

Bulletin Board

Thank you...

- **Diane Canning**, Ladner Boy's and Girl's Club for donating two cd's: Baby Time Songs and Rhymes and Dances and Dreams.
- **Francis' Family** for the adjustable table.
- **Marcel's Family** for three Aboriginal music CD's, CD-Rom game for learning Squamish language and three children's books.
- **Brennan's Family** for the mega blocks dump truck with blocks.
- **Slade's Family** for donating the Lamaze Spin and Explore Garden Gym, Bumbo Seat and Tray and Fisher Price Jungle Gym.

Aboriginal Code of Ethics...

... Cont'd from page 4

7. Receive strangers and outsiders with a loving heart and as members of the human family.
8. All races and tribes in the world are like the different colored flowers of one meadow. All are beautiful. As children of the Creator they must all be respected.
9. To serve others, to be of some use to family, community, nation or the world is one of the main purposes for which human beings have been created. Do not fill yourself with your own affairs and forget your most important task. True happiness comes only to those who dedicate their lives to the service of others.
10. Observe moderation and balance in all things.
11. Know those things that lead to your well being and those things that lead to your destruction.
12. Listen to and follow the guidance given to your heart. Expect guidance to come in many forms: in prayer, in dreams, in times of quiet aloneness and in the words and deeds of wise Elders and friends.

~ Adapted from the book *The Sacred Tree*

Upcoming Workshops

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

Presenter: Marc Landry

When: October 3, 2009, 9:00 am—3:00 pm (bring a bagged lunch)

Where: Langley Child Development Centre

Cost: \$50.00

If you would like to register for a workshop, please contact Krista Hannan at either 604-534-1155, ext 121 or khan-nan@langleycdc.com.

Parent Support Group

The Langley FASD Parent Support Group meets every second Thursday, 7-9 pm at Langley Child Development Centre, room #103-5171 221A Street. For information, call Marsha Wilson at 604-857-0343.

Grandparents Raising Grandchildren

Grandparents Raising Grandchildren Support Circle will be held at Christian Life Assembly (21277 – 56 Ave, Langley – next to Langley Secondary School) in the CLA Centre, Room 329 from 7 – 9 pm on the following dates: May 11, May 25, June 8 and June 22, 2009. Refreshments will be provided.

For more information please contact either Carol Kersbergen at cbkers@shaw.ca or Karen Came, Langley Child Development Centre, at 604-534-1155 ext. 126.



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"

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SPRING 2009

A Parent's Story...

My husband and I went out for coffee one day and we discussed the fact that we really would like to have one more child. We already have two awesome boys and really wanted to have a girl. Due to having major spine surgery resulting in having rods put in my back, we could not have any more children, so we discussed adoption. We checked into a few different agencies and chose one that we thought would work well with our family. We discussed adoption with our boys and from the beginning they were both extremely excited about the idea and involved in the whole process. After completing the educational programs, record checks, home studies and stacks of paperwork, we were finally put on a waiting list. Once that happened there were some challenges with the agency as far as them delivering on openness and communication.

We decided to change agencies and went to the Greater Vancouver Family Services and Adoption Agency and they were extremely professional and helpful. Every time the phone rang my heart would jump hoping that it would be the adoption agency with some news. Seven months after the day that my husband and I discussed adoption the call finally came. A

baby girl was born the night before and was up for adoption. The agency really wanted us to think about going to meet the baby before we did as Madison was born 10 weeks premature, weighed only 3 and 3/4 lbs. and had been exposed prenatally to tobacco and more importantly, to alcohol.

We waited a couple of days and talked about many different things that could be involved with a baby born prematurely and with possible fetal alcohol effects. I could not wait to see her and just had to meet her for myself. From the moment I saw her, I knew that there was no going back; she was absolutely beautiful. Nobody knew for sure if there were, or could be any issues from the alcohol and we probably would not know for quite some time. After three weeks in the hospital Madison came home with us.

When we left the hospital the social worker there referred us to the Infant Development Program. I didn't know anything about it so I kind of sluffed it off. Later, Madison's pediatrician and family doctor also referred us to the program, so I thought I should look into it. It turned out to be a great benefit.

We were placed on a waiting list, then were assigned Kiren as



Madison and her big brothers at the pumpkin patch!

our consultant. Every time Kiren comes over with her "orange" bag, Madison gets very excited to see what will be in there for her. It was definitely one of the best things we could have done for Madison. It is great having such knowledgeable people around to help assist us with special appointments, referrals or to help with questions or concerns that we may have with Madison. We have met many wonderful staff and families through the program.

I am sad to leave the IDP program, but also excited to move on to the Supported Child Development program. We will continue to see some of the great families and friends we have met throughout our time in IDP. We truly have been blessed, both with adopting Madison and with the people we have met through the IDP program.

~ Margot Barnert ~

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

Baby Steps—Infant Development Programme

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



“Get down to a child’s level and PLAY!”

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

Play With Me

*I tried to teach my child from books;
He gave me only puzzled looks.
I tried to teach my child with words;
they passed him by, oft unheard.
Despairingly I turned aside;
“How shall I teach this child!” I cried.
Into my hand he put the key;
“Come” he said, “play with me.”*

~ Author Unknown

Websites of interest:

- www.untape.com
- www.babyzone.com
- www.zerotothree.org

Playtime is essential!

“A child reminds us that play-time is an essential part of our daily routine!” –Anonymous.

Play is inherent, involves all our senses and fosters learning through exploration, investigation and discovery. We have all seen a child’s face light up when they see a new or favourite toy. All too often those favourite and exciting toys lose their appeal after a short period of time.

The following are a variety of toy-free ways to re-capture the excitement, using everyday household objects. Objects should be safe, fun and developmentally appropriate.

Household Object Play Ideas:

Visual Play:

- Look through books, catalogues and magazines – label the picture and play “find the _____.”
- Play with a flashlight in a darkened room – excellent game for visual tracking.

Auditory Play:

- Listen (and dance) to different types of music together.
- Explore the sounds of everyday household items – i.e.: spoon and pot, measuring spoons, colander and wooden spoon.

Vestibular Play (Movement):

- Go to a park and swing together.
- Bounce on large exercise balls.
- Push or pull your child around in a laundry basket or diaper box.

Tactile Play (Touch):

- Finger paint with paints, pudding or dish bubbles.
- Rub different textures on your skin – sponge, soft cloth, feather.
- Play with playdough.

The key to all of these activities is that play should be enjoyable and create a sense of excitement for you and your child. Always remember you are your child’s best toy – don’t let wood,

metal, plastic or cloth win over you!

Tips For Adults When Playing:

- Get down to your child’s level.
- Play WITH your child not alongside.
- Follow your child’s lead – play with what interests him or her.
- Be animated – use lots of facial expressions and gestures.
- Recognize that play opportunities happen in everyday routines – bath time, changing diapers, feeding, etc.

Join us at Playgroup to PLAY!!!!

Visit our website (IDP/AIDP programme page) to view the Playgroup calendars or if you are a part of the Langley Infant Development Programme, contact Carolyn Braun (604-532-8184 #109) or ask your Consultant for dates and times that playgroup runs.

Playdough Recipe

Ingredients

- 2 cups flour
- 1 cup salt
- 1 tbsp. cream of tarter
- 2 tbsp. cooking oil
- 2 cups boiling water

Mix dry ingredients, add oil and water. Stir quickly! Let cool. Mix and knead with hands. Tip: after kneading playdough, rub a small amount of oil into the playdough to take the stickiness

away! Immediately store in a Ziploc bag. To add colour and scent to playdough add small Kool-Aid packages into the 2 cups of boiling water.

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

Partners In Developing Potential

H.A.N.D.S. Together Project Update

The H.A.N.D.S. Together (Health, Activities, Nutrition, Development, Safety, Together –the parent & child relationship) Developmental Wheels have been developed and are distributed as a parent resource in collaboration with LCDC’s community partners:

Aldergrove Neighbourhood Service, Langley Community Services, Langley Libraries, Public Health and the Ministry for Children and Family Development. The wheels include 9 stages from birth to 60 months of age.

We are pleased to announce that Success by Six community grant funding from the United Way of the Lower Mainland has supported the translation of the wheels into four other languages: Chinese, Vietnamese, Spanish and Korean.

Community Living Day

The Community Living Day (CLD) Committee met recently to debrief the launch (September 2008) of the Unfinished Journey Booklet which marked the 10th anniversary of Langley’s CLD celebrations. The booklet brings together parent stories, children’s artwork, essays and poems, and stories from adults with dis-

abilities who are living, learning and working in Langley. The stories remind us that social change requires many years of advocacy, commitment and personal dedication. The message at the end of the booklet invites our community to join us on the Journey as we look forward to what we can accomplish together for future gen-

erations. The committee has begun planning for the next CLD Celebration in the Park, please save this date in your calendar for family fun on Saturday, September 26, 2009. For more information please contact Joy Wilson at either jwilson@langleycdc.com or 604-534-1155 ext 103.

CHILD Day Event

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

Held on: Tuesday May 12, 2009 from 9-11 am at Shortreed Elementary (27330-28 Ave, Langley)



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: _____

Langley Child Development Centre invites you to join us at our Annual Family Picnic



**June 18, 2009
5:30—7:30 pm**

Arthur Rose Park
(corner of 222 Street & 52 Avenue)

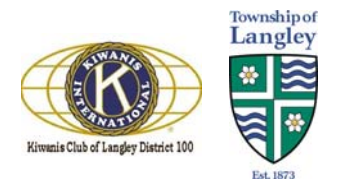
Hotdog, chips & a drink for only \$2!

Enjoy the Bouncy Castle, Infant/Toddler Play Area, and activities such as: Arts & Crafts, Face Painting, Cookie Decorating, Child & Youth Games, and much more!



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!



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

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

Summer Camp

The Summer Day Camp brochures will be mailed out to clients during May 2009. If you haven't received a brochure or would like more information, please contact Rudy Mallari, C&Y Supervisor.

For more information about this program, please contact Rudy Mallari at either 604-534-1155 x 117 or rmallari@langleycdc.com

“Myles of Courage” A Story of Autism

An inspiring presentation by a youth, sharing his experience about growing up with Autism.

Saturday May 23, 2009
10:00 am—12:00 pm

Langley Child Development Centre
Rm#103-5171 221A Street,
Langley (TLC Medical Bldg)

Pre-Registration is required as space is limited!

To register, please contact
Cristin Schieder at
cschieder@langleycdc.com or
604-534-1155 ext 139

Book of Interest

“Teaching Your Child the Language of Social Success” Marshall P. Duke, Ph.D, Stephen Nowicki, Jr., Ph.D, Elisabeth A. Martin, M.Ed.

C&Y Gourmet Club Recipe of the month: RECIPE—Daigaku Imo with Honey

Daigaku Imo with Honey
(Fried Sweet Potato with Honey)

Makes 4 servings

Ingredients:

- 2 sweet potatoes (approximately 5 inches long)
- honey
- black sesame seeds
- Canola oil

Preparation Steps:

1. Rinse sweet potatoes with water. Keep the skin of the potato on and cut into bite sized chunks. Rinse the chunks again and wipe off excess water.
2. Slowly deep fry the potato in low heat in a skillet until slightly golden.
3. In a bowl, combine fried sweet potato with honey.
4. Sprinkle black sesame seeds on the potato chunks and serve hot or cold.



Taking Steps Together—Supported Child Development Programme

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

Responsive Teaching

Responsive teaching is based on many years of research in child development and has been tested over the last 25 years. It is a “parent-mediated intervention”, meaning that the strategies are delivered by parents rather than professionals. Research states:

- Parents have the greatest impact on their children’s development.
- Children are more attentive to their parents and can learn better from them than from any other adults.
- Children are able to learn during all of their waking moments.
- Children learn skills faster when they are useful and functional to the child at the time. (developmentally appropriate)

The strategies are simple and can be done during the time that you are already spending

with your child, such as eating, dressing, playing, and bedtime routines. They are helpful for all young children, typically developing as well as children with a variety of special needs.

Responsive teaching helps parents to interact with their children in ways that will encourage their children’s development while also strengthening the relationship and helping the parents to enjoy their children more. It focuses on the developmental areas of cognition (intellectual learning), communication, and social emotional functioning (including behaviour as well as social skills and self esteem).

Responsive teaching looks at what the child is doing now (developmental level) and encourages the child to work on that skill, rather than hurrying on to the next. It’s like when your baby first learns to roll over – you place the baby in the

crib or on the floor so that s/he has lots of opportunity to practice, and the next developmental step comes when the baby is ready. There are 66 simple yet effective strategies. Parents would focus on one strategy per week. Some of the strategies include:

- responding to anything your child does or says as if he or she is communicating something
- offering frequent appropriate choices
- taking one turn and then giving your child lots of time to respond

Although the strategies are most effective when done by parents, they are also powerful ways for caregivers and other community partners to support children’s development.

For more information, visit:
www.responsiveteaching.org.

“Children require guidance and sympathy far more than instruction.”

~ Annie Sullivan
(Helen Keller’s 1st Teacher)

You Asked, cont’d:

- be attending (eg: music room). Print the pictures and make a story or a photo album for your child to look through regularly before going to kindergarten.
- Talk frequently with your child about the things they will be doing in kindergarten (eg: playing in centres, painting, colouring, cutting and gluing, story time, calendar, music and movement, gym time and much more!)
- Make a calendar of September and put a sticker on the days your child will be attending kindergarten (There may be a gradual entry process. Talk to your school to find out more).

You Asked... how do I prepare my child for kindergarten entry?

The transition into kindergarten can be challenging for many children. Here are some tips that may help this transition run smoother:

- Visit the school playground regularly during the spring

and summer months with your child. This will help to familiarize your child with their new environment.

- Phone the school and set up a time to tour the school with your child. This is also a great time to meet the princi-

pal and kindergarten teacher.

- Bring your camera and take pictures of the classroom, gym, office and playground as well as any other areas of the school that your child will

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right-hand column...*

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

Aboriginal Code of Ethics



*Where families,
professionals and
community come
together.*

- Each morning when you wake up, and each evening before sleeping, give thanks for the life in you, for all life, for the good things the Creator has given you and others, and for the opportunity to grow a little more each day. Give thanks for yesterday's thoughts and actions and for the courage and strength to be a better person. Ask for the things that will benefit everyone.
 - Speak in a soft voice, especially when you are with Elders, strangers or others who should be especially respected.
 - Never interrupt people who are having a conversation.
 - Respect the privacy of every person. 'Never interfere with a person's quiet moments or personal space.
 - Never talk between people who are having a conversation.
 - Do not speak unless you are invited to do so at gatherings where Elders are present, except to ask what is expected of you when you are not quite sure.
 - Never speak about others in a negative way, whether they are present or not.
 - Treat the Earth and all of her aspects as your Mother. Show deep respect for the mineral world, the plant world and the animal world. Do nothing to pollute the air or soil.
 - If others want to destroy our Mother, rise up with wisdom to defend Her.
 - Show deep respect for the beliefs and religion of others
 - Listen with courtesy to what others say, even if you feel that what they are saying is worthless
 - Listen with your heart.
- Respect: Respect means to feel or show honor or esteem for someone or something; to consider the well being of, or to treat someone or something with deference or courtesy. Showing respect is a basic law of life.
 - Treat every person from the tiniest child to the oldest Elder with respect at all times.
 - Special respect should be given to Elders, parents, teachers and community leaders.
 - Do not make anyone feel put down by you; avoid hurting other hearts as you would avoid a deadly poison.
 - Do not touch anything that belongs to someone else (especially sacred objects) without permission, or understanding between you.
- Respect the wisdom of the people in council. Once you give an idea to a council or a meeting it no longer belongs to you. It belongs to the people. Respect demands that you listen carefully to the ideas of other people in council. And that you do not insist that your idea is best. You should freely support the ideas of others if they are true and good, even if those ideas are quite different from the ones you have contributed. The clash of ideas brings forth the spark of truth.

Once council has decided something in unity, respect demands that no one speaks secretly against what has been decided. If the council has made an error, that error will become clear to everyone in its own time.
- Be truthful at all times, and under all conditions.
- Always treat your guests with honor and consideration. Give your best food, your best blankets, your best part of your house and your best service to your guests.
- The hurt of one is the hurt of all; the honour of one is the honour of all.

...cont'd on page 8

Stepping Out—Preschool Services

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

Healthy Snacking

Some people think that sugar alone causes cavities. This is not true. There are many factors involved in tooth decay, including how often food is eaten and how long food stays on the teeth. The key to prevent tooth decay is to brush teeth daily with

fluoride toothpaste, as recommended by dental health professionals.

Step 1:
Choose healthy snacks- choose foods from at least 2 of the 4 food groups in Canada's Food Guide to Healthy Eating.

Step 2:
Offer 2 to 3 snacks per day - avoid nibbling and sipping all day.

Step 3:
Change the snacks often- provide lots of variety in the snacks you offer.

Snacks for thirsty children—offer water throughout the day!

- Apples
- Blueberries
- Grapes
- Melons
- Kiwi
- Nectarines
- Oranges
- Peaches
- Pears
- Plums
- Raspberries
- Strawberries
- Watermelon
- Cucumbers

Snacks for hungry children

- Breads
- Cereals
- Crackers
- Muffins
- Applesauce
- Raw vegetables
- Cheese
- Cottage cheese
- Milk puddings
- Yoghurt
- Eggs
- Hummus
- Seeds

*Source:
Ministry of Health*

Suggestions to assist children to eat what they need...

Rather than...	→	Try to...
• Using food as reward or bribe	→	• give hugs or attention when needed
• Forcing the child to "clean the plate"	→	• calmly accept the child's small appetite, serve smaller portions and allow for seconds
• Letting children eat whenever they want	→	• set regular meal times, remind in between
• Preparing food for the "picky eater"	→	• whenever possible, allow children a choice of 1 or 2 items. Keep what is on the menu and trust that tomorrow's meal will be better received.

The Picky Eater

It is normal for children to go through periods when they are picky eaters. Preschoolers are beginning to learn not only about cooperation and sharing, but also about independence and power. They know their decision to eat or not to eat can get lots of attention. Give them the attention they need between meals and positive non-eating

related attention at the meal.

A child may not feel like eating for reasons such as being tired, distracted, not hungry and not feeling well or is in a slow growth period. Alternatively, the food offered may not be liked (even though yesterday it may have been a favourite).

Some children may also be re-

luctant to try a new food. If a new food is offered along with a favourite one, it may be better received.

Anticipate some picky eating and food jags. They are common in children and usually do not last long.

*Source:
Food Flair for Childcare*