

Registered Counsellor

Play Therapy

BsocSci (Hons) Psych (UP);
MDIAC Play Therapy (UNISA)
CCSA regrn: SCO 0400

Wietske Boon

74 Van Ryneveld Avenue,
Pierre van Ryneveld

082 411 4015

wietske@childtherapist.co.za
www.childtherapist.co.za



AECYC SEMINAR 4 MARCH 2017

GET CONNECTED WITH BABY'S SOCIAL- EMOTIONAL NEEDS

ATTACHMENT

Definition:

Attachment is the secure relationship which is formed between a child and a caregiver. It fosters a feeling of security and a basis from where the child explores his environment.

What you can do:

Be sincere. Be calm. Look after physical and emotional needs. Create safe and positive environment. Provide routine. Make contact. Give individual attention. Be on the child's level.

EMOTIONAL SELF REGULATION

Definition:

Self-regulation is the ability to work through an emotion and to be able to continue with what you were doing before the emotion was triggered.

What you can do:

Be flexible. Be the baby's safety. Create a child friendly environment. Give choices. Be consistent. Remind them of your expectations. Do not interrupt activity. Give a warning before change. Give alternatives. Request rather than order (*Louw, D.A, Van Ede, DM & Louw, AE, (1999), p206*).

SEPARATION ANXIETY

Definition:

Separation anxiety is a normal developmental reaction which occurs when a primary caregiver such as mother or father, disappear out of the young child's sight. Separation anxiety can literally develop overnight, where the child is happy to go to school the one day and cling to the mother the next day.

What you can do:

Keep the goodbyes short. Never leave without saying good bye. Stick to routine – always come at the same time. Show confidence when leaving / taking over. Use a transitional object (baby – scarf, older – toy/blanket etc). Rather let the child leave than seeing mommy go – show him/her something before mom leaves. Show the child what you are planning for the day. Show on a chart when mom will be back (have a routine chart in class). Consider mom's anxiety. Be sensitive, warm, and work on attachment. Acknowledge the feelings. Be prepared for the day. Have patience.

BITING AND TANTRUMS**Definition:**

Small children's reaction when something upset them, because they have not yet learned how to communicate their needs and emotions effectively.

What you can do:

Stay calm. Give attention to the one who was bitten. Reprimand the biter, be firm. Child needs to apologise. Redirect the attention to something positive. Determine what caused the behaviour. Give alternatives. If necessary, change the environment. Seek professional help if necessary. Testing boundaries – should be consequences. Discuss with parents; have parent meetings.

SOCIALISATION**Description:**

Babies 0 to two years use functional play; which is simple, repetitive movements with or without an object.

What you can do:

Supply age appropriate toys. Don't over-stimulate. Give enough time for free play. Provide sensory play. Have small groups of children.

CONCLUSION

- No part of child development happens in isolation.
- Everything is in a relation to another.
- YOU are an integral part of the baby's development, now but also for the future.
- What you do or don't do now, is important for baby now and for his development in future.
- What you do NOW can change the outcome of the child's future.

For more information on related topics visit www.childtherapist.co.za.
Follow us on FB - WietskeBoonPlayTherapy