

SOCIAL Development in the Early Childhood



Catherine Korah, CEBM Coordinator

Social development in early childhood

Social development in the early years focuses on experiencing who they are and what to expect when interacting with others, through:

- Exploring and engaging with the environment
- Establishing a sense of belonging (creating connections with other children, with adults, participating in group activities)
- Forming a sense of self and begin to develop relationships
- Progressively exploring and practicing social abilities to interact positively with others

Social development

Being socially MATURE means to have the ability to consider others and “**mix well**” with others, which must begin with development of the SELF



Younger children still need the support of adults to gradually become aware of what is expected depending on the context.



The child's brain needs time to become oriented to the world and who they are.

To do this they are present in the moment with their dominant thought or emotion, and no other thoughts or emotions coming in.

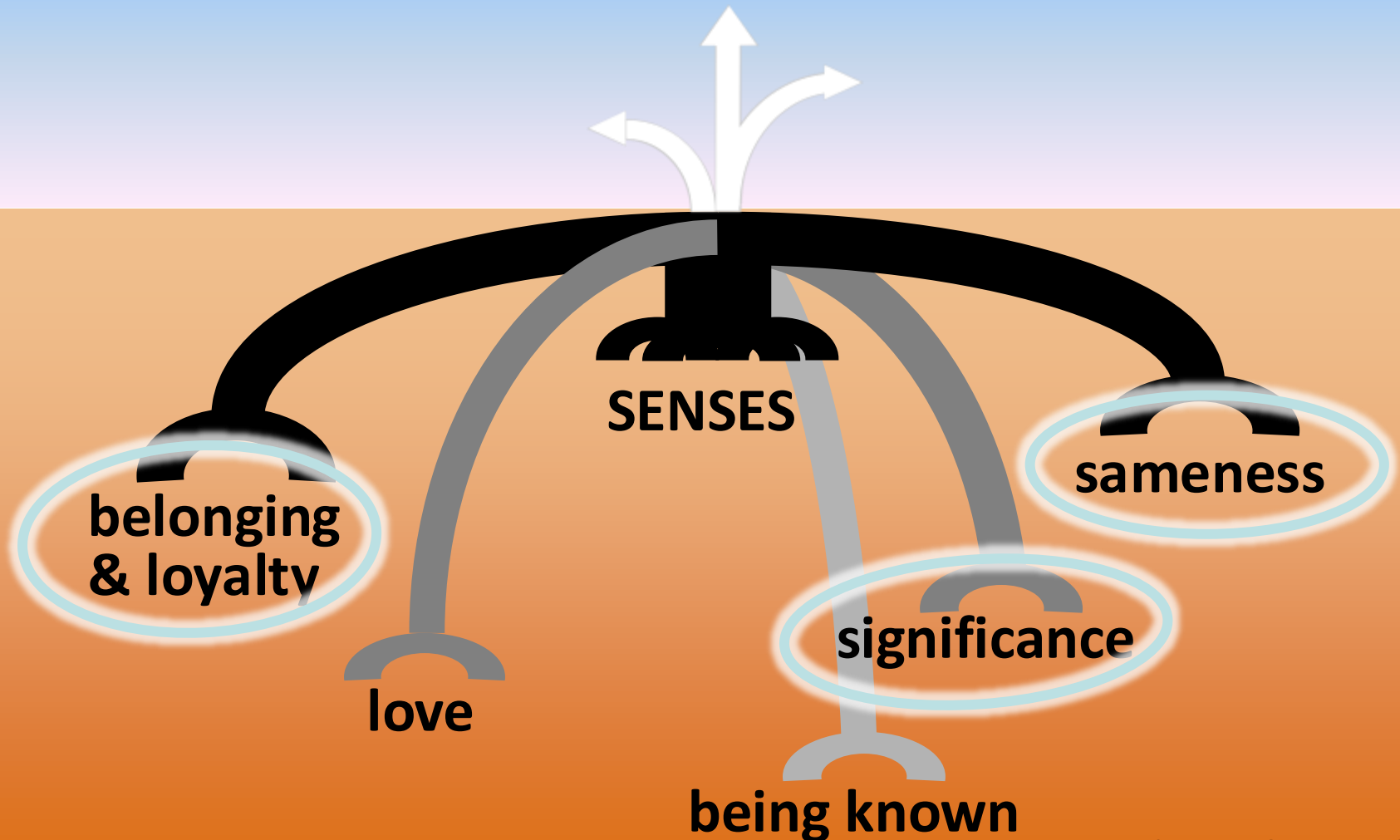
They They become absorbed in their own thoughts and cannot see beyond what they can handle.

They don't always listen because they can only attend to one thing at a time, and it isn't always us.

Deborah MacNamara

Dr. Gordon Neufeld's Attachment Roots

The child's instinct to attach to the adult provides a natural leadership influence



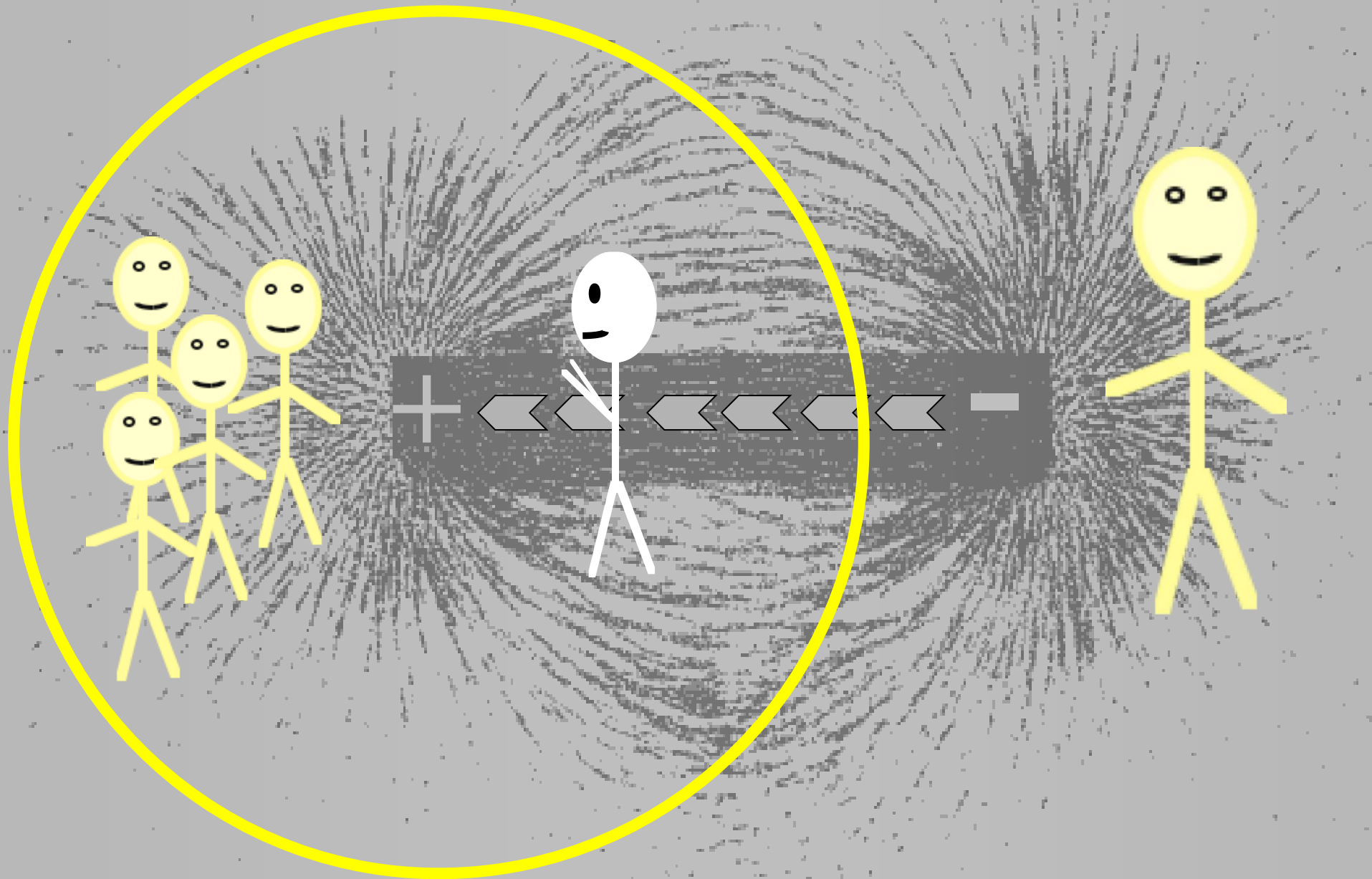
PURSUED



PROXIMITY



RESISTED



A child's capacity to listen and follow directives

It starts with **adult guidance and encouragement.**

The transition to school is quite difficult for younger children because their brains are immature and still under construction.

- ✓ Set up a visual schedule and checklists for various routines to help structure them.
- ✓ Help them through role-playing, rehearsing and practicing (e.g., waiting their turn, standing in line, etc.)
- ✓ Practice those routines regularly through a playful and engaging approach (e.g., using music or a puppet to demonstrate).
- ✓ Be mindful of your stance and tone when giving directives. Make sure to engage the child before focusing on the task at hand. This will help getting them on board and minimize their potential resistance.
- ✓ Make room for their frustration and give them space to voice what is bothering them.

They are not
little adults

Young Children

and their
INCONSIDERATE
relating

For them fair means that they get it
ALL!

don't yet have the concept of sharing

An innocent **EGOCENTRISM** that renders the
whole world about themselves.



A purity of action which leads
to a lack of **DIPLOMACY**:
Saying things like “she stinks!”
while pinching their nose.

A SINGLE-MINDEDNESS and a take on **UNFAIRNESS** that
is definitely **ONE-SIDED** in nature, rendering another's
reference point irrelevant.

Why is it that
young children
lack
consideration
by design?



This is Nature's way of protecting a child from any social considerations that could overwhelm them and undermine the **emergence of a tender new self**.

"They are egocentric because in order to share yourself with another person you first have to have a self to share".

Deborah MacNamara

A child's capacity to share and to be kind to others

It starts with
feeling
important &
cared for as well
as **having a soft**
heart.

- ✓ Make yourself accessible and let the children get to know you by sharing commonalities, interests and preferences.
- ✓ Model being kind by responding with generosity when they appear to need help.
- ✓ Be aware that your reactions can have an impact on the children's sense of well-being.
- ✓ Be patient when the child struggles with sharing. Finding workarounds to assist with challenging situations.
- ✓ Propose fun and engaging games that naturally promote sharing (e.g., Mr. Potato Head). Practice problem-solving strategies that are adapted for sharing.

Keep in mind that young children are naturally egocentric because being considerate of others requires executive functioning, which is still in development.

DEVELOPMENTAL MODEL OF EMPATHY

Caring is a natural, spontaneous emotion evoked when one is properly **attached**, and **being felt** when hearts are soft

*gives empathy its **ROOTS**,
HEART & SPIRIT*

CARING + CONSIDERATION = EMPATHY

*gives empathy
its civilized **FORM***

Consideration is a fruit of **integrative functioning**, which results from healthy development, which requires a soft heart and 'right' relationship

A child's success in managing conflict

It starts with
creating a
**developmentally-
friendly
environment.**

Provide what they
need to thrive and
do their best.

- ✓ Display a strong adult posture and rely on managing the circumstances. Don't expect the child to be able to sort out challenging conflicts on their own.
- ✓ Rest, play and emotional expression are keys to allow children to feel safe and, in turn, be more disposed to getting along.
- ✓ When a child is having a hard time dealing with their emotions, provide a quiet space to help them reset.
- ✓ Convey understanding when the child gets into conflicts. Young children get easily triggered emotionally. Rather than forcing an apology, focus on the gesture of reparation when the time is right.

Guidelines for handling conflicts BETWEEN CHILDREN

**Don't try to
teach a lesson,
and don't talk
too much**

Instead: Do whatever you can to defuse the situation – ACT **don't** TALK

- Kindly separate the children – preserve their dignity
- Give one child something else to play with
- Or ask the children to help you with something

If needed, address the incident only once the children's emotions have subsided.

Guidelines for handling conflict BETWEEN CHILDREN

Don't try to figure out "who did what to whom" and who was in the "right".

- The conflict is often more than what it seems – it may be a build-up of previous frustration that spills over into the next situation.
- There is no point to focus on "who did what to whom". We may not have the full picture (e.g. non-verbal behaviours that we may have missed).
- The immature will INSIST on their perspective as they do not have the prefrontal cortex development that allows them to see the situation from the other person's perspective.

Guidelines for handling conflict BETWEEN CHILDREN

Come alongside
each child's
experience

Try to reflect back the EMOTIONAL experience:

- **Frustration:** *"That really wasn't working for you – not what you had in mind."*
- **Alarm:** *"That was scary – you were worried."*
- **Pursuit:** *"You really wanted him to play with you."*
- **Sadness:** *"That was upsetting – you feel hurt and sad."*

Guidelines for handling conflicts BETWEEN CHILDREN

Don't force a
'sorry' unless it
is genuine



- An insincere apology is not effective. Even young children can tell when it is not a genuine “sorry”.
- Young children feel badly AFTER an incident, even if they cannot temper themselves during it. They need to know that we understand how hard it is for them to “control” themselves.
- Instead: Go to the child who has been affected and take the time to acknowledge and validate their “pain”. Model to the children by saying you’re sorry for the situation turning out the way it did. Let them know that you are taking charge of the situation.
- Then: wait until emotions have subsided, and focus on the gesture of reparation (get the child’s input)

A child's ability to collaborate and solve problems

It starts with an
**adult's modeling
and support.**

- ✓ Model the expected behaviour regularly. Be explicit by showing them what the expected behaviour looks like.
- ✓ Talk aloud about how to do things:
"When I am in this situation, I like to..."
"When I feel this way..." "In this class, we..." "In this school, we..."
- ✓ Be playful through games, songs, and chants to address expected behaviour.
- ✓ Provide opportunities for social development that go beyond just 'getting along'.

A child's ability to interact socially (make and manage friendships, be inclusive, etc.)

It starts by using
**play and engaging
activities** to guide
them.

- ✓ Create a class climate that celebrates diversity, equity and inclusion.
- ✓ Propose fun and engaging games that naturally promote a sense of belonging and community (e.g. a group mural), to help children practice being inclusive.
- ✓ Use story books (or individualized social stories, for some) to help children explore a range of social situations.
- ✓ Use games and activities to practice these social situations (e.g. imaginary play and role-playing with puppets, masks, figurines, dolls and Lego, as well as games like Red Light/Green Light, Simon Says, Statue, Musical Chairs, etc.)

Keep in mind that young children naturally gravitate towards those who are similar to them.

Familiarize them
with social
concepts...through
PLAY!

- Being in a line-up
- Listening to instructions
- Taking turns



They are not
little adults

Young
Children

and their
SEPARATION
problems

“NO! I do it myself, but don’t make me!”

don’t have the capacity for independence

***THEIR NEED FOR DEPENDENCE
MUST BE FULFILLED FIRST***



The more we push for independence (getting dressed on their own, accomplishing tasks by themselves, etc.), the more they will become concerned with the need to depend.

SEEKING CARE

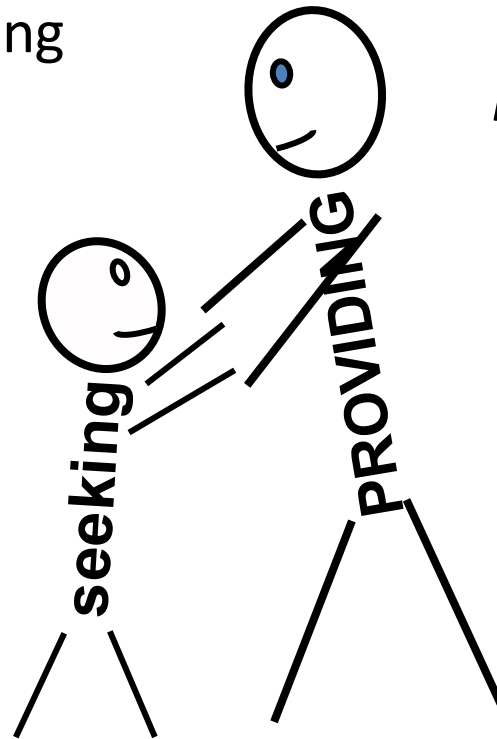
dependent instincts

- for an invitation to exist
- for contact and connection
- for sameness & belonging
- for safety and comfort
- to get one's bearings
- for warmth & love
- for recognition
- for significance
- for understanding
- for a relational 'home'
- for a sense of togetherness

PROVIDING CARE

alpha instincts

- ***INSPIRE dependence by taking a strong caring alpha LEAD***
- ***INVITE dependence & be worthy of that trust***
- ***make it SAFE to depend, never using their relational needs against them***
- ***be GENEROUS with one's care, providing more than is pursued***
- ***DON'T BE FOOLED by the myriad illusions of independence***



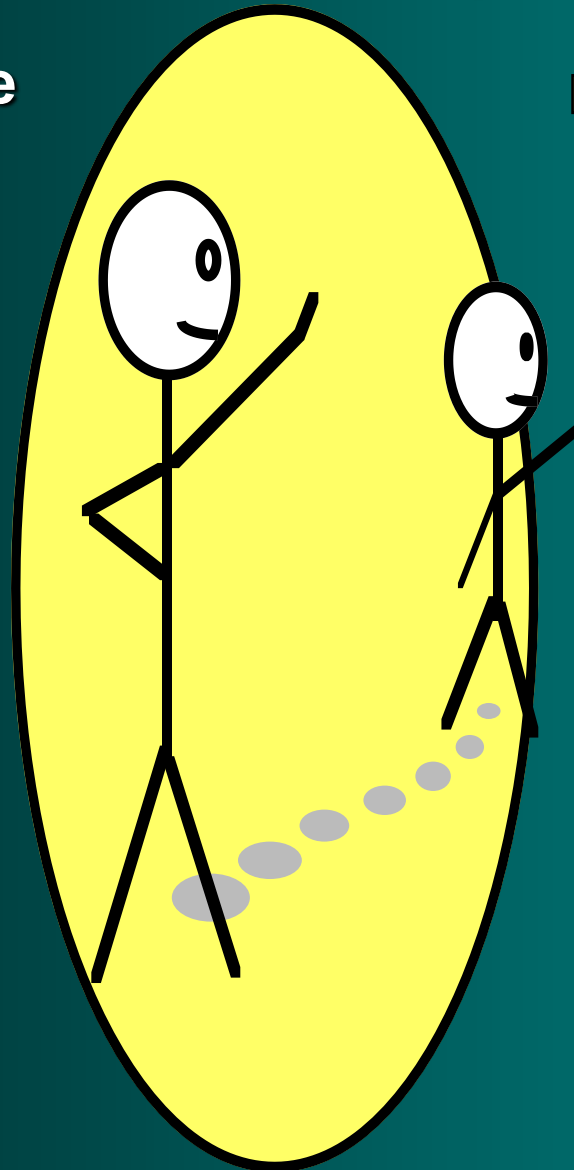
How attachment gives birth to the emergent self

1. The deeper the attachment...

2. The more secure the home base ...

3. The more fulfilling the attachment...

4. The more trusting and dependent...



→ ... the more room for individuality to develop

→ ... the more freedom to venture forth

→ ... the more inclined to emerge as a separate being

→ ... the better able to nurture independence

A child's ability to become independent

It starts by
fulfilling their
**need for
dependence.**

- ✓ Allow them to depend on you every so often when they need the help. Offer them to accomplish the task together. Over time, providing generous support will awaken in them a natural emergence to do things themselves.
- ✓ Sometimes, their reluctance stems from a fear of failure. Convey that mistakes are merely an opportunity to build a better understanding and to solidify learning.
- ✓ Be patient when a child is struggling to accomplish a task on their own, as they are quite attuned to our responses.
- ✓ Be aware that placing outside pressure towards independence placed too prematurely can trigger frustration, resistance and opposition.

Resistance and/or **opposition** can potentially happen when the experience of **outside pressure** is greater than the child's sense of their **own WILL**

expectations

> initiative

pressure

> purpose

demands

> desires

have to's

> want to's

directives

> intentions

input

> curiosity

incentives / rewards

> interest

Themes in Social Development

Attachment,
togetherness

Similarities and
differences

Acceptance,
inclusion

Boundaries,
personal space

Friendship

Conflict, being
sorry

Kindness,
helping

Sharing,
cooperation

Taking turns,
waiting in line

Making
mistakes,
loosing

Social manners

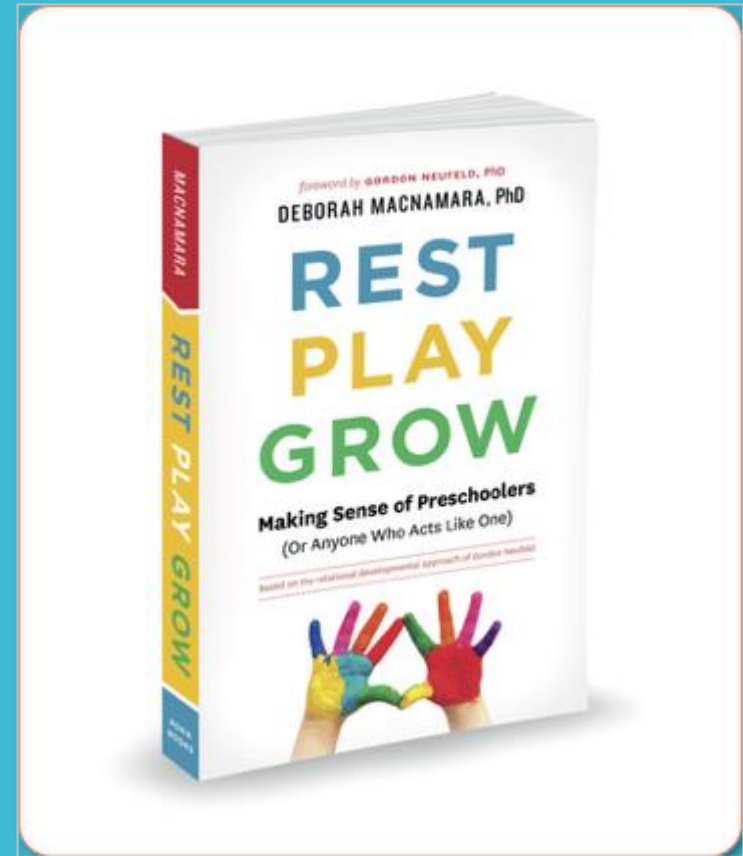
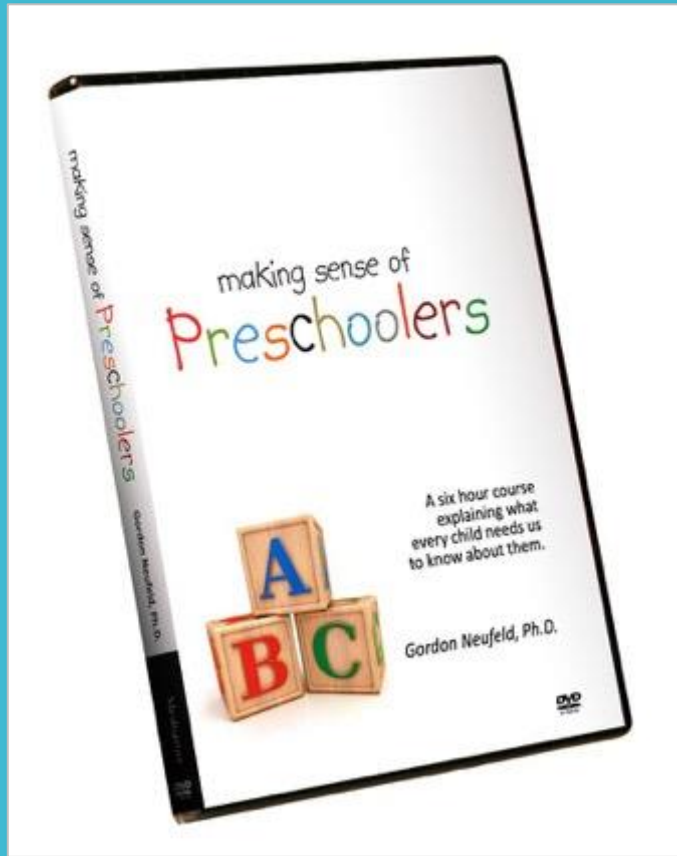
Listening,
following rules

<https://www.cebmmember.ca/k4-k5-social-development>

Social development practices

- Providing the **‘right’ social and environmental conditions** to help the children better succeed in their social interactions and stay out of trouble (intentional setup of the physical space, strong adult posture, consistent and predictable structures and routines, adequate supervision, accompaniment during transitions, outdoor opportunities to switch gears, etc.)
- Providing opportunities for social development, which goes beyond the focus of getting along
- Being careful with attributing behavior to the child’s identity – normalizing and validating the emotions behind the behavior

A neurodevelopmental approach based on play and attachment



<https://www.neufeldinstitute.org>

<https://macnamara.ca>

Resources for parents on social development



CEBM K4-K5 toolkit for emotional and social development

YouTube read aloud weblinks

SOCIAL DEVELOPMENT (in alphabetical order)

- All We Need is Love: <https://youtu.be/9ENMofRf0RY?si=CdFi-uiCm-GYETep>
- Becoming Blue: https://youtu.be/SY3pv5OVshQ?si=XdH4VS2frd_OFVns
- Body Boundaries Make You Stronger: https://youtu.be/O_vlcy6ngJo?si=3ZKRhgu-ArQ0Ci6t
- Everybody: <https://youtu.be/KD56SjTVrbQ?si=9Ko1JZm8mp8GGM4l>
- Giraffes Can't Dance: https://youtu.be/1a2Smau_Dk?si=SKye9yXJ7tnDZly6
- I am One: https://youtu.be/mZ2_0ni0Td4?si=ZXoYM7r9kxTnymK
- My Body Has a Bubble: https://youtu.be/meBEXIZT_4o?si=P_XxRdKiX3NOZTaF
- Not Me: <https://youtu.be/rHRVIsRpb3Q?si=44-7q7Ku2lkYePKZ>
- Our Class is a Family: <https://youtu.be/rw9NstM1Q4E>
- The Helping Rock: No link available
- The Lion and The Bird: <https://youtu.be/BBt4A-li1WU?si=x8N2fujnpYwNEvL>
- The Smile: <https://youtu.be/W1QMf2Kw5oE?si=hfCYHS8OLbGik6fg>
- The Sorry Plane: <https://www.facebook.com/share/v/1HdoUgLNPe/>
- The Wish Tree: <https://youtu.be/XITfx5s1oK4?si=ADYXBZhOTgNm8t73>
- We Share Everything: <https://youtu.be/ywqyEzCcN0Y?si=Ygysv133wJGIGEWp>
- Words and Your Heart: <https://youtu.be/KUd4qe317KE?si=uoknefEgQZ19ggTG>



CEBM K4-K5 toolkit for emotional and social development

ADULT RESOURCES – Articles by theme

SOCIAL DEVELOPMENT

Emergence and independence

<https://www.cebm.ca/post/me-do-fostering-the-bias-in-children-to-become-their-own-person>
<https://neufeldinstitute.org/editorials/cultivating-independence-a-paradox/>
<https://neufeldinstitute.org/editorials/rethinking-dependence/>

Sharing, caring, kindness, helping

<https://macnamara.ca/portfolio/why-should-i-care-how-to-raise-caring-kids/>
<https://www.cebm.ca/post/how-to-grow-caring-kids>

Friendship, conflict, feeling sorry

<https://macnamara.ca/portfolio/steering-through-sibling-conflict-without-losing-your-relationship/>
<https://macnamara.ca/portfolio/taking-the-lead-in-sibling-conflict/>
<https://macnamara.ca/portfolio/sorry-not-sorry-saying-sorry-you-like-you-mean-it/>
<https://macnamara.ca/portfolio/say-sorry-how-forced-sorries-do-more-harm-than-good/>
<https://hannahbeach.ca/forcing-kids-to-say-sorry/>

Social manners

<https://www.cebm.ca/post/teaching-social-skills>
<https://www.beginlearning.com/parent-resources/social-skills-for-kids/>
<https://macnamara.ca/portfolio/why-being-grateful-isnt-something-you-should-have-to-teach/>

Respecting differences, inclusion, community

<https://www.childrensmc.org/parent-ish/2021/09/diversity/>

Discipline

<https://monadelahooke.com/child-discipline-time-to-shift-the-lens/>
<https://macnamara.ca/portfolio/why-preschoolers-know-much-better-than-they-behave/>
<https://hannahbeach.ca/whats-behind-the-behaviour/>
<https://macnamara.ca/portfolio/why-separation-based-discipline-works-and-why-we-shouldnt-use-it/>
<https://www.cebm.ca/post/do-time-outs-work-it-s-time-to-reframe-the-question>
<https://www.cebm.ca/post/the-problem-with-consequences-for-young-children>
<https://www.cebm.ca/post/the-trouble-with-time-outs>
<https://macnamara.ca/portfolio/the-problem-with-consequences-for-young-children/>
<https://macnamara.ca/portfolio/game-on-playing-your-way-through-discipline/>
<https://macnamara.ca/portfolio/how-to-repair-a-relationship-with-a-child-when-you-blow-it/>

Resources for parents on social development

Social Development Suggestions for PARENTS

Make the **RELATIONSHIP** with your child a priority. Be mindful of your own reactions, as they have an impact on your child. Allow them to lean on you when they need help.

Having a caring child starts by being CAREED FOR

Use **PLAY** to guide and direct your child. It will help minimize resistance. This can be done through games, stories, songs and chants.

Engage their DESIRE to follow your lead

Be **PATIENT** when your child struggles with sharing. This is to be expected developmentally given their limited ability to consider others. Assist challenging situations by finding work arounds.

HELP THEM OUT instead of correcting them

Convey **UNDERSTANDING** when your child gets into conflicts. Young children get easily triggered emotionally. Don't force apologies until feeling sorry.

A child's success in managing conflict starts with ADULT SUPPORT and MODELING

Provide what your child **NEEDS** to do their best. Structure, predictability, opportunities for movement and respite are key for children to succeed.

When a child has the "RIGHT" CONDITIONS, they do better

Younger children's brains are immature and still under construction, which makes the transition to school and "getting along" quite difficult. The part of development takes time.



Make a Sock Puppet to Act Out Feelings!

- 1. Gather your materials.**
 - Old socks
 - String fabric (e.g., from old clothes)
 - Buttons, ribbons, whiskers, and other things that you are not using anymore
 - Child-friendly scissors
 - Glue or a hot glue gun
- 2. Mark the mouth and eyes.**
 - Put the sock on your hand to find the "mouth". It will be created by the crease between your fingers and thumb.
 - Draw the mouth with a marker.
- 3. Customize your puppet.**
 - If you like, use some paper to draw and color other body parts (feet, ears, wings) or fun statements (e.g., "I'm a dinosaur").
 - This is a chance to make the puppet your own. There is no right or wrong way to do this. Have fun!

<https://www.tandem.ca/parenting/article/2020/04/04/Sock-Puppet-English.pdf>



the best ideas KIDS

SIMON SAYS

GET DOWN
TURN AROUND IN A CIRCLE
JUMP UP AND DOWN
HOP ON YOUR RIGHT FOOT
SLURP YOUR NOSE
TOUCH YOUR KNEES
WAGGLE YOUR FINGERS
PUT ONE ARM IN THE AIR
PLAY YOUR ARM LIKE A WED
SLURP ON THE GROUND LIKE A
SLURP
QUICK LIKE A DUCK
BOW IN PLACE
STOMP ON ONE FOOT
PUT YOUR HANDS ON YOUR HIPS
RETRO: YOU ARE A DOG
WHO LIKE A COO
WAGGLE YOUR TAIL
PUZZLE YOUR EYE
SHAKE AS IF YOU CAN
HEAR YOUR BELLY
ACT LIKE A MONSTER ON YOUR HEAD
WAVE HELLO
SHAKE YOUR HANDS IN THE AIR
SHAKE YOUR RIGHT ARM
SHAKE YOUR LEFT ARM

STRETCH LIKE YOU ARE STRETCHING
ROLL ON THE FLOOR
SET A KNEEDLE
SLIP AROUND THE ROOM
CRAWL LIKE A MONSTER
WIGGLE LIKE A CAT
HOP TO THE LEFT
HOP TO THE RIGHT
TOUCH CIRCLES WITH YOUR ARMS
TOUCH YOUR TONGUE
STICK OUT YOUR TONGUE
DO A BENDING MOON
DO A TINY DANCE
DO A CROONING
STOMP LIKE A MONSTER
WAGGLE LIKE A PENGUIN
SET DOWN AND SCOOT AROUND THE ROOM
WAGGLE ON YOUR TAIL
MAKE A SAD FACE
MAKE A HAPPY FACE
ACT LIKE YOU ARE KEE KEATING
DO A SET UP
TAKE LIKE A ROBOT
ACT LIKE YOU ARE DRIVING A CAR
DO A PUNCH UP
SHAKE YOUR TAIL

THEBESTIDEASFORKIDS.COM

<https://www.thebestideasforkids.com/simon-says-ideas/>

Say "please." Trade Play

How can we solve this problem?

Wait and

Ask nicely Share Say, "please"



FOLLOWING RULES

Knowing what is and isn't allowed is reassuring for a 2- to 3-year-old. Your role is to set the rules.

Each rule must be...

Clear
"You can't play outside once you've put your truck away."
"If you throw your toy, you won't be allowed to play with it."

Concrete
"You can't drink when you are 'tired' from the sugar in the juice today."

Coherent
"I want you to do something that your friend doesn't. After your job is done, you can go outside, and I'll have my cupcake in the house."

Consistent
"You can't go to the park with your dog before crossing the street."

Logical
"You can't go to the park with your dog if you're responsible for cleaning it up."

Keeping your home safe and secure helps reduce the number of rules you need to set.
Store cleaning products, medications, cat food, and other small objects out of your child's reach; cover electrical outlets and install a barrier for the stairs. Your child will be free to have fun without always hearing "No!"

PLAYING

Play is important for your 2-to-3-year-old's development. You can do this by playing a variety of age-appropriate games.

Moving develops:

their brain
their balance
their muscles

Making up stories, imitating animals, and problem-solving all improve their ability to think.

Free play fosters their creativity and autonomy.

When you let your child play with dolls or trucks, or let them pick out their own costumes, they develop their curiosity and discover their preferences.

LEARN

Children aged 2 to 3 have EVERYTHING to learn. Your job is to help your little one when they encounter new challenges.

Help your child...

Share
"I'm going to teach a different way if the toy someone else is using."

Be patient
"They get tired that involve taking turns, so making a drawing together." "Helping your child to wait. 'You can't share. Or play by yourself and wait to make something afterwards.'"

Win and lose
"I've been a loser for play and develop their team spirit. 'You don't win, you lose, you win, you lose, you win, you lose.'"

Adapt
"I've been a loser for play and develop their team spirit. 'You don't win, you lose, you win, you lose, you win, you lose.'"

Understand privacy
"I've been a loser for play and develop their team spirit. 'You don't win, you lose, you win, you lose, you win, you lose.'"

Resolve conflicts
"I've been a loser for play and develop their team spirit. 'You don't win, you lose, you win, you lose, you win, you lose.'"

USING SCREENS

Screens can take up a lot of space in family life. Your role is to supervise their use and to be a positive role model for your 2 to 3-year-old.

Managing screen time:

Between the ages of 2 and 3, screens are a good way to learn new things. However, too much screen time can be a problem. It's important to set limits on screen time. The best way to do this is to have a family rule about screen time. For example, "You can't watch TV until you've finished your homework or eaten dinner."

Being a good role model:

Limit notifications on your cellphone.

Put your phone away during playtime, meals, and bedtime.

Look up from the screen when your child is talking to you or you are talking to them.

Keep books in the car, toys in your bag, etc., so you always have something to keep your child entertained.

SAY SORRY LIKE YOU MEAN IT
Cultivating caring and empathy to kids

HOW TO SAY SORRY
ASK: DO YOU WANT ANY SORRY IN YOUR LIFE?
ENCOURAGING: NOW WOULD BE A GOOD TIME TO HAVE ONE TO THAT PERSON

IF NO, THEN WE MIGHT LEAD WITH...

WHAT IS CARING?
Caring is when you notice someone else's feelings and try to help them. It's when you notice someone else's needs and try to help them. It's when you notice someone else's problems and try to help them.

WHAT DOES IT DO IF A CHILD'S SORRY DOESN'T COME BACK?
It's when you notice someone else's feelings and try to help them. It's when you notice someone else's needs and try to help them. It's when you notice someone else's problems and try to help them.

IT IS OUR JOB
Focusing caring behaviour is not the same as returning a child's caring spirit.

WHAT ERODES CARING?
Caring children will not caring themselves away. Caring children will not caring themselves away. Caring children will not caring themselves away.

SORRY PLANE

<https://www.cebmmember.ca/k4-k5-social-development>

Resources for Parent Night

Video capsule



Emotional Development

Suggestions for PARENTS

- Support your child in feeling **CARED FOR**, important, and included. Show interest in their likes, plans and activities. Set up regular family activities without screens.
*A child's well-being starts with them feeling like they **MATTER** and **BELONG***
- Come alongside their big **EMOTIONS**. Focus on naming them and making room for their expression even when it's uncomfortable.
*Self-regulation starts with **CO-REGULATION***
- Create time and space for **PLAY** and let it do its thing. Opportunities to explore through play facilitate the process for children to develop their sense of self.
*Self-awareness starts in the **PLAY** mode*
- Be **PATIENT** when your child makes a mistake. Convey that it's okay and that mistakes happen to all of us. Encourage trying new things and highlight efforts.
*Self-appreciation and confidence starts with a strong sense of **SIGNIFICANCE***
- Provide what your child **NEEDS** to thrive. Rest, play and emotional release are key for children to feel safe.
*When a child **FEELS BETTER**, they do better*

Teenager children have no filter and can only do 1 emotion at a time, which makes 'managing their emotions' quite difficult.
The fruit of development takes time.

Centre of Excellence for Behaviour Management
www.cebmm.ca

Social Development

Suggestions for PARENTS

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*Having a caring child starts by being **CARED FOR***
- Use **PLAY** to guide and direct your child. It will help minimize resistance. This can be done through games, stories, songs and chants.
*Engage their **DESIRE** to follow your lead*
- Be **PATIENT** when your child struggles with sharing. This is to be expected developmentally given their limited ability to consider others. Assist challenging situations by finding work arounds.
***HELP THEM OUT** instead of correcting them*
- Convey **UNDERSTANDING** when your child gets into conflicts. Young children get easily triggered emotionally. Don't force apologies until feeling sorry.
*A child's success in managing conflict starts with **ADULT SUPPORT** and **MODELING***
- Provide what your child **NEEDS** to do their best. Structure, predictability, opportunities for movement and respite are key for children to succeed.
*When a child has the '**RIGHT**' **CONDITIONS**, they do better*

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www.cebmm.ca

<https://www.cebmmember.ca/k4-k5-practices>