

SOCIALIZATION

If your child has experienced or is presently experiencing some difficulties that could influence his/her adaptation to school, it may be helpful to contact us so that we may help your child integrate more easily into school life.

The following questionnaire may help you to determine whether or not your child may have a difficulty. If so, please do not hesitate to contact the CLSC.

SELF-EVALUATION

Section A	OFTEN	SOMETIMES	SELDOM
1. My child easily approaches, talks to and plays with other children.			
2. During group games, my child shares his/her toys.			
3. My child is attentive while being told a story.			
4. My child can watch his/her favorite television program for more than 10 minutes without being distracted.			
5. My child is curious and asks questions.			
6. My child can complete a task that requires a sustained effort (ex. : puzzle, lego)			
7. My child shows an interest in : a) manual activities (woodworking, drawing, etc.) b) artistic activities (music, dance, etc) c) outdoors activities (running, playing ball, etc.)			
8. My child is able to occupy him/herself without my constant presence.			

Section B	OFTEN	SOMETIMES	SELDOM
1. My child imposes his/her games on others.			
2. My child has a tendency to hit, push and alienate others while playing with other children.			
3. My child has difficulty leaving us in the presence of strangers.			
4. My child often changes from one game to another without focusing on one precise game.			
5. My child has moments when he cannot stop him/herself from fidgeting/moving.			
6. My child's needs must be met immediately or he/she becomes easily frustrated.			
7. When my child is contradicted, he becomes excessively emotional (tantrums, crying, pouting).			

If in section A you answered SELDOM more than once, and in section B you answered OFTEN more than once, it is possible that your child may have some difficulties in adjusting to school. Please feel free to speak to us at anytime, by calling the CSSS Vaudreuil-Soulanges (mission CLSC) and asking for the social worker assigned to your child's school. Do not hesitate to contact us as soon as possible before the beginning of the school year.

We thank you for your cooperation.

QUALITY TIME WITH MY CHILD

The following are the nine steps suggested by Doctor Russell A. Berkley on how to spend quality time with your child.

1. Choose 2 or 3 twenty-minutes periods during the week to spend with your child.
2. The determined time periods must be spent exclusively with your child.
3. When the predetermined moment arrives, say to your child: "It's now our special time to play together, what would you like to do?" The only forbidden activity is watching T.V.
4. When your child starts playing, relax. Observe him play for a few moments and start to participate in the activity at an opportune time.
5. Describe out loud what your child is doing.
6. Do not ask any questions or give any orders.
7. Occasionally give some positive reinforcement to your child by congratulating him or giving positive feedback. Sometimes say: "I really like playing with you or I really like this time we spend together."
8. If your child starts acting up, simply turn away and stop looking at him for a few minutes.
9. Integrate this special time with your child into your family routine.

SELF-ESTEEM
**HOW TO HELP OUR CHILDREN IDENTIFY
AND EXPRESS THEIR EMOTIONS**

PARENTS' GUIDE

It is crucial to recognize our right, as well as our children's, to feel positive, unpleasant and painful emotions. They are normal and legitimate. However, it is our duty to learn ourselves and then to teach our children how to express these emotions in an acceptable social manner. What do we have to do?

1. IDENTIFY AND QUALIFY EMOTIONS

We can qualify the emotion for the child " You look worried " or " you are sad right now; you have the right to feel that way." Then, we can encourage the child to say what he feels: " You are furious. What is happening?" You can tell me: "I am mad at you mommy, and I can't accept your insults." It is good to tell children that we understand their feelings. We also have to describe them clearly by using " I " " I am happy that you help me put dishes away " or " I am disappointed that you have not fed the cat, as promised " Also we should not forget: "When the heart is full, lips open " (Hoffman).

2. ALLOW CHILDREN TO EXPRESS THEIR EMOTIONS BY VENTING THEIR ANGER

With anger, it is better to modify the behaviour to make it socially acceptable, than to suppress it completely. To let off steam, a cushion or a " punching bag " is a good substitute. You can tell your child: "Show me how mad you are by hitting your pillow ". And while he is hitting, we translate his gesture into words: " You are mad because I said no. I understand this can happen but I am happy that you told me. If ever you feel that way again, come and tell me." Playing the drums outside, tearing old paper, throwing a ball, running, climbing, jumping outside, kneading modeling clay, these are means to get rid of surplus energy. To make a drawing (even a scribble), to write a letter in a diary, these are also beneficial.

3. USE GAMES TO EXPRESS EMOTIONS

A game allows the child to express himself, exercise, get rid of frustration, tame or control his fears and get a sense of security. For instance, playing doctor with a medical toy kit might help the child to face the next visit to the doctor. To use puppets while telling a story about the life of a child is very useful. In fact, a game symbolizes a special emotional expression.

(over)

4. EXPLORE THE WORLD OF BOOKS AND STORIES

Let us be fascinated by youth literature; there is an enormous amount of books dealing with the emotional life of children of all ages. At bedtime, you can tell what has happened during the day, or they can tell you. To children from three to four years old, you can tell a story in which the hero is a child of the same age. Then you ask the child to continue the story.

Basically, together, we have seen several ways to explore the emotional world of our children through words, substitutions, games, books and stories. Most of all, don't forget that what is useful for our child is also useful for us, and we should trust our ability in finding original and personal ways of expressing our emotions.

Self-esteem committee
CLSC La Presqu'île
(translated by M. Spencer - Lakeshore School Board)

SELF-ESTEEM
THE FATHER'S ROLE

PARENTS' GUIDE

Realities have changed drastically over the last few years in the family, as well as in society. This has forced us to reconsider the role of each person within the family unit. Take the role of the father, there is the new father, the effeminate type, the traditional, the macho, the doting father, the homemaker, etc... All these expressions tend to give the father a rigid or negative role, hard to live with. In previous generations, until the child was twelve, there was little room for the father in the life of his child. After this, during adolescence, he was expected to come to the rescue to settle everything through his supreme authority. The "Almighty Provider." Fortunately this thinking is a thing of the past, for the child as well as for the father. Now, he has the right to participate in the education and the welfare of his child by offering his abilities, his knowledge, and his personality, in all stages of the child's development.

To become a father is :

- 1) an individual and personal decision;
- 2) a serious investment which is going to involve all human abilities, physical, intellectual and emotional.

To take seriously your role as a father is to :

- . get involved completely;
- . give your utmost of affection, understanding, authority, discipline, respect, education, protection, intimacy, equality, attachment;
- . live affectionately with your child in a relationship which is at the same time strong and tender;
- . guide your child in life, going through crises and enjoying pleasures of being together;
- . accept that one can sometimes feel overwhelmed by the responsibilities of life but nevertheless have the strength to carry on;
- . be there in good times as well as bad times (even though one is discouraged).

Therefore, by the quality of the father's presence, the child will develop a feeling of self-confidence, of self-esteem and the ability to take his place in life.

(over)

I am a father because ...

I share the daily tasks by :

- . changing the baby's diapers;
- . helping to put the child to bed;
- . preparing the meals;
- . helping with homework;
- . participating in housework;
- . being interested in the household rules.

I share time every day with my child to listen to him and to be with him:

- . I like to be with my child and he likes to be with me;
- . I express my affection, my pride, my love to my child;
- . I play with him;
- . I participate in his games or sports, and cultural and family activities;
- . I recognize myself as " a human being " and I respect my child for the same reason (I am entitled to errors and so is he);
- . I admit to be ambitious in my professional and family life and I try to resolve everything for the good of my family.

In the final analysis, to be a father is a full-time commitment, but in a long run it will be a considerable investment. Everything you give to your child will be profitable and beneficial. Some fathers realize it is only after they are " separated " that they act as fathers (during time sharing or week-end). What a pity to have waited so long. Obviously, **every** family is different and father and mother have to show a great deal of flexibility to achieve an harmonious family life in today's society.

Don't forget that parents still remain heroes in their children's eyes, who then imitate them in their daily live. Parents will always remain the most concrete adult role models.

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SELF-ESTEEM

TELEVISION - VIDEO GAMES - COMPUTERS

PARENTS' GUIDE

Society is in constant evolution. Technology gives us tools to make life easier at home, at work and in the field of entertainment. TV, VCR, answering machines, copy machines, personal computers, etc... are now part of our lives.

This evolution cannot be stopped since access to technology opens cultural, educational and even commercial doors to the entire world. We are critical of those electronic tools, we see them as a source of violence, etc... But we would not, for anything in the world, want an electrical failure to prevent us from using them.

Does this sound familiar to you?

- " Switch channels, it is my favorite program. "
- " You know the commercials better than your lessons. "
- " Move, you are too close to the TV. "
- " Go to bed. " " Not yet, my program is not finished. "
- " When he is in front of this computer, you don't hear him."
- " He plays with his Nintendo for hours. "
- " He surfs the net and loses all sense of time. "
- " She even eats in front of the TV. "
- " We don't laugh any more: he does not go out; he does not even play with his friends; he is connected to his computer."
- " When he watches TV, he does not get into trouble. "

Television

In spite of all the criticism directed at television, it can be a great educational tool. Used judiciously, in limited amounts (number of hours/week), and at the proper time, television can hold the attention of its audience. Most of the time, left alone, the child will not know when to stop and he will watch programs that might not be suitable.

There is no doubt that television has some influence on our children's development. It is a fact that a child learns by imitating a significant person. He mimics that person's language, walk, attitudes and even the way he/she dresses. The models shown on the screen are often stereotyped. It is the parents' responsibility to assess the influence of those idols on their children's life and to discuss the values conveyed by the programs/movies. Because of the variety and quality of programs, parents must be more vigilant regarding their children's choices.

Some experts claim that repeated exposure to violent and degrading movies or to gory scenes is making people anxious, suspicious, and increases their fear of being attacked in their own neighborhood.

Also, repeated exposure to murders and violent deaths have desensitized children, who confuse fiction and reality. Children don't realize the seriousness of violence and its true impact in " real life. " On the other hand, we all know that origins of violence are much deeper than the advent of television.

(over)

Video games and computers

So, what should we think of video games and computers which resort to violence to attract users? They are simply educational or entertainment tools. They can never replace the parent-educator. To allow everything or buy everything does not guarantee success in the education of your children.

Here are some suggestions :

- Make a wise choice of the available material at home (according to your financial means).
- Help your child in his exploration of the computer world.
- If you feel like it, join him.

CONCLUSION

The consequences of excessive use of these " magical boxes " on the family and society are evident. They are an obstacle to efficient communication among family members. They also make us more passive, inactive and socially isolated. Why not plan a voluntary power failure once a week for family games (cards, dominos, labyrinth, etc...) story telling or music.

The solution to the problems created by excessive use of those electronic tools lies with parents. Despite the burden of responsibilities and tiredness, we should refrain from using television as a baby sitter. We should be open to other activities in every day life (educational, family, social and sports).

Self-esteem committee
CLSC La Presqu'île

SELF-ESTEEM
HURTFUL WORDS

PARENTS' GUIDE

" My god how could you be so stupid? " We have all been victims of this type of verbal aggression. How does it make us feel? What is the impact of this verbal abuse on our self-esteem? Only the victim can answer these questions.

Despite all our defense mechanisms against verbal aggression, no one is insensitive to the wounds left by some words and gestures. Every day, either as aggressors or as victims, we are exposed to hurtful words and gestures. We know that self-esteem is based on the image we have of ourselves and on feelings of security, belonging, identity, competence and perseverance. When a person is hurt by words or gestures, his self-image is weakened and affects the development of his personality.

As adults, we have all been exposed at some time or other to hurtful words, gestures or sarcasms (ex. cry-baby, stupid, lazy, you are a good for nothing, etc...). We should take a few moments to reflect on this.

1. When I was a child, which words or gestures from my parents used to hurt me? Which words or gestures from my friends?

2. Are there words or gestures that still hurt me?

3. As a parent, do I sometimes use words or gestures which might hurt my child?

4. What are the words or gestures from my child that hurt me?

5. Does my child ever complain about words or gestures that I use with him? Does he ever use hurtful language?

(over)

HOW TO COPE WITH THESE SITUATIONS

As parents, we sometimes feel anger towards our children. When our anger is overwhelming, it is better to wait, if possible, before taking action. A third party (spouse, friend, parent, etc...) may help us by listening. Later on, when we are ready to express our feelings, we must use the pronoun "I" . Ex. " I am very angry that you make a mess in the playroom " instead of " you are only a " It does not help to make accusations. This way, we respect the integrity of our child and express our feelings.

This also applies to our child. It is important for him to identify his feelings and express them exactly as they are: " I feel sad when you say... I am mad that you treated me that way... " We can train our children to express their feelings in reaction to certain events, pleasant or not. We then create a pattern of communication by using "I" rather than "you".

Even though we express what we feel the problem might still be present. Children need our support to stop verbal abuse. As parents, we must impose a consequence to verbal abuse, but make sure the consequence will help them regain their self-esteem. Doing a good turn for the person you hurt, helping with an activity, writing a letter stressing his/her quality, apologizing with sincerity after enough time has elapsed to cool down; all these are ways to reestablish contact, make amends and maintain one's self-esteem.

When our intervention is not sufficient, we should look at the overall situation. Some children seem prone to verbal abuse. Their attitude makes them more vulnerable. You then have to work on different levels to improve their self-esteem and therefore reduce verbal abuse; here are a few suggestions :

- Have a good friend. Alone, a child is more vulnerable to sarcasm.
- Do not respond to violence with gestures or words. If the child does not react and continues to play with his friends, then the aggressor does not get the anticipated reaction.
- Humour is an irresistible tool. It helps defuse the situation and it "disarms" the attackers. It frees us from the hold others have on us.

CONCLUSION

As parents, we cannot ignore verbal abuse. We must practice our "I" messages to give a good example to our children. Verbal abuse is a serious matter. *The heart needs "sunlight " to grow.*

Self-esteem committee
CLSC La Presqu'île

Child's Name _____ Today's Date _____
 Birth Date _____

The Nipissing District Developmental Screen™ is a checklist designed to help monitor your child's development.

- | | |
|--|--|
| <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> | <p>✓ 1. Understand three-part related directions and longer sentences (e.g. "Put your toys away and wash your hands before lunch")?</p> <p><input type="checkbox"/> 2. Say rhymes or sing children's songs?</p> <p><input type="checkbox"/> 3. Ask lots of questions (e.g. "How?" and "Why?")?</p> <p><input type="checkbox"/> 4. Correctly say the words - two, hat, do, mud, fun, off, key, cookie, go, hug?</p> <p><input type="checkbox"/> 5. Use some word endings as in running and jumped?</p> <p><input type="checkbox"/> 6. Tell what is happening in a picture when you ask?</p> <p><input type="checkbox"/> 7. Speak clearly enough to be understood most of the time?</p> <p><input type="checkbox"/> 8. Go up and down stairs alternating feet (with one foot on each step)?</p> <p><input type="checkbox"/> 9. Stand on one foot for one to three seconds without support?</p> <p><input type="checkbox"/> 10. Try to hop on one foot?</p> <p><input type="checkbox"/> 11. Catch a large ball with outstretched arms?</p> <p><input type="checkbox"/> 12. Snip paper with scissors? (Picture A)</p> <p><input type="checkbox"/> 13. Draw a person with three or more body parts?</p> <p><input type="checkbox"/> 14. Hold a crayon or pencil correctly?</p> <p><input type="checkbox"/> 15. Undo buttons and zippers?</p> <p><input type="checkbox"/> 16. Use the toilet/potty during the day (i.e. toilet trained)?</p> <p><input type="checkbox"/> 17. Take turns and share with other children in small group activities?</p> <p><input type="checkbox"/> 18. Try to comfort someone who is upset?</p> <p><input type="checkbox"/> 19. Play near and talk to other children while continuing with own activity?</p> <p><input type="checkbox"/> 20. Look for adult approval (e.g. "Watch me." or "Look what I did")?</p> |
|--|--|



Note: It is recommended that all children by this age have a vision, hearing and dental checkup. Ask your family doctor or public health unit where these services are available in your community.

Always talk to your health care or child care professional if you have any questions about your child's development or well being. See reverse side for instructions, limitation of liability, and product license.

ACTIVITIES FOR YOUR CHILD...

- Emotional
- Fine Muscle
- Large Muscle
- Learning/Thinking
- Self-Help
- Social
- Speech/Language

The following activities will help you play your part in your child's development.

- Now I can now tell longer stories. Show me a series of pictures and tell me a story about them. After I know it well, have me put the pictures in order. I can retell the story or make up one of my own.
- I am learning about words and sounds. Play rhyming games and laugh at the silly words we can make together.
- I like it when you read to me. Storybooks are more exciting for me when you change your voice for different parts. Sometimes we can listen to books on tape too. Take me to the library.
- Let's play a memory game. We can take turns giving each other directions. E.g. "Put your hands on your head, then turn around, then touch the ground."
- I want to show you what I can do. Set up an obstacle course so I can practice many skills: walking, running, crawling, balancing, climbing, jumping over things, and hopping (on one foot or both feet).
- I enjoy ball games. I want to learn to use a bat, racket, hockey stick, golf club, ball glove, etc. I like to play with you or a friend.
- I can play group games with simple rules: Duck Duck Goose, Ring Around the Rosie, London Bridge is Falling Down and the Farmer in the Dell.
- I like activities that let me practice cutting, gluing, painting, drawing, dot to dot, simple mazes and puzzles. Soon I may be able to print letters, numbers and my name.
- I want to practice my lacing skills. Encourage me to thread a shoelace through the holes in my shoes or holes punched around a picture. I am getting better at doing buttons and zippers but I still need practice.
- I need to be heard to know that I am special. Listen when I talk to you.
- I'm never too old or big to be hugged so please do it often.
- I need opportunities to play with other children. If I'm not in school I need to be involved in group activities on a regular basis.
- It's important for me to know my full name, address and telephone number.

I learn best by playing and using my imagination. Please limit and monitor my video game, computer and TV time.

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INSTRUCTIONS FOR THE NIPISSING DISTRICT DEVELOPMENTAL SCREEN™

The Nipissing District Developmental Screen™ (NDDS™) is a tool designed to provide an easy-to-use method of recording the development and progress of infants and children. The areas of development covered by the Screen Forms include vision, hearing, communication (note: the language items refer to the child's ability in his/her first language), gross and fine motor, cognitive, social/emotional, and self-help. The Screens coincide with immunization schedules as well as key developmental stages up to age six. The ages are noted at the top of each Screen. The child's chronological age will determine which Screen to use. If the child falls between two ages, use the earlier Screen (e.g. for a 1/2 year old use the Screen for a 4 year old).

The skills in each Screen are expected to be mastered by most children by the age shown. If two or more "No" responses are marked a referral to a health care and/or child care professional is recommended. While the NDDS™ was designed to be completed by a parent or caregiver, the Screen Forms are not meant to be a substitute for professional advice, assessment and/or treatment from a health care and/or child care professional. Parents should always talk to their health care and/or child care professional if they have questions or concerns about their child's development or well being.

Additional information is available on our website. Visit us at www.ndds.ca.

ACTIVITIES FOR YOUR BABY/CHILD

The "Activities for Your Baby/Child" section of the Screen Forms is intended to provide parents and other caregivers with some information and activities to enhance their infant's/child's development. Each activity is coded with an icon to represent a primary area of development. If parents have questions or concerns about the appropriateness of any activity for their infant/child they should contact a health care or child care professional.

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Users should bear in mind the following when using the Screen Forms:

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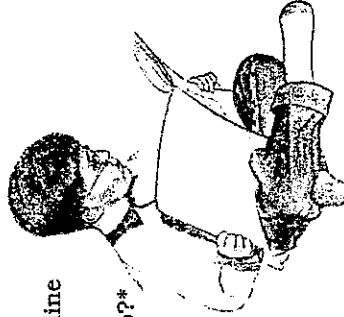
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Child's Name _____
 Birth Date _____ Today's Date _____

The Nipissing District Developmental Screen™ is a checklist designed to help monitor your child's development.

- ✓ **Yes** **No**
- Count to ten and know common colours and shapes?
 - Speak clearly in adult-like sentences most of the time?
 - Tell long stories about own past experiences?
 - Correctly say the words - sew, house, zoo, buzz, chop, much, jam, fudge, shoe, push, look, ball?
 - Use sentences to describe objects and events?
 - Walk on a straight line, only stepping off once or twice?
 - Stop, start and change direction smoothly when running?
 - Throw and catch a ball successfully most of the time?
 - Cooperate with adult requests most of the time?
 - Hold a crayon or pencil correctly? (Picture A)
 - Climb playground equipment without difficulty?
 - Draw lines, simple shapes and a few letters?*
 - Hop on one foot?
 - Use scissors to cut along a thick line drawn on a piece of paper?
 - Dress and undress with little help?*
 - Usually play well in groups?
 - Talk about having a best friend?
 - Share willingly with others?
 - Work alone at an activity for 20-30 minutes?
 - Separate easily from you?
 - Play make believe games with others?
 - Respond verbally to "hi" and "how are you"?



Note: It is recommended that all children by this age have a vision, hearing and dental checkup. Ask your family doctor or public health unit where these services are available in your community.

* item may not be common to all cultures
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- Emotional Fine Muscle Large Muscle Learning/Thinking
- Self-Help Social Speech/Language

The following activities will help you play your part in your child's development.

- I'm learning so much. Let's play using letters, numbers and colours. E.g. "I spy with my little eye three things that are red." or "I spy something blue that starts with B".
- I like a mystery. You think of something and I will guess what it is by asking you questions, "Is it food?" "Is it an animal?" "Does it have four legs?" "Is it a dog?"
- I have a lot to say. Talk with me often throughout the day about things that interest me. When you listen to me I learn how to tell a story from beginning to end. Ask questions so that I can remember the details of my day.
- I like to answer the phone and talk to people I know. I feel proud to take a message for you.
- My friends and I enjoy going to the park or playground with you. We love to climb, swing, slide, and explore the equipment so we can try new things.
- I like to play games such as hide and seek, tag, dodge the ball and red rover. This helps me learn rules of games and helps me to take turns.
- I love to ride my bicycle and I may even be ready to let go of my training wheels. Make sure I am wearing my helmet.
- I still need lots of practice with pencils, crayons, and chalk. Activities like colouring, drawing, dot to dot, mazes, as well as tracing and copying letters, shapes and numbers will help me at school.
- I like to experiment using different materials. Fill up a craft box so I can be creative using glue, clay, wood, yarn, tape, scissors, paper, pencils, markers, crayons or odds and ends.
- Board games are fun. I learn about rules, counting, taking turns, winning and losing. Don't always let me win. It's all right for me to lose.
- Notice me doing something good and tell me how proud you are of me. This will make me feel good about myself and I will want to do it again.
- Help me learn about the feelings of others through stories. Characters in books have feelings and experiences, are afraid, or have problems to overcome. You can probably find a book about someone who is just like me.
- I feel important when I have a few simple jobs.

Sign me up. I want to be part of a team.

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INSTRUCTIONS FOR THE NIPissing DISTRICT DEVELOPMENTAL SCREEN™

The Nipissing District Developmental Screen™ (NDDSTM) is a tool designed to provide an easy-to-use method of recording the development and progress of infants and children. The areas of development covered by the Screen Forms include vision, hearing, communication (note: the language items refer to the child's ability in his/her first language), gross and fine motor, cognitive, social/emotional, and self-help. The Screens coincide with immunization schedules as well as key developmental stages up to age six. The ages are noted at the top of each Screen. The child's chronological age will determine which Screen to use. If the child falls between two ages, use the earlier Screen (e.g. for a 4 1/2 year old use the Screen for a 4 year old).

The skills in each Screen are expected to be mastered by most children by the age shown. If two or more "No" responses are marked a referral to a health care and/or child care professional is recommended. While the NDDSTM was designed to be completed by a parent or caregiver, the Screen Forms are not meant to be a substitute for professional advice, assessment and/or treatment from a health care and/or child care professional. Parents should always talk to their health care and/or child care professional if they have questions or concerns about their child's development or well being.

Additional information is available on our website. Visit us at www.ndds.ca.

ACTIVITIES FOR YOUR BABY/CHILD

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Users should bear in mind the following when using the Screen Forms:

- (i) The needs of each infant/child are unique. Each infant/child will develop differently and as such, any perceived limitations in development must be reviewed by a health care and/or child care professional to be properly assessed.
 - (ii) While every effort has been made to make the Screen Forms as culturally, economically and geographically neutral as possible, it must be understood by users that they may still reflect some cultural, economic or geographic prejudices. As such, these prejudices may affect a specific infant's/child's results in a Screen Form without actually reflecting a developmental limitation. Again, users should contact a health care and/or child care professional to review the needs of an individual infant/child.
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