

Bulletin Board

Thank you...

- Brayden's family for the Play-skoool walk and ride toy
- Nathan's family for the variety of infant toys
- Jacob's family for the V-tech walker
- Ryan's family for the variety of infant toys and ball tracker
- Lincoln's family for the toy walker
- Violet's family for the blocks and puzzles
- Amy's Grandpa for the "soccer" balls for preschool

Have you had your baby's eyes checked?

Optometrists recommend children have an eye exam by 6 months of age. Babies don't need to speak to have their vision and eye health checked.

Before birth, babies react to light and can move their eyes from side to side. At birth, eyes focus at 8 or 9 inches and their favorite sight is mom's eyes while nursing. Alternating feeding sides promotes symmetrical vision development. As vision matures babies become interested in the curves of mom's face and mouth as they start bonding and developing communication.

Motor reflexes help coordinate body movements with vision as primary guide. Reaching, crawling, and creeping help develop vision and they likewise depend on the eyes to guide.

Babies develop full color vision in the first months of life, and they are particularly interested in high contrast. A variety of lined and curved, black and white objects and pictures around the crib helps stimulate visual perception.

At 6 months, babies are sitting up and becoming more social. It's a good time for their first eye exam. By now their eyes should be working together to ensure proper '3D' vision is developed. Eye movements, visual acuity, eye power and the health inside the eyes should be assessed to make sure your baby is off to a good start.

By 12 months, baby is moving more and further developing depth perception. As visual attention expands outward, they gain confidence in crossing further distances to explore. They start to think about categorizing so shape puzzles, empty boxes, containers, and pots and pans make great toys. Maintaining eye contact while speaking and providing a variety of visual experiences are good ways to promote great vision.

Failure to detect vision problems early can result in lifelong impairments. Most vision problems are not obvious to parents, so please have your baby checked by an eye doctor.

~ Dr. Darren Sass, InSight Optometry and Occupational Therapy

Upcoming Workshops

Upcoming Fall Workshop Series

Partnerships in Occupational and Physiotherapy: Promoting Function and Participation in the Early Years.

This 6 week workshop series, facilitated by a Supported Child Development Consultant with an Occupational Therapist and a Physiotherapist, covers topics such as:

- typical development of fine and gross motor skills
- independence skills for everyday
- "moving and grooving" - inclusive indoor and outdoor play
- circle time
- play time
- "towards full participation".

When: date tbd

Upcoming Workshops in 2011

- Tax workshop—early in the New Year
- Partnerships in Communication and Partnerships in Positive Approaches to Behaviour—Spring 2011

If you would like to register for a workshop, please contact Karen Reid or Lisa Laurie at either 604-534-1155, ext 139 or kreid@langleycdc.com or llaurie@langleycdc.com.

The FIT Network

The FIT Network is keeping special needs "Families In Touch" and they want you to join! They meet in Harley-Davidson Dealership's community meeting room (88 Ave & 200 St, Langley) at 7:00 pm on the first Wednesday of the month. For more information, contact Hayley Nimmo at fitnetwork@live.ca



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
Aboriginal Early Childhood Development Programme—ext 142
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 2

SPRING 2010

Save the Date...

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

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A Parent's Story...

Our Journey of Support

November 10, 2005. Beckem Mikenly Nimmo entered the world swinging his fists. Despite predictions he IS a living, happy, four year old with a heart of gold and motivation that will move mountains. He has many challenges but refuses to let them impact his future. He is an inspiration to me. When I look into his eyes I see innocence and beauty mingled with a little attitude....a perfect combination. We would not be where we are today if not for the support we have had through the past four years.

Beckem's IDP Consultant: She was the first 'worker' to see Beckem for who he was. She didn't care about his diagnosis or what he could and couldn't do. She just wanted to see Beckem happy. She made me see my son through rose coloured glasses, which was refreshing after being downed by all the other professionals. She knew that I was a first time Mom and sensed that I didn't want to hear about all the things he wasn't doing. She showed me how to play with my child when all I wanted to do was cry. She taught him more in the first year of his life than the Doctors said he would do in a life time. Looking back I realize that she wanted to see me happy as well....Thank you Sharon.

Beckem's Supported Child Development (SCD) Consultant: She was the first 'worker' to push me out of my comfort zone. I was so afraid of everything. After being encouraged by the Doctors to keep my immune compromised son out of public places for his first year or two... suddenly I had been given the ok to get him out there. I was terrified. I could literally see the germs flying through the air. This woman, this angel, took my hand while I dug my nails in and walked me and my son into what I saw as a germ infested breeding ground: Preschool. Her gentle and eloquent nature supported me while I literally freaked out in the parking lot. I never felt patronized or judged by her. She continued to assure me that this was the right move for Beckem, and looking back I can see it was the right move for both of us. He is a little boy now, doing little boy things and this makes my heart happy. Thank you Glenda.

Beckem's SCD Support Worker: She was the first 'worker' that felt like family. I had just had my second son and felt as though I was caring for twins instead of a four year old and a newborn. The challenges of getting Beckem safely into preschool while somehow carrying Ashton at the same time seemed daunting on

sunny days... luckily this was never an issue. From the moment I came into the parking lot to the moment we buckled the kids up in their car seats she supported us. I would quite often peek into the doors after leaving Beckem and watch her interact with my son. Her love for Beckem was so easy to see; this made it sooo much easier to leave. Two months ago he received his first invite to a birthday party (a big deal)....this would not have happened without the creative ways that she helped Beckem to connect with his peers without him having to say a word. He has friends and this is HUGE! Thank you Bev.

Now what??? We are finishing up his last few months at Preschool and he will be starting Kindergarten in September. Honestly.....I'm freaking out. They say: "To judge your future look into your past".....I am counting on this as my track record shows that every time I've freaked out the Langley Child Development Centre has been there to support us.

May luck and love be on your side.

~ Hayley Nimmo

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

Baby Steps—Infant Development Programme

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

Introducing Solid Foods

Knowing when your baby is ready to start eating solid food is sometimes difficult. Here are some tips to help make mealtimes a more enjoyable experience for all.

Don't Rush!!! Most physicians suggest waiting until your baby is 4-6 months of age before introducing infant cereal. A baby's digestive system is not developed enough to handle solids before this time. Most evidence suggests that introduction before 2 to 3 months or later than 6 months has more risks than benefits.

Watch for Readiness Cues. Every baby is different and as the parent/caregiver, you know your child best. Look for the following signs that may indicate your baby is ready to start trying solid foods: sits and holds head up, watches and opens mouth for spoon, closes lips around spoon and does not push food out with tongue.

Ensure Proper Seating. To prevent gagging and choking, it is important to place your baby in an upright, supported position.

Offer One New Food at a Time. Before you give your baby mixed foods, offer each new food by itself for 3-4 days. The use of single foods makes it easier to identify the cause of an

allergic reaction, vomiting, gassiness, or diarrhea, were it to occur.

Type of Foods. Health Canada recommends exclusive breastfeeding for the first six months of life for healthy term infants, as breast milk is the best food for optimal growth. When your baby is taking solids, it is still important to continue breastfeeding. Commercial formula is the next best choice after breast milk. It is recommended to delay the introduction of whole cow's milk until after 12 months to avoid iron deficiency anemia.

The introduction of iron-containing foods as a baby's first food is suggested. The most common is iron-fortified infant cereal. After a month or so, meat and alternatives can also be introduced. Examples include: meats, fish, poultry, cooked egg yolks, mashed legumes and tofu. Vegetables and fruits are added next to the infant's diet. Start with 5 mL (1 tsp) and increase to 60 mL (4 tbsp) daily. The introduction of milk products such as cottage cheese, other cheeses and yogurt usually follows. Note: Egg whites are not traditionally given to infants until after 1 year of age, in order to minimize possible allergic reactions.

In the latter part of the first year (9-12 months) the transition to other solid foods, such as more textured purées, finger foods and table foods may begin. Safe finger foods include bread crusts, pieces of soft cooked vegetables and fruits, cooked meat and poultry, and cheese cubes. Avoid small pieces of food that may cause choking, such as nuts, seeds, raw peas and carrot, corn, whole grapes, and popcorn.

By 1 year of age, it is recommended that infants have been introduced to a variety of foods from all the food groups. As children become more independent, they may start wearing more of the food than they actually swallow. However, it is important to keep in mind that through this messy period, children are learning new skills that will help develop a sense of mastery.



Helpful Information:

HealthLink BC Files
Easily understood fact sheets on public health and safety topics.
www.healthlinkbc.ca/healthfiles/index.stm

Fraser Health Authority
Contains a variety of information on infant/toddler nutrition
www.fraserhealth.ca/your_health/infants/nutrition/

Langley Public Health Unit
20389 Fraser Highway
604-539-2900

Dial a Dietician
General nutritional information for children and adults
www.dialadietitian.org
Dial 811 (toll free in BC)

Poison Control
1-800-567-8911

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

Partners In Developing Potential

Celebrating 35 years!

Langley Child Development Centre is celebrating 35 years of serving Langley's children as well as Burning our Mortgage! The Celebration will be held in conjunction with our Annual Family Picnic on Thursday, June 17, 2010 at 5:30 pm. Come and join us at Arthur Rose Park located on the corner of 223 St & 52 Ave).

There will be plenty of fun activities, including:

- Burning our Mortgage!
- Bouncy Castle
- Infant-Toddler play area
- Face painting
- Arts and crafts and much more!

We will also have some yummy food available:

- Hot dog, pop and chips (\$2)

Parking is available at our building: 5171 221A Street. (some LCDC reserved parking available, otherwise \$2.25/hour).

We hope you can join us... come rain or shine!

You're invited to our Annual Family Picnic and 35th Anniversary Party!

June 17, 2010
5:30—7:30 pm

Arthur Rose Park
(223 Street & 52 Avenue)

Join in the fun and help us Burn our Mortgage!



Thank you to the Kiwanis Club of Langley District 100 and the Township of Langley for sponsoring this event!

Thank you to John Pybus of Murrayville Town Pub, Keith Setter of RE/MAX Langley, Aldergrove Credit Union and Envision Credit Union for their generous donations!



Community Living Day—Saturday September 25, 2010

The theme Believe relates to *believing in living, working and playing in community*. Believe carries with it the message of hope for families... *believing in family*. Believe also refers to... *believing in laughter and believing in inclusion*, "We Believe All Kids Belong Together".

We encourage all families with young children to come out to the Community Living Day event and have FUN!

Saturday, September 25, 2010 from 11 am—2:00 pm

- *Held at Douglas Park: 20550 Douglas Crescent, Langley*
- *Enjoy the bouncy castle, arts & crafts, face painting, cookie decorating, child & youth games and musical entertainment!*
- *Even the food is fun... Hot dogs, candy floss, popcorn, pop, donuts & coffee.*
- *The day's festivities wrap up with a baseball game from 2 – 3 pm ... come and join the cheering section!*



✂ 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

Summer and Fall 2010

Summer 2010

We are now accepting application for the Summer Social Day-camps. These programmes offer children and youth in grades K-12, who require extra support,

the opportunity to participate in a variety of activities, both indoor and outdoor.

For registration and programme information, please contact

Rudy Mallari at 604-534-1155 ext.117 or email Rudy at rmallari@langleycdc.com.

Fall 2010

The Child & Youth Programme is now accepting applications for September 2010 Life Skills After-School Programme. The Programme runs Monday – Friday 2:45-6:30pm. Afternoons consists of games, snack, and quiet reading/homework time (if the student has any) from 2:45-5:00pm and different

daily activities such as swimming, music, bowling, in-house movies, aerobics, and cooking from 5:00–6:30 pm. Families may sign up for all five days/week or for whichever day is wanted. The Life Skills After-School Programme is licensed so families that meet eligibility requirements are able to apply for Child Care subsidies and

Special Needs subsidies. Cost for the programme is \$360/month for the five day programme (\$72/month for a single day programme).

For families looking for just the Social Activities that occur from 5:00-6:30 the fee is \$288 per programme for 12 weeks.

“If you've told a child a thousand times and he still does not understand, then it is not the child who is the slow learner.”

~ Walter Barbee

C&Y Gourmet Club Recipe of the month: RECIPE—Spaghetti with Meat Sauce

Ingredients:

- 16 oz package Spaghetti Noodles
- 1 pound ground beef
- 1 cup chopped onion
- 2 cloves garlic, minced
- 4 (8 ounce) cans tomato sauce
- 1 (15 ounce) can crushed tomato
- 1 bay leaf
- 2 tsp oregano
- 2 tsp basil
- 1/4 tsp salt

Preparation Steps:

1. Cook spaghetti noodles in a large pot of rapidly boiling hot water following package instructions.
2. In a large saucepan, brown beef with onion, and garlic. Drain off grease.
3. Stir in tomato sauce and seasonings.
4. Bring to a boil. Simmer 15 minutes or more, stirring occasionally



Taking Steps Together—Supported Child Development Programme

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

Favourite Resources

As in the song that Julie Andrews sang in *The Sound of Music*: “These are a few of our Favourite Things,” compiled by your Supported Child Development Team:



Behaviour
by Karen Came, SCD Consultant

When we really look at a child and his behaviour, we almost always see a child who doesn't understand his own emotions or the emotions of others and has not learned effective ways of self-control. Two wonderful websites which I recommend frequently to families and child care settings are: www.challengingbehavior.org (TACSEI) and www.vanderbilt.edu/csefel (CSEFEL). They contain a wealth of information to help understand children's behaviour and help them to learn better strategies.



Fetal Alcohol Spectrum Disorder (FASD) and Other Learning Differences
by Joyce Hughes AECD Consultant

Working with children who may have processing difficulties, behavioural concerns and trouble with self regulation, due to FASD or other learning differences, has been a great interest for me, and led me to explore the following resources:

- The FASD website “Strategies Not Solutions” (www.region6fasd.ca) has been a valuable website for families and ECE teachers, providing information on how to help children learn in their environment.
- At times the family or the centre staff will say “He knows the expectations” and get frustrated because they have to give an instruction over and over. We assume that the child does know and the behaviours we see are deliberate. The following quote is something that I ask myself on a regular basis, “Is it that the child won't or, is it that the child can't?” by Diane Malbin (www.come-over.to/fas/cantwont.htm) and I encourage others to think about this as well. It may change the way you think about behaviour.



Picture Symbols
by Pat Chadwick, SCD Consultant/SCD Support Worker

Working with children who quite often have language delays, I find using pictures a great way to communicate with them. With pictures you can create communication boards, schedules, calendars, etc. You can also make scripted stories revolving around certain subject of interests and/or concern. They are easy to interpret, quick to make, and all children benefit from this support. The following are some websites of pictures which we find particularly useful:

- www.setbc.org,
- <http://www.vanderbilt.edu/csefel>
- www.Google.ca.

Don't forget to hand draw, clip pictures from magazines, take digital photos or use clip art on your computer for all types of pictures.

Check out Langley Township's adapted programs for children, listed in the Leisure Guide or at www.tol.ca

Stepping to the Beat— Aboriginal Early Childhood Development

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

Aboriginal Corner



"Cherishing Each and Every Gift"



*Where families,
professionals and
community come
together.*

The importance of a culturally responsive Aboriginal literacy focus in schools cannot be underestimated for building Aboriginal children's resilience. Research indicates that strong self-esteem is built on a foundation of pride in one's community and traditions, and culture is one of the factors together with family and community that influence Aboriginal children's resiliency and wellness.

According to Literacy BC (www.literacybc.ca) about 60% of urban Aboriginal people have low literacy, and BC's Aboriginals have lower scores than Aboriginals elsewhere. Literacy is the essential skill. It is the foundational competence upon which the acquisition of other essential skills depends.

Following is information on the 'Eagle' and 'PALS' Aboriginal programs presently offered by the Langley School District to children of Aboriginal ancestry (www.sd35.bc.ca).

EAGLE Program

The EAGLE program is a Langley district program for kindergarten age children of Aboriginal ancestry. It is based on traditional teachings, culturally-based curriculum and fully meets the ministry requirements for kindergarten curriculum. The program includes an Aboriginal

literacy focus to build both confidences in early reading ability and cultural pride.

The EAGLE program is scheduled to begin once again for the next school year in September 2010 with a gradual entry building to full time. This program offers students free busing from their catchment-area school to the Aboriginal Kindergarten class, and a return ride home.

PALS (Parents as Literacy Supporters)

PALS is a program for parents, grandparents, aunts and uncles and their 4 and 5 year old children. It is designed to develop a strong connection between home and school, to develop a strong sense of belonging, and to improve the children's performance in reading and writing at school. This program has been inspired by the belief that when parents are involved in their children's education, children learn more easily. It will begin in October 2010 and sessions will run approximately once per month.

Students will participate in activities tied to the theme of each session and take home a book that represents the theme of the session. Sessions will begin at 12:30pm and end at 2:45pm. The shape of each session will be as follows:

- 12:30–1:00: Adults together, children together
- 1:00–2:15: In the classroom working together adults and children
- 2:15–2:30: Break (snack and playtime)
- 2:30–2:45: Debrief/Make & take
- 2:45: Home time

For more information about these Aboriginal programs, contact Langley School District #35 at 604-534-7891 or check out their website www.sd35.bc.ca.

Today, Aboriginal children are one of the fastest growing segments of the national population, representing 5.6% of all children in Canada (Statistics Canada). Aboriginal communities are regaining their strength and hope, and much of the effort is focused on the well-being of their children (Ball & Lewis, 2005). Early childhood is a critical time for positive identity formation and the opportunity to learn one's heritage clearly contributes to healthy cultural identity formation. Attributes of school districts that have had the best academic outcomes for Aboriginal students include cultural relevancy and strong family and community involvement in their programs (BC Provincial Health Officer, 2002).

Stepping Out—Preschool Services

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

Kindergarten Readiness

Try to remember that each child is unique and develops differently than others. Your child will not be the same as your neighbor's child. Most Kindergarten teachers will look for good (not perfect) performance in each area. Please remember that pressuring your child to learn these skills can cause anxiety; which can lead to regression of emerging skills and lack of self confidence.

Social and Emotional

The social and emotional development of your child plays an important role in their confidence, ability to learn, comprehend and develop academically.

- **Empathy** - Understands that others have needs, thoughts and feelings too; is not completely self-centered
- Plays cooperatively and maintains a role in ongoing play
- Follows simple rules and etiquette, understands simple body language.
- Is able to express emotions in words rather than actions

Cognitive Development: Language and Communication

- Uses and understands appropriate vocabulary for listening and speaking; participates in simple conversations.
- Can use pictures to convey meaning
- Retells stories in his own words, while following a sequence of events
- Understands the difference between animation and reality
- Expresses needs and thoughts in complete sentences; clearly expresses basic ideas

- Maintains an appropriate distance when talking to others
- Waits for attention in a group situation and waits quietly while others are talking
- Feels self confident and willing to try to do new things-
- **Self motivation**
- Can transition from one task to another with ease, accept an altered routine
- Pays attention and can follow three step directions without needing reminders
- Stays with the group and refrains from following unknown people

- Independently tries out new activities, remains calm and will try again if unsuccessful; will ask for assistance from peers or adults when required
- Can follow simple rules, wait their turn during group games and can display good sportsmanship - **Win or Lose!**
- Can manage on their own: zipping, snapping, buttoning and buckling
- Take care of their own bathroom needs, can wash their own hands properly
- Can eat independently in a safe and clean manner.

- Represents ideas through drawings and/or words
- Recognizes printed letters and their sounds
- Recognizes the names and letters of the alphabet, sees that words are made up of letters
- Recognizes own first name, when printed and is interested in printing own name
- Recognizes language sounds (shows phonetic awareness)
- Treats books with respect, understands that a book progresses from front to back

- Shows interest in shapes and their properties, can identify simple shapes
- Is beginning to see the connection between opposites and similar pairs
- Has beginning knowledge of spatial relationships (top, bottom, middle, left, right)
- Can count and recognize numbers 1-10 and shows an interest in associating numerals to the correct set of objects (ex: child will match #1 to a picture with 1 cow)
- Can sort items by color, shape and size.

