: <ol style="list-style-type: none"> 1. “Let your child lead” by getting face to face, looking, listening, and waiting. 2. Highlight language with “Make your language SOAR.” <ol style="list-style-type: none"> a. speak slowly b. offer gestures/visuals c. be animated d. repeat key words and phrases

Continued Talking and listening for children who are using first words

Objectives	Content / Concepts
<ul style="list-style-type: none"> Continued Participants will implement strategies to promote early communication development 	<ol style="list-style-type: none"> 3. Provide language with the “3Ms”: <ol style="list-style-type: none"> a. Match (copy) b. Model (interpret and use variety of vocabulary) c. More for understanding (use simple and grammatically correct sentences) d. More for expression (add 1 or 2 words to the child gestures or words) 4. “Recast” if your child makes an error <ul style="list-style-type: none"> Communication is dependent on interaction between caregiver and child To get more turns “keep the interaction going” by waiting, gesturing etc.
<p>Session 2</p> <ul style="list-style-type: none"> Participants will implement strategies to promote communication development 	<p>How can I support communication skills?</p> <ul style="list-style-type: none"> Strategies to build interactions daily routines – take turns with your child in everyday tasks How to use strategies in play: <ul style="list-style-type: none"> Why play is important Types of play “Play like a child” to support interactions by joining in, using the toys etc. How to use strategies while telling stories and reading: <ul style="list-style-type: none"> Storytelling, reading and language support each other Let your child lead with tips to get face to face with books “Read like a child” to support interactions while reading by using the pictures etc. How to use strategies with songs/rhymes. <ul style="list-style-type: none"> Benefits of songs/rhymes “Sing like a child” to support interactions while singing like going slow, pausing etc. Use “Talking Routines” to build language <ul style="list-style-type: none"> Use an everyday routine and add language. How to use a Talking Routine <ul style="list-style-type: none"> Same steps and order Add words and gestures Repeat Help your child take a turn

Continued Talking and listening for children who are using first words

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will identify factors that may impact language development 	<p>What can impact early communication development?</p> <ul style="list-style-type: none"> Hearing is important for verbal communication Monitor development when a child has health concerns Speaking more than one language does not cause confusion or delays Screen time and electronic toys are not a substitute for interaction
<ul style="list-style-type: none"> Participants will identify when and where to access resources and services 	<p>When should I reach out for speech therapy?</p> <ul style="list-style-type: none"> Reach out for support if your child is not meeting communication milestones and other red flags. <p>Where can I find more resources?</p> <ul style="list-style-type: none"> Find local SLP support on ahs.ca Online resources for communication development information Online resources and community supports for child development.
<ul style="list-style-type: none"> 2 Webinar handouts 	<ul style="list-style-type: none"> Talking and listening checklist Summary handout
<ul style="list-style-type: none"> Related resource: 	<ul style="list-style-type: none"> Using stories to help your toddler learn language (alberta.ca) – translated to multiple languages Talk Box (alberta.ca)

Eating, feeding, and swallowing

Video series Tips for success: Getting through mealtime struggles

Mealtimes can be a struggle for families for many reasons. This video series explores the different reasons and gives suggestions to help you have more positive mealtimes. In this series you'll get resources, information, and tips about:

- How to make stronger connections with your child by understanding their needs, reactions, and point of view
- How to set up a mealtime routine including where and how meals take place in your home
- How to introduce new foods
- How your child learns about textures and feeding themselves
- Nutrition for your child

Audience:	Parents and caregivers of children 6 months to 8 years
Length:	Videos range from 8 to 36 minutes (2 hours total) Series includes an introduction session and 4 others on different topics
Type of session:	Pre-recorded. Available on demand
Developed and delivered by:	Multidisciplinary team from Alberta Health Services
Watch the video series:	Getting through mealtime struggles (alberta.ca)

Promotional material	<ul style="list-style-type: none"> • Video flyer • More
Related resources	<ul style="list-style-type: none"> • Website tour: For families • Website tour: For providers • To find the videos on peas.ahs.ca scroll down to the bottom on the main page

Daily living skills



Click on the resource title to find more information

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Daily living skills resources [flyer](#)

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Video series Toilet training basics

Caregivers will learn when to start, how to get ready, and what to do to toilet training their child.

- Video 1: Is it time to start
Learn how to decide whether you and your child are ready to start toilet training
- Video 2: Getting ready
Learn how to get your home, yourself, and your child ready for toilet training
- Video 3: What to do in the bathroom
Learn how to toilet train your child
- Video 4: Outside the home
Learn strategies to support successful outings.
- Video 5: Staying dry at night
Learn strategies to help your child stay dry and when to get more help
- Video 6: When to get more help
Learn about situations where your child might need more help and where to find more support

Audience:	Caregivers of children who are ages 2 to 4 years old, who are looking to start toilet training
Length:	Series includes 6 videos, range from 4 to 12 minutes (45 minutes total). Watch videos in order or chose the video that fits your needs.
Type of session:	Pre-recorded. Available on demand
Developed and delivered by:	AHS Occupational Therapist
Watch the video series:	Toilet training basics (alberta.ca)

- Promotional material**
- [Video flyer](#)
 - [More](#)

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Webinar Puberty: Managing periods (monthly cycles)

Is your child reaching puberty? Are you wondering how to help them manage their periods because of their cognitive, physical, or mental health challenges? Does your child now need help in the bathroom because they've started their period? In this webinar you'll:

- Develop a plan to help your child manage periods in different settings
- Explore different period management options
- Help your child to manage their periods by themselves

Audience:	Parents and caregivers of children 8 to 18 years who are neurodiverse or have physical, cognitive, or mental health challenges and can manage toileting without adult support
Length:	1 hour. Session 2 of a 2-part series Attend Puberty: Preparing for periods (monthly cycles) before attending this session.
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Occupational Therapists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • To understand the range of product options. 	<ul style="list-style-type: none"> • Review of products: disposable pads, reusable pads and period underwear. • Note: webinar does not cover products inserted into the body, e.g., tampons. • Making decisions based on child's abilities and practicalities: overnight, at home, at school. • Acknowledge concerns of Participants and Participants of children with developmental challenges and/or mental health concerns.
<ul style="list-style-type: none"> • Decide on product based on child's abilities and needs 	<ul style="list-style-type: none"> • Degree of skills needed for the 3 types of products: fine motor, motor planning, learning and memory. • Level of sensory challenges of the 3 types of products. • Level of distress related to seeing blood related to the 3 types of products.

Continued Puberty: Managing periods (monthly cycles)

Objectives	Content / Concepts
<ul style="list-style-type: none"> Learn how to teach child how to use a product. 	<ul style="list-style-type: none"> Considerations for how to practice: when, with selected product, build into routine to become familiar with the product. Practice elements for each of the 3 products: <ul style="list-style-type: none"> Physical skills: dressing, fasteners Props and techniques to use for practice Practicalities: product storage and disposal, rehearsals to manage surprises Social awareness: who to share with (boundaries), who can they ask for help and how
<ul style="list-style-type: none"> Gain strategies to manage common challenges 	<ul style="list-style-type: none"> Overnight issues Constipation and diarrhea Symptom management
<ul style="list-style-type: none"> 4 Webinar handouts 	<ul style="list-style-type: none"> Products Practice Routines Tips

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Webinar Puberty: Preparing for periods (monthly cycles)

Is your child getting close to puberty? Do you have questions about how puberty will affect them and how to recognize what's happening, regardless of their physical abilities, cognitive and mental health abilities, or gender identity? This webinar focuses on how the start of their period can affect your child's life. You'll learn about:

- How to support your child through the physical and emotional changes related to periods
- Timelines, tracking, common symptoms, and how to plan ahead
- What to watch for and when to get more help for your child

Audience:	Parents and caregivers of children 8 to 18 years. Child may or may not have started their period
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Occupational Therapists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Raise awareness and build confidence about a sensitive topic. 	<ul style="list-style-type: none"> • Acknowledge sensitivity of the topic. • How to connect and talk with their child: advance preparation to avoid surprises, to be open and factual, and set boundaries
<ul style="list-style-type: none"> • Understand biological process of the monthly cycle. 	<ul style="list-style-type: none"> • Broad overview of monthly cycle stages (Follicular, Luteal), hormones and differences: starting age, typical cycle duration • Recognize signs of puberty: supports preparation ahead of time
<ul style="list-style-type: none"> • Have strategies: before, during and after the period starts. 	<ul style="list-style-type: none"> • Resources to help parent/CG to talk to the child about what to expect: books, websites, special considerations for children with developmental challenges • Review and practice with identified products • Create First Period Plan: period kits, review and preparation of “what to do” scenarios • Importance of tracking and review of methods; creating an emergency plan

Continued Puberty: Preparing for periods (monthly cycles)

Objectives	Content / Concepts
<ul style="list-style-type: none">Understand tracking: why, what and how	<ul style="list-style-type: none">Review of symptoms and when they occur in the cycle:<ul style="list-style-type: none">physical (e.g., pain, pain), emotional (e.g., mood swings), sensory (e.g., sensitive to touch, smells, noise) and other symptoms (e.g., diarrhea, constipation, insomnia)Review of different types of tracking methods:<ul style="list-style-type: none">Use of case study to illustrate how tracked data can be used to predict and cycles and common symptoms
<ul style="list-style-type: none">Webinar handouts	<ul style="list-style-type: none">BackgroundPeriod PrepSymptom management

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Webinar Sweet dreams: Tips for better sleep for babies and toddlers

Are you and your baby struggling with sleep? If you want information and ideas for better sleep, join this session to learn about:

- How long your baby sleeps and their sleep patterns
- How to create a bedtime routine that meets your baby's needs
- How to help your baby sleep when there are changes in your life
- Resources about sleep for you and your baby

Audience:	Parents and caregivers of children from birth to 24 months
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Occupational Therapists and Social Workers

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will be aware of typical sleep patterns and duration of children birth to 2 years. 	<p>How does sleep develop?</p> <p>What is the difference between adult and baby's sleep?</p> <ul style="list-style-type: none"> • Adult sleep stages and circadian rhythm • Sleep amount and duration for both adult and children • Sleep- cycles, consolidation, and regression • Sleep patterns and temperament
<ul style="list-style-type: none"> • Participants will understand the important role they play in supporting their child's sleep development 	<p>Why and how are connections important for sleep?</p> <ul style="list-style-type: none"> • Bedtime routines and sleep associations • Scaffolding and the just-right-support • Secure attachment and responsive care • Serve and Return • The 3 R's (Recognize, Read, and Respond)

Continued Sweet dreams: Tips for better sleep for babies and toddlers

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will gain sleep strategies for newborns, infants, and toddlers. 	<p>How to Recognize, Read and Respond to cues during the day and night?</p> <ul style="list-style-type: none"> Approaches and strategies based on age: birth to 6 months, 6 to 12 months and 12 to 24 months Activities while awake: Use of serve and return to connect Review of sleep cues What bedtime routine might look like Matching sleep cues with the timing of responding and bedtime routine Strategies based on age giving considerations for: <ul style="list-style-type: none"> Baby's needs Sleep environment/setting Sleep associations and self-regulation Review of AHS Safe Infant Sleep to reduce SIDS; making an informed choice
<ul style="list-style-type: none"> Participants have understanding and strategies to support challenges related to their child's sleep. 	<p>What are the common challenges related to sleep and options for the child and family?</p> <ul style="list-style-type: none"> Tips for common concerns: night feeds, moving to crib or different room, changes in routines Tips to support Participants well-being: Normalizing adjusting to parent role, signs of Post Partum Depression, self-care, additional supports Gradual reduction of scaffolding and planning ahead for changes due to life events. Setting boundaries to protect parent well-being and child's sleep
<ul style="list-style-type: none"> 2 Webinar handouts 	<ul style="list-style-type: none"> Webinar handouts includes highlights of the information covered as well as resources to explore. Elizabeth Pantley resources including handout with infographics

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NEW

Webinar Understanding poop training – NEW

Are you struggling to get your child to poop on the toilet? Does your child pee on the toilet, but refuse to poop? Does your child ask for a diaper or wait for a diaper to poop? If so, join this webinar to learn:

- common reasons why your child might avoid pooping on the toilet
- how to support your child to become comfortable pooping on the toilet
- strategies to help with your child's pooping challenges

This webinar isn't suitable for children who are struggling with constipation (it's hard for them to get poop out).

Audience:	Caregivers of children from 3 to 18 years who will pee on the toilet but won't poop on it. The strategies presented are research based and are especially effective for children with developmental challenges such as autism spectrum disorder (ASD), attention-deficit hyperactivity disorder (ADHD), or developmental delays.
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Occupational Therapists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
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<ul style="list-style-type: none"> • Participants will understand how the body poops (signals and patterns) 	<p>How poop works</p> <ul style="list-style-type: none"> • Gastrocolic reflex moves food and waste through the digestive system • Gastrocolic reflex is triggered by eating <p>What is the pooping position?</p> <ul style="list-style-type: none"> • Positioning is important to help the body relax and let poop out <p>Relaxing</p> <ul style="list-style-type: none"> • Pooping is a relaxing of muscles (external sphincter) • The emotions and sensations related to pooping can make this challenging
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Continued Understanding poop training

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will recognize the different challenges with poop training 	<p>Timing/Signal challenges</p> <ul style="list-style-type: none"> Unpredictable timing No pooping pattern Subtle poop signals <p>Fear or stress</p> <ul style="list-style-type: none"> Afraid of pooping or sitting on toilet Stress of not knowing “how” to poop without the diaper Pull-up/diaper devoted poopers <p>Challenges with routines and rules</p> <ul style="list-style-type: none"> Location specific poopers Activity specific poopers
<ul style="list-style-type: none"> Participants will learn about 3 poop training strategies 	<p>Building poop routines</p> <ul style="list-style-type: none"> Makes poop predictable Focus on routines that support the gastrocolic reflex Consistent wake/sleep times, structured meals and snacks, use activity to boost the gastrocolic reflex <p>Poop sits</p> <ul style="list-style-type: none"> Teaches positioning for pooping and is time to help your child work through strong emotions Basic poop sit – focus on learning position, building up routines, poop is not expected yet. Modified poop sit- focus on working through strong emotions, part of graded exposure, poop will happen Advanced poop sit- focus on learning to let poop out. Poop will happen <p>Graded exposure</p> <ul style="list-style-type: none"> For children with strong emotions/stress response Meet your child where they are at and support them to work through the stress and fear

Continued Understanding poop training

Objectives	Content / Concepts
<ul style="list-style-type: none">Participants will understand how to match poop training solutions and strategies to their child	<p>Building poop routines</p> <ul style="list-style-type: none">Timing/signal challengesChallenges with routines and rules <p>Poop sits</p> <ul style="list-style-type: none">Timing/ Signal challengesChallenges with routines and rulesFear/stress <p>Graded exposure</p> <ul style="list-style-type: none">Fear/stressChallenges with routines and rules
<ul style="list-style-type: none">Participants will recognize when more support is needed	<p>Constipation</p> <ul style="list-style-type: none">What is constipationBristol stool chartWhere to get more support for constipation <p>Managing bigger emotions</p> <ul style="list-style-type: none">Webinars and videos

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Webinar series Dealing with constipation in children (previously titled 'Toilet troubles')

Is your child anxious or afraid to pass stool (poop) into the toilet? Were they toilet trained, but now they're soiling themselves? Is your child having trouble with constipation (chronic constipation), holding back stools (withholding), or have stool leak out (encopresis)? Attend this webinar to learn about:

- What chronic constipation is
- How to manage chronic constipation (medical, emotional, and physical plans)
- How to start using a bowel retraining program for your child's needs
- How emotions affect toilet troubles and how to support your child and yourself

Audience:	Caregivers of children aged 3 years to 18 years who are dealing with chronic constipation Suitable for children who are or have been pee trained and may have been bowel trained in the past
Length:	1-hour webinars. 3 webinars in this series
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Occupations Therapist and Psychologists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
Session 1 <ul style="list-style-type: none"> • Understand what chronic constipation is and how it changes the body • Understand how to manage constipation • Know how to acknowledge and deal with adult emotions • Participants will understand the need for a medical plan 	<ul style="list-style-type: none"> • Acknowledging the challenges of chronic constipation • How does poop typically happen (gastrocolic reflex, internal/external sphincters) • How does chronic constipation happen (3D cycle) and the changes in the body • Overview of chronic constipation treatment (medical, emotional and physical plan is needed) • Understanding caregiver emotions (shame spiral, vulnerability) • Caregiver emotional strategies (self-compassion, radical acceptance, name it to tame it) • Review of medical plan (doctor visit, types of medication, clean out vs maintenance phase, bowel diary)

Continued Dealing with constipation in children

Objectives	Content / Concepts
Session 2 <ul style="list-style-type: none"> Participants will develop a plan to help their child rebuild bowel control 	<ul style="list-style-type: none"> Getting your child ready (co-regulation, having a talk, dealing with emotions) Scheduled bathroom visits (timing, positioning, and activities on the toilet) Relaxing (emotional: co-regulation, validation, positive self-talk. Physical strategies: progressive muscle relaxation, breathing, 5 senses) How to track progress (goal sheet and bowel diary in detail)
Session 3 <ul style="list-style-type: none"> Understand additional strategies to support bowel retraining Understand why bowel retraining requires 6-12 months of maintenance 	<ul style="list-style-type: none"> Routines (sleep, eating, fluids, and activity) Understanding anxiety and how it relates to constipation Strategies to manage anxiety (worry bug, calm place and container) Understand resilience and how to build it in your child (reflect, accept and enhance, using stories) Why it takes 6-12 months (muscle recovery, muscle memory, and preventing relapse.
<ul style="list-style-type: none"> 10 Webinar handouts 	<ul style="list-style-type: none"> Bristol Stool Chart Emotional Support for Adults Emotional Support for child Extra Emotional Support for Child Goal Sheet Medical Plan The Talk Webinar summary week 1 Webinar summary week 2 Webinar Summary week 3

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Webinar series Toilet training supports - UPDATED

Is your child getting older and still “not interested” in toilet training? Have you tried toilet training, and it hasn't worked? Does your child have other challenges that could make toilet training harder? If so, join this series of 3 webinars to learn how to:

- create a detailed toilet training plan that fits your child and your life
- toilet train your child effectively and efficiently

Audience:	Parents and caregivers of children aged 3 years to 18 years Especially effective for children with developmental challenges such as autism spectrum disorder (ASD), attention-deficit hyperactivity disorder (ADHD), or developmental delays. Not suitable for children with spinal cord injuries, spina bifida, or neurogenic bladders
Length:	1-hour webinars. 3 webinars in this series
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Occupational Therapists

Promotional material

- [HUTV Video](#)
- [Webinar flyer](#)
- [More](#)

Objectives

Session 1: Getting Ready

- Participants will recognize the challenges with toilet training
- Participants will realize toilet training is a teachable skill they can do
- Participants will be able to prepare their houses/lives for toilet training

Content / Concepts

- Myths of toilet training
- Why toilet training is hard
- Getting bathroom ready for toilet training
- Getting parent and child ready for toilet training (toilet tracking chart, reinforcers)
- Moving diaper changes into the bathroom
- Two methods of toilet training (overview)

Continued Toilet training supports

Objectives	Content / Concepts
<p>Session 2: Trip Training</p> <ul style="list-style-type: none"> Participants will be able to describe 4 stages of Trip Training. Participants will be confident with the concepts of reinforcers and neutral accidents. Participants will be able to teach their child to use the toilet. 	<ul style="list-style-type: none"> What is trip training (4 stages, daytime only, pee and poop do NOT need to happen together, can be started in one environment only (home) if needed) How to use reinforcers What to do about accidents How to do trip training with your child (toilet schedule, bathroom routine, tracking progress) How to transition to self-initiation (timing, fading prompts, fading reinforcers)
<p>Session 3: Rapid Toilet Training:</p> <ul style="list-style-type: none"> Participants will be able to describe and use the RTT approach. Participants will be confident in the concepts of reinforcers and moving through phases. Participants will compare the two toilet training approaches and pick which is best for their family. 	<ul style="list-style-type: none"> What is Rapid Toilet Training (RTT) Getting Ready (reinforcers, fluid loading, bathroom set-up, tracking) RTT method- fluid loading, scheduled sits/breaks, reinforcers, redirect accidents Tracking Progress through RTT phases Self-initiation
<p>Supplementary recorded presentations and written information</p>	<p>Supports to:</p> <ul style="list-style-type: none"> understand how poop works, how to teach wiping, and where to get support for poop challenges when and how to tackle nighttime training transition toilet skills into community settings

Continued Toilet training supports

Objectives

- 5 Webinar handouts

Content / Concepts

- Get ready workbook
- Trip training workbook
- Rapid toilet training workbook
- Everything else workbook
- Staying dry at night

Behaviour, emotions, and social skills



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Behaviour, emotions, and social skills [flyer](#)

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Video series Behaviour challenges – UPDATED

Caregivers will learn about supporting your child's emotions and behaviours.

- **Video 1: Understand behaviour – NEW**
Behaviour is a way of communicating what's happening inside of you. It can also be a response to what's happening around you. In this video, you'll learn ideas to help you understand your child's behaviour and what it's communicating
- **Video 2: Plan ahead to reduce stressors – NEW**
A stressor is something that causes your child to have a strong physical or emotional response. In this video, you'll learn ways to help your child with the stressors that might be causing their unexpected behaviours.
- **Video 3: Practice emotional regulation**
Emotional regulation is the ability to recognize, manage, and respond to emotions. In this video, you'll learn ways to practice emotional regulation and ideas to help your child develop these skills.
- **Video 4: Encourage cooperation**
Cooperation is about working together towards a goal. In this video, you'll learn 5 ways to encourage cooperation and ideas for teaching your child this important skill.

Audience:	Parents and caregivers of children of all ages
Length:	Videos, range from 8 to 10 minutes. You can watch at your own pace and return at any time. Watch the videos at your convenience and choose the video that best fit your needs.
Type of session:	Pre-recorded. Available on demand. Additional videos will be added over time.
Developed and delivered by:	AHS Psychologist and Social Worker
Watch the video series:	Behaviour challenges video series (alberta.ca)

- Promotional material**
- [Video flyer](#)
 - [More](#)

Back to [Behaviour, emotions, and social skills](#)

Video series [Sensory processing in children](#)

Caregivers will learn about the ways their child reacts to different sensations.

- Video 1: The senses
Learn about the 8 senses and the sensation they take in.
- Video 2: Sensation and your child's brain
Learn why your child can react differently than others to the same sensation.
- Video 3: Reactions to sensations
Learn why sensory thresholds could explain why children have different reactions than others to the same sensation.
- Video 4: Habituation
Learn how your child can get used to a sensation and stop noticing it.
- Video 5: Recognizing sensory overload and how to help
Learn what you can do to help your child when their brain is overloaded with sensory input.
- Video 6: Sensory thresholds
Learn what it might look like if your child has a lower or higher threshold for a sensation.

Audience:	Parents and caregivers of children of all ages
Length:	6 Videos, range from 4 – 6 minutes. You can watch at your own pace. Videos are best watched in order.
Type of session:	Pre-recorded Available on demand
Developed and delivered by:	AHS Occupational Therapists
Watch the video series:	Sensory processing in children

[Promotional material](#) [Video flyer](#)

Back to [Behaviour, emotions, and social skills](#) or [Communication](#)

Webinar Building early social interactions

Does your child seem to ignore you or other people? Are you worried that your child doesn't want to interact with you and you're not sure how to help? If so, join this session to learn:

- how your child develops social communication skills as they grow
- ways to support social interactions in everyday activities
- where to get help

Audience:	Caregivers of children from birth to 3 years of age. Suitable for caregivers of children with speech-language delays, developmental delays and autistic or neurodivergent children.
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Speech-Language Pathologists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will describe early social interaction development 	<p>What is social interaction?</p> <ul style="list-style-type: none"> • What social interaction is and why it is important • Describe “serve and return” • Communication is verbal and non-verbal • Describe different reasons to communicate • Describe joint attention and pattern of development

<ul style="list-style-type: none"> Participants will implement strategies to connect with their child 	<p>How can I help my child build their social interaction skills?</p> <ul style="list-style-type: none"> Connect with your child by getting them to notice you with 4 steps <ol style="list-style-type: none"> Let your child lead by getting on their level, looking, and listening to their messages Join your child's play by doing activities your child enjoys with them Interpret your child's messages How to respond if your child is parroting/echoing chunks of language Wait so your child has a chance to take a turn
<ul style="list-style-type: none"> Participants will implement strategies to encourage turn taking 	<ul style="list-style-type: none"> Strategies to help your child take a turn: <ul style="list-style-type: none"> Wait with interest Use gestures and actions Use comments, fill in the blank, choices or questions
<ul style="list-style-type: none"> Participants will implement strategies to create opportunities for interactions 	<ul style="list-style-type: none"> Create interest <ul style="list-style-type: none"> Copy their play and add something fun Create people games with 4 steps: <ol style="list-style-type: none"> Use your child's interests like their sensory preferences Create a game Make the game consistent Help your child take a turn Consider impacts of screen time
<ul style="list-style-type: none"> Participants will identify factors for additional support 	<p>When should I reach out for help?</p> <ul style="list-style-type: none"> Monitor social-emotional and communication development and other concerns like hearing Identify reliable online resources and community supports Identify where to access support if there are concerns

Back to Behaviour, emotions, and social skills

Webinar Emotional regulation: Introduction to managing emotions

Did you know that managing your emotions is important for getting along with others, adjusting to new situations, and overall health and wellbeing? To find new ways to help your child manage strong emotions join this webinar to learn:

- What emotional regulation is
- Why it's important for your child's development
- How to keep developing this skill

Audience:	Parents and caregivers of children from birth to 10 years
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Psychologists and Social Workers

Promotional material	<ul style="list-style-type: none"> • HUTV Video • Webinar flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will be able to explain that emotional regulation is an important competency that develops over the course of one's life 	<p>What is emotional regulation?</p> <ul style="list-style-type: none"> • Key elements of emotional regulation • Auto-regulation (self-soothing) and interactive regulation (co-regulation) • Emotions Basics (their intra- and interpersonal functions) • Autonomic nervous system (survival mechanism) • Dysregulation vs. Regulation (hyper/hypo- arousal vs. optimal arousal)
<ul style="list-style-type: none"> • Participants will be able to recognize the benefits and normalize the challenges related to developing emotional regulation 	<p>Why is it important?</p> <ul style="list-style-type: none"> • Benefits: problem solving, empathy, social connection, life satisfaction • Left brain and Right brain; Upstairs and Downstairs brain – hand model • Integration is the goal – ride the waves • All emotions are acceptable • Reactive versus Receptive states – Pause before action

Continued Emotional regulation: Introduction to managing emotions

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will be able to identify the roles connection and modeling play in the development of emotional regulation and how to practice co-regulation 	<p>How do I help my child?</p> <ul style="list-style-type: none"> PEACE (presence, engagement, affection, calm, empathy) Emotional Coaching Steps: <ul style="list-style-type: none"> Be Aware: Awareness of your child's emotions Connect: Opportunity for connection Describe: Label the emotion Be Kind: Communicate empathy and understanding Educate: Set limits and problem solve Address parent shame (Fixed vs. Growth mindset)
<ul style="list-style-type: none"> Participants will be able to demonstrate self-compassion and practice ways to regulate their own emotions 	<p>How to I help myself?</p> <ul style="list-style-type: none"> Self-introspection and Mindfulness Modelling emotional regulation and repairing mis-attunement Self-compassion: self-kindness, common humanity, and mindfulness Self-care practices – time for yourself, take care of your body & mind Grounding exercise – practice to use when emotions are intense
<ul style="list-style-type: none"> Participants will be able to show interest in learning more and know where to access relevant resources and services 	<p>Where can I learn more?</p> <ul style="list-style-type: none"> Free services for Albertans Recommended readings for adults Related books for children Relevant websites, blogs, and apps
<ul style="list-style-type: none"> 2 Webinar handouts 	<ul style="list-style-type: none"> Emotional Regulation Summary Emotional Regulation & Behaviour Challenges Resources

Back to Behaviour, emotions, and social skills

Webinar Sensory processing: Understanding “just right” (previously titled ‘Sensory processing: Everyday sensations’)

Everyone has sensations they like and ones they don’t like. Adults use their sensory preferences to get the brain and body into the “just right” zone. This is when our sensory system is working to help us adapt, participate, focus, and connect during daily activities. Learning to work with your sensory system can be easy for some children. Others need support from their parents and caregivers to learn to how to get into this “just right” zone. Join this webinar to learn how to:

- recognize how your child’s sensory system is doing (low, just right, high)
- understand your child’s sensory system and how to use their sensory preferences to get them into the “just right” zone
- understand how your child’s sensory system is part of their daily life

Audience:	Parents and caregivers of children 2 to 18 years (also appropriate for parents and caregivers of children who have autism, ADHD, anxiety, and other types of developmental delays).
Length:	1 hour
Type of session:	Live online session – hosted on Zoom This session builds on the information from the Sensory processing in children video series. It is recommended that you watch the videos before attending the session.
Developed and delivered by:	AHS Occupational Therapists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will be able to understand that everyone has a sensory system and it is unique 	<p>What is the sensory system?</p> <ul style="list-style-type: none"> • Review of content from sensory processing in children video series (senses and sensations, sensory processing, sensory thresholds) • Everyone has a sensory system. Adults have learned what their sensory system likes, dislikes and how to use their sensory system to support everyday activities. • Some children need support to learn about their sensory system and how to work with it.

Continue

Continued Sensory processing: Understanding “just right”

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will learn about: <ul style="list-style-type: none"> different zones the sensory system when it is expected to be in a zone when is it a problem to be in a zone 	<ul style="list-style-type: none"> Just Right: The sensory system has an optimal zone. When is it in this zone, you are able to take in and adapt to sensations, focus, learn, connect and participate in activities. Low zone: When there isn't enough sensation, the sensory system moves into the low zone. This is appropriate when not feeling well or trying to rest/sleep. The sensory system being in the low zone for daily activities is a problem High zone: When the sensory system is struggling to manage sensations, it moves into the high zone. If the sensory system can't move out of the high zone, it may result in sensory overload which is a stress response. The sensory system is meant to move through all the zones. We try to be in the just right zone most of the time.
<ul style="list-style-type: none"> Participants will be able to explain what zone their child's sensory system is in and have strategies to help their child move into or stay in a zone. Participants will understand how the sensory system can be used to support other areas (emotions, learning, health, etc.) 	<p>What zone is your sensory system in?</p> <ul style="list-style-type: none"> Recognize the signs your child is in the low zone during daily activities Learn how to help your child move from the low zone to the just right zone <ul style="list-style-type: none"> Health check Fuel up with high thresholds Fuel up with medium thresholds Avoid low thresholds Recognize the signs your child is in the high zone during daily activities Learn how to help your child move from the high zone to the just right zone <ul style="list-style-type: none"> Health check Manage lower thresholds Calm using high and medium thresholds Understand the signs your child is in the just right zone and how to help them stay there. <ul style="list-style-type: none"> Health check Maintenance input (AKA fidgeting) What is a good fidget

Continued Sensory processing: Understanding “just right”

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will know where to get more support if their child is struggling with everyday activities 	<ul style="list-style-type: none"> Where can I get help <ul style="list-style-type: none"> Struggling with dressing, feeding, grooming, motor skills or daily activities – contact OT (service finder, 811)
<ul style="list-style-type: none"> 6 Handouts 	<ul style="list-style-type: none"> High Zone Low Zone Sensory system chart Sensory system workbook Staying just right Understanding just right
<ul style="list-style-type: none"> Related resource: 	<ul style="list-style-type: none"> Sensory processing (alberta.ca)

Back to Behaviour, emotions, and social skills

Webinar series The ABCs of addressing behaviour challenges

Does your child seem to struggle with controlling impulses or aggression? Do they have trouble following directions or requests? Are you concerned that your child is too cautious, clingy, fearful, or resistant to changes? Find effective ways to understand and cope with these behaviour challenges. In these 2 sessions you'll learn:

- How to recognize the underlying emotions and needs that aren't being met
- Strategies to build cooperation and lower frustration
- Where to get more information and help

Audience:	Parents and caregivers of children birth to 10 years
Length:	1-hour sessions. 2 sessions in this series (2 hours total)
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Psychologist and Social Worker

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives Content / Concepts

<ul style="list-style-type: none"> • Participants will be able to explain what behaviour is and recognize underlying emotions and unmet needs. 	<p>What is behaviour and what impacts it?</p> <ul style="list-style-type: none"> • Reframing Behaviour as Communication • Explain 5 Domains of Behaviour (physical, cognitive, emotion, social, prosocial) from Stuart Shanker's Self-Reg • Encourage Participants to be stress detectives • Find barriers/stressors and reduce them • Use "How does your engine run?" analogy • Present 2 different children (one fast engine, one slow engine) as examples of behaviour challenges
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Continued The ABCs of addressing behaviour challenges

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will be able to understand and apply strategies to build cooperation and lower frustration 	<p>What strategies can I use to build cooperation and lower frustration?</p> <p>Key assumptions based on Dialectical Behaviour Therapy (DBT):</p> <ul style="list-style-type: none"> Children are not the problem: Every child is unique, and their challenges are different Participants are not the problem: Participants could be doing all of this, and their child could still be struggling <p>ABC skills (DBT) flipped to CBA order for presentation</p> <ul style="list-style-type: none"> Cope ahead <ul style="list-style-type: none"> Routine and structure Give information about expectations and limits PLEASE habits (DBT skill) How to establish clear guidelines (family meeting) How to encourage following the rules Offer choices Collaborate and put them in charge of some things Say it in 1-2 words (simple instructions) Offer reminders (visual or verbal) Anticipate and accept mistakes Plan for difficult situations: Prepare, imagine, rehearse Build mastery <ul style="list-style-type: none"> Practice new skills by creating opportunities while playing with your child Build on successes Model sharing, turn taking, and having a positive attitude even when not winning Use pretend play to act out situations and model prosocial behaviours Read books and watch shows together to discuss character traits and how they handle difficult interpersonal conflicts in appropriate ways Distress Tolerance/Soothing skills: practice deep breathing and butterfly hug Expect that unexpected behaviours will happen due to child's development: survival and emotional brain is bigger than logical brain

Continued The ABCs of addressing behaviour challenges

Objectives	Content / Concepts
<ul style="list-style-type: none"> Continued Participants will be able to understand and apply strategies to build cooperation and lower frustration 	<ul style="list-style-type: none"> Use the phrase Connection before Correction to handle unexpected behaviours <ul style="list-style-type: none"> Connection = Regulate + Relate <ul style="list-style-type: none"> Regulate by ensuring safety and using rhythmic movement to calm the body Relate by using name it to tame it, validating their emotions and showing empathy Correction = Reason + Repair <ul style="list-style-type: none"> Reason by setting limits, problem solving and planning Repair by apologizing, reconnecting, and showing your child how to make it right Accumulate positives <ul style="list-style-type: none"> Look for and highlight the strengths Validate the Valid (empathy; describe instead of judge) Genuine curiosity (there is no absolute truth) Demonstrate care (listen, ask questions) Be playful (to encourage cooperation) Join their world (special time together) Anticipate and accept mistakes (growth mindset) Praise effort and process instead of results
<ul style="list-style-type: none"> Participants will be able demonstrate interest in more information or/and practice opportunities 	<p>Where can I learn more about this topic?</p> <ul style="list-style-type: none"> Free services for Albertans Recommended readings for adults Related books for children Relevant websites, blogs, and apps
<ul style="list-style-type: none"> 5 Webinar handouts 	<ul style="list-style-type: none"> Emotional Regulation and Behaviour Challenges Resources What is behaviour and what impacts it summary Cope Ahead summary Build Mastery summary Accumulate Positives summary

Gross motor skills



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Video series Floor play for babies

Caregivers will learn about working with the speech therapy team, planning for successful speech therapy, and more.

- Tummy time - An introduction to learn why tummy time is good for your baby and how much tummy time they need at different ages.
- 5 Tummy time positions - Learn 5 different tummy time positions to make it easier for you and your baby.
- Make tummy time easier - Learn ways to make tummy time easier and help with common problems.
- Tummy time - Learn about the skills you can expect at different ages.
 - Tummy time 0-2
 - Tummy time 3-4
 - Tummy time 5-6
 - Tummy time 7-12
- Play in side-lying - Learn about ways to use side-lying.
- Learning to crawl - Learn about helping your baby start to get onto all fours and learn to crawl.
- Crawling styles - Learn about different things you might see once your baby starts crawling and ways to encourage your baby to crawl.

Audience: Parents and caregivers of children birth to 12 months

Length: Series includes 10 videos, range from 3 to 7 minutes

Type of session: Pre-recorded. Available on demand

Developed and delivered by: AHS Physiotherapists

Watch the video series: [Floor play for babies \(alberta.ca\)](#)

Promotional material

- [Videos flyer](#)
- [More](#)

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Video series [Get ready for first steps](#)

Caregivers will learn about what you can expect to see as your child gets ready to take steps on their own and ways that you can help them practice.

- **Video 1: Introduction**
Learn how to tell whether your child is ready to and understand the skills your child needs to learn before they walk
- **Video 2: Standing with support**
Learn what you'll see when your child starts pulling to stand at furniture, and how to help them practice pulling to stand and standing with support
- **Video 3: Cruising**
Learn about what you will see when your child is cruising, how to make it easier to start, and how to make it more challenging as your child learns these new skills
- **Video 4: Walking with support**
Learn about ways to help your child practice walking with support from you, furniture, or toys
- **Video 5: Standing independently**
Learn about when your child starts standing independently and how to encourage them to get started
- **Video 6: First steps independently**
Learn some strategies to help encourage these first steps and build your child's confidence
- **Video 7: When to get more help**
Learn about some things you might notice if walking is delayed for your child and when it's time to get more help

Audience:	Parents and caregivers of children who are ages 9 to 24 months
Length:	Series includes 7 videos, range from 4 to 7 minutes (43 minutes total)
Type of session:	Pre-recorded. Available on demand
Developed and delivered by:	AHS Physiotherapists
Watch the video series:	Get ready for first steps (alberta.ca)

- Promotional material**
- [Videos flyer](#)
 - [More](#)

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Video series [Help your baby move](#)

Caregivers will learn ways to help their baby move from one position to another.

- Video 1: Learn about transitions
Learn what a transition is and how your baby builds foundational skills to learn to move from position to another.
- Video 2: From side-lying to sitting
Learn tips to help your baby learn to move from side-lying into sitting.
- Video 3: From sitting to tummy
Learn how to help your child get confident moving from sitting onto their tummy.
- Video 4: Into and out of crawling
Learn how to help your baby as they first start moving from sitting into and out of crawling.

Audience:	Parents and caregivers of children who are learning to move from one position to another.
Length:	Series includes 4 videos, range from 2 to 4 minutes.
Type of session:	Pre-recorded. Available on demand
Developed and delivered by:	AHS Physiotherapists
Watch the video series:	Help your baby move (alberta.ca)

- Promotional material**
- [Videos flyer](#)
 - [More](#)

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Video series [Learn to sit](#)

Caregivers will learn about ways to help their baby sit independently.

- Video 1: Early sitting
Learn tips to introduce sitting with your baby.
- Video 2: Sitting independently
Learn different skills that will help your baby move from sitting with support to being more independent.
- Video 3: Baby seat challenges
Learn about the challenges of using baby seats to help your baby learn to sit.
- Video 4: Sitting positions
Learn common positions your baby might use, and what to do and where to go for more support.

Audience: Parents and caregivers of children who are learning to sit.

Length: Series includes 4 videos, range from 2 to 4 minutes.

Type of session: Pre-recorded. Available on demand

Developed and delivered by: AHS Physiotherapists

Watch the video series: [Learn to sit \(alberta.ca\)](#)

Promotional material

- [Videos flyer](#)
- [More](#)

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Video series [Learning to roll](#)

Caregivers will learn how to help their baby develop the skill of rolling.

- Video 1: Is your child ready?
Learn about the skills that come before rolling and what you can expect to see when your baby is ready to learn to roll
- Video 2: Early skills
Learn about the foundational skills that your baby needs before they start rolling
- Video 3: Rolling from tummy to back
Learn how to support your baby rolling from their tummy to their back
- Video 4: Rolling from back to tummy
Learn how to support your baby in learning to roll from their back to their tummy

Audience:	Parents and caregivers of children who are ages 3 to 8 months.
Length:	Series includes 4 videos, range from 3 to 5 minutes (14 minutes total)
Type of session:	Pre-recorded. Available on demand
Developed and delivered by:	AHS Physiotherapists
Watch the video series:	Learning to roll (alberta.ca)

- Promotional material**
- [Videos flyer](#)
 - [More](#)

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Webinar Helping your child develop movement skills

In their first 2 years, your child learns many new ways to move their body. Do you have questions about your child's development? Do you want to learn more about how to help your child build their movement skills? If so, join this session to learn about:

- How your child's movement (motor) skills develop
- The order in which motor skills develop and why each stage is important
- How purposeful play can help to encourage motor skills
- When to see a pediatric physiotherapist for help

Audience:	Parents and caregivers of children from birth to 24 months
Length:	30 minutes
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Physiotherapists

Promotional material	<ul style="list-style-type: none"> • Webinars flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will understand how movement skills development in babies. 	<p>How does my baby learn gross motor skills?</p> <ul style="list-style-type: none"> • Gross motor skill development compared to fine motor, communication skills and emotional development • Uncontrolled to controlled movement progression • Head to toe skills progression – head control, then trunk, then arm and leg movements • Wide range of normal motor development • Weight shifts • Positions and transitions
<ul style="list-style-type: none"> • Participants will be aware of the order in which motor skills develop and why each stage is important 	<p>What do tummy time skills look like?</p> <p>Progression of skills in tummy time through</p> <ul style="list-style-type: none"> • Head lifting • Bracing on forearms • Outstretched arms • Movement in tummy time as child gets older (creeping, crawling, all 4s)

Continued Helping your child develop movement skills

Objectives	Content / Concepts
<ul style="list-style-type: none"> Continued Participants will be aware of the order in which motor skills develop and why each stage is important 	<p>What do sitting skills look like?</p> <ul style="list-style-type: none"> Stability in sitting Variety of positions Moving into and out of sitting “W” sitting <p>What do standing and walking skills look like?</p> <ul style="list-style-type: none"> Pulling to stand Early standing at supportive surface Early cruising Advanced cruising Standing independently Walking with support Walking independently
<ul style="list-style-type: none"> Participants will be comfortable with strategies to encourage movement skills development at all stages 	<p>How do I help my baby learn new movement skills?</p> <ul style="list-style-type: none"> Set up the environment Just right challenge Providing support Limiting baby containers Moving toys out of reach Going slow <p>How do I tell if I’m making things too hard for my baby?</p> <ul style="list-style-type: none"> Reading cues around engagement and disengagement with an activity Subtle cues and obvious cues Video examples with movement skill practice Discussion around how to adapt activity based on cues

Continued Helping your child develop movement skills

Objectives	Content / Concepts
<ul style="list-style-type: none">Participants will know when to get more help with their baby's movement skill development	<p>What are some signs my baby needs more help with learning movement skills?</p> <ul style="list-style-type: none">Handout with developmental expectations and signs to watch for at different age rangesBaby only uses one side of their body when movingBaby only able to sit in one positionBaby only able to roll in one direction or move in one directionBaby has any discomfort or unwillingness to take weight through their legsBaby has regression of movement skills
<ul style="list-style-type: none">1 Webinar handout	<ul style="list-style-type: none">Webinar Summary

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Webinar [Learning to walk \(previously titled 'Late walkers'\)](#)

Walking is an important milestone in your child's development. Are you concerned that your child isn't walking yet?

If so, join this session to:

- Learn about the order that children typically develop skills when learning to walk
- Help your child get ready for standing and taking steps
- Know when to get extra help for your child

Audience:	Parents and caregivers of children 15 months and older who are not taking steps on their own
Length:	45 minutes
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Physiotherapists

Promotional material	<ul style="list-style-type: none"> • Webinars flyer • More
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Objectives	Content/Concepts
<ul style="list-style-type: none"> • Participants will understand the range of ages that children develop walking skills and at what age children are considered late walkers 	<p>What is late walking?</p> <ul style="list-style-type: none"> • wide range of normal ages for children for walking. • most children start walking between 12-15 months of age • may walk as young as 9 months, and as old as 20 months even when they have no delays in development. • if your child has a medical diagnosis or was born prematurely their timeline might be different for gaining these skills. • a child who is not taking steps independently at 18 months is considered a late walker. • children who are not taking their first steps independently by 18 months of age should be assessed by their doctor and a pediatric physiotherapist <p>Is there anything I might notice before 18 months that might tell me my child will be late walking?</p> <ul style="list-style-type: none"> • If your child was on the later end of the normal range for developing their other movement skills, they also might be later walkers. For instance, if they were later to roll, sit and stand than other children they will also likely be later walkers. • Your child is reluctant to stand or cruise at furniture or with assistance by 15 months old

Continued Learning to walk

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will be confident in ways to help their child get ready to stand and walk. 	<p>How do I help my child learn to stand without holding on?</p> <ul style="list-style-type: none"> After they have started cruising and taking some steps with support, we start to see children stand without support. At first only for a few seconds Holding and reaching for toys, squatting down to reach toys, standing with their back to furniture, standing at a wall to play <p>How do I encourage first steps?</p> <ul style="list-style-type: none"> need to improve strength, balance, and confidence. time working on standing and taking steps with less and less support. using toys like a jolly jumper or exersaucer don't help your child learn how to stand and walk sooner as they don't need to balance in this equipment. some children will work on cruising for months before they are ready to take steps independently. Sit to stand to couch, stepping between furniture, holding hands to one handheld, less support, barefoot walking, small steps to start.
<ul style="list-style-type: none"> Participants will know when to get more help for their child that is late to walk. 	<p>When should I get more help for my child?</p> <ul style="list-style-type: none"> sometimes there are other things going on that can impact your child's ability to walk. these are things you may notice while your child movement skills are not typical: <ul style="list-style-type: none"> does not move their right and left sides equally while they are learning movement skills not able to take weight on one or both legs by 9 months of age. They may lift one leg, or all of their weight seems to be on one leg. consistently lifts their legs when you try to place them in standing by 9 months of age. Or when you place them in standing, they collapse into sitting right away and can't seem to keep their legs straight. discomfort in standing, cruising or when trying to walk. cannot sit independently by 12 months of age. your child was walking on their own and has stopped or has seemed to lose skills that they had already mastered. If you notice any of these with your child, it's important to connect with your doctor and see a pediatric physiotherapist

Continued Learning to walk

Objectives

- Participants will understand what early walking looks like.

Content / Concepts

Is my child walking the right way?

- Often questions about how children's feet look when they start walking.
- children usually have flat feet with little arch when they start walking.
- sometimes have one or both feet turned a bit inward or outward some of the time.
- usually have their feet wide apart when they first start taking steps.
- as they get stronger and more confident, their feet will be closer together, and their steps get more even.
- it is normal for most children to still have frequent falls until they are 2 years old.

So, when are we concerned about what your child's feet look like when walking?

- Your child walks on their toes more than 80% of the time
- They are unable to stand with their heels on the ground or feet flat
- They are up on their toes on just one side most of the time while walking.
- They consistently have one or both feet turned inward or outward after they've been walking for a few months

- 2 Webinar handout

- Webinar Summary
- Infographic

Back to [Gross motor skills](#)

NEW

Webinar Toe walking in children - NEW

Do you notice your child walking on their toes? Sometimes children continue to walk on their toes even after they're walking on their own. If you want to know more about toe walking, join this session to learn:

- about idiopathic toe walking
- strategies and activities to encourage your child to walk with a heel-toe pattern
- where to get more help

Audience:	Parents and caregivers of children 18 months and older who are walking independently, and still walk on their toes
Length:	60 minutes
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Physiotherapists

Promotional material	<ul style="list-style-type: none"> • Webinars flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will learn about toe walking and its different causes in children. 	<p>What is toe walking?</p> <ul style="list-style-type: none"> • When your child walks on their tip toes or without their heels touching the ground most of the time. • Toe walking is common in young children as they are learning to walk. • Most child will transition into a mature “heel to toe” pattern of walking. <p>Causes of toe walking in children</p> <ul style="list-style-type: none"> • Medical issues – neurological and developmental disorders • Physical issues – tightness in Achilles tendon, leg length difference, heel pain • Vision or balance issues • Idiopathic toe walking

Continued Toe walking in children webinar

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will learn about idiopathic toe walking. 	<p>What is idiopathic toe walking?</p> <ul style="list-style-type: none"> When a child walks on their toes after the age of 2 without any known cause. Idiopathic toe walking is a diagnosis of exclusion and an assessment by your child's primary health care provider is important to rule out any underlying cause. <p>Why do we worry about idiopathic toe walking?</p> <p>Toe walking impacts:</p> <ul style="list-style-type: none"> The muscles, joints, and bones: When your child is on their tip toes this puts the muscles at the back of the calf and ankle in a shortened position. Over time if these muscles are always in a shortened position they will tighten and decrease the range of movement your child has in their ankle joint. Balance: As your child learns to walk, toe walking can impact the feedback they receive from their feet teaching them how to move and balance. Learning other movement skills: Toe walking can impact how your child learns other movement skills like running, jumping, and climbing.
<ul style="list-style-type: none"> Participants will be confident in ways to help decrease toe walking in their child. 	<p>Active and passive ankle stretches</p> <p>Activities that encourage heel contact with the ground.</p> <ul style="list-style-type: none"> Standing on soft or unstable surfaces Standing on inclined surfaces Animal walks Strengthening exercises Balance activities <p>Other considerations</p> <ul style="list-style-type: none"> Sensitivity to different surface textures or temperatures Shoe selection Emotional regulation

Continued Toe walking in children webinar

Objectives	Content / Concepts
<ul style="list-style-type: none">Participants will know when further help is needed and where to go for more support.	<p>When should you get more help for your child?</p> <ul style="list-style-type: none">Your child is walking on their toes most of the time (>70%) after the age of 2 yearsYour child is not able to stand with their heels downYour child's movement milestones are delayed (like running, jumping, or climbing stairs)Your child has incontinence, constipation, leg, or back painYour child is toe walking on one side onlyYour child did not toe walk as they were learning to walk and have started toe walking after they've already been walking for a while. <p>If you notice any of these with your child, it's important to connect with your doctor and see a pediatric physiotherapist.</p>
<ul style="list-style-type: none">1 Webinar handout	<ul style="list-style-type: none">Webinar summary

Back to [Gross motor skills](#)

Webinar Your guide to tummy time

Are you wondering how to do tummy time with your baby? If so, join this session to learn about:

- Why tummy time is important for your baby
- At what age your baby can start tummy time
- How much tummy time is best for your baby
- What to do if your baby doesn't like tummy time
- Making tummy time work for you and your baby

Audience:	Parents and caregivers of children birth to 12 months
Length:	45 minutes
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Physiotherapists

Promotional material	<ul style="list-style-type: none"> • Webinars flyer • HUTV Video • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will be able to discuss why tummy time is important for them and their child 	<p>Why is tummy time important for my baby?</p> <ul style="list-style-type: none"> • Tummy time when your child is awake, back to sleep • Head shape –flat spots, skull bones are soft, babies spend a lot of time on their backs • Strength – neck, back, shoulders, tummy, and hands • Stretching – hip flexors, helps with crawling and walking • Skills <ul style="list-style-type: none"> ○ strength and flexibility in the back, neck, tummy, and hips ○ help with developing new skills (rolling, sitting, crawling, and walking) ○ strength in shoulders and hands helps with fine motor • Vision – position head upright, focusing, tracking objects and depth perception

Continued Your guide to tummy time webinar

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will be confident starting tummy time with their baby 	<p>When should I start tummy time with my baby?</p> <ul style="list-style-type: none"> Start now, as early as day one, gradually increase, it's never too late to start Easiest first position is often chest to chest, parent angled back and getting flatter / leaning back further over time Try after each diaper change Increase amount of tummy time over time <p>How much tummy time do they need?</p> <ul style="list-style-type: none"> By 3 months goal is one hour over the course of the day, spread over 3-4 times a day. As an infant start with a few minutes at a time. When awake, tummy time. When sleeping – on back, alternate crib position, no overhead mobiles, keep crib free of clutter
<ul style="list-style-type: none"> Participants will be aware of different options to make tummy time easier and more enjoyable for them and their child 	<p>How do I make tummy time more enjoyable?</p> <ul style="list-style-type: none"> Use a variety of positions – tummy to tummy, tummy down carry, holding over your lap, lying on floor, propping with rolled up towel Decrease support over time, gradually get flatter over time Distract, start early, easy, often and for short periods of time. Face to face, eye contact, sing, talk, make faces, sibling Add movement – bounce, support at hips, rock side to side.
<ul style="list-style-type: none"> Participants will understand what to expect in tummy time as their baby gets older and know when to get help. 	<p>How does tummy time change as my baby gets older?</p> <ul style="list-style-type: none"> Tummy to Tummy for newborn – getting started, start to build routine Tummy Time at 1 -2 month: A few minutes at a time on the floor, multiple times a day, may need a roll to help them start to turn and lift their head in this position. Tummy Time at 3 – 4 Months: <ul style="list-style-type: none"> Begin to put weight through arms, gains head control and is able to lift head above 45 degrees at 3 months, 90 degrees at 4 months Spends a total of 1 hour each day in Tummy Time over 3-4 blocks of time Visually track toys or rattles

Continued Your guide to tummy time

Objectives	Content / Concepts
<ul style="list-style-type: none"> Continued Participants will understand what to expect in tummy time as their baby gets older and know when to get help. 	<ul style="list-style-type: none"> Tummy Time at 5 -6 Months and older: <ul style="list-style-type: none"> Begins to push up on straight arms, reaching for toys nearby Reaches and grabs toys, pivots in a circle while on stomach Rolls from back to tummy and tummy to back. <p>When should I be concerned and seek more help for my baby?</p> <ul style="list-style-type: none"> Contact pediatric physio or physician if: <ul style="list-style-type: none"> Baby holds head tilted or turned to one side frequently. Baby has difficulty feeding or nursing on one side. Baby's head is flat on one side. Baby avoids turning head to one side (only looks one direction). Baby mostly uses one hand when reaching or putting hand to mouth (doesn't use both hands equally) Baby always rolls to one side once rolling frequently.
<ul style="list-style-type: none"> Participants will be able to problem solve simple solutions to common problems with tummy time and be able to find help when needed. 	<p>What are some common problems Participants have with tummy time and how do I deal with them?</p> <ul style="list-style-type: none"> My baby has reflux and spits up a lot every time I put them on their tummy. What do I do? Upright 20 min after feeding, try tummy time before feeding, try some time lying on the left side, try to elevate head and upper body with towel roll, see doctor if marked discomfort My baby is getting older, and they roll off of their tummy whenever I put them down to play. What do I do? Block with wall or couch, toy placement, distract, tummy time on a ball or over your leg on the floor What do I do if my baby has a flat spot? Talk to your doctor, use tummy time strategies, avoid baby containers, alternate sleeping position, whenever lying down position with flat spot up
<ul style="list-style-type: none"> 3 Webinar handouts 	<ul style="list-style-type: none"> Tummy time handouts Positioning and play with newborn Early development handout

Supports for mobility and positioning

NEW

Written material Your child's equipment - NEW

Help your child learn about supports to help them with movement and body position.

- Learn how to build equipment into your daily routine and manage common equipment issues.
 - [24 hours position management](#)
 - [Bath seats](#)
 - [How to adjust a full support bath seat](#)
 - [How to use belts and straps](#)
 - [How to do a growth check](#)
 - [Learn about positioning](#)
 - [Learn about standing frames](#)
 - [Standing frame tips](#)
- Related resources:
 - [Supports for mobility and positioning flyer](#)
 - [Pediatric equipment video handout](#)

Play and activity

Webinar series Screen time: Finding balance in a digital world

Are you worried your child is spending a lot of time on screens (phone, tablet, TV)? Have you heard you need to limit your child's screen time and you're not sure where to start? Join us to learn how to:

- Model meaningful screen use
- Manage screen time within your child's daily routines and home environment
- Monitor amount and content for a balanced screen use

2 Sessions:

- Set up balance: Understand why screens are hard to limit. Learn strategies of how to set balance and adjust for your child's development.
- Regain balance: This session builds on the information in Set balance. This session will give you strategies to help support your child who struggles with screen time being limited.

Audience	Parents and caregivers of children from birth to 10 years
Length	2 sessions - 60 minutes each. Registration is required for each session.
Type of session	Live online session – hosted on Zoom
Developed and delivered by	AHS Occupational Therapists, Social Workers, and Psychologists

Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
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Session 1: Set up balance

<ul style="list-style-type: none"> • Participants will identify the benefits and risks of screen. 	<p>How different devices are used in daily life and why do we lose balance with screens?</p> <ul style="list-style-type: none"> • Review of different screens and how they are used in daily life • Impact of screens on attention and the design features used to captivate attention • Myth of multitasking and the benefit of brain breaks • Automated behaviours and how habits are formed • The effect of screens on children's health and development • Recommended guidelines for screen time
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Continued Screen time: Finding balance in a digital world webinar series

Objectives	Content / Concepts		
<ul style="list-style-type: none"> Participants will understand how to model meaningful screen use 	<p>Why is it important for parents to know their own screen use?</p> <ul style="list-style-type: none"> Normalize and reduce parental shame associated with losing balance Introduce the 4 Ms of screentime (Meaning, Manage, Monitor and Model) Meaning- use intention and visualization approach to set balance How to model balanced screen use using strategies for adults 		
<ul style="list-style-type: none"> Participants will learn how to monitor screen time amount and content 	<p>Why and how to monitor children's screen time?</p> <ul style="list-style-type: none"> How to track screen time on android and Apple devices Importance of tracking and warning signs of too much screen time related to development, sleep, eating, participation, learning and social interactions. Set up foundational strategies to monitor amount of screentime. Communication strategies to support older children as they learn to self-monitor their screen use. <p>Why and how to monitor what children watch on screens?</p> <ul style="list-style-type: none"> How to identify content that's educational, good quality, interactive. How to monitor and manage inappropriate content Strategies for older children: <ul style="list-style-type: none"> Communication strategies to help them learn what is good content. Strategies to monitor inappropriate content. 		
<ul style="list-style-type: none"> Participants learn how to manage routines and environment to set balance 	<p>How and what to consider about screen use in relation to routines?</p> <ul style="list-style-type: none"> Importance of consistency in setting up strategies Strategies and ideas to set up predictable routine with screen time and screen-free time; ensure activity before screen time and set screen time limits. Helping older children learn how to manage their time on and off their devices. <p>Where will screens be used?</p> <ul style="list-style-type: none"> Strategies: identify screen free places and rules. Learn about resources and importance of parent's maintaining their digital education 		
<ul style="list-style-type: none"> 8 Webinar handouts 	<table> <tr> <td> <ul style="list-style-type: none"> Meaning and Model Manage and Monitor Resources and supports Talk about it </td><td> <ul style="list-style-type: none"> Routine strategies Environment strategies Content strategies Amount strategies </td></tr> </table>	<ul style="list-style-type: none"> Meaning and Model Manage and Monitor Resources and supports Talk about it 	<ul style="list-style-type: none"> Routine strategies Environment strategies Content strategies Amount strategies
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Continued Screen time: Finding balance in a digital world webinar series

Objectives	Content / Concepts
Session 2: Regain balance	
<ul style="list-style-type: none"> Participants will understand why some children struggle more with screen time 	<p>Why is this hard for some children?</p> <ul style="list-style-type: none"> Stress Response – fight, flight, freeze in relation to reducing screen time Challenges – child may have struggles in areas of development, diagnoses, emotional/behavioural, environmental stress, trauma Coping – child may be using screens to manage stress, feel successful, get needs met. Parents need to use more resources to help their child. Habits – how automated behaviours become a screen time habit
<ul style="list-style-type: none"> Participants will learn targeted strategies for children who need more support. 	<p>Targeted strategies in addition to foundational strategies</p> <ul style="list-style-type: none"> Routine – how to plan for and be successful with making changes in routines Environment – limiting access and where to get supports to build up missing skills Amount - Connect before Disconnect, co-regulation support, problem-solving after meltdowns Content – examine the effect of content on mood and behaviour
<ul style="list-style-type: none"> Participants will know how to build a plan to support their child. 	<p>How do we do this?</p> <ul style="list-style-type: none"> Why are you changing? Intention statement, family goals, child goals Where are you starting? Routine, environment, content, amount How are you doing this? Pick strategies What supports are needed? Explore developmental and community family supports When? When to start
<ul style="list-style-type: none"> 6 Webinar handouts 	<ul style="list-style-type: none"> Why is this hard? How do we do this? Resources and supports Strategies for routine Strategies for environment Strategies for amount Strategies for content

Fine motor skills

Webinar Your preschooler: Fine motor basics

Does your child avoid, or not like, fine motor activities like arts and crafts? Are you wondering how to help your child get ready for using fine motor skills at school? If so, please join this session to learn:

- how to help your child build fine motor skills
- what fine motor activities are, besides arts and crafts
- how to build fine motor opportunities into your child's day

Audience:	Caregivers of children who are from 3 years to 5 years including those with delayed skills
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Occupational Therapists


Promotional material	<ul style="list-style-type: none"> • Webinar flyer • More
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Objectives	Content / Concepts
Participants will understand the range of skills that preschoolers are developing	<p>Preschoolers:</p> <ul style="list-style-type: none"> • Learn through play • Are working on building fine motor, gross motor, communication, personal-social, and problem-solving skills • Fine motor skills are used in play, exploring, and life skills • Your child doesn't need to do pencil/paper skills during preschool years to develop strong fine motor skills • Need a strong foundation of fine motor skills to get them ready for higher level fine motor skills when they are older • Higher level fine motor skills (printing, scissors) are taught in school

Continued Your preschooler: Fine motor basics

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will understand the importance of fine motor play and learn strategies for enhancing play to build skills 	<p>Fine motor play:</p> <ul style="list-style-type: none"> Helps build grasp patterns, strength, eye-hand coordination, bilateral coordination, motor planning, and sensory processing Preschoolers learn through play Play can be enhanced by: No limits- this is encouraging exploration and not limiting how play looks. If your child enjoys arts and craft, keep in mind they don't need to look a certain way Hands on- changing the size of toys to encourage more mature and refined grasp patterns. Also adding in different textures (sand, slime, water, rice, etc) to change how the hands work. Think up – adding in vertical or angled surfaces into play to increase feedback, encourage more mature grasp patterns and build strength
<ul style="list-style-type: none"> Participants will understand how handedness develops and activities that can be done at home to help 	<p>Handedness</p> <ul style="list-style-type: none"> 90% right-handed, 10% left-handed, 1% ambidextrous Born with hand dominance, but need experience to uncover if right or left-handed Hand preference starts showing up between 2-4 years, established between 4-6 years Leader hand and helper hand are both important 2-handed play and crossing midline activities can help with discovering handedness
<ul style="list-style-type: none"> Participants will understand how learning age-appropriate life skills builds a strong fine motor foundation 	<p>Everyday fine motor practice</p> <ul style="list-style-type: none"> Life skills such as self-feeding, dressing and grooming develop a strong fine motor foundation Age-appropriate life skills for 3-, 4-, and 5-year-olds How to help your child build up life skills by: <ul style="list-style-type: none"> Building routines Building up supports Building up skills Fine motor “hacks” for putting on a jacket, shoes on correct feet and learning to open containers

Continued Your preschooler: Fine motor basics

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will know where to get more support if they have fine motor concerns 	<ul style="list-style-type: none"> Where to go for help <ul style="list-style-type: none"> Get eyes checked Ages and Stages Questionnaire How to find local OT services
<ul style="list-style-type: none"> 7 Webinar handouts 	<ul style="list-style-type: none"> Everyday fine motor Fine motor hacks Fine motor play Handedness Resources What about lefties What about Zipper skills
<ul style="list-style-type: none"> Related resources  	<ul style="list-style-type: none"> Motor coordination in children (alberta.ca)

Infant head and neck



Click on the resource title to find more information

Video series84

Infant head shape and torticollis.....84

Webinar 85

Infant head shape: Positioning for babies.....85

Infant torticollis: Positioning for babies.....87



Infant head and neck [flyer](#)

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Video series [Infant head shape and torticollis](#)

Caregivers of babies with head shape differences and neck stiffness will learn about positioning to help change their baby's head shape and improve neck movement.

- **Your Baby's Head Shape**
Learn about the two most common head shape changes we see in babies.
- **Plagiocephaly: Positioning for Your Baby**
Learn ways you can help babies with plagiocephaly, which is a flat spot on one side of the back of the head.
- **Brachycephaly: Positioning for your Baby**
Learn things you can do to help babies with Brachycephaly, which is a flat spot in the centre of the back of their head.
- **Torticollis in Babies: Neck Movement and Head Shape**
Learn about torticollis and tips to help babies with their neck movement.

Audience: Parents and caregivers of children from birth to 18 months

Length: Videos range from 10 to 12 minutes (42 minutes total)

Type of session: Pre-recorded. Available on demand

Developed and delivered by: AHS Physiotherapists

Watch the video series: [Infant head shape and torticollis \(alberta.ca\)](#)

Promotional material

- [Webinars and video flyer](#)
- [More](#)

Back to [Infant head and neck](#)

Webinar Infant head shape: Positioning for babies

Are you worried that your baby has a flat spot on their head? Do you want more information? If so, join this session to learn about:

- How to tell if your baby has a flat spot on their head
- What you can do to help your baby's head shape get better
- When should you see your doctor or a physiotherapist

Audience:	Parents and caregivers of children from birth to 18 months
Length:	45 minutes
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Physiotherapists

Promotional material	<ul style="list-style-type: none"> • Webinars and video flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will be aware of common infant head shapes. 	<p>What are common head shape changes in babies?</p> <ul style="list-style-type: none"> • Plagiocephaly and brachycephaly discussed in this webinar. • Other, less common head shape changes are identified as needing to be reviewed with physician <p>Why do babies have head shape changes?</p> <ul style="list-style-type: none"> • Developing a flat spot on baby's head is very common • Discussion of some possible reasons • Baby's head is soft, and joints aren't closed • Babies spend a lot of time lying on their back or in car seats, bouncy seats or swings • Some babies might have tight neck muscles or a flat spot at birth. <p>How do I look at my baby's head shape?</p> <ul style="list-style-type: none"> • Best way to look at your baby's head shape – bird's eye view, side view, pictures • What does positional plagiocephaly look like? Image and explanation • What does positional brachycephaly look like? Image and explanation

Continued Infant head shape: Positioning for babies

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will be comfortable with positioning strategies to improve their baby's head shape 	<p>What can I do to improve my baby's head shape?</p> <ul style="list-style-type: none"> Take pressure off the flat area – flat spot up and out, avoid baby containers, upright time once baby is ready Build head and neck control – tummy time, tummy time strategies, hold your baby many different ways Apply counterpressure (awake side, side-carry, encourage turning head the other way when sleeping through room setup, set up car seat in vehicle to encourage flat spot up) Deal with other factors – see your doctor and therapist, check neck movement Torticollis is common in plagiocephaly and can affect head shape
<ul style="list-style-type: none"> Participants will know when to talk to their doctor and therapist. 	<p>Who should I see for more help?</p> <ul style="list-style-type: none"> You should talk with your doctor if you notice any head shape changes in your baby It is important to get help from a pediatric physio and your doctor if You notice any changes in your baby's neck movement, If you've tried repositioning your baby and their head shape is not improving You are concerned about your baby's movement skills Your baby has large head shape changes Your baby has different head shape changes than the ones we talked about in this webinar Physical therapy treatment may include stretching and strengthening for your baby's neck muscles, as well as specific positioning and handling techniques to help correct your baby's head shape and neck movement If your baby's head shape hasn't improved after consistent treatment, your doctor may talk to you about other options such as a baby helmet and will reassess to plan next steps with you.
<ul style="list-style-type: none"> 2 Webinar handouts 	<ul style="list-style-type: none"> Webinar summary Infographics
<ul style="list-style-type: none"> Related resources: 	<ul style="list-style-type: none"> Craniosynostosis (head shape)

Back to [Infant head and neck](#)

Webinar Infant torticollis: Positioning for babies

Does your baby turn their head to one side most of the time or do they hold their head tilted to one side?

If so, join this session to learn about:

- What torticollis is
- How it affects your baby and their neck movement
- How it can affect your baby's head shape
- What you can do to help improve your baby's neck movement
- When should you see your doctor or physiotherapist
- This session is intended for all Participants and Participants of children from birth to 18 months.

Audience:	Parents and caregivers of children from birth to 18 months
Length:	45 minutes
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Physiotherapists

Promotional material	<ul style="list-style-type: none"> • Webinars and video flyer • More
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Objectives	Content / Concepts
<ul style="list-style-type: none"> • Participants will understand what torticollis is and common signs and symptoms of torticollis 	<p>What is torticollis?</p> <ul style="list-style-type: none"> • Images and explanation of torticollis • SCM (sternocleidomastoid muscle) tightness • Movement restrictions and Weakness of other side <p>What are common signs and symptoms?</p> <ul style="list-style-type: none"> • Baby looks one way more often • Tilts their head when upright • Has a thickening or lump on one side of their neck • Has trouble feeding on one side, plagiocephaly <p>How does torticollis affect your baby's neck movement and head shape?</p> <ul style="list-style-type: none"> • If your baby has plagiocephaly and torticollis, you need help to improve their neck movement before you can resolve their head shape changes

Continued Infant torticollis: Positioning for babies

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will be comfortable with strategies to improve their baby's neck movement 	<p>What can I do to help improve my baby's torticollis?</p> <ul style="list-style-type: none"> Work on getting baby to turn their head and tilt in the other direction (Handout torticollis positioning and handling recommendations). Use positioning recommendations in play positions, when you feed your baby, when your baby is sleeping, and setting up your house to help – bath, change table, car seat, crib limit use of baby containers Improve your baby's strength by using different positions and tummy time
<ul style="list-style-type: none"> Participants will understand when to get more help with their baby's neck movement 	<p>What other help do I need?</p> <ul style="list-style-type: none"> See your doctor and pediatric physio – you will need help to deal with torticollis, and quicker treatment leads to better outcomes. Your physio will help you to work on neck strength and flexibility and assess and deal with other factors that may be contributing to the torticollis. Your physio will teach you specific stretches for your baby – not reviewed in this webinar
<ul style="list-style-type: none"> 3 Webinar handouts 	<ul style="list-style-type: none"> Webinar summary Newborns positioning and play handout Early development handout
<ul style="list-style-type: none"> Related resources: 	<ul style="list-style-type: none"> Congenital torticollis (head tilt, neck muscle tightness) Congenital torticollis in children: Care instructions Positional plagiocephaly (flattened head) Positional plagiocephaly and brachycephaly: Tips for parents

Finding help and caring for yourself



Click on the resource title to find more information

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Self-care break for your busy life95



Finding help and caring for yourself [flyer](#)

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Webinar Taking care of the caregiver

Does your child have developmental, mental health or medical issues that need a lot of care?

Would you like to learn some simple ways to care for yourself as you care for others?

If so, join this webinar to help you:

- Recognize signs of caregiver fatigue and stress
- Learn how caring for yourself helps your daily life and your relationships
- Learn ways to support your emotional health

Audience:	Parents and caregivers of children from birth to 18 years with any or all concerns related to their development, mental health or medical condition.
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Psychologists and Occupational Therapists

Promotional material	<ul style="list-style-type: none"> • Webinars flyer • More
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Objectives	Content / Concepts
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How do I look after myself while caring for my child with developmental, mental health or medical issues?

- | | |
|--|---|
| <ul style="list-style-type: none"> • Participants will recognize signs of caregiver fatigue and stress | <ul style="list-style-type: none"> • Validate the parent experience: uncertainty, overload of information, inconsistency, and changing information • Define caregiver fatigue: causes, signs, and symptoms • Locus of control – what is in your control and what is outside your control |
| <ul style="list-style-type: none"> • Participants will learn how caring for oneself helps with daily life and relationships | <ul style="list-style-type: none"> • Discuss the effects on relationships, parenting ability, and managing family dynamics • Types of stress: tolerable versus toxic • Self-regulation – physical, thinking, and social aspects |

Continued Taking care of the caregiver

Objectives	Content / Concepts
<ul style="list-style-type: none">• Participants will learn ways to support their emotional health	<ul style="list-style-type: none">• Tools for managing what is in your control:<ul style="list-style-type: none">○ Value yourself, taking care of body and mind, nurturing relationships, and healthy escapes○ Wellness wheel – examine areas of your life (physical, emotional, social, spiritual, work, and intellectual) to see if they need more attention• Tools for managing what is outside your control:<ul style="list-style-type: none">○ Radical acceptance○ Self-compassion – kindness, connection, and mindfulness• RAIN practice – recognize, allow, investigate and nurture• Where to go for additional information and support
<ul style="list-style-type: none">• 1 Webinar handout	<ul style="list-style-type: none">• Webinar summary

Back to [Finding help and caring for yourself](#)

NEW

Webinar Your child's diagnosis: Where to begin – NEW

Does your child have developmental, mental health or medical issues that need a lot of care? Would you like to learn some simple ways to care for yourself as you care for others? If so, join this webinar to help you:

- Recognize signs of caregiver fatigue and stress
- Learn how caring for yourself helps your daily life and your relationships
- Learn ways to support your emotional health

Audience:	Parents and caregivers of children from birth to 18 years with any or all concerns related to their development, mental health or medical condition.
Length:	1 hour
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Social Workers and Psychologists

Promotional material	<ul style="list-style-type: none"> • Webinars flyer • More
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Objectives

“You’re not alone. Connect with others and access the support you need.”

- Participants will learn how to access services and build a support system for their child and family.

Content / Concepts

Who can support my child and my family?

Healthcare providers

- Roles, responsibilities, and primary contact
- Confidentiality and expectations regarding care
- Communicating needs and transition planning

Community supports

- Family Support for Children with Disability (FSCD)
- Family Resource Networks (FRNs)
- 811 Health Link

Other caregivers

- 211 Alberta
- Caregivers Alberta
- Social media

Continued Your child's diagnosis: Where to begin

Objectives	Content / Concepts
<p>"You don't have to do everything all at once. Give yourself time to process your emotions."</p> <ul style="list-style-type: none"> Participants will understand feelings related to the diagnosis. 	<p>How does building my own resources help my child? How do I accept that my feelings are valid and valuable?</p> <ul style="list-style-type: none"> Exercise - Alternate nostril breathing <p>Emotions (grief process)</p> <ul style="list-style-type: none"> Recognition of feelings – validate, normalize Encourage parents to care for themselves <p>Coping</p> <ul style="list-style-type: none"> Problem-focused versus Emotion-focused How and when to use each
<p>"You know your child best. Share your observations, opinions, questions, and what is important to you."</p> <ul style="list-style-type: none"> Participants will learn strategies for communicating their needs and advocating for their family. 	<p>What tools can I use to stay organized and actively involved in my child's care?</p> <ul style="list-style-type: none"> AHS Shared Commitments The importance of partnering with healthcare team What is available and how to ask for help Parent empowerment to share challenges/barriers Practical tips for before, during, and after medical appointments
<p>"Your child is unique and has their own strengths. Diagnosis is not the whole story."</p> <ul style="list-style-type: none"> Participants will increase hope and resilience and know where they can find help in Alberta, if needed. 	<p>How can I know when I need more help? Where can I go to get the help, I need?</p> <p>How do I find meaning and hope in my current situation?</p> <ul style="list-style-type: none"> Exercise - Finger touch breathing Hope - Finding meaning in your situation Gratitude - How to find it on tough times Resilience - How to build it Warning signs that more help is needed Resources
<ul style="list-style-type: none"> 4 Webinar handouts 	<ul style="list-style-type: none"> You are not alone Not everything at once You know your child best Your child is unique

Continued Your child's diagnosis: Where to begin

Objectives

Content / Concepts

- Related resources:

Rehabilitation: Being an active partner in your rehabilitation journey (alberta.ca)
Family Health Journal

Back to [Finding help and caring for yourself](#)

Webinar series Self-care break for your busy life

Do you find it challenging to make time for yourself while taking care of others? Are you curious about quick and easy ways to lower your stress and increase wellness? Join us to:

- learn simple and effective ways to increase your self-care
- practice brief and useful activities that you could easily add to your routine

Different topic every week:

- Awareness – Bring your attention to the present moment. Notice your thoughts, feelings, and physical sensations
- Gratitude – Pay attention to and appreciate the good in your everyday activities
- Acceptance – Observe and allow experiences around you. Develop your curiosity of what is happening inside of you
- Compassion – Learn about and practice giving kindness and care to yourself and others

Audience:	Parents and caregivers
Length:	30-minute sessions; standalone sessions 4 sessions in this series Open series - choose which session(s) you want and, in any order
Type of session:	Live online session – hosted on Zoom
Developed and delivered by:	AHS Psychologists and Social Workers

Promotional material	<ul style="list-style-type: none"> • Webinars flyer • More
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Objectives	Content / Concepts
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Awareness session	What is awareness and how do I add it to my routine?
<ul style="list-style-type: none"> • Participants will learn simple and effective ways to increase self-care. 	<ul style="list-style-type: none"> • Definition of awareness • Mindfulness and its benefits • Mind wandering (risks and benefits) • Awareness gives more control over thoughts, reduce suffering • Shining the light of attention

Continued Self-care break for your busy life

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will learn brief and useful wellness activities that they can easily add to their routine 	<p>Exercise 1 – focusing on breath and noticing when your mind wanders</p> <ul style="list-style-type: none"> Shifting attention <p>Exercise 2 – label your mind wandering as a thought, feeling, or body sensation</p> <ul style="list-style-type: none"> Information about mind-body connection <p>Exercise 3 - body scan</p> <ul style="list-style-type: none"> Attending to what we need in the moment and simple ways to add awareness to your daily routine
<p>Gratitude session</p> <ul style="list-style-type: none"> Participants will learn simple and effective ways to increase self-care Participants will learn brief and useful wellness activities that they can easily add to their routine 	<p>What is gratitude and how do I add it to my routine</p> <ul style="list-style-type: none"> Definition of gratitude Mindfulness and its benefits Acknowledging the goodness in life <p>Exercise 1 – Savor the good</p> <ul style="list-style-type: none"> The benefits of giving thanks <p>Exercise 2 – Expressing gratitude</p> <ul style="list-style-type: none"> Gratitude in tough times <p>Exercise 3 – Walking the middle path</p> <ul style="list-style-type: none"> Simple ways to add gratitude to your daily routine
<p>Acceptance session</p> <ul style="list-style-type: none"> Participants will learn simple and effective ways to increase self-care 	<p>What is acceptance and how do I add it to my routine?</p> <ul style="list-style-type: none"> Definition of acceptance Mindfulness and its benefits Accept things outside of our control: Waves hitting you, move with this instead of fighting against them <p>Exercise 1 – Name it to tame it</p> <ul style="list-style-type: none"> Negativity bias and becoming more curious

Continued Self-care break for your busy life

Objectives	Content / Concepts
<ul style="list-style-type: none"> Participants will learn brief and useful wellness activities that they can easily add to their routine 	<p>Exercise 2 – COAL (curiosity, openness, acceptance, and loving kindness)</p> <ul style="list-style-type: none"> Changing perspective to decide whether to change our situation or mindset Explaining protective (safety) vs open (curious) stance, both are needed at times <p>Exercise 3 - Protective posture vs. Receptive posture</p> <ul style="list-style-type: none"> Adjusting to the temperature (emotions) <p>Simple ways to add acceptance to your daily routine</p>
<p>Compassion session</p> <ul style="list-style-type: none"> Participants will learn simple and effective ways to increase self-care Participants will learn brief and useful wellness activities that they can easily add to their routine. 	<p>What is compassion and how do I add it to my routine?</p> <ul style="list-style-type: none"> Definition of compassion Mindfulness and its benefits Moving from fault-find to solution-finding perspective: The tale of the 2 arrows of suffering <p>Exercise 1 – Common humanity</p> <ul style="list-style-type: none"> The qualities of compassion (tender and fierce) <p>Exercise 2 – nurturing and protective qualities</p> <ul style="list-style-type: none"> The benefits of Self compassion (grows, motivates, and protects) <p>Exercise 3 – Loving kindness meditation</p> <ul style="list-style-type: none"> Simple ways to add compassion to your daily routine
<ul style="list-style-type: none"> 4 Webinar handouts 	<p>1 handout for each topic:</p> <ul style="list-style-type: none"> Awareness Gratitude Acceptance Compassion
<ul style="list-style-type: none"> Related resources: 	<p>Video handout</p>