

Bulletin Board

Thank you...

- Talia's family for the Usborne book
- Reese's family for the Doug and Melissa animal train, Dolls, Books and Infant toys
- Marcus' family for the toddler books about faces and feelings
- Charlotte's family for the collection of infant toys

Parent's story, cont'd:

... Cont'd from page 1

She can read at a grade 6 or better level and can do math at about a grade 4 level. During High School she integrated into several typical classes. Writing is a struggle, though she can type well. Acting and singing were her favourite activities in high school; she can do both very well. This is one area she fit in well with her peers.

There have been a lot of ups and downs for Natalie. To look at her now, at 19, you wouldn't know right away that she had a disability. She is polite and well behaved, can hold a conversation with you, loves babies and children and seems generally normal. She is attending the Kwantlen Access Program for People with Disabilities and goes on unsupervised work experience placements. Natalie

likes to volunteer in the community, helping out whenever she can.

Natalie's days are ruled by the clock, her biggest helper. She uses time as a guide to help her transition. As long as she knows the exact time to be at the bus stop, she can take it where she needs to go. Meal times and bedtimes are very structured. It may seem obsessive to outsiders, but its Natalie's way of dealing with the world and it works for her. She's getting by. She's now talking about getting an apartment and living on her own. I can see it coming, but I hope it takes a while. I'll miss her when she goes.

~ Karla, LCDC Parent

If you have a story you'd like to share, please email Krista at khannan@langleycdc.com.

Supported Child Development Programme Grows...

Congratulations to Leanne Cornelsen (SCD Support Worker) and her husband Nathan as they welcomed their beautiful baby boy, **Tyce Nathaniel**, into the world on November 23, 2009 at 1:03 pm (6lbs 9oz)!



Upcoming Workshops

Positive Approaches to Behaviour

This provincially-developed and research-based 18 hour workshop series, part of the Partnerships Project, provides strategies and methods for caring for children, both in family homes and childcare settings, to reduce and respond to challenging behaviours.

When: March 24, 31, April 7, 21, 28 and May 5

Wednesday's from 6:30 – 9:30 pm

Where: Langley Child Development Centre

Cost: \$40

Hey, My Brain Doesn't Work That Way! Understanding Sensory Processing Promoting Self-Regulation

Presenter: Marc Landry

When: April 10, 2010 from 9:00 am – 3:00 pm

Where: Langley Child Development Centre

Cost: \$65.00 (includes lunch)

If you would like to register for a workshop, please contact Karen or Lisa at either 604-534-1155, ext 139 or visit www.langleycdc.com.

FIT Network

Keeping Special Needs "Families In Touch"

Meetings are held at the Harley Davidson Dealership (88 Ave & 200 St) from 7-9pm. Email Hayley Nimmo at fitnetwork@live.ca for more information. Next meetings: Mar 3, Apr 7 and May 5.



LANGLEY Child Development Centre

"Partners in Developing Potential"

#203-5171 221A Street, Langley, BC V2Y 0A2

Tel: 604-534-1155 Fax: 604-534-1814

www.langleycdc.com

If you would like further information about services, please call 604-534-1155:

Infant Development Programme—ext 108
Supported Child Development Programme—ext 104
Preschool Programmes—ext 138
Child & Youth Programmes—ext 117

CARF Accredited service provider since December 2004.



LANGLEY Child Development Centre

"Partners in Developing Potential"

VOLUME IV, ISSUE I

WINTER 2010

Save the Date...

- *Annual Wine Tasting*—April 30, 2010
- *Annual Family Picnic*—June 17, 2010
- *Community Living Day*—September 25, 2010
- *Toy and Product Fair*—November 24, 2010
- *Breakfast with Santa*—December 4, 2010

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A Parent's Story...

Natalie started off being perfect in every way. A quick, easy delivery and not too much crying the first little while. She was my third child in just under four years, so I was grateful for any little calm in the overall storm! I was amazed how captivated she was by the TV, when the older ones were watching their approved shows. It made it a little easier for me to get things done, and I was happy she was an 'easy' baby.

By nine months old, Natalie still didn't want to eat solid food. It was a real struggle to get her to try anything, so we relied mainly on breast milk. After much determination, I got her to accept applesauce, bananas and eventually blueberries and raspberries. These are her favourites to this day!

At 14 months, I offered Natalie a taste of Kraft Dinner. She started to wheeze and struggle to breathe. That's when I found out she was allergic to milk products. I ended up nursing her until she was four years old; avoiding milk and cheese myself, to make sure she got adequate nutrition.

At 18 months, my husband said he thought there was something 'wrong' with her, that she wouldn't make eye contact with him. I was shocked and insulted; how could anything be

wrong with my darling? This was my first wake-up call. I realized she wasn't speaking yet and, although she made eye contact with me, she wouldn't with anyone else. I took her to my GP who said she was just maturing at her own rate. He advised not letting her have anything unless she asked for it! This strategy did not work out. So at 22 months I braced myself and asked the GP for a referral to a pediatrician.

At 28 months, Natalie was diagnosed with Pervasive Developmental Disorder. It was a dark time. Natalie was so frustrated at her inability to communicate that she screamed and threw tantrums. These tantrums lasted about one hour and there was nothing I could do to console her. They happened almost every day. I took to wearing earplugs and was glad we didn't live in an apartment. I was sure someone would think I was torturing her and that she'd be taken away.

For the next couple of years we didn't go out in public much. Preschool, right here at the Langley Child Development Centre, was our focus. Natalie didn't understand what was happening for quite a while. She hated getting changed, so I dressed her in the parking lot for Preschool, once she had seen the

school. Later, I started dressing her at night for the following day, to ease the transition. I credit her teachers, and their philosophy on Early Childhood Intervention, with bringing Natalie into our world. It was a real challenge and they never gave up on her. I learned from them and Natalie taught us all a great deal about patience and persistence.

Natalie started to speak about the age of five, when she entered a district Special Needs classroom. She also gave up diapers at this time. After gaining the ability to communicate, her frustration level decreased and the tantrums lessened. This was a gradual process and by about 8 years old she had settled down a lot! At one time she loosened all the teeth on one side of her teacher's mouth, as she struggled in a tantrum. I had learned years before to turn my head to the side and protect my teeth as I gently but firmly held her.

At 8 years old, Natalie was diagnosed with High Functioning Autism. She continued in the special class throughout school. She began to read effectively, and became an avid reader throughout her high school years.

...cont'd on page 8

Baby Steps—Infant Development Programme

Supporting the developmental needs of children, birth to three years of age

Take Time to ‘Owl’ Today!



Join us at playgroup – Singing Songs at Circle Time

Send us a special picture of your child and we may include it in our next newsletter! Email to: choecker@langleycdc.com

“I learnt most not from those who taught me, but from those who talked with me.”

~ St. Augustine

The best way to encourage your child to communicate is to let her start more interactions with you. Instead of leading or directing the interaction yourself, let your child lead. Letting your child lead begins with OWL – Observe, Wait, Listen.

Observe: Sometimes it’s hard to know what’s going on in your child’s mind. Taking the time to observe her body language – her actions, gestures and facial expressions – will help you figure it out. Notice what your child is looking at. Discovering what has captured your child’s interest will help you share the moment with her.

Wait: Waiting is a powerful tool and it means three things: stop talking, lean forward and look at your child expectantly. Waiting in this way will send her the message that you’re ready for her to respond to you or, better still, to take the lead herself. The most important thing to remember about waiting is to give your child enough time to understand that you expect her to send you a message – any message, whether she sends it with sounds, words, or gestures.

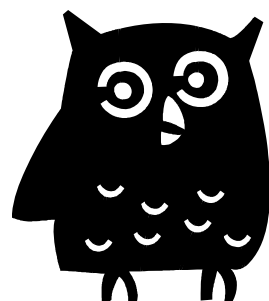
Listen Listening means paying close attention to all of your child’s words and sounds. Take care not to interrupt her, even if you have already figured out what she’s telling you. When you listen to your child’s message, you’re also letting her know that what she says is important to you. This helps build her confidence and self-esteem.

*** Information taken from It Takes Two to Talk (The Hanen Program) by Ayala Hanen Manolson ***

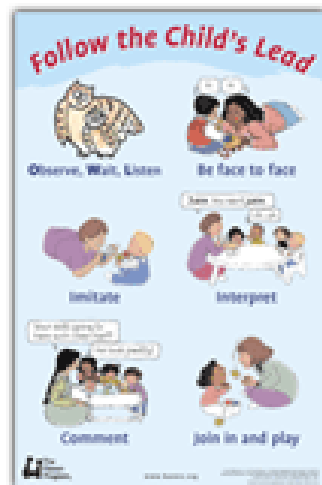
‘It Takes Two to Talk’ is a course for parents and caregivers of children with delayed speech and language development. This course helps parents learn how to turn everyday parent-child interactions into language learning opportunities. This course is offered a couple times a year by The Centre for Child Development (TCCD). Talk to your consultant to find out when the next one is being offered.

The Langley Child Development Centre has the following Hanen resources available for loan:

- It Takes Two to Talk: A Parent’s Guide to Helping Children Communicate (book)



- It Takes Two to Talk: A guide to promoting the communication development of children with language delays (DVD)
- It Take Two to Sing: Learning Words Through Songs (cassette tape)
- Magic with Music: Building children’s communication through songs and rhymes (DVD and songbook)
- You Make the Difference: Building children’s communication and language through everyday interactions (DVD)



Langley Children's Society... from the desk of the Executive Director

Partners In Developing Potential

5th Annual Wine Tasting

Please join us at the exciting event! Proceeds from this Wine Tasting benefit the programs and services of the Langley Child Development Centre.

* Silent Auction * Entertainment * Door Prizes *

Friday April 30, 2010
7-9:00 pm

Redwoods Golf Course
22011-88 Avenue, Langley



Tickets are \$55.00 each. Tickets must be purchased in advance. Tax receipts issued. Attire: Business Casual.

To purchase tickets, contact: Krista at 604-534-1155 ext 121 or khannan@langleycdc.com

Upcoming Events and Community Information

Café Scientifique: “Access to Healthcare: A Gendered Perspective”
Wed, March 17, 2010, 4–6 pm
Ban Chok Dee Thai Cuisine Restaurant (5499 203 St)
RSVP by March 12 to: Guelda.Redman@twu.ca

Access to appropriate health care services and navigation once within the health system are two concerns shared by many citizens of Canada. Concerns are often amplified for new Canadians, those who do not speak English or those from

Aboriginal ancestry. Women and men also experience access issues differently. This Café Scientifique is open to the community and will encourage the audience to give their voice and engage with panelists from Aboriginal, Indo-Canadian, Chinese-Canadian and Euro-Canadian communities.

CHILD Day Events
Children’s Health Information and Development Day—gather information, talk to community professionals about your child!

Tuesdays, 9-11:00 am:
• Mar 30, 2010 — Simonds Elementary, 20190 48 Ave
• May 18, 2010 — Parkside Elementary, 3300 270 Street

H.A.N.D.S. Together Kits for Kids
Storytelling kits for children ages 0-6 are available for you to borrow from the following Fraser Valley Regional Libraries: Aldergrove, Brookwood, City of Langley, Murrayville and Walnut Grove.

Celebrating 35 Years!



Langley Child Development Centre is celebrating 35 years of serving Langley’s children. We are honoured and excited to have achieved such a milestone! Please join us for this exciting celebration!

Thursday June 17, 2010 5:30-7:30 pm

Arthur Rose Park
52 Ave & 222 St, Langley

- * Celebrate 35 Years! *
- * Enjoy a Family Picnic *
- * Help us Burn our Mortgage! *

Watch for more information in our next newsletter.

✂ Your financial gift goes a long way...

Name: _____

Address: _____

Phone: _____ Email: _____ Thank you for your support!

Donated: \$ _____ *become a donor in Developing Potential today!*

Donations can be mailed to: Langley Child Development Centre, #203-5171 221A St, Langley, BC V2Y 0A2

For office use only.
Date Received: _____ Payment Method: _____

Step IN-C.Y.N.C.— Child & Youth Programme

Child & Youth Networking Communities... serving elementary and high school children with special needs

Child & Youth Programme Information

The Child and Youth Programme is accepting applications for the Variety Junction Life Skills After-School Programme. This licensed After-School programme offers youth in grades 6-12, who require extra support, the opportunity to participate with peers in an academic, social, and recreational setting

while providing some Life-Skills opportunities.

We are also accepting application to the following winter In-C.Y.N.C. Programme sessions: My Tunes, Gourmet Club, Pins and Pals and the Aquatic Programme. These social programmes offers youth in grades

6-12, who require extra support, the opportunity to participate with peers in a recreational environment.

Spring and Summer Camp registrations are now being accepted. For information or registration please contact Rudy Mallari at 604-534-1155 ext 117.

New Support Worker Database

The Family Support Institute is pleased to announce the launch of its new initiative, Support Worker Central, an online database designed to match individuals, families and agencies with support workers in their communities. The website is:

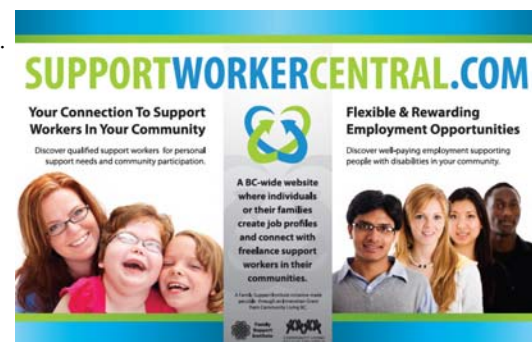
www.supportworkercentral.com

Over the past few years many people have expressed a desire for a central website where individuals and families and from all over British Columbia could connect with qualified support workers in their communities for personal support needs and community participation.

Support Worker Central is a one-year pilot project aimed at testing the effectiveness of a centralized BC-wide website. On Support Worker Central, families and individuals post jobs, entering specific criteria that will be matched against support workers who have set up profiles on the site.

Agencies offering support worker services can advertise their services on Support Worker Central, as well as post jobs to recruit potential support workers.

The Family Support Institute is a province-wide organization whose purpose is to strengthen and support families faced with the extraordinary circumstances that come with having a family member who has a disability. We believe that families are the best resource available to support one another. Directed by families, the Family Support Institute provides information, training and province-wide networking to assist families and their communities to build upon and share their strengths.



Taking Steps Together—Supported Child Development Programme

Supporting children in the Langley Community, three to 19 years of age

A Positive Approach to Behaviour

More and more as we look at children who have challenging behaviours, it is becoming clear that these are usually rooted in their social and emotional development. Increasing numbers of children need direct teaching in these areas in order to be able to cope with life, both now and as they grow up. This is why simply punishing children for wrong-doing has no lasting effect. Here are some suggestions from a well-researched approach to teaching children to manage their behaviours, which works both at home and in child care.

1. Build a positive relationship with each child. This may be difficult, especially with children who are more challenging, but making a point of spending positive time with a child will reduce their need to use behaviour to get your attention and will also make the child more willing to cooperate. Think of it like a piggy bank – if you don't put anything in (spending positive time regularly, taking an interest in what's important to the child) the child will have no resources left to handle you correcting them when negative behaviour occurs.

2. Create a supportive environ-

ment, with a predictable routine and warnings of transitions. This helps children to feel safe. If possible, post the routine with pictures and read it with the child(ren) frequently so that they know how to check it themselves. Have a few clear simple rules and follow them consistently. Again, post the rules with pictures and review them frequently. Point out when children are following the rules - "catch them being good".

3. Teach social and emotional development. Most "explosive" behaviours such as bolting, hitting, kicking, etc. are caused by children not recognizing their own emotions and not knowing how to handle them, and many children need help to learn these things. Use books, pictures and games to teach children to "read" other people's feelings and to understand their own. A list of books and teaching ideas - "book nooks" can be found at www.vanderbilt.edu/csefel/practical-ideas.html. Teach and set the example for children of how to handle their own emotions. Some ideas for this can be found at www.challengingbehavior.org in the zip file "Creating

Teaching Tools for Young Children" in Folder 4 "Helping Young Children Control Anger and Handle Disappointment" and the accompanying "Turtle Technique" and story "Tucker Turtle Takes Time to Tuck and Think".

4. Teach friendship skills such as how to ask for a turn, how to share with another, how to help, etc. You can use stories, puppets or other toys. When teaching skills like turn-taking start with just the child and adult and choose a game that interests the child and offers lots of short frequent turns.

For more information on dealing with children's behaviour, check out:

BC Health Planning: Guiding Children's Behaviour Spring 2003 at:

www.healthplanning.gov.bc.ca/ccf/child

This is the guide put out by the Government of BC for families and child care providers.

"Development, it turns out, occurs through this process of progressively more complex exchange between a child and somebody else— especially somebody who's crazy about that child."

~ Urie Bronfenbrenner

Websites of interest:

www.challengingbehavior.org

www.vanderbilt.edu/csefel

Stepping to the Beat— Aboriginal Infant and Supported Child Development

AIDP and ASCD support aboriginal children both in the home and the community – working on developmental milestones

Language Nests



*Where families,
professionals and
community come
together.*

Much has been written about the acquisition of language. How very important it is to talk and read to our babies from their earliest moments. How babies begin with one cry and very shortly there are a variety of different cries; the ‘hungry cry’, the ‘I’m lonely cry’, the ‘sore tummy’ cry, and more. Then we note the way they move from making one sound to another, and shortly thereafter we have a variety of vocal sounds from shrieking happily to babbling. What about losing the ability to speak a language? Not just visiting a far off land with the appropriate English/Portuguese dictionary in hand and feeling tongue tied, but being told that you may not under any circumstance at any time speak your own language. This is the situation that many of our Aboriginal Elders found themselves in when they were removed from their homes and placed into ‘English speaking only’ residential schools as children. Gradually, they lost their ability to speak their native languages and pass them on to future generations. First Nations languages in Canada and particularly in BC are in danger of extinction.

Ponder for a moment what your language means to you. Language is a transmitter of so

much more than just words. Language is often recognized as one of the most tangible symbols of culture and group identity, and the main vehicle for cultural transference (McIvor, 2005). Many Aboriginal parents who were denied the privilege of learning their language as children have a strong desire to learn it as adults and give their children the gift of their Aboriginal language as well.

Several First Nations communities in BC have created a model for reviving their dying languages. Known as “language nests” the model comes from New Zealand’s Aboriginal people, the Maoris. Developed more than 20 years ago, it has proven to be a very successful immersion model. BC communities following the Maoris lead are the Adam’s Lake Band in South Central BC, and the Lil’wat Nation located east of Pemberton (formerly the Mount Currie Band). The Government of the Northwest Territories reports having supported 18 language nest programs in the past few years, the largest concentration of these programs found in the country (www.fphlcc.ca/language/publications).

The language nest program is an early immersion, preschool childcare program in which the

children are taught exclusively in their native language. Early childhood immersion has long been recognized as the most effective method of learning a language.

The Adam’s Lake language nest is conducted entirely in the Secwepemc language teaching children from 6 weeks to 5 years of age, at which time the children move to the immersion kindergarten if the parents desire. The program presently has a pre-school to Grade 7 Immersion program in place (literacyencyclopedia.ca).

The Lil’wat Nation language nest is conducted in the Lil’wat language. However, their delivery is somewhat different than the Adam’s Lake language program. The Lil’wat Nation did a one-time intake of 3-6 year olds who move through the program for four years, with no new intakes.

By teaching children their ancestral language, Aboriginal families are giving them an opportunity to reclaim their culture.

For more information visit www.fphlcc.ca for First Peoples’ Heritage Language and Culture Council, and The Encyclopedia of Language and Literacy Development www.literacyencyclopedia.ca.

Stepping Out—Preschool Services

Supporting and fostering the steps of our children’s full potential

Teaching strategies for young children

In the home

- Adult modeling
- Prompts
- Give warnings
- Reinforcements
- Use of games
- Social activities
- Literature
- Songs
- Realistic expectations
- Plan ahead
- Catch your child being good
- Stay calm
- Use when and then statements (cause and effect)**

In the school setting

(all strategies in the left column, plus)

- Fingerplays
- Flannelboard activities
- Social/scripted stories
- Setting up the environment
- Modeling with puppets
- Preparing peer partners
- Allowing natural consequences to happen

If a child doesn’t know...

How to read... we teach
How to swim... we teach
How to multiply... we teach
How to drive... we teach
How to behave... we teach? we punish?
Why can’t we finish the last statement as automatically as we do the others?

Time-outs

“Time-outs” have become a popular method for discipline. Unfortunately, time-outs have become misunderstood and misused. Many children are put in time-out when they do not respond to an adult’s request or when their behaviour is “unacceptable”. Children need a consequence that fits the action, for example if a child does not pick up the fire truck and it gets stepped on it may break- do not pick up the toy for the child- instead let them know what may happen, and when it does take some “time-in” to talk about it. Also, if you want your child to clean up his truck and he doesn’t

want to, you can say, “When you put away your truck, then you can go outside.”

**When you use a “when and then” statement, be sure you:

- Give it a positive focus
- State it only once (and walk away if safe to do so)
- Set a reasonable time limit
- Follow through

If you want to use the time-out strategy, another name to give it may be break-time. If a situation is escalating and your child is getting out of control suggest a ‘break’, a quiet place in the room with you (not behind closed doors or the child’s

room), to allow your child to breathe, calm down and be available to listen. This is the time to talk about what the expected behaviour is. The time away should not be in the corner, not on the chair in front of everyone, it should be a comfortable, safe, soft and quiet space. If, as an adult at work, you were called out by the boss and confronted in front of peers, your self-esteem would plummet, as would your child’s.

When the ‘break’ is finished, remind your child about the expectation (just once) and get on with the day.