



Bedfordshire
Community
Health Services



3 yr review



Three year development review Professionals Guide

After your initial introduction to parents and child, begin your session by completing the growth monitoring and ASQ scoring/discussion.

Complete the red book. Allow the family/families time to settle and then use the cards offering the choice of what they would like to discuss. It is not necessary to use all of the cards at your session; the parents will guide you with the focus of their needs. The details in this booklet gives information with clear health and education messages.

Toilet Learning

- Common for children to be nearer 3
- Don't start too soon, try at a non-stressful time
- Look for several signs, stays dry for 2 hours, minds if wet/dirty, tells you they are doing a wee or poo
- Use a toilet or potty in the toilet room
- A step at the correct height, feet need to be firmly planted
- Discourage use of pull ups
- If not successful after a week, give up for a month, try again
- Involve child in first wipe, flushing and washing of hands
- No attention for accidents, give attention for sitting
- Common to have a period of regression once dry
- Pants under a nappy to see if child can feel when they are wet
- Use of bubbles/balloons
- Change the nappy in the bathroom



Sleep

- How are they sleeping
- Discuss end of day routines and cues, how to tell if your child is tired or overtired
- Importance of winding down - starts from teatime
- Once upstairs don't go back down
- Cots/beds, if in bed, stairgate at door. If introducing the bed involve the child in setting it up
- Keeping things the same - lights/door. Greeting the day when it is morning
- Daytime naps - timing
- Several things throw sleep - illness, teething, holidays, moving house etc



Speech and Language

- At the age of three, should have approximately 1000 word in the vocabulary and use words to communicate and will be using them to request things and activities, label things, describe things, comment on things, ask questions and answering questions
- Comprehension greater than speech
- If using a dummy discuss the impact on speech and Language and develop a plan to discourage its use
- Start to join in nursery rhymes, enjoy listening to stories. Use picture books.
- Importance of reading to children, encourage them to finish the last few words of nursery rhymes and books. Anytime is good for books. Encourage library visits.
- If a child says words incorrectly repeat the word back to them the way it should be said. Keep positive, avoid over correcting
- Audiology - mention tone, should have pitch. A child is monotone or quieter/louder than usual, may not be hearing due to glue ear
- Value of playgroups for helping with language development
- TV ok for 10 mins with parental input and storytelling. Keep mobile devices to a minimum. Turn TV off when not being watched.
- More complex questions will be answered such as who, what, where and why questions of increasing length and complexity. Understanding and the ability to follow longer and more complex directions will develop as more information will be retained at any one time.
- Use adult words and give your child time to listen





Immunisations

- Give the most up-to-date regime
- Are they up to date
- Pre-school booster - discuss
- Where to get advice
- Advise on how to help a nervous child
- Be honest with your child about what is going to happen, but with positivity

Personal, Social and Emotional Development

- Temper tantrums are less frequent if not ask questions to enquire further
- Key strategies - ignoring, distraction, catching and praising for being good
- Discuss time out and how to use it
- Find out why the tantrum is happening. Your child could be tired or hungry
- Tantrums need an audience, walk away
- Watch your language - average child hears 'no or don't' 70 times a day. Say what you want rather than what you don't want
- Imaginary play - mention that children of his/her age usually enjoy domestic tasks, imagination developing
- Limited choice, put yourself in your childs shoes
- Consistency is vital
- Choose your battles wisely



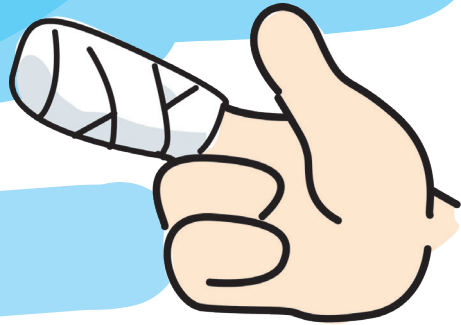
Dental Care



- Dentist - visit with your child and register. If they cannot be seen take them with you
- Children usually have 20 teeth by the age of 2 yrs 6 mths
- Permanent teeth come through at around age 6
- Important to brush teeth twice a day - small smear of toothpaste under 3 pea size, over 3 adult toothpaste can be used. 1000ppm, non whitening
- Encourage spit, not rinse
- Need help brushing until age 8
- Be aware of juice and raisins in between meals, best to be part of a meal
- Water and fresh fruit or savoury crackers as snacks
- Brush before bed and other time in the day. If the child has a bottle or takes a drink to bed, clean teeth after, even if it's milk
- Water and milk are the most tooth friendly drinks
- Dummies can affect position of children's teeth, try and remove completely

Staying Safe

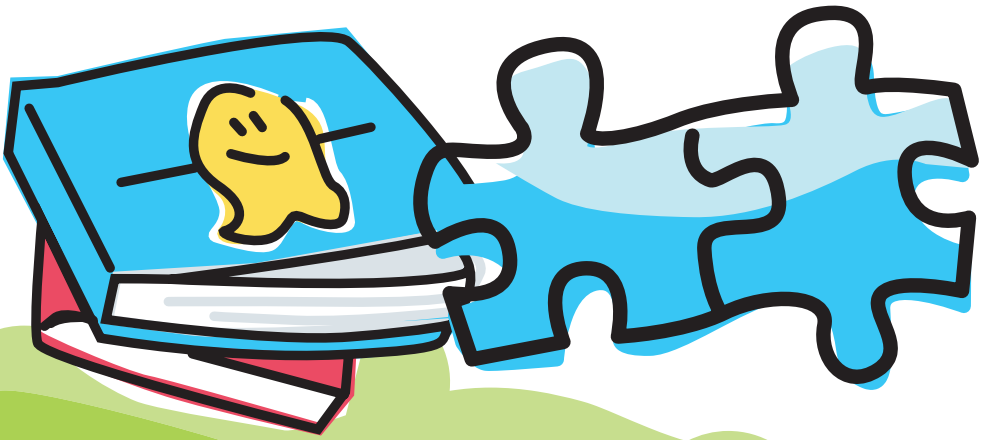
- Go round your house and garden at your child's level to spot dangers, see what they are attracted to
- Blinds cords/dressing gown cords
- Chargers for laptops/mobile phones
- Burns and scalds, discuss hair straighteners
- Road safety - car seat position. Safest place for youngest is behind the passenger seat. Correct fitting
- Falls - stair gates and steps
- Fires and electricity
- Poisoning - medicines, watch your handbag



Nutrition and Obesity Prevention

- Vitamins - children up to age 5, need Vitamin D, Abidec or Health start
- Still need a pint of milk a day; this can be made up of dairy products such as cheese and yoghurt. Semi skimmed milk can be given if the child has a good diet
- Portion size - don't overwhelm. Limited choices helpful
- Healthy snacks, remember portions
- Toddler refusal - common. No healthy child will starve themselves
- Drinking from a beaker with or without a lid from 6 months. Excessive drinking can affect appetite
- Be aware of tiredness affecting appetite
- Timings of meals is important - toddler may need to eat earlier, two good meals a day are ok
- Your reaction - no response to not eating, offer once more, if refused child watches you place in bin. Nothing else offered. May move next meal forward
- Eat with or sit with child while they eat





Ready to Learn

- Children ready to learn from birth, with their brains growing at great speed the first five years
- Everything you do helps your child learn and develop
- Play and explore - playing with what they know, being willing to have a go
- Being involved and concentrating - enjoy achieving what they set out to do
- Creative thinking - having their own ideas, making links, choosing ways of doing things
- Importance of reading to children, encourage them to finish the last few words of nursery rhymes and books. Anytime is good for books. Encourage library visits
- Have open conversations with all people involved in the care of your children

Looking After Ourselves / Being Active

- Child needs 3 hours of activity a day
- Encourage your child to walk, climb, run and remember, you are their role model
- Register with a children's centre as they offer active play
- Getting out and about
- Getting together with other families
- How do we look after ourselves as a family - getting the balance right
- Limit TV throughout the day to encourage a more active lifestyle



Bilingualism

- Benefits of talking to your child in first language - provides a solid base for learning, learning more than one language is good, enjoy your language for cultural identity
- Bilingualism, Typical development-code switching is normal, using both languages at the same time. It is not a sign of confusion. Can easily happen up to 3 years.
- Silent period - may occur in a setting, eg nursery where the language is different to theirs. May last for several months. Should still be using their language at home.
- Bilingualism does not cause or contribute to Development Language Delay (DLD). If present this will affect all the languages they speak, not just one.



The end of the session should concentrate on the strengths of the child, but also guide the parent to actions which will enhance their child's development. Make sure your name and telephone contact is in the red book for future use by parents.

If you require this information in a different format such as in large print or on audio tape, or in a different language please contact the service on the details above.

To find out how we use what we know about you (Privacy Notice) or how to access our buildings (AccessAble), please visit www.cambscommunityservices.nhs.uk and follow the links or please contact us.



If you have any compliments about this service or suggestions for improvements, contact our Patient Advice and Liaison Service on 0300 131 1000 (charges may apply depending on your network) or email: ccs-tr.pals@nhs.net.

For free, confidential health advice and information 24 hours a day, 365 days a year please contact NHS 111.

*Original design by Simon Moss
theanswermachine.co.uk*