

# Bulletin Board

## Thank you to...

- The City of Langley for the \$10,000 capital grant!
- Reese's family for their donation of the infant bouncy seat.
- Dr. Sass from Insight Developmental Learning for his ongoing support and his recent donation of books and DVD's for our resource library including: Enhance your Infant's Development booklet, Amazing Babies – Moving in the First Year DVD, Amazing Toddlers – Moving, Communicating, Learning DVD.
- Nathan W's family for their very generous donation of infant toys.
- Mikayla's family for donating a exosaucer and bouncy seat.
- Ethan B's family for their donation of toys.
- Abby B's family for their donation of a Bumbo seat, boppy cushion and numerous infant toys.
- Emma's parents for their generous donation of a soft ride-on horse, exosaucer, learning table and more!
- John R's family for donating a Spin 'n Grin Snail and Musical Flowers
- Applied Plastics Technology for donating 50 lbs of resin to make weighted pillows for Supported Child Development programme. Also thank you to Irene Gauvin for donating the material to make these pillows.
- Aidan's family for donating the push toy.

## Dance Classes for children with special needs

The Langley Dance Academy is offering classes for children with special needs. Classes run each Thursday from 3:15 - 4:00 pm and cost \$45 per month.

Children from age 6-13 years can attend and will learn a cross between ballet and jazz.

If you are interested, please call the Langley Dance Academy studio at 604-881-1446.



## Workshop back by popular demand!

**Hey, My Brain Doesn't Work That Way! Sensory Integration & Self Regulation—May 24, 2008.**

**Are you a grandparent raising your grandchild?**  
June 2, 2008, 7-9 pm. Members from Dynaparent, grandparent support group in Maple Ridge, talk about their experiences.

For information about these events, call Karen Came at 604-534-1155 ext 126.

## Community information

**Powwow—8th Annual Delta School District (Delview Secondary 9111-116 Street, North Delta)**

- April 25/08 6:30–10:00pm, Grand Entry 7:00 pm
- April 26/08 12:00–10:00 pm, Grand Entry 1:00 and 7:00 pm
- April 27/08 11:00 am–6:00 pm, Grand Entry 12:00 pm

For more information call Tylyn, coordinator, at 604-952-2813.

**BC Aboriginal Child Care Society—Rotating Curriculum Boxes**  
Early childhood education resource kits containing hands-on materials and curriculum reflecting First Nations traditions have been developed to loan to childcare programs in BC. The resource kits contain puzzles, activities, artwork, matching games, videos, and books. Kits that are available:

- Animals and the Environment
- Family and Community
- Food and Nutrition
- School Readiness
- Music and Movement
- Moe the Mouse Speech and Language Box



**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  
(Commission on Accreditation of Rehabilitation Facilities)



# LANGLEY Child Development Centre

*“Partners in Developing Potential”*

VOLUME 11, ISSUE 2

SPRING 2008

## Save the Date...

- *3rd Annual Wine Tasting—May 2, 2008*
- *Annual Family Picnic—June 19, 2008*
- *Community Living Day—September 27, 2008*
- *Annual Toy and Product Fair—November 2008*
- *Breakfast with Santa—December 6, 2008*

## Inside this issue:

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## A Parent's Story...

We would like to take this opportunity to thank the Langley Child Development Centre for their support. Our son was developmentally delayed at 2 years old. He was unable to talk and he didn't seem to understand the simplest of instructions. He made little or no eye contact and didn't react to the doorbell or phone. Although still loving and affectionate, he preferred to be alone. Where this became most obvious was at birthday parties. While all the other kids were singing around the birthday cake, our son would prefer to be in the other room, alone, where he would be playing quietly by himself. Early on, we thought that he might have a hearing problem, so just after he turned 2, we put him on the wait list at Boundary Health Unit for a hearing test.

At that time, they had mentioned the Infant Development Program at the Langley Child Development Centre (LCDC). We phoned them and to our surprise, they could come see us the following week. Cora, our consultant from LCDC, arrived at our door with a notebook and toys in hand. Our son was most

delighted to play with toys, so her arrival was always a happy event. Our consultant explained how the program works, and ensured us that she will monitor our son's progress and help us gain awareness of all possible resources and support programs available to us. In working with our son, our consultant showed us how to commentate his play so that he heard and saw what he was playing with. She enforced his need for turn taking while playing, and kept him engaged in others actions as well as his own. We began to implement picture cards too, so that when he wanted something, he had to grab the card to get the toy or food item. We even had an evening gathering of family and friends, where our consultant spoke to all of us together and explained how to talk and play with our son so that we could maximize his learning opportunities.

As difficult as it was at the time, adjusting to our son's developmental delays, and later a diagnosis of Autism, the support we received from the Langley Child Development Centre was

remarkable. Initially feeling somewhat lost and overwhelmed, they were able to direct us in our path towards supportive therapy. With their help, our son was accepted into the “Early Intensive Behaviour Intervention” program (EIBI) through the Delta CDC, where he spent 2 years, 20 hours per week with one on one support. Our son also enjoyed 2 years at the Langley CDC preschool. Our son's learning and social behaviours continued to improve over the course of 3 years, and upon re-assessment by Sunny Hill, at the age of 5, it was felt that he had outgrown his diagnosis, and no longer was within the Autism Spectrum. He entered Kindergarten without support, and continues to progress alongside his peers.

We can't thank you enough for being there for our family. We truly believe that it takes a village to raise a child, and with programs like this, the potential of every child can be reached.

~ Mark and Lisa Avery ~

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

Three-year CARF Accreditation Award—See p. 7 for details!



## 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: [choecker@langleycdc.com](mailto:choecker@langleycdc.com)

*“Without enough sleep, we all become tall two-year-olds.”*

~ JoJo Jensen,

*Dirt Farmer Wisdom, 2002*

### Books of interest:

[Sleeping Throughout the Night](#), Jodi Mindell

[Keys to Children's Sleep Problems](#), Susan E. Gottlieb, M.D.

[The Sleep Book for Tired Parents: Help for Solving Children's Sleep Problems](#).

Written by Rebecca Huntley  
Illustrated by Kathleen Kerr

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## Getting To Sleep And Staying That Way!

Have you ever woken up in the middle of the night and realized that your pillow had been pushed off of the bed? Were you able to return to sleep without correcting the situation? Most likely you had to put the pillow back under your head before you were able to fall back to sleep. That is because you fall asleep every night with the pillow in that position. Your pillow is part of your sleep onset association.

### WHAT ARE SLEEP ONSET ASSOCIATIONS?

Sleep onset associations are the conditions that must be in place for a person to fall asleep. For some adults this might include reading a book, watching the news, or listening to calm music. Everyone has one or more factors, whether they are physical or environmental, that need to be the same in order for them to fall asleep. These associations are also important during the course of the night. People normally awaken periodically during the night and check out the environment; they may not even realize that they are doing this. If everything is the same as when they initially went to sleep, they are able to promptly return to sleep. If things are different, then the original sleep onset associations must be restored

before sleep can be resumed.

### ASSOCIATIONS WITH CHILDREN

Many children are unable to return to sleep if they wake up during the night because the circumstance in which they fell asleep has changed. This would be true for a child who fell asleep in their stroller and now finds themselves waking up in their crib. Another child may fall asleep with their parent lying beside them but then wake up to find that they are no longer there. A baby may be rocked to sleep and then wake up finding themselves no longer in the arms of their parent or caregiver. Something has drastically changed and it is out of the child's control to change the circumstances back to the way they were. Most often the child will cry in order to get the adult to come back and help them fall back to sleep.

### CHANGING SLEEP ASSOCIATIONS

It is possible to change sleepless nights into sleep-filled ones, but it will involve gradual and gentle reshaping of the child's sleep onset associations. Once the child is able to reestablish his own sleep onset associations, he can be self-sufficient at night.

Parents first need to identify what the child's association is.

Then they need to imagine bedtime without that association present. Parents can choose how quickly or slowly they wish to move to the new situation. A dramatic and abrupt change will result in an intense reaction. It may take longer to reach a goal through gradual change, but the process may be easier to tolerate. It is vital for parents to understand that the child will actively resist these alterations to his routine. The child is unable to understand that these changes will ultimately benefit him and his parents. It is hard for children to adjust to different circumstances, just as it is for many adults. It can be expected that he will cry and fuss and test the parents' decision to follow through with their new arrangement. Parents can be reassured that this crying will not result in any psychological damage. The advantages of good solid sleep for all family members clearly outweigh any temporary havoc that erupts. Parents should also be aware that the number of night wakings may temporarily increase during the first few days of their new routine.

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

*Partners In Developing Potential*

### Langley Child Development Centre awarded CARF Accreditation

Langley Child Development Centre is pleased to announce that we've been awarded a second CARF Three-Year Accreditation!

A Three-Year award is the maximum number of years an organization can receive per term in our category. LCDC received it's first Three-Year award in December 2004.

#### What is Accreditation?

Accreditation is a process that demonstrates a provider has met standards for the quality of its services. CARF uses the standards to evaluate how well a provider is serving people and how it can improve.

#### What is a CARF survey?

A service provider (i.e. Langley Child Development Centre) invites a CARF team of professionals, called surveyors, to visit its site and evaluate its services for quality. The surveyors consult with staff members and interview people who use the services. Based on the surveyors' review, the provider may be awarded CARF Ac-

creditation for one or three years. In some cases, the provider may need to improve its services before it can become accredited.

#### Who is CARF?

Commission on Accreditation of Rehabilitation Facilities. Founded in 1966, CARF is an international, independent, nonprofit accreditor of human service providers and networks in the areas of aging services, behavioral health, child and youth services, employment and community services, and medical rehabilitation. The accreditation services are provided throughout the CARF International family of organizations, which includes CARF, CARF Canada, and CARF-CCAC.

#### What is CARF's mission?

To promote the quality, value, and optimal outcomes of services through a consultative accreditation process that centers on enhancing the lives of persons served.

~ Information taken from: [www.carf.org](http://www.carf.org)

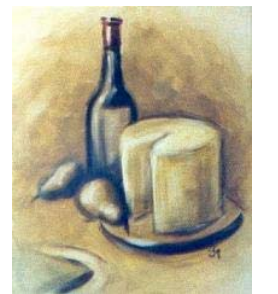
#### Excerpt from CARF Survey Report for Langley Child Development Centre:

#### Exemplary Conformance C.16.a. through C.16.c.

“The organization is recognized for exemplary conformance in the area of community linkages and collaboration. It has numerous staff in daycare and preschool settings throughout the community and offers educational opportunities to the community and the families served. It is also recognized for its enhanced social support networks and outreach to encourage involvement. The Friday Social Club, the Gourmet Club and the Take Four program on Saturday are very creative ideas and are appreciated by the families and their children. The organization's outreach to encourage the involvement of families, children and the community in all of its programs is exemplary. The Ready Set Learn program, its playgroups and social opportunities in all of its programs demonstrate the organization's commitment to reach every child and/or family where they are.”



### 3rd Annual Wine Tasting



Proceeds benefit the Langley Child Development Centre's Development Fund.

Friday, May 2, 2008  
7-9:00 pm

Redwoods Golf Course  
(22011 88 Avenue, Langley)

\* Silent Auction \*  
\* Entertainment \*  
\* Door Prizes \*

To purchase tickets, please contact:

Krista at either  
604-534-1155 ext 121 or  
[khannan@langleycdc.com](mailto:khannan@langleycdc.com)

## Willowbrook Safeway Cares!



Willowbrook Safeway's 2008 We Care Campaign is benefiting the Langley Child Development Centre. The campaign raised over \$6,000.

Thank you to everyone who volunteered and participated! And a special thanks to Willowbrook Safeway Manager, Collin Preston, who had his head shaved for the cause!



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

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

### Summer Camp and Life Skills After-School Program

**Website of interest:**

www.pediatrictherapy  
network.org

**Summer Day Camp**

The Summer Day Camp brochures will be mailed out to clients of Community Living BC during April 2008.

**Life Skills After-School Program**

This program is for high school youth with special needs and starts in September 2008.

For more information about this

program, please contact Rudy Mallari at 604-534-1155 x 117 or Kathleen Praxl at 800-225-2257 or Kathleen.Praxl@communitylivingbc.ca.

### C&Y Gourmet Club Recipe of the month: California Roll Recipe

Makes 4 servings

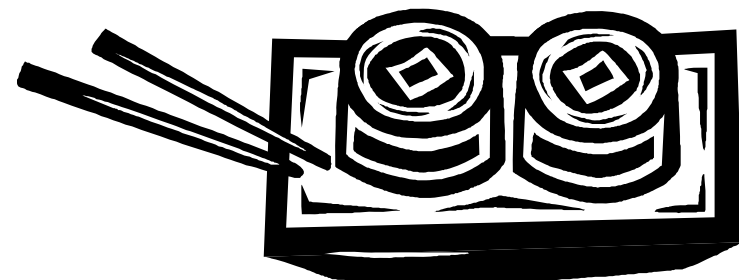
Ingredients:

- 2 cups of sushi rice
- 1 cucumber
- 1 green onion
- 1 avocado
- 4 strips of imitation crab
- 4 sheets of Nori (dried seaweed)

5. Place filling lengthwise on the sushi rice.
6. Roll up the bamboo mat, pressing forward to shape the sushi into a roll.
7. Press the bamboo mat gently, shaping the sushi roll.
8. Remove the bamboo mat.
9. Wipe a knife with a wet cloth before slicing sushi.
10. Cut the sushi roll into bite-sized pieces.
11. Serve the sushi roll!

Preparation Steps:

1. Cook sushi rice in a rice cooker.
2. Cut rest of the ingredients into strips.
3. Put a sheet of Nori on top of a bamboo mat (makisu).
4. Spread sushi rice on top of the Nori sheet.



*“We worry what our child will become tomorrow; but we forget that he is someone today.”*

~ Stacia Tauscher

**Call to Volunteers**

The Langley Child Development Centre is always looking for volunteers to assist with our many programmes!

If you or someone you know is interested, please contact Krista at 604-534-1155 ext 121 or khannan@langleycdc.com

## Taking Steps Together—Supported Child Development Programme

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

### Do You Have A Child Going To Kindergarten?

Parents ask... “How do I know if my child is ready for Kindergarten?”

Starting Kindergarten is a huge step in every child’s and parent’s life. When children require extra support, parents frequently fear that their child is not “ready” for Kindergarten. Children are “ready” for Kindergarten in September of the year they turn 5. Learning our colours, numbers and shapes is helpful, but not necessary. Each day our children grow and learn and take one more step towards their future. All children develop at different rates.

If your child has extra support needs, the Langley School District Support Services is there

to help you and your child in their journey from Kindergarten to Grade 12. The process may look different depending on your child’s needs and the individual school. For instance, your child may be eligible for an Individual Education Plan (IEP) in order to best meet their needs.

Regardless of your child’s abilities, the school you choose is there to help your child to have a positive and fulfilling Kindergarten experience. There are a number of things you can do in the springtime prior to Kindergarten entry to make this go more smoothly:

- Arrange to meet with the Kindergarten Teacher and

the Principal to discuss your child’s needs

- Take your child to visit the classroom and the Kindergarten Teacher if possible
- Take photos of the school grounds and your child’s teachers and make a photo album of their new school; look at these frequently with your child over the summer
- Take them to play in the playground or for a walk around the school grounds regularly
- Talk positively about their new school and the fun things they will do.

Have fun in Kindergarten.

*“How do I know if my child is ready for Kindergarten?”*



### Did You Know...

The Langley Child Development Centre has various magazine subscriptions and newsletters in their Resource Library. These resources are available to centres, families and community partners for loan. Here is a partial list of items available:

- Possibilities!
- Autism BC
- Langley Hospice News
- Matchmaker: Mums National

Parent to Parent Network Newsletter

- Brainbridge: CFA Community Brain Injury Program
- Deaf Children’s Society
- The Roundtable: Cerebral Palsy Association of BC
- Family Groundwork
- Family Resource Report – Family Place Association of BC
- DOWNLink – Lower Mainland Down Syndrome

Society

- Iceberg – FAS Resource
- Abilities Magazine
- Update – Spina Bifida Association
- Focus on Adoption—Adoptive Families Association of BC
- Reaching Out
- Special Needs Adoptive Parents (SNAP)
- Exceptional Parent Magazine
- Growing Child Articles
- Epilepsy Connection

If you have any questions for our "You Asked..." section, please call or email Karen Came at: 604-534-1155 ext 126 or kcame@langleycdc.com

## 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*

Weaving Aboriginal Culture into Early Childhood:  
Honouring the Rights of Aboriginal Children

Children with First Nations Heritage attend a variety of centres in our community. Our responsibility as Early Childhood Educators is to provide children with as much cultural information that is available. Langley Child Development Centre provided a workshop which included interactive hands on experiences with traditional dancing, singing, drumming, and foods for educators to present to their classrooms. Below are some ideas you can try out in your centre or at home today!

- Take a naturalistic approach to teaching: Focus on teaching about the seasons and the gifts that they provide. For instance, visit the same community park once every season and look at the differences that are found in nature.
- Bring the outdoors inside and the indoors outside as much as possible: Weather pending, consider having your circle times outdoors or extend outdoor play by bringing your crafts, painting and other activities outside. In winter months grow a window sill garden or grass table to promote our connection to the earth even though we are not able to go outside as often.
- Incorporate teaching materials that reflect Aboriginal culture: Make a felt board or

magnet board story called “Totem Pole Totem Pole What Do You See?” based on Eric Carle’s “Brown Bear Brown Bear” story. Use Aboriginal designs that represent animals such as bears, eagles, ravens, beavers, whales, and salmon.

- Use a drum: The drum is an integral part of Aboriginal culture. It has been used as a symbol for bringing people together in celebration since it was created. Use a steady even beat on the drum to call children together for circle time, during circle pass the drum around and give the children an opportunity to drum while others sing. Give transition warnings by drumming one beat for every minute left before the transition.
- Music and Dancing: Purchase a CD of Powwow music to play for children while they are at school. Create opportunities for dancing and moving to the music. Provide shawls and capes as an introduction to regalia and encourage children to wear them as they dance.
- Class room materials: Provide books, felt board stories, posters, and art work within the classroom that reflects Aboriginal people and culture and can ignite discussions in

the classroom. It is easy to use computer graphics to create matching games and other resources for your classroom that reflect Aboriginal culture.

- Arts and crafts are fantastic ways to incorporate culture, give children opportunities to bead, weave, paint with nature and use natural materials. Invite parents into the classroom to make dream catchers with their children or have children make name tags or place mats that incorporate animals and nature.

As an educator or caregiver you may already be aware of the saying: “it takes a community to raise a child.” This saying is reflected in the Aboriginal way of life from many years ago. It highlights our responsibility to be aware of the resources available for families in the community. If you would like to connect with Elders, Dancers, Crafters and learn about Aboriginal programs available in the community, phone or visit an Aboriginal agency such as Klahoweya, Métis Family Services or Xyolhemeylh Child and Family Services. Or visit the Langley Child Development Centre and pick up a copy of Aboriginal Resources for Langley Residents.



*Where families,  
professionals and  
community come  
together.*

Websites of interest:

[www.aidp.bc.ca](http://www.aidp.bc.ca)

Office of the Provincial Advisor for Aboriginal Infant Development Programs

[www.scdp.bc.ca/ASCD%20Pages/mysite/index.htm](http://www.scdp.bc.ca/ASCD%20Pages/mysite/index.htm)

Aboriginal Supported Child Development

## Stepping Out—Preschool Services

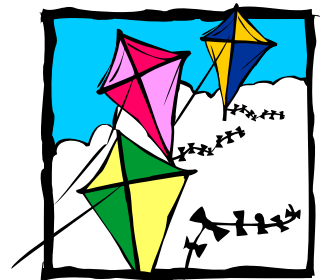
*Supporting and fostering the steps of our children’s full potential*

### Take A Book Break

Share books with young children about the spring weather; books like Storms by Seymour Simon or The Wind Blew by Pat Hutchins. Ask children questions

about what they saw in the book; ask questions about what they have experienced with storms and different weather systems. It’s easy to create

conversations with children when the subject is something that is familiar and immediately relevant to what they are experiencing.



### Make A Wind Sock

**Materials:**

- A 16 ½-by-5-inch piece of tagboard (an old manila file folder cut in half works nicely)
- A large paper clip
- 3 pieces of kite string
- 6 pieces of crepe paper, each 18 inches long (light fabric strips work nicely)
- Coloured markers, construction paper, watercolour paints
- Hole-punch
- Stapler

**Directions:**

1. Explain to your child you are going to make an instrument (tool) to show the strength of the wind.
2. Help your child decorate a piece of tagboard using markers, paints, or construction paper.
3. Roll the tagboard into a cylinder shape and staple the edges together.
4. Staple the six long strips of crepe paper or fabric around the cylinder.
5. Use the hole-punch to make three holes evenly spaced around the top edge of the cylinder.
6. Have the child thread with help and knot the string through each of the holes then tie and knot all three pieces of string around one end of the paper clip.

*“Share books with  
young children... ask  
them questions about  
the book...  
It’s easy to create  
conversations.”*



### Spring Wind

The summer wind  
Is soft and sweet  
The winter wind is strong  
The autumn wind is mischievous  
And sweeps the leaves along

The wind I love best  
Comes gently after rain  
Smelling of spring and growing things  
Brushing the world with feathery wings  
While everything glistens and everything sings  
In the spring wind  
After the rain

~ Charlotte Zolotow