



# Ready-to-use Workshop Facilitator Handbook

*best start*  
*meilleur départ* )

by/par health **nexus** santé

## Introduction

This ready-to-use workshop has been developed for service providers who work with parents of children 0-3 and future parents. It provides suggestions to deliver a workshop of approximately 1 to 1.5 hours on the topic of early brain development. This guide is intended to be used in conjunction with the website [www.HealthyBabyHealthyBrain.ca](http://www.HealthyBabyHealthyBrain.ca).

The Healthy Baby Healthy Brain website contain a total of 15 short video clips showing a variety of ways through which parents can support early brain development. The videos can be used as part of a workshop (pages 4 to 21) or on a one-on-one basis, through home visits or in clinical settings (page 22).

The videos offer suggestions to parents to foster their baby's brain development. These include responding to their baby's needs, interacting with them in a positive way, providing opportunities for learning, etc. The website is organized according to the following key messages:

- ***“Start early.”*** Contains information on the importance of prenatal health and of early interaction with babies.
- ***“Love builds brains.”*** Focuses on attachment, awareness of baby's needs and on developing self-regulation and coping skills in young children.
- ***“Playing builds brains.”*** Provides suggestions of ways to boost baby's brain with everyday fun and games, using all senses.
- ***“Health builds brains.”*** Offers baby's health and wellness tips related to nutrition, physical activity and sleep.
- ***“Baby's world matters.”*** Emphasizes the importance of creating positive environments for healthy brain development through routines, child-proofing and the reduction of stress for young children.

These key messages were selected and defined through a parent survey and key informant interviews with topic experts and front line workers. An advisory committee has provided input in the development of this facilitator guide (see Acknowledgments, page 25).



The website [www.HealthyBabyHealthyBrain.ca](http://www.HealthyBabyHealthyBrain.ca) contains some additional information and links to other related websites. Facilitators should encourage parents to visit the website and share it with others.

Prior to presenting a workshop, facilitators are encouraged to:

- Review the links provided on the website for additional information.
- Have a computer with high-speed internet access and a projector to link to [www.HealthyBabyHealthyBrain.ca](http://www.HealthyBabyHealthyBrain.ca).
- Have a flipchart, as well as any material necessary for the activities (minimal equipment is necessary, see notes under each section).
- Set up the room to facilitate group discussions (i.e. horseshoe or circle).
- Have a list of resources available that direct parents for further information.
- Have evaluation forms available if required (see page 20).

## Suggested Agenda for Group Sessions

The following agenda is suggested for a parent workshop of approximately 1 to 1.5 hours. If additional time is available, the section *Video Segments and Activities* can be expanded.

- Introduction of presenter and topic. (1-2 minutes)
- Introduction of participants and their babies. See page 4. (10 minutes)
- Assessing the participants' needs and interests. See page 7. (5 minutes)
- Overview of brain development. See page 8. (10 minutes)
- Video segments and activities. See page 11. (30-45 minutes)
- Conclusion and evaluation. See page 19. (5 minutes)





## Introduction of Participants and their Children

Select one of these ice-breakers to get the group participants more comfortable with one another. All icebreakers can be done if the children are participating in the workshop.

### Who likes what?

This ice-breaker is best suited for groups of less than 8-10 families (or approximately 20 people).

- Have one of the parents write down the type of play activity that their child really likes on a small piece of paper, without sharing with the group. If they have more than one child present, they can fill out one piece of paper per child.
- The facilitator mixes the pieces of paper and selects them one a time.
- The other participants try to guess who the child might be.
- Once the group has guessed (or given up...), the parent of that child can introduce their child by name and introduce themselves at that point.
- The facilitator can mention that each child is unique. By observing their child, parents become experts in understanding their interests and behaviours. A child will be more engaged in learning when he or she is interested in the activity. Thank the participants for their comments.

Alternative for lower-literacy group: Go around the group and have each parent or child tell the group what their favourite play activity is.

Note: We want to encourage parents to play more with children, so, having an icebreaker that gets parents thinking about play and what their child likes fits well with the theme. They may hear some similarities from other children and parents, and how the parents feel about these activities, and this could be very supportive. (e.g.: My child likes playing this same game over and over again!).

## Self-introduction

This ice-breaker is better suited for groups of less than 8-10 families. Ensure participants have sufficient literacy skills before choosing it.

- Pieces of paper containing the paragraph below are prepared by the facilitator ahead of time.
- Each parent completes the paragraph and is encouraged to share answers with the rest of the group. If the parent has more than one child present, the second part (My child's name is...) can be filled out for each child.

PART ONE: "My name is \_\_\_\_\_.  
 When I was a young child, I always liked \_\_\_\_\_. Now, my  
 favorite activity is \_\_\_\_\_  
 \_\_\_\_\_."

PART TWO: "My child's name is \_\_\_\_\_ and  
 he/she is \_\_\_\_\_ years old. I know he/she really  
 likes \_\_\_\_\_ because \_\_\_\_\_  
 \_\_\_\_\_."

I am looking forward to my child being able to \_\_\_\_\_  
 \_\_\_\_\_."

- The facilitator can point out how parents can be similar or different from their own child. Siblings can also be very different. A child will be more interested in something they like and will therefore be engaged in learning about that theme or topic.
- Thank the participants for their comments.



## Introductions in small groups

This ice-breaker is better suited for large groups (10 or more families).

The facilitator writes on a flipchart the following topics: name of parent, name and age of child, activity the child is interested in, and activity the child doesn't like.

- The group is divided in groups of 4-5 families each.
- Within each group, parents take turns answering the questions on the flipchart. If they have more than one child at the workshop, they can provide information on all their children present.
- The facilitator can point out that it is important for parents to acknowledge their children's interests' and dislikes. These interests provide a good starting point for learning.
- Thank the participants for their comments.

## Introduction of children-to-be-born

This ice-breaker is designed to be used by participants who are expecting a child. If the group contains both pregnant and new parents, the ice-breakers above can be combined with this one, to integrate all the participants.

- Ask the participants to think of the key features of their future baby, from the way they are currently "feeling" the baby. This could be from the baby's movements, from the way they are feeling themselves or just from the way they are thinking about the baby.
- Have participants introduce themselves and then introduce their fetus and how they envision that child may be like. If they have picked a name for the baby, they can use it to introduce the future baby.
- The facilitator can point out that each baby is unique and that its uniqueness is shaped even before they are born. It is good for parents to express their feelings and hopes for their baby.
- Thank the participants for their comments.

## Assessing the Participants' Needs and Interests

When facilitating adult groups, it is important to make sure their needs are met and their experiences are valued. You may be able to assess their needs to a certain extent, depending on the age of their babies and previous interactions you have had with them.

It may be helpful to ask them one of the following questions:

- What is one thing that you hope to learn about supporting your baby's brain development?
- Are there some topics you would like to know more about and how they relate to brain development (i.e. attachment, self-regulation, stress, play, routines, home safety, nutrition, etc.)?

Depending on their answers, and given limited time, you may want to focus on some areas and only show the videos related to those topics. The video descriptions starting on page 11 will help you identify the relevant videos.







## Overview of Brain Development


One of the videos on the website is an introductory video and can be used to introduce the theme.

Introduction Video (1:36)	
<b>Video description</b>	A short introductory video to engage parents and give them an overview of what the program is about.
<b>Discussion starters</b>	<i>When you hear the words "brain development", what comes to your mind?</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"><li>• Prior to showing the video, have participants list some of the factors which may affect the development of the brain.</li><li>• The facilitator can help build the list by asking some questions: Do you think the prenatal phase is important? Do you think the relationship between the parents and baby is important?</li></ul>

Provide participants with basic information on brain development and the factors that influence it.

- Even if brain development is a lifelong process, the pregnancy period and the first three years of a child's life are the most critical for brain development.
- During pregnancy, it is important for the expectant mother to eat well, stay active, reduce stress and avoid alcohol, drugs and tobacco smoke. All these factors have an influence on the developing brain.
- Babies are born ready to learn from their environment.
- Between birth and age three, the baby's brain creates more connections than it needs. Over time, the connections that are used often will become permanent. Connections that are not used as often will disappear. For example, at birth, babies have the capacity to learn any language but they will only learn the ones they are repeatedly exposed to and get to practice.

- There are times when the baby's brain is ready to develop certain skills. These skills build upon one another. If the baby has difficulty hearing or seeing, it is important to discuss this with a healthcare provider right away. Early detection and treatment will make learning easier as the child grows.
- To have the confidence to explore their environment, babies need to feel safe and loved. They need to know that someone will be there to help them if they need it. This is part of a healthy attachment relationship. Building this attachment is critical for brain development. This can be done by cuddling, loving and holding a baby. It is also done by parents responding to their baby, especially when they are sick, hurt, sad, frightened or upset. The way parents respond to their baby influences how the baby will relate to other people in life.
- When parents follow their baby's leads and interests, more learning can take place.
- Self-regulation is an important skill for children. Self-regulation is having control over your behavior, emotions and attention. Parents need to help their children learn to adjust their emotions and behaviours. This helps them to cope with changing situations in a positive way. When children are in a calm and alert state, they are able to learn. Parents need to be a role model by regulating their own emotions.
- Encourage parents to integrate play using all the senses in everyday learning. This can be done while doing household chores, shopping, spending time outdoors, visiting friends, traveling, etc. Activities can include reading to their child, finger-painting, dancing, singing, listening to music, tasting new foods and touching interesting things.
- Language is one of the most important communication skills for babies. Parents can help babies learn their home language before birth. It is good to talk to babies about what is happening, get their reactions to smells, sights and sounds, and build on activities they are interested in.

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- It is also important to start to develop math skills early. Games such as stacking things, counting things, and sorting colours and shapes help build numeracy and literacy skills.
  - Good nutrition, physical activity and sufficient sleep help build a healthy brain. Follow these guides:
    - Canada’s Food Guide (<https://food-guide.canada.ca/en>)
    - Canadian 24-Hour Movement Guidelines for the Early Years (0-4 years). (<https://csepguidelines.ca/early-years-0-4/>)
  - Routines are good for brain development because they provide security for young children. When children are calm and relaxed, they are able to focus on learning.
  - To allow for exploration, it is important to provide a safe environment, outdoors and indoors. Parents will need to remove potential hazards and actively supervise their children. Encourage parents to sign up for safety recalls at: <https://www.canada.ca/en/services/health/stay-connected.html>.
  - Stress can make it difficult for a baby to learn. When babies react to stressful situations, they use their brain to deal with problems, rather than to learn. When a baby is exposed to less stress, or no stress, it is easier for them to learn. Encourage parents to get the help they need to reduce their own stress.

## Video Segments and Activities

In addition to the introductory video, there are 14 videos on the Healthy Baby Healthy Brain website ([www.HealthyBabyHealthyBrain.ca](http://www.HealthyBabyHealthyBrain.ca)). We encourage you to preview these prior to presenting to parents.

You will not likely be able to present all the videos in one session. You may wish to focus on some areas, depending on the interests and needs of the parents. You may want to consider grouping 3-4 videos per session, to allow time for discussion.

Below is a short description of the contents of the videos and a suggested activity which can be done before or after viewing the videos.

START EARLY – Prenatal Health (3:21)	
<b>Video description</b>	Explains the importance of health during pregnancy as the baby’s brain is developing. The topics of nutrition, physical activity, relaxation and substance use are addressed.
<b>Discussion starters</b>	<i>How early do you think the brain starts developing after conception? (Answer: about 3 weeks after conception.) (Source: Zero to Three, FAQs on the brain. <a href="https://www.zerotothree.org/resources/series/frequently-asked-questions-about-brain-development">https://www.zerotothree.org/resources/series/frequently-asked-questions-about-brain-development</a>)</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"> <li>• Show a picture of a typical fast-food meal to the group. Ask them: “What changes can a pregnant woman make to this meal to make it healthier?” You can search for pictures on Google Images using keywords such as “Fast Food”.</li> <li>• Changes can involve choosing milk over pop, swapping a salad for fries, using half the salad dressing provided, etc.</li> <li>• Discuss simple changes pregnant women can make to increase the nutritional value of their food choices.</li> <li>• Discuss other choices pregnant women can make to provide the best possible environment for their baby’s brain development: avoid alcohol, tobacco smoke and drugs, and encourage physical activity, relaxation, etc.</li> </ul>



### START EARLY – Your Role as a Parent (4:39)

<b>Video description</b>	Shows that early interaction with newborns and young babies is very important. Babies learn to identify their parents and know that their needs will be met.
<b>Discussion starters</b>	<i>What are some ways you can communicate with your baby? How do they communicate back to you?</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"><li>• If the children are present, have the parents do some simple one-on-one activities with them and ask them to say what their child might be thinking. For example, they could be saying “You seem to like that red ball. You think this is funny”, etc.</li><li>• If the children are not present, show pictures of babies and have the participants try to guess what the baby is thinking or trying to tell a parent.</li></ul>

### START EARLY – Ages & Stages (4:35)

<b>Video description</b>	Describes the windows of opportunity during the brain development process. Mentions the importance of early detection and treatment of problems.
<b>Discussion starters</b>	<i>What could happen to a baby who can't hear properly because of repeated ear infections?</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"><li>• Parents can do a basic hearing test with their baby at home or in a quiet space:<ul style="list-style-type: none"><li>– If the baby is 0-3 months, clap hands behind her head. See if she startles, blinks her eyes or not.</li><li>– If the baby is between 4-10 months old, call her name and see if she turns toward you or reacts to your voice.</li><li>– If the baby is between 10-15 months old, she should be able to point to a familiar object when asked.</li></ul></li><li>• Provide a list of the local services available for speech and language testing and therapy. Indicate how parents can access these resources.</li></ul>

LOVE BUILDS BRAINS – Attachment (6:04)

<b>Video description</b>	Explains attachment and why it is so important for brain development. Shows how parents can build attachment by responding to their baby’s needs.
<b>Discussion starters</b>	<i>What do you do when you need to deal with a very difficult situation? In many cases, adults will ask for help or advice from someone they trust. Point out the similarities with babies needing support.</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"> <li>• Ask participants to think about the last time their baby was crying. If the children are present, there may be a recent example they can draw from.</li> <li>• Ask them to think of what might have been going through their baby’s mind at that time. Fear? Pain? Insecurity? Hunger?</li> <li>• Ask the participants how they were able to resolve their baby’s cries. How did their actions help build attachment?</li> </ul>

LOVE BUILDS BRAINS – Listening to your Baby (4:49)

<b>Video description</b>	Emphasizes the importance of following the baby’s cues and interests. Babies will learn about what they are interested in.
<b>Discussion starters</b>	<i>What are some of the ways a 6-month old baby will show interest in something? An 18-month old? If the children are present, use examples of their behaviour to show their interests.</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"> <li>• Ask the parents to imagine what would have happened today if, at the start of the workshop, the facilitator had said: “Today, we are not going to do a workshop about brain development after all. The topic will be car mechanics instead.”</li> <li>• How would they feel? What would their reaction be?</li> </ul>

## LOVE BUILDS BRAINS – Helping your Child Cope (6:51)

<b>Video description</b>	Explains self-regulation and how to help young children develop self-regulation. Mentions the importance of parents also staying in a calm state.
<b>Discussion starters</b>	<i>What do you do to stay calm when you are very irritated by something a person is doing to you?</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"><li>• Ask the parents to imagine a situation where their 3-year old is at the mall with them and wants candies from the candy machine.</li><li>• What are some of the possible outcomes and how can they prevent problems from escalating?</li></ul>

## PLAYING BUILDS BRAINS – Everyday Play (3:20)

<b>Video description</b>	Provides an example of the integration of play-based learning in everyday activities. Emphasizes that expensive toys are not essential to brain development.
<b>Discussion starters</b>	<i>What were some of your favourite games or activities as a young child?</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"><li>• Ask the participants to imagine it is Saturday morning and they need to do laundry, get groceries, make lunch and tidy the living room. They are single parents or parenting on their own that day and have a 2-year old with them.</li><li>• What are some of the ways they can include their 2-year old in these activities? If the children are present, parent-child dyads can practice some of these activities.</li><li>• Discuss with the group why television and computer games have limitations for brain development (e.g., with television, interactions are one-way, screen time robs babies of human interaction time which is more valuable).</li></ul>

## PLAYING BUILDS BRAINS – Play Using all the Senses (1:56)

<b>Video description</b>	Shows various scenes of play using all the senses. Explains how brain connections are made and then consolidated or pruned depending on use.
<b>Discussion starters</b>	<i>What is your preferred way of learning how to make a new recipe? Since many senses can be used in making a recipe, emphasize to participants that we usually learn best by using a combination of senses and by practice.</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"> <li>• For each of the five senses, ask the participants to think of an activity to do with their baby. If the children are present, you can actually try out some of these activities.</li> </ul>

## PLAYING BUILDS BRAINS – Language, Numbers and Play (5:41)

<b>Video description</b>	Describes how parents can help with literacy and numeracy at a very early age.
<b>Discussion starters</b>	<i>Why do you think it is important to read to babies?</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"> <li>• The leader starts an imaginary story with something like “Once upon a time, there was a little mouse that was very lonely...”</li> <li>• The next participant is encouraged to add a sentence to the story, and so on. If older children are present, they can also be invited to add to the story.</li> <li>• The facilitator can point out that parents can help their children’s literacy and imagination skills through story-telling, even if they do not have access to books in their language or cannot read.</li> <li>• Discuss with parents the importance of reading to their child and ways to do this (visits to the library, making your own books, using picture books and photo albums).</li> </ul>



## HEALTH BUILDS BRAINS – Nutrition (2:35)

<b>Video description</b>	Focuses on the importance of a healthy diet for brain development, starting with breastfeeding. Encourages parents to follow Canada's Food Guide and to be good role models.
<b>Discussion starters</b>	<i>Until what age is breastfeeding recommended? (Answer: Exclusive breastfeeding is recommended up to 6 months of age, with continued breastfeeding along with appropriate complementary foods up to two years of age or beyond.) Can discuss why breastfeeding is important for both baby and mom. <a href="http://www.who.int/topics/breastfeeding/en">www.who.int/topics/breastfeeding/en</a></i>
<b>Suggested activity</b>	<ul style="list-style-type: none"><li>• Ask the participants to describe a time when they discovered a new food they really liked.</li><li>• Help them identify what made this experience positive: who they were with, where they were, the properties of the food, etc.</li><li>• Mention that our relationship with food is much more complex than basic sustenance and it is important to make the experience positive, especially when introducing new foods.</li></ul>

## HEALTH BUILDS BRAINS – Physical Activity & Sleep (2:31)

<b>Video description</b>	Shows active families and includes the physical activity guidelines for early years. Also mentions the importance of sleep and the number of hours needed by young children.
<b>Discussion starters</b>	<i>Describe an enjoyable physical activity you recently did as a family.</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"><li>• Put on some dynamic music and have parents dance with their children for a few minutes.</li><li>• Afterwards, discuss how it felt to be active.</li></ul>

BABY'S WORLD MATTERS – Routines (3:22)

**Video description** Explains why routines are important in providing security for children. Examples of routines are shown and the importance of family mealtime is emphasized.

**Discussion starters** *Can you name some of the things that are part of your evening family routines (between dinner time and the children going to sleep)?*

- Suggested activity**
- Have participants list some of the routines they do with their children (meal time, bath time, dressing, etc.).
  - For each activity, have the parents identify one way in which they can add to the experience (i.e., playing peek-a-boo with a diaper, having the child name the colors of the clothes to wear, singing a song when picking up toys, taking turns in brushing teeth, naming the foods on the table). If the children are present, try to have the parents practice some of these with their children.

BABY'S WORLD MATTERS – Indoors & Outdoors (1:53)

**Video description** Provides information on child-proofing the home and ensuring young children's safety at all times. Encourages parents to play outside with their children and take them to EarlyON.

**Discussion starters** *How are children aged 1 to 3 most likely to injure themselves? (Answer: Falls cause the most hospitalizations. Drowning causes the most deaths). Source: Canadian Paediatric Society (2012) <https://www.cps.ca/en/documents/position/child-and-youth-injury-prevention>*

- Suggested activity**
- Find and print pictures depicting various settings for young children (outdoor or indoor, public or home). Consider using pictures from magazines or from the internet. A search on Google Images for "Child safety in the home" or "Child safety in the kitchen" will provide a number of suggestions.
  - Have the participants identify the sources of dangers for children under age 3 in these pictures.

## BABY'S WORLD MATTERS – How Stress Affects your Baby (3:32)

<b>Video description</b>	The link between brain development and stress is explained by an expert. Suggestions to reduce the impact of stressful environments are offered.
<b>Discussion starters</b>	<i>Imagine it is 11 o'clock in the morning and you have been up since 7. All you had to eat was a banana and you are not sure if you will have more food in the next little while. (Mention being tired, hungry, irritable...) Someone is trying to explain to you how to organize a set of shelves. How would you feel? How would you react? Mention that stress can build from a variety of sources, and having little control over the situation is generally quite stressful, for adults and young children.</i>
<b>Suggested activity</b>	<ul style="list-style-type: none"><li>• Encourage the participants to list a number of stressful situations they have had to deal with recently.</li><li>• Have the participants provide a couple of ways to reduce their stress when dealing with each of the above situations.</li><li>• Discuss how we can help young children deal with the stresses they experience.</li></ul>

## Conclusion and Evaluation

Summarize the key messages of the workshop:

- Start early
- Love builds brains
- Playing builds brains
- Health builds brains
- Baby's world matters

Evaluations can measure the short and long-term impact of the parent workshop.

You can measure the participants' immediate responses formally or informally. One informal method is simply to ask for their comments and responses after taking part in the training session. One formal method is to have them fill out an evaluation form. There is a sample evaluation on the next page.

It may also be very useful to follow up, three to six months after the session, to see if there have been any changes in the parents' behaviour. This means you will need to collect participants' contact information and their written permission to contact them. These are the kinds of questions you could ask them in the follow up:

- Do you remember taking part in the session?
- Can you summarize some of the key messages of the session?
- Did you make any changes after this session? If so, what are you doing differently? If not, why not?



# Tell us what you think

## Participant evaluation

Please take a few minutes to complete this form. It will help us to improve the workshop. Put an X in the box that describes what you think. Add comments if you wish.

1. I understand what affects brain development more than I did before attending the session.

 Strongly disagree      Disagree      Agree      Strongly agree

2. I think I will be able to use the suggestions provided in the session.

 Strongly disagree      Disagree      Agree      Strongly agree

Please explain: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. I found the discussions helpful.

 Strongly disagree      Disagree      Agree      Strongly agree

Please explain: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. I liked the videos.  😊 Yes  😞 No

5. Overall, how would you rate the session?

😞 Poor  😞 Fair  😊 Good  😊 Excellent

6. How could the session be improved? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Adaptations for One-on-One Sessions

You may want to choose to show some of the videos to a parent on a one-on-one basis. Here are some suggestions for adapting the information in this guide for use during home or clinic visits.

- Try to engage the parent with questions such as:
  - What do you think will help your baby’s brain to develop?
  - Have you noticed certain activities your baby likes or dislikes doing?
  - Are there certain things you are interested in knowing about your baby’s brain development?
- Select the topics that may be of interest to the parent and start by showing these videos.
- Consider establishing a rapport with the parent by starting with videos from the sections “Playing Builds Brains” and “Health Builds Brains”. Then you can move on to topics that may be more challenging to change such as “Love Builds Brains” and “Baby’s World Matters”.
- Most of the discussion suggestions provided in the section “Video Segments and Activities” of this guide may be used to engage the parent. You may want to word them in such a way that it does not appear to be a test on their parenting knowledge but rather a conversation where you are also sharing your ideas on the topic.
- At the end of each video, try to relate the information to the parent with questions such as:
  - Did the behaviour of the child or parent in the video seem like something you have experienced before?
  - Did this video give you any ideas for things you may want to try?
  - Are there other suggestions you may have for a parent in this situation?
  - Do you have any questions on this topic?

- Make sure you have a list of local resources for the parent to address specific needs that may arise from the discussion (health care, support groups, playgroups, low-cost activities for families, breastfeeding support, counseling, etc.).
- If possible, encourage the parent to share the information in the videos with other people who provide care to their child, such as the other parent or extended family. Depending on the parent's access to technology, share the website with them ([www.HealthyBabyHealthyBrain.ca](http://www.HealthyBabyHealthyBrain.ca)).

## Additional Information for Facilitators

If you want to learn more about early brain development, we encourage you to consult the following resources:

### **Centre of Excellence for Early Childhood Development**

[www.excellence-earlychildhood.ca](http://www.excellence-earlychildhood.ca)

This Canadian organization aims to improve knowledge of the social and emotional development of young children. Through their Encyclopedia on Early Childhood Development, the website offers many research articles on topics such as attachment, emotions, hyperactivity, language development, parenting skills, play, temperament, etc.

### **Center on the Developing Child – Harvard University**

[www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

The website of this American university centre offers a comprehensive selection of information on research, initiatives, news and events on the developing brain. The information is available in the form of videos, interactive features, reports, briefs, articles, etc.





## **Zero to Three**

[www.zerotothree.org](http://www.zerotothree.org)

Zero to Three is an American, not for profit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers. The website offers podcasts, interactive features, videos, tip sheets, etc.

If you want additional information on the services to children offered by the Government of Ontario, visit the following websites:

### **Ontario Ministry of Children, Community and Social Services**

[www.children.gov.on.ca](http://www.children.gov.on.ca)

Links to services such as Children's Aid, early childhood development, financial help and special needs are available through this portal.

### **Ontario Ministry of Education**

[www.edu.gov.on.ca](http://www.edu.gov.on.ca)

This website offers information on child care, full-day kindergarten and information for parents on supporting their child's education.



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