

# Bulletin Board

## Thank you...

- **Madison's** family for the Rocking Horse
- **Brennan's** family for the Fisher Price Ball Toy
- **Theo's** family for the baby playmat and infant toy
- **Nathan's** family for the puzzles, pegboard and for the Baby Bumper Bonnets
- **Sarah's** family for the Canadian Tire money.
- **Romienne's** family for the infant toys
- **Addison, Ella, and Sydney's** family for the infant toys
- **Langley Surgical Centre** for the table and chairs, toys and books.

## Annual Breakfast with Santa

Come join Langley Child Development Centre's 4th Annual Breakfast with Santa! Enjoy a yummy breakfast and, for a small fee, have your picture taken with Santa too!

- When:** Saturday, December 5, 2009  
**Two Sittings:** 9:00 & 11:00 am  
**Held at:** Langley Evangelical Free Church  
 20719 48 Avenue, Langley  
**Cost:** \$5.00 per person  
 or \$17.50 per family (max. 5 people)  
**Photos:** \$8.50 for a 5x7

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

Sponsored by:



## Supported Child Development Programme Grows...

Congratulations to Kelly Pombert (SCD Support Worker) and her husband Greg as they welcomed their beautiful baby boy, **Jaxon Gregory**, into the world on April 11, 2009 at 12:59 am!



## Upcoming Workshops

### Partnerships in Communication

This is a 12 hour series. Details to follow, please visit our website.

### Positive Approaches to Behaviour

(formerly known as Partnerships in Addressing Challenging Behaviour)  
 This is an 18 hour series containing the most current information to help children manage their behaviour. Details to follow, please visit our website.

For more information, visit [www.langleycdc.com](http://www.langleycdc.com) or contact Karen Came at either 604-534-1155, ext 126 or [kcame@langleycdc.com](mailto:kcame@langleycdc.com).

## Annual Toy & Product Fair

Lower Mainland Annual Toy and Product Fair, benefiting the programs and services of the Langley Child Development Centre, is back this year at a new time and location!

We've been invited to hold our Fair in conjunction with the Cities Fit for Children Provincial Summit.



**Friday October 23, 2009 from 10:00 am—5:00 pm**  
**Langley Events Centre, 7888 200 Street**

Start your Christmas shopping early at this one-stop shopping opportunity. Unique and innovative gifts for children of all ages & abilities. Browse through over 50 exhibitors. Door prizes.

Sponsored by:



Insight Optometry and Occupational Therapy, Otto Bock Healthcare Canada Ltd., USC Education Savings Plan Inc.



**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](http://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 111, ISSUE 3

FALL 2009

### Save the Date...

- *Community Living Day*—September 26, 2009
- *Annual Toy and Product Fair*—October 23, 2009
- *Breakfast with Santa*—December 5, 2009
- *Annual General Meeting*—January 28, 2010

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## John's Story...

Hello, I'm John. I'm 4 ¾, and have Cerebral Palsy with developmental delays that rival most geological rock formations. I don't sit, crawl, walk or talk, having issues in my neck and shoulder area affecting my balance, swallowing, speech and arm movements. I'm just beginning to perceive the external world a little more than before. I have my own approach to life. Mom and I call it Nonconformitosis to honor my talents thus far. If one existed, she thinks I would deserve the "nonconformitosis award" of the year for my inherent tendency toward extreme originality. I am mom's agent of change, altering the course of her consciousness through surrender to what is. I playfully pu(nc)sh every button she has (or kick them!), resisting every effort to learn independence.

I love raspberry kisses on my neck, scootching on my back during a diaper change, chatting with the little boy in the mirror, playing with that little dangly thing in my throat to "cough up" surprises, exploring everything (including other's skin) with my mouth, and getting into the most uncomfortable position and screaming bloody murder about it. And flinging!!! I am the King of Fling. I fling if I'm

happy or mad, my answer to everything, and the cause of many bruises to mom. Sometimes I scream loudly and bang my head on things. I don't actually like that one, but if Mom doesn't understand my subtle cues, I have to resort to "tough love". I love to laugh and smile with people. I see their light and it's amazing when they're happy, but scary when they're mad. Sometimes I react in ways mom doesn't understand 'cuz she can't see what I see, or feel things the way I feel them. I'm grateful mom accepts this about me, and gives me the freedom to be myself, even if it seems a tragedy to someone else that I had to be this way. She doesn't see tragedy anymore. There are other cultures that understand the purposes of those like me and consider our families blessed.

Mom is learning to navigate my world. She's gradually finding peace and joy in the daily grind, remaining in the peace when things aren't so joyous (daily!). She's finding a deeper meaning of connection through her gift of time and complete attention to me rather than mostly herself. It hasn't been easy for her to reorient. Its taken time and a great deal of loving, caring support. Thanks LCDC, family



Mom and Johnny - photos courtesy of [www.beautyblissphoto.com](http://www.beautyblissphoto.com)

and friends! She's had to lose her very idea of life and grieve its loss. She's learning to "scootch"(!) a mile in my shoes by imitating my physical issues herself to see what they might feel like to me. I have turned her life upside down, and eliminated her walls of resistance to life, helping her to just be.

I will always be perceived as "taking" from society, but I actually contribute ten-fold. I'm not wired for intellectual or physical achievement, as my productive role within society is of an intangible nature. All I'm really interested in is how much unconditional love I can inspire, and helping those I touch trust the place of unknowingness that kind of love brings you to. When mom and I meet on the other side of life, I'm sure she'll have a thing or two to say about the whole experience though!!!

~ John & Beth Roadknight ~

If you have a story you'd like to share, please email Krista at [khannan@langleycdc.com](mailto:khannan@langleycdc.com).

## Baby Steps—Infant Development Programme

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



Send us a special picture of your child and we may include it in our next newsletter!  
Email to: [cboecker@langleycdc.com](mailto:cboecker@langleycdc.com)

*“Children are a handful sometimes, a heart-full all the time.”*

~ Author unknown

Websites of interest:

[www.savvymom.ca](http://www.savvymom.ca)  
[www.familyfun.go.com](http://www.familyfun.go.com)

## The Waiting Game

As adults we know how challenging it can be to occupy ourselves while we wait. We wait when we are standing in line at the bank, grocery store and in the doctor’s office. We also have to keep ourselves busy on days when we are homebound, or when we are traveling from one destination to another, such as on an airplane. Some people read a book or work on a crossword puzzle while waiting at the doctor’s office, or listen to their favourite music while traveling.

There are other people who have difficulty sitting or standing while waiting. Toddlers can be the same way. They need help to keep themselves busy and occupied while waiting. It is unrealistic to expect a toddler who is learning to explore his or her environment and who is possibly just beginning to talk and walk, to sit or stand in one spot for a lengthy period of time and wait.

Toddlers between 12 and 36 months may have a limited attention span, be uncooperative and impatient, and they may not understand that other people’s

possessions do not belong to them. “Toddlers function in the present, find it difficult to wait for things and view the world only through their experience of it.” (The Mighty Toddler by Robin Barker). They may not have the words to express their feelings so they express it through their behavior. Everyday is a day to explore new things and see how they can affect the world around them. Toddlers are interested in themselves, other people and the physical world. Knowing this, it is easy to understand that a young toddler would have difficulty waiting. Be prepared for those waiting times because they will inevitably be a part of your daily routine.

The following tips may be helpful for you and for your busy and curious toddler.

- Keep a small container of bubbles with you and pull them out when needed. This allows your child to learn and play at the same time, encouraging language and providing some physical activity as they step on and reach for bubbles.

- Keep a grab bag that only comes out for these occasions so your child does not get bored of the items in it, or switch the items in the bag occasionally. Some ideas for items in the bag could be an unbreakable mirror, crayons and a pad of paper, small board books, baking tray with magnets, magna-doodle toy, squishy ball, a photo album, and their own ring of keys.
- Books, especially touch and feel books with different textures, are a great way to interact with your child.
- Take some stickers and paper! Label the stickers and create some fun pictures.
- Music and finger play can be an exciting way to learn language, work on motor skills and pass the time waiting! While waiting in line, you could sing “Head and Shoulders” or play imitation games. Use songs and rhymes that have lots of repetition.

Have fun and make the wait worth it!

## HealthLink BC

Please note that HealthLink BC can now be reached by dialing 8-1-1. This is the number to call to access the Nurseline, a pharmacist, a dietitian or to get general information on health services. Visit their website at [www.HealthLinkBC.ca](http://www.HealthLinkBC.ca).

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

*Partners In Developing Potential*

## Legacy Gift Programme

It takes a very special individual or organization who understands the challenges and who chooses to invest in the future of Langley's children and youth who have special needs – someone who truly shares the vision of a future where each

and every child is included, where each and every child has the opportunity to develop their full potential.

If you are that very special individual or organization, we at Langley Children's Society hope that you will consider partici-

pating in our Legacy Gift Programme. If you would like to support us or have questions, please contact Lynne Pearson at 604-534-1155 ext 101.

Thank you!

To make an online donation, visit [www.langleycdc.com](http://www.langleycdc.com).

## Notice of Annual General Meeting

The Board of Directors, Langley Children's Society cordially invites you to the Annual General Meeting of the Society.

**January 28, 2010  
6:00 pm**

Langley Child Development Centre (#103-5171 221A Street, Langley).

Child minding will be provided.

Please **RSVP** if child minding is required to Krista at either 604-534-1155 ext 121 or [khannan@langleycdc.com](mailto:khannan@langleycdc.com).

## Upcoming Events

### “A Celebration in the Park”

Everyone is welcome and invited to Community Living Day's Celebration in the Park: Saturday, Sept 26, 2009, 11am-2pm at Douglas Park, 20550 Douglas Crescent, Langley.

Enjoy some great entertainment from the “Spirit” band shell and participate in children and youth activities. This year, a pony ride has been added for young children in addition to the bouncy castle, face painting, cookie decorating and other activities. Please take time to visit the “BELIEVE” tent, where

you can see evidence of the positive achievements of some of our Langley citizens with disabilities, hear invited guests tell their accomplishments and stories. Enjoy lunch and celebrate with Langley students who participated in the “I BELIEVE” Contest. Awards are presented over the noon hour.

Spectators are welcome at the “CLD Community Baseball Game” featuring Special O Athletes, local media and dignitaries and the RCMP, 2-3pm.

Please visit [Langleyacl.com](http://Langleyacl.com) for more information.

### CHILD Day Events

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

Tuesdays, 9-11:00 am:

- Oct 6, 2009 — Douglas Park Elementary, 5409 206 Street
- Jan 26, 2010 — Langley Meadows Elementary, 2244 Willoughby Way
- Mar 30, 2010 — Simonds Elementary, 20190 48 Ave
- May 18, 2010 — Parkside Elementary, 3300 270 Street

✂ *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*

### 2009-10 Child & Youth Programmes

The Life Skills After-School Programme is now accepting applications for the 2009-10 year. This licensed programme offers youth in Gr.6-12 an opportunity to socialize with peers, get assistance in their homework/Individual Education Plan (IEP), get exercise, and some basic life skills.

It runs Monday to Friday 2:30-6:30pm and families may register from one to five days a week. Families may also be

eligible for Child Care subsidy and the additional Special Needs Child Care subsidies.

I Like to Move it-Move it, Gourmet Club, Water Wednesdays, and Pins and Pals are now accepting applications for the 2009-10 year. These are social-recreation programmes that offer youth from Gr.6-12 the opportunity to socialize with peers in a recreational environment.

They run Monday to Thursdays from 5:00-6:30pm.

For information and registration, please contact Rudy Mallari or Tracy Harris at 604-534-1155 ext.117.



*"I do what I do not to change the world. I do what I do so that the world doesn't change me."*

~ Unknown

#### Book of Interest

"Congratulations! It's Asperger's Syndrome"

Author: Jen Birch

## Taking Steps Together—Supported Child Development Programme

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

### The Beginning—Inclusion

- Every child born into the world is a blessing
- Every child born into the world is a gift
- Every child born into the world has worth and is unique and unrepeatable
- Life is the ultimate gift and learning is its crowning
- Learning brings growth and growth brings new life. This circle continues throughout our life
- Much of a child's early learning seems to be random and spontaneous. It flourishes in a warm welcoming and stimulating environment

Since learning brings growth and growth gives new life all learning is to be valued, not only learning for "earning" not

only learning that is "measured", not only "quick" as opposed to "slow" learning. Remember, learning is not a race. True learning cannot be measured only admired, fostered and valued.

Academic learning is to be valued, but not to the exclusion of other learning. Good manners, proper hygiene, physical skills, artistic endeavours, doctoral studies, service, are learnings to be valued equally with each other and with academic learning. The inability to learn academically should not disqualify any one ... from other learnings.

We do not each possess the same skills or abilities. Each of us is very able in some areas and

less able in others... They are not "good" or "bad", they simply are. They should not define us as a person. They frequently do. They should not determine our inclusion or exclusion from society. They frequently do.

Every child can grow and Each Belongs. Each child belongs not because of what he or she can or cannot do. Each child belongs not because of what he or she knows or doesn't know. Each child belongs not because of what he or she has to give or gain.

Each child belongs because he or she "IS."

~ Excerpt from Jim Hansen

[www.inclusion.com](http://www.inclusion.com)

(Newsletter 2004)



**Inclusion** is the foundation of the house. It is not a guarantee, but rather a precondition for the growth and development of full and healthy human beings.

The following are free websites that provide access to visual support resources:

[www.setbc.org](http://www.setbc.org): access Picture set

[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel): access through "Practical Strategies"

[www.Google.ca](http://www.Google.ca): access Clip Art function

[www.challengingbehavior.org/index.htm](http://www.challengingbehavior.org/index.htm): access Resources/Tools

### Matthew's Poem

His mother came to tell us about Matthew's new friend. Not a particularly noteworthy happening or so any of us might think. Four-year old Matthew is, after all, going to a nursery school now. Making new friends is a large part of the expectation there. But, please understand, Matt says, they played in the water table, worked on some puzzles, lis-

tened to a story and sang "Come Together."

Trying to place, as parents want to do, just who this new friend was, Matthew's mother made any number of suggestions, all to no avail. Finally Matthew stated, "Keri-Ann always brought her own chair. You know, Mom, the one with the big wheels."

Matthew didn't say that Keri-Ann is strapped to a board to play in the water, that she cannot hold a puzzle piece and so "eye-gazes" it to the right spot, that she listens but can't tell us how, that the teachers clap her hands together.

What Matthew said was...he had a new friend.

## 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*



"Cherishing Each and Every Gift"



*Where families,  
professionals and  
community come  
together.*

### Otitis Media and Hearing Loss

#### Occurrence of Otitis Media and Hearing Loss Among First Nations Elementary School Children

What is otitis media? Otitis media means inflammation of the middle ear (the space behind the ear drum). Many different conditions are lumped together under the term otitis media – including infections due to a number of different viruses or bacteria, or the presence of different types of uninfected fluid. The presence of middle ear fluid and redness or inflammation of the ear drum is usually referred to as acute otitis media, and is typically due to bacterial infection, and is usually treated with antibiotics. Information provided by Texas Pediatric Surgical Associates at [www.pedisurg.com](http://www.pedisurg.com).

The following study was done by Molly Thomson, PHD to determine whether otitis media affects First Nations children more severely than other children. "Consistent with previous

research, results revealed that First Nations children suffer from high occurrence of otitis media and hearing loss. Indeed, middle ear pathology and hearing loss were found in more than 20% of Aboriginal children."

"Physicians are concerned about the severity of otitis media among First Nations children. Concern stems from the possible effect of hearing loss from chronic otitis media on language acquisition and cognitive achievement. Some authors have suggested First Nations children have a genetic predisposition to chronic otitis media, although no data supports this hypothesis." Information provided by College of Family Physicians of Canada.

"In the general population, by the age of 3 years, children can be categorized into one of three groups: otitis media free, occasional otitis media or otitis prone (Bluestone & Klein, 1995). Clearly, Aboriginal chil-

dren are often considered to be part of the latter grouping. It has also been suggested that in Aboriginal children otitis media has the potential to establish itself and become chronic beyond the age of 3 (Ayukawa et al., 1997).

It is not clear why the Aboriginal population seems to remain at risk for developing otitis media beyond early childhood (Baxter, 1999)."

When possible, call your local Public Health Office and book an Audiologist appointment. Doctor referral is not required, families can make the referral themselves. You can go to [www.fraserhealth.ca](http://www.fraserhealth.ca) and put audiology into the search area. Follow the prompts to find out where and how to book an appointment in your community.

In Langley, families can call: Langley Public Health Unit 20389 Fraser Hwy Langley, BC, Phone: 604-539-2900 or visit [www.fraserhealth.ca](http://www.fraserhealth.ca).

## Stepping Out—Preschool Services

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

### The Value of Play

Playing. It's what children do!

When children play they integrate social, emotional, physical, cognitive and imaginative experiences. Children learn best by experiencing, seeing, touching, and handling new sensations. Through play, children stretch their social skills, learn to cooperate with others and gain all the skills they will need later in life.

Singing at circle, listening to stories and playing with words teaches them about language. Children are creative, intelligent and learn to understand the feel-

ings of others (empathy) through social interactions. Playing with silliness teaches them how to use humour in creative ways; a skill which will help with social experiences, even negative ones such as teasing.

Outdoor play boosts their physical development. Large muscle activities promote a healthy body weight and build bone and muscle strength.

Children will explore and discover learning in its purest form by just playing!

The three goals which many children work towards in their preschool years are: socialization, communication and independence. Most preschoolers are not ready to learn academic subjects such as formal reading and math, but they are exposed to pre-literacy skills like letter and name recognition, pencil and cutting skills and concepts such as colours, shapes, counting, sorting, etc.

Play, both structured and unstructured, is a means to achieve these goals.



### Play Today?

You say you love your children  
And are concerned they learn today?  
So am I – that's why I'm providing  
A variety of kinds of play.

You're asking me the value  
Of blocks and other such play?  
Your children are solving problems.  
They will use that skill every day.

You're asking what's the value  
Of having your children play?  
Your daughter is creating a tower;  
She may be a builder some day.

You're saying you don't want your son  
To play in that "sissy" way?  
He's learning to cuddle a doll;  
He may be a father some day.

You're questioning the interest centres;  
They just look like useless play?  
Your children are making choices;  
They'll be on their own some day.

You're worried your children aren't learning  
And later they'll have to pay?  
They're learning a pattern of learning;  
For they'll be learners always.

~ Leila P. Fagg

