Managing change with infants and young children

Pam Linke

www.earlychildhoodaustralia.org.au

Early Childhood AUSTRALIA INC. ... voice for young children

Research in Practice Series

About Early Childhood Australia

Early Childhood Australia, formerly the Australian Early Childhood Association, actively promotes the provision of high quality services for all young children from birth to eight years and their families, and supports the important role of parents. Early Childhood Australia is also the national umbrella organisation for children's services and a leading early childhood publisher.

About the Research in Practice Series

The Research in Practice Series is published four times each year by Early Childhood Australia.

The series aims to provide practical, easy to read, up-to-date information and support to a growing national readership of early childhood workers. The books bring together the best information available on wide-ranging topics and are an ideal resource for children's services workers and others interested in the care and education of young children.

Series Editor	Sue Wales
Edition Editor	Pam Cahir/ Judy Radich
Publishing & Marketing	Julian Fleetwood David Kingwell Alana van Meurs
Graphic Design	Kate Brennan
Photographs	Andrew Sikorski

Invitation to Authors

If you are interested in writing for the Research in Practice Series or any other Early Childhood Australia publication, please contact the Publications Section for further information on the preparation of manuscripts and for a copy of the guidelines for contributors.

Membership, subscription & advertising inquiries:

Early Childhood Australia Inc.
PO Box 7105 Watson ACT 2602
Tel: (02) 6242 1800
Fax: (02) 6242 1818
Sales line (toll free): 1800 356 900
Email: eca@earlychildhood.org.au

Registered for posting as a publication—
PP232100/00036
ISSN 1440-5148
ISBN10 1-921162-04-X
ISBN13 978-1-921162-04-6

Printed by Goanna, Canberra

Contents

About the author

Pam Linke is the Strategic Manager, Parenting at the Centre for Parenting in the Child and Youth Health section of the Children, Youth and Women's Health Service in South Australia. Child and Youth Health has developed a state-wide program to support parents using books and their website www.cyh.com. Pam is widely respected for her professional knowledge and has written a number of books for parents, including *Parenting at home and away*, *Let's stop bullying*, *Pants aren't rude* (Children's sexual development), *Learning about feelings* and *Travelling teens: A parents' guide to family relocation*.

Pam is currently the Chairperson of the Early Childhood Australia Publications Committee and is actively involved in the ECA South Australia Branch.

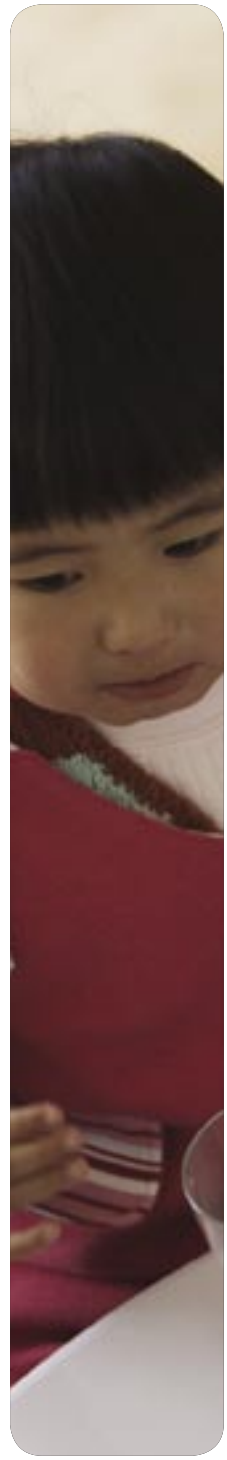
Introduction

Changes and transitions are with us from birth onwards. In fact the most change occurs in the earliest weeks and months of an infant's life. Birth itself is a tremendous change and it is no surprise that infants do best when that change is minimised—when the birth takes place in peaceful surroundings and the infant's early moments of life are as close as possible to the place from which he has come—in his mother's arms. Some early care units (Als, 1998) have found that premature babies who spend time skin-to-skin with their parents and sleep under soft lighting, with attention to their stress signals rather than hospital routines, do better and go home sooner than infants in 'normal' neonatal care.

Change in infancy and early childhood is different from the changes of later childhood and adulthood because:

* everything is new to an infant, so even everyday happenings are important for us to think about as another new change in their lives
* older children and adults have experience of previous changes to draw on, so they know what they did to cope before, and they have this positive knowledge to help with new changes
* research tells us that what happens in the early months and years can have a profound and lasting effect on an infant's development. The younger the child is, the more likely it is that changes which are not handled well will be stressful, and that stresses will have an ongoing effect, influencing all later changes in their lives.

'... the most change occurs in the earliest weeks and months of an infant's life.'



Trauma expert Dr Bruce Perry believes that all changes have the potential to be traumatic for infants and very young children (Perry, 1988) and it is the responsibility of those who care for them to help them:

- by ensuring that changes are not too stressful in the way the adult handles them
- by assisting the infant or young child to gain resources to help them cope with the changes they will deal with for the rest of their lives.

As we grow older, we cope better with changes for a number of reasons:

* We have language and knowledge to be able to understand what the change means and to predict what is going to happen.
* We have gone through many changes before and learned ways to manage.
* We have more power to be able to impact on what happens to us—to have some control over our own future.
* We usually know people who will support us in difficult times.
* We can see the positive benefits that the changes are bringing us.

Nevertheless, even adults find many changes stressful and, when they are outside previous experience or very overwhelming, adults too can suffer trauma from some changes or transitions.

However what is stressful for an adult—maybe loss of a job, or injury, or loss of a friend—is usually much bigger than what may be very stressful for an infant. Dr Perry (1988) says that, for a young infant, even a nappy change has been shown to cause a stress response, because the infant has large people pushing her around and has no language to understand or previous experience to predict what is going to

happen. The infant doesn't yet have the positive knowledge that something good can come out of this change, i.e. a clean, comfortable nappy.

So while a nappy change may be quite stressful for an infant, it might be quite enjoyable for a one-year-old who can anticipate the result. Similarly, while lack of nurturing touch for a couple of weeks can be quite devastating for a young infant, for a teenager it may not have any effect.

Dr Perry says that, for optimal development, changes in infancy must be presented in ways that are:

- nurturing
- predictable
- repetitive
- gradual
- attuned to the infant or child's developmental stage. (Perry, 1998)

This book is about what carers can do to help to make infants' and young children's early experiences of change as stress-free as possible, and what they can do to help infants and young children learn some of the skills to manage change that will help them for the rest of their lives.

'... help to make infants' and young children's early experiences of change as stress-free as possible ...'

What changes are stressful?

It is helpful for adults to think about what changes mean for infants and young children. The lists here contain some suggestions regarding causes of stress or *stressors*. You will be able to add many more from your own experience in caring for children.

Infants under six months

Infants face new experiences all the time, many of which can be stressful. Such changes include:

- nappy changing
- being handed around from person to person in a group
- not being close to the mother or main carer(s)—for very young infants it is usually the mother
- bathing (although some infants find it reassuring as it is similar to being in the uterus)
- being picked up or put down without warning
- family break-up
- change of carer
- new people to meet
- unexpected loud noises.

Six months to three years

During these years the child will usually have become attached to the main carer(s) as a safe base from which to explore their expanding world. These carers form their security until, over the next few years, they can internalise this sense of emotional safety and move on to longer separations and new situations. Many children of this age make their own predictability by insisting on having the same story over and over again, the same food or the same bedtime ritual. This is their way of coping with the stresses of their world.

Stresses for this age group include:

- being separated from main carers or being with/meeting strangers
- change of carer or babysitter
- change of room in a childcare centre
- going on holiday or moving house
- moving from a cot to a bed
- a new baby in the family (one of the biggest stressors for young children)
- family break-up or absence of a parent
- loss of a pet.

'Many children ... make their own predictability. This is their way of coping with the stresses of their world.'

‘... as children get older and learn more about the world, the number of stressful changes encountered gets smaller, but the changes causing stress may be more significant.’

Preschool and early school years (four to eight years)

By now, children usually have good language skills to make meaning of what is happening to them. They have developed an inner sense of security in knowing that their carers will be there for them, even when they are apart or in new situations (e.g. at school).

They can talk about feelings, fears and hopes, and this helps them to manage new feelings and new situations, such as:

- starting child care or preschool
- starting school (one of the biggest childhood stressors)
- change of teachers or carers
- learning to play with other children
- loss of a friend
- loss of a pet
- prolonged separation from parents or main carers
- moving house
- family break-up.

There are other changes that are stressful at each of these ages. Generally, as children get older and learn more about the world, the number of stressful changes encountered gets smaller, but the changes causing stress may be more significant.

Signals of stress

We need to know the signals that infants and young children give when they are stressed, so we know when they need help with changes.

Infants under six months

It is difficult to read the signals of very young infants, but parents and carers learn to understand the signals of the children in their care.

Here are some common signals that young infants give when they are stressed:

- agitated, uncoordinated movements
- yawning
- going to sleep
- crying
- looking away
- 'switching off' or 'giving up' (when very stressed).

Six months to three years

Children will usually cry and protest because they have learned that there is someone in their world who will come and help them, so they cry to signal that they need support. This is a very positive response.

Some other signals are:

- whinging
- being uncooperative
- listlessness, lack of interest in activities
- regression in behaviour or skills (this can be a health problem and should be checked by a doctor)
- showing aggression to their main carer or parent, e.g. a child who has been in long day care may refuse to look at or go to the parent who comes to pick him up.

Sometimes children will be able to tell you what is wrong.

Four to eight years

Children may be able to tell you when something is stressful for them but they don't always do so. Behaviour may still be the language they use. It is important for adults not to discount what children tell them, even if it seems an illogical fear. This can happen when you mean to be reassuring, e.g. by saying 'There's nothing to be scared of' or 'You'll be ok'. Even if both these things are true, it does not help children to have their fears discounted.

Other ways they show they are not able to cope may include:

- behaviour problems
- sleep problems
- not talking about a person they are missing
- regressing in behaviour or skills (see p. 7)
- tummy aches, e.g. at school time
- headaches
- refusing to go to school.

'Children may be able to tell you when something is stressful for them but they don't always do so.'

Helping children with changes and transitions

Changes that are predictable are easier to manage

Where possible it helps children to manage changes if adults can help them to predict what will happen, so the changes are not completely unexpected.

However sometimes adults tell young children too soon about changes that they can't really understand. A few weeks are a long time in a young child's life, so telling them about impending changes many weeks or months ahead can make them anxious, because they don't really understand what is going to happen and the wait seems never ending.

'... it helps children to manage changes if adults can help them to predict what will happen, so the changes are not completely unexpected.'

Making changes predictable

We can start to make changes predictable even with young infants. If adults use the same simple words each time they are going to change a nappy or pick the infant up or put her down, this will start to make these changes predictable and help the infant learn that language is meaningful and helpful.
For example if you say 'Up we go' each time you pick a baby up, you will soon see the baby starting to tense his muscles ready to be picked up. For one- to three-year-olds, using the same bedtime routine and the same objects and signals, such as a familiar blanket, bedtime song or prayer, also starts to help the child learn to predict what is going to happen and therefore cope better with the change.

As children get older, adults can tell them what is going to happen with words and give warnings of even small changes, such as playtime to bath-time to bedtime, or outside play to lunchtime to rest-time.

A young boy was about to have a tonsillectomy. His parents wanted to protect him from being afraid, so they did not tell him anything about what was going to happen. However the child was aware that something was happening, because of hushed voices and the doctor visiting. He developed anxiety and when he went into hospital he became very distressed. Even though he was old enough to understand if he had been told, he was thrust into a situation which was totally unpredicted and for which he did not have the emotional resources.

'The predictable rituals about times of change are important.'

The predictable rituals about times of change are important. Wave goodbye or let the child know in some way when you leave them and greet the child when you return; they will learn to trust you and know that, when you go, you will come back.

Children who are anxious about going to school are often helped by a predictable activity when they get there, rather than free play in the school yard until time to start. Helping the teacher set up is one activity that can assist children who are taking time to learn to manage this new change.

Events like the resignation of a carer from a childcare centre need to be prepared for, so the children know what is going to happen. You can do this by aiming for some crossover time with the new staff member and the person who is leaving. Here is one possible way to do this:

* Let the children know in advance that a staff member will be leaving (but not too long in advance).
* Read some stories about people coming and going.
* Invite the new carer to take part in sessions while the past carer is still there, so children can get to know the new person in company of the person with whom they feel secure.
* Have a farewell party for the person who is leaving.
* Arrange for the person who has left to keep up some contact, e.g. call in or write letters. This can gradually diminish over time.
* Have a welcome for the new person. Have some 'getting to know you' activities, such as talking about favourite pets or things to do, which include the new carer.
* Have the new carer spend some 'getting to know you' time with each individual child and with parents.

New changes can build on knowledge learned from previous changes

This happens automatically as babies and young children learn through changes. A baby who learns that whenever she cries someone will come feels safer and needs to cry less. A young child starting child care who learns that there will be someone to comfort and help her at the start of the day learns that she can trust this new place. These children are learning that people who care for them will be there when they need help, and they will use this knowledge to ask for help when they need it as they get older.

Parents and carers can start giving very young children words to express feelings.

Having words to name and explain things gives children a sense of control which is very important in dealing with changes and fears. By preschool age, children can be asked what they have learned during difficult changes (for example if mum had been in hospital and nanna cared for him for a week) and then they can build on this for future changes. The adult can remind them of previous changes they have managed and ask about what happened then, so the children are aware of their own strengths.

'Having words to name and explain things gives children a sense of control which is very important in dealing with changes and fears.'

Meaningful rituals can help at times of change

Rituals are the special ways of doing things that attract an emotional significance. Social rituals that help to manage big life changes are things like christenings or naming ceremonies, birthdays, weddings and funerals. In many societies there are rituals for starting puberty and other significant life changes which are not attended to in Western culture, possibly making these changes harder to cope with.

In families and early childhood settings, individual rituals are important for children and may differ between children in the setting, depending on individual needs and family practices. Ask what rituals a child has for eating, sleeping, toileting and other changes at home, and then use them in the early childhood setting to help them adjust.

Having special loved people or objects helps to bridge the change from old to new

The best way to help children adjust to new situations and changes is to have the support of their special people. Even adults need to have a special person with them at times of stress, e.g. starting a new job, a court hearing, or even going to a party where they don't know people. Many things are new for children and the need for familiar support is much greater. Some children need this support for days or even weeks before they feel comfortable with new people and situations.

If a parent can stay with a child until she feels comfortable, she will feel much freer to make use of all the learning opportunities available. This requires pre-planning and may not always be possible. If it is not possible, then it is important at least to make the parents' leaving predictable by saying when the parent will leave and what will happen next, and having another comforting person to be available for the child. You need to also let the child know in concrete terms when the parent will be coming back e.g. 'after we have lunch'.

When the parent or main carer can't stay with a child until they feel secure, a special object that the child is attached to has been shown to be helpful (Als, 1998)—this may be a dummy or a special toy. If the child has one of these, it is most likely to be needed when the child is in situations of change and separation. Most children give these up by four years of age, except maybe at very stressful times. If a child still needs it a lot after this, it is important to try and find out about the stresses the child is finding too difficult to cope with.

It is never helpful just to try and take away the special object. Younger children will often agree to give it up if they are asked, because they want to please the adult and they don't really understand that they won't get it back. Making this kind of negotiation with a one- or two-year-old can be very stressful for the child when she finds out she can't have her special object when she needs it.

For older children who are struggling with change, sometimes something special of the parent's to keep for the day will help. It may be a photo or some small treasure that the child believes will help.

For children who are worried by separation, it is very important for their main carers to be predictable and reliable, e.g. that the child is picked up on time, or is told that their carers will be late.

Other ways to bridge the old and the new when starting family day care, child care or preschool include:

- have some short practice times in the new situation, with a parent or familiar carer
- give the child time to get to know a new carer without rushing or pushing the child
- find out about the things the child likes and dislikes, and his ways of being and doing, and what special object he gets comfort from
- make the first separations short—watch for the child's reactions to see how long they should be
- have the parent or familiar person stay for a while each day until the child feels comfortable with the new carer and setting
- for babies and younger children, dropping in during the day will help keep the contact, as will a phone call once the child is old enough to manage this (children should be able to contact a parent by phone if they are very distressed)
- take time to listen to the child's feelings and respect them as genuine for the child, even if they seem to be unrealistic from an adult viewpoint.

When there is caring support, children can learn new and important ways of coping

Although all changes are potentially stressful, especially for the very young, the stress need not be overwhelming.

One of the reasons why staff–child ratios in early childhood settings are so important is that children need individual support in new situations and someone to be available when they need comforting. Having a special carer or primary care worker will help children over transition times. This person can get to know more about the particular children and can manage the children's feelings and needs in a way that fits with the child's own cultural and family expectations. They can also get to know the individual child's cues or signals when she is feeling stressed and needing help.

Children need to know that they can express all their different feelings safely

Most changes involve grief, sad or angry feelings (as well as excitement and happiness) in new situations and these are all normal. All changes, even happy changes, involve some loss as well as new challenges and excitements. For example, graduating from college involves great satisfaction but also the loss of a supportive student group and lifestyle. For children, all changes have the same combination of positive and negative feelings. Furthermore, young children are often unaware of the positive side of change, as they don't know what to expect.

Starting school can be very exciting and, at the same time, there is the loss of whatever previous situation the child was in and all the supports that went with it.

It helps children to have their feelings accepted as normal and talked about, even when they have not expressed them. The adult could say something like 'It is very scary to start in a new big school. I remember when I started school I was really scared, it is ok to be scared.' After the child has a chance to express her feelings, you could talk about ways to help with her fears.

Grief can take time to resolve

Children's grief is not linear; it comes and goes. Some days they will be playing happily. Other days they will be sad (in-turned grief) or angry (out-turned grief). Children's grief at major changes such as loss of a close person or a pet may last a long time. A recent study of South Australian primary school children (MacMullin, 2006) showed that the biggest fear children have is the loss of a parent. Carers need to be sensitive to this and prepared to support children over time as they work through these feelings.

'All changes, even happy changes, involve some loss as well as new challenges and excitements.'

Children can have some control over changes in their lives

Giving children some control over changes and transitions makes it easier for them to cope. Sometimes a child can tell you what will help. For example, a Year 2 primary school child who had moved house recently became very distressed about going to school. She said that she thought it would help if she said goodbye to her mother at their home in the mornings and someone else took her to school. The mother was able to arrange this with another parent and the child was able to make the transition, although it was still not easy for her.

For younger children, letting them choose which activity to do in a new situation, or at bedtime etc. (within reason) gives some control.

'Children learn by watching and experiencing what adults do.'

Children can learn that they will be supported over difficult times and can support others

One of the ways children can be supported is by having their feelings heard and accepted. If a child has had a change that may be worrying her and she has not said anything herself, you can open the topic, for example:

'You are a new person in our class, how is that for you?'

Or more simply for a younger child: 'You must be feeling sad because ... '

The child may not want to talk but she knows that you are concerned and want to support her.

Children learn by watching and experiencing what adults do. As they are comforted when they need help and supported in finding ways to manage new situations, they will be learning to support others. Even very young children who feel secure and supported will copy adults in offering support to others. A child will offer a toy to another child who is sad or an older child may offer to play with or 'look after' a child who is new or lonely. Adults can help by explaining to children how another child feels.

Children learn that they can feel safe and free to explore in new situations

Children learn to feel safe and free to explore in new situations when they have someone who supports their exploration and provides a safe base to return to. Adults have different caring styles: some adults find it easier to support exploration and going out; others find it easier to support children coming back for comfort. Children need both these qualities in the adults who care for them, and they need adults to know when they need more support and/or comfort and when, with just a bit of encouragement, they will be able to manage a new challenge for themselves.

Children need to keep some of what they value from the past and look forward to what is valuable in the future.

Young children alternate between wanting to go forward and explore the new worlds they are moving into, and to have the opportunity to go back to the security of the things they value from the past.

A child who has the big change of having a new baby in the family may revert to soiling his pants or wanting a bottle for a while. If we support him, by accepting how he feels and putting it into words, it will help him to move forwards again.

What if children are not coping and seem unable to move forward?

'It is important to tell toddlers and older children the truth about what is happening to them.'

If a child is not coping with a change, particularly a young child, the adults in her life need to work together to see if there are ways to change the environment to remove the major stressors. For example, a very young child who is not coping in group care may do better with an individual carer; or a parent may be able to delay their return to work for a while. Starting with a different person to care for the child is easier at first in their own home, because the familiar place can be a bridge between the new and the familiar.

Sometimes a change of carer will help, and a child will find more reassurance with a different carer or teacher.

There are some changes that parents and carers cannot remove, even if the child is very stressed. Much as children may wish to, it is not possible to send a new baby back. However being aware of this as a cause of stress may enable parents to find ways to spend more caring time with the older child. In the same way, it may not be possible to change the situation where a parent has to go away from home to work. Here again it is important to look at ways to help children to keep in touch with that parent.

It is important to tell toddlers and older children the truth about what is happening to them. If adults do not tell the truth or if they sneak out without letting children know they are leaving, it destroys the children's trust in them. These children never know whether they can trust their carers or not and this can make them very anxious and distressed.

Helping children who are not coping with change

If children show that they are not coping with changes, adults need to attend to this. Children may continue to cry when a parent leaves, play repetitively, be too quiet and 'good', not join in creative play, or seem to turn off altogether—'disassociate'. It is important not only to look for the obvious signs of stress such as crying and overlook the child who may be more stressed but has given up. A child who cries has some confidence that someone will hear and help. A child who has given up and does not cry in a situation where you would expect sadness, e.g. loss or grief, is likely to be in more need.

Ask yourself 'Is this change necessary now?'

'For children who are old enough to understand, reading stories about their situation can help them.'

For example, babies don't need to be bathed every day. If this is too stressful, a quick 'top and tail' will suffice.

If you know something is likely to be stressful for a child, you may be able to avoid it happening. One young mother in hospital placed a placard on her newborn baby's bassinet. It said: 'My mother and I love to have visitors but I am very new to this world and I need to get used to it slowly, so please don't pick me up'. This prevented the numerous visitors asking to hold the baby.

For children who are old enough to understand, reading stories about their situation can help them. There are a number of books about a new baby which include the older child's negative feelings, as well as pleasure. The Kissing Hand (1995) is a very comforting book for school beginners. Making up your own story with the child can also be helpful.

Role play with dolls helps children to work through their feelings by acting out a little drama about what has happened to them. Painting and playdough are also creative ways to express feelings.

All of these things are ways that can help children; if they do not, a referral to an early childhood counsellor should be considered.

Change and trauma

Sometimes changes can cause real trauma for an infant or young child. This comes from a combination of the child's interpretation of the change and the kind of supports available to help the child. So when are changes traumatic? One definition of trauma is something happening to a person's body or mind which overwhelms their ability to cope.

A child moving to a very different culture (e.g. refugee children) can experience trauma, both because of the move and because of the stress their parents are feeling. However sometimes changes that seem much smaller can also be traumatic, depending on other factors in the child's life.

Generally when people are really stressed they will either try to get away (flight) or try to stop the stressor (fight). When stress is overwhelming, they may dissociate by shutting off their feelings in order to protect themselves from further assault. This is one response that infants have to overwhelming stresses—they seem to comply, but in fact have given up. Usually children cry and the distress brings a response from adults, so they don't get to the stage of giving up. If you have an infant or child in your care who has any of the signs above, or is not responsive to your caring, it is important to look for help from a health professional for the child.

'... one response that infants have to overwhelming stresses—they seem to comply, but in fact have given up.'

Summary

Children will usually cope well with change and transitions when they are in the care of adults who are sensitive and responsive. Positive learning about changes in the early years sets the foundation for all the future changes that children will encounter. This should be considered as one of the most important aspects of early childhood curriculum.

When we think about children and change, it can help to think about how adults cope with changes. Most adults cope best when they are prepared and know what is happening to them, when they have some control over what happens and, most of all, when they have an adult whom they trust to be with them over the time of change.

'Positive learning about changes in the early years set the foundation for all the future changes that children will encounter.'

With children we need to:

- make changes predictable
- give children some control over what happens by responding to their signals or cues
- allow them to have someone with whom they feel secure to be available to them over the time of change
- take time to listen to and accept their feelings
- be honest, trustworthy and reliable.

References and resources

Als, H. (1998). *Newborn developmental care and assessment*. Seminar held at the New Children's Hospital, Westmead, NSW.

Circle of security website: www.circleofsecurity.org

Linke, P. (1998). *Let's stop bullying*. Canberra: Early Childhood Australia.

MacMullin, C. (2006, May). *Children's fear*. Paper presented at the National Parenting Conference, Adelaide.

Parker, J. A. (2003). *Helping children in times of need: Grief, loss, separation and divorce*. Canberra: Early Childhood Australia.

Penn, A. (1995). *The kissing hand*. Washington DC: Child Welfare League of America.

Perry, B. (1988). Homeostasis, stress, trauma and adaptation: A neurodevelopmental view of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America 7*(1).

Roe, D. (2006). *Everyday learning about fears and anxieties*. Canberra: Early Childhood Australia.

Thomas, P. (2006). *Stress in early childhood: Helping children and their carers*. Canberra: Early Childhood Australia.

SUBSCRIBE AND SAVE

Everyday Learning Series

The Everyday Learning Series is for all those involved in the care of children. It focuses attention on the everyday ways in which children can be supported in their growth and development. $40.00 (4 issues)

Research in Practice Series

Provides practical, easy-to-read resources for those involved in the early childhood field. Assists with those challenging issues which arise in the care and education of young children, by offering effective new approaches. $42.40 (4 issues)

Australian Journal of Early Childhood

Australasia's foremost scholarly journal within the early childhood field. Fully peer reviewed, it offers research based articles designed to impart the latest information and encourage the critical exchange of ideas among early childhood practitioners, academics and students. $70.00 (4 issues)

Every Child

Published quarterly and beautifully designed in full-colour, Every Child contains informative articles on such issues as health, education and social trends, and also book reviews, profiles and guest statements from well-known identities. $47.20 (4 issues)

Make life easier – subscribe!

Don't forget
subscriptions for early childhood professionals are tax deductible

Managing change with infants and young children

- Leaving your child at child care for the first time
- Introducing a new member of the family
- Starting preschool and primary school

To young children, everything is new; but some changes are more difficult for them than others.

How can we assist young children to cope with the enormous changes they will encounter in their lives?

In *Managing change with infants and young children* Pam Linke outlines what carers can do to help to make infants' and young children's early experiences of change as stress-free as possible.

Positive action in the early years sets the foundation for all the future changes that children will experience; and children usually cope well with change and transition when they are in the care of adults who are sensitive and responsive.

This book shows how carers can encourage infants and young children to manage change – an approach that will help them for the rest of their lives.

To subscribe to the Research in Practice Series
Tel: (toll free) 1800 356 900
Email: eca@earlychildhood.org.au

Early Childhood AUSTRALIA INC. ... voice for young children

Research in Practice Series
Early Childhood Australia Inc.
PO Box 7105 Watson ACT 2602
Tel: (02) 6242 1800 Fax: (02) 6242 1818
Email: eca@earlychildhood.org.au

Volume.13 No.2 2006
ISBN 1-921162-04-X
9 781921 162046