

# Ready, Set, Go!

## Early Childhood Newsletter



April 2016

### Feeding Myths

#### Myth #8: If a child won't eat, they either have a behavioural or organic problem *False*

Research studies, and data from the Sensory Therapies And Research (STAR) Center in Greenwood Village, Colorado, shows that 65-95% of children with feeding problems have a *mixture*



of behavioral *and* organic problems. If you begin with a physical problem with eating, you will quickly learn that eating hurts and/or doesn't work and a set of behaviors to escape the task will become established. If you begin with a behavioral and/or environmental reason for not eating, your compromised nutritional status or minimal experience will start to cause organic problems. Therefore, it is not useful to create a dichotomy in diagnosing or treating feeding problems.



Information from:

[http://www.sosapproach-conferences.com/articles/top\\_ten\\_myths](http://www.sosapproach-conferences.com/articles/top_ten_myths)

### Occupational Therapy

#### Tips for Getting Dressed

Help your child with dressing by breaking the task into steps. You help them complete all steps except the last one. Allow your child to do the last step on their own. When your child can successfully do the last step all on their own, you can move on to letting them do the last two steps the next time. Keep allowing your child to do an additional step independently until they can successfully do all steps on their own!



### Toileting Tidbits

#### Visual Schedules for Toilet Training

There are a lot of steps in learning to use the toilet such as managing clothing, sitting and waiting, wiping, hand washing, etc. Using pictures will help your child learn the steps in the correct order. Your child's teacher, Triple P or your OT can help you with getting the pictures you need to make a list of the steps for toileting.



I can use the toilet!



### Psychology

#### Executive Functions: Part 3

Children are not born with Executive Functioning skills, but they have the potential to develop them. Therefore, expecting children to effectively use these skills is not realistic. Executive Functioning skills need to be explicitly taught and practiced, and it's important to maximize your child's mental potentials, and exercise their neural networks of Executive Functions during the early years.

Stay tuned for activities to help develop your child's Attention and Focus Control, Organization, Prioritizing, Judgement, Critical Analysis, and Cognitive Flexibility.

Judy Willis, M.D., M.Ed., Lives in Balance Conference, October 30, 2015

### Positive Parenting Program

If your child misbehaves, stay calm and give them clear instructions to stop misbehaving and tell them what you would like them to do instead (e.g., "Stop fighting; play nicely with each other"). Praise your child if they stop. If they do not stop, following through with an appropriate consequence. ([www.triplep-staypositive.net](http://www.triplep-staypositive.net))

## Family Oriented Programming (GPPSD)

**April 15 Gymniks** 11:00– 11:45am  
and 1:00-1:45pm @ Gymniks

**April 8, 15, 22 and 29 Swim Lessons**  
12:00– 1:30pm and 1:00-2:30pm @  
Crystal Park School Pool

All spaces are full for Swim Lessons  
at this time.



## Appy Hour

### Social Stories Creator and Library for Preschool, Autism and Special Needs

**Cost:** Free

**Developer:** Touch Autism

**Platform:** Apple

Is your child having troubles with social skills? If so this app may help them through the use of social stories based on relevant and challenging situations. You can create your own social story in the app, that is specific to your own child or view the stories created by others. The app can also be used to create visual schedules using the photo library or by importing your own photos.



## Community Corner

### Karen Anderson, Ph.D. presents **Success for Children and Youth Who are Hard of Hearing or Deaf in an Inclusive Setting.**

May 2, 2016 from 9:00am – 3:30pm at the Stonebridge Hotel in Grande Prairie

Cost: \$75.00 (includes lunch)

Parents, teachers, and other professionals working with students who are deaf or hard of hearing will learn about: how hearing loss impacts performance in the classroom, the development of self-advocacy and self-determination skills, the development of communication repair strategies and independence with devices, and supporting classroom social communication and feelings of belonging.

Visit <http://www.erlc.ca/programs/details.php?id=5913> to register. See attached poster for more information.

## Speech and Language

### Reading with your Child

#### Build your child's vocabulary

by explaining a new word that you come across in a book, using actions, gestures, facial expressions or sounds to show its meaning. For example, "if you come across the word "exhale", you could say, "'Exhale' means breathing out", and then breathe out to show your child. Explaining and showing are powerful ways to build your child's understanding of new words."

Hanen © 2011: *ABC and Beyond™* Guidebook

#### Turn book reading into a conversation

by waiting to see what your child is interested in and commenting on it, when you are reading together. For example, "if you're reading "Good Night, Zoo", and your child points to the mouse and says "mouse", you could say "that's a tiny mouse" and then wait to see what your child does next. Encouraging conversation during book reading helps your child understand stories better because he can ask questions, make comments, and relate the events of the book to his own experiences."

Hanen © 2011: *ABC and Beyond™* and *I'm Ready!™* Guidebooks



#### To make book sharing more interesting for your child



find a book that relates to your child's favourite topic, person or upcoming activity. For example, if you are going to the zoo with your child, bring home a book about zoo animals, or animals that live in different parts of the world. You can explore the book together, while talking about the animals that you might see when you go to the zoo.

Hanen © 2011: *ABC and Beyond™* and *I'm Ready!™* Guidebooks

### Playing with your Child

JAMA Pediatrics recently conducted a study to determine which toys provide the best language learning environment for children during play with an adult. They determined that "play with electronic toys is associated with decreased quantity and quality of language input compared with play with books or traditional toys." Please keep this in mind when you have play time with your child. Traditional toys (e.g., shape sorters, trains, dolls etc.) and books are highly engaging, and have a high quantity of parent-infant communication. Although electronic toys and screens are readily available in today's society and software developers are creating educational apps, limiting screen time and electronic toys for your child, and increasing access to traditional toys and books will create a stimulating language environment when playing with your child. Always remember that an app does not replace a lap!

For more information, please view the following link: [JAMA Network | JAMA Pediatrics | Association of the Type of Toy Used During Play With the Quantity and Quality of Parent-Infant Communication](#)