



CARD 1

WHY NOT TRY?

- * Rocking or hugging your baby to calm them.
- * Holding your baby close to you and wrapping them in a blanket to help them feel secure. Setting aside some time to be quiet and cosy with your baby to give them physical and emotional comfort.
- * Developing routines to help your baby feel secure.



"What I Like..."

- * When you cuddle or massage me and when you stroke my hair or hold my hand, it helps me to settle.
- * The smell and feel of my blanket remind me of you.
- * When you rock me horizontally when I'm tired, it helps to settle me and when you rock me vertically when I'm fretful, it helps calm me.
- * When there's a routine, I know what's coming next and it helps me put up with waiting.

Did you know?

- * Your child will begin to associate the smell and feel of their blanket with you and this will comfort them if they're being cuddled by someone else.
- * That showering your baby with love, care and attention doesn't mean that you're spoiling them.
- * That if you respond quickly to your baby's crying, they will cry less by the age of one, than babies who've been left to cry on their own.

CARD 2



WHY NOT TRY?

- * Talking to your baby and sharing lullabies with them, they are comforted by your voice.
- * Taking favourite toys with you to comfort and reassure your baby when they're in a place they aren't familiar with.
- * Playing with your baby, encouraging them to copy your facial movements and copying theirs.
- * Repeating the sounds your baby makes, to show them that you're listening to them.
- * Laughing and smiling with your baby.



"What I Like..."

- * Your singing, even if you aren't especially musical!
- * My favourite teddy or special blanket, it gives me a lot of emotional support.
- * Looking in a mirror, it helps me to recognise who I am.

Did you know?

- * Your baby needs to learn from the people who are special to them, that they are special too.
- * It's really important to interact with your baby right from birth. Your baby learns about themselves and their relationships with others through communication.
- * Mirroring your baby's expressions will grab their attention and make them want to get involved.



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CARD 3

WHY NOT TRY?

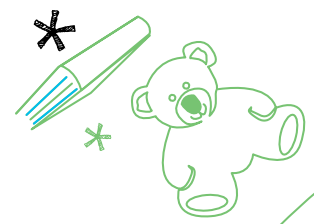
- * Staying close by your child when you're in an unfamiliar place, so that they feel secure.
- * Responding to your child's emotions and showing that you share their feelings, such as being excited or pleased.
- * Spending some quiet time together if your child is frustrated.
- * Talking about feelings and labelling emotions such as "sad" and "happy" as you share books or play together.
- * Providing toys that comfort your child, such as their teddy.

"What I Like..."

- * Being able to see you when we're in a new place.
- * When you laugh when I get excited.
- * When you sit quietly with me when I'm fed up and you give me my favourite teddy to cuddle.

Did you know?

- * Your child needs to feel secure in order to explore an unknown environment.
- * You need to be where your child can still see you, so that they feel safe to explore and move away from your side.
- * Your child needs to feel secure to express their needs and to respond to the needs of others.



CARD 4



WHY NOT TRY?

- * Labelling emotions so that your child begins to understand their own and those of others.
- * Encouraging your child in play based on every day experiences, such as feeding their teddy. This type of play gives your child a way of expressing their feelings.
- * Talking with your child about how and why they should avoid hurting others.



"What I Like..."

- * When you give a name to what I'm feeling.
- * When there are lots of toys and everyday objects to play with like dolls, spoons, bottles and blankets. It helps me to act out my stories and ideas.
- * When you use short, simple sentences so I'm able to understand.

Did you know?

- * That you shouldn't expect your child to say sorry, they may not have a real understanding of what this means.
- * That you need to give your child enough time to get their thoughts in order and find the words they need to use.
- * Your child is unlikely to understand all the words you use but they will understand your body language and tone of voice.



CARD 5



WHY NOT TRY?

- * Making sure there are times and places when and where your child can be restful and quiet or active and noisy.
- * Talking about feelings and introducing new labels for emotions so that your child can express how they feel more clearly. For instance, they might start using the word cross as well as sad.
- * Talking about other people's feelings and coming up with ideas together about how to comfort them.

"What I Like..."

- * Lots of cuddles, it makes me feel reassured.
- * Having space to run around and make a lot of noise when I feel really energetic and having a quiet place to go when I want to have a rest.

Did you know?

- * Being outside gives children the space they need to be quiet as well as noisy.
- * Being in fresh air helps your child develop a healthy mind as well as a healthy body.
- * Two year olds have a very limited ability to regulate their emotions or put their feelings into words. They will begin to learn this from you.

CARD 6



WHY NOT TRY?

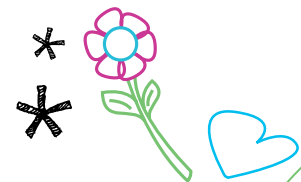
- * Naming and talking about feelings. Remind your child that all types of feelings are acceptable but that not all types of behaviour are.
- * Describing how you feel and how you might manage your feelings, such as "I'm tired so I'm going to sit quietly and read for a while".
- * Talking with your child about how others who are feeling sad or cross might be helped to feel better.

"What I Like..."

- * When I know how you will react when I behave in a particular way.
- * When you talk with me about the reasons you have certain rules.
- * When you recognise that I'm behaving out of the ordinary because I'm tired or hungry.

Did you know?

- * Your child will watch and copy how you behave.
- * Your child needs consistent boundaries so they know what response to expect. Even if you are tired or stressed, try to keep the same boundaries in place.
- * That if you change the boundaries, your child will continue to push to see where 'stop' comes.
- * Your child may show unwanted behaviour because they don't know any other way to get your or another adult's attention.



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CARD 7

WHY NOT TRY?

- * Introducing more stories about emotions, problem solving and working together.
- * Giving your child opportunities to be active and calm throughout the day.
- * Labelling emotions such as "lonely", "scared" and "worried".

"What I Like..."

- * When you share stories with me such as Bad Tempered Ladybird (Eric Carle) or Angry Arthur (H. Oram).
- * When you let me and my friends sort out who has which toy between ourselves.
- * When we do lots of different activities during the day, including quiet times.

Did you know?

- * When your child is playing with other children it may seem quicker to step in and sort out disagreements such as squabbles about toys, even though it is unlikely you will know who had the toy first. But this does not help children learn to resolve their own problems in the long run.
- * If you always wade in without letting your child sort out their own disagreements they'll accuse you of being "unfair" or "never listening".

CARD 8

WHY NOT TRY?

- * Talking about whether things are fair or unfair, how to make things fair and why this isn't always possible.
- * Positively showing your child the type of behaviour you like, by smiling or giving your child a thumbs up sign.
- * Making sure that you're always ready to listen to your child whatever the situation, good or bad. That way they learn that they can tell you anything and will be listened to.



"What I Like..."

- * When you display the paintings, drawings and models I'm proud of, even if you don't see them as works of art.
- * When you give me a big smile, a cuddle or praise when I do something right. It makes me want to do it again.
- * To know that you keep me in your mind even when we're apart.

Did you know?

- * If you give your child negative feedback, it can impact on the development of their motivation and interest in learning.
- * Praising your child when they do something right, encourages the behaviour you want. This approach works better than telling your child off for doing something wrong.

