

Educational & Developmental Intervention Services (EDIS)

Volume 1, Issue 2

February 2011

What we offer:

- Free developmental screening and evaluation for children under 3
- Therapeutic intervention for children under 3 who have delays in gross motor, fine motor, self-help, social-emotional, cognition, and/or communication skills
- Services delivered at the EDIS clinic, family home, or at the child's daycare
- Resources for parents and children
- Developmental playgroup for toddlers and parents
- Infant massage classes and in-home instruction
- Yoga for children with special needs

Our staff:

- **Conchita Cuvillo-Martinez del Cerro**, Secretary
- **Lisa Lunsford**, Speech/Language Pathologist
- **Marjorie Stefan**, Occupational Therapist
- **Christina Odeh**, Physical Therapist
- **Deb Reed**, Early Intervention Specialist

Contact us:

The EDIS Clinic is located in Building 1741 in Las Palmeras Housing at the corner of Alicante and Pontevedra

Phone: 727-4029

Signing is for Everyone

Many parents of young children use sign language with their children who are not yet talking but hear just fine. Why? Parents report that it makes life a lot easier. Children become less frustrated because they can tell the parent what they want. And parents are less frustrated because they know what their child is thinking about. Research studies show that babies who use symbolic gestures, understand more words, have larger vocabularies and engage in more sophisticated play than non-signing babies.

Parents understandably might be concerned that signing with their

child may delay or prevent speech development. But the research is clear on this. *Learning sign language does not delay speech development.* Teaching children basic signs, like "more" and "all done," often serves as a bridge to helping children speak. Many young children lack the motor oral skills, not the conceptual skills, to understand and use language. For some, a hand gesture is easier than saying a word. In time, most children drop signing as they learn to speak more proficiently. Babies as young as 9 months of age have learned to use sign. Any preverbal

child, regardless of age, may benefit.

Learning sign requires adequate memory, hand dexterity, and ability to understand, so certain children may learn sign faster and younger than others.

A new Baby Sign Language Class, offered by MWR, begins February 2. The 6-week class is targeted to parents of children 6 months to 2 years of age. For more information, contact MWR at 727-1382.



Developmental Milestones: Is your child on track?

The Centers for Disease, Control and Prevention (CDC) has a new online *Milestones Moments Booklet* that lists developmental milestones, red flags, and how you can help your child

learn and grow at the following ages: 2 months, 4 months, 6 months, 9 months, 12 months, 18 months, 24 months, and yearly thereafter until age 5. These checklists offer

parents a convenient way to monitor and stimulate their child's development. Visit <http://www.cdc.gov/ncbddd/actearly/downloads.html> Any questions or concerns? Call EDIS!

Making Drop Off at Child Care Easier

The American Academy of Pediatrics offers these recommendations to make your separation at the child care setting a little easier for both you and your child.

0 to 7 months

Although this period may be a difficult time of separation for you, young infants generally will transition to a consistent child care worker in almost any setting. Be patient during this initial settling-in period.

7 to 12 months

Stranger anxiety normally occurs at this time. Suddenly your baby

may be reluctant to stay with anyone outside his family. The unfamiliar setting of a child care center also may upset him.

If possible, do not start child care during this period, or just ease into it. If your child is already in a program, take a little extra time each day before you say good-bye.

12 to 24 months

This is when separation anxiety peaks and your child has the most difficulty with your leaving. He may not believe that you will return, and may weep and cling to you as you try to leave.



Be understanding but firm and persistent. Reassure him that you will return when you're done with work or have finished your errands. Once you have left, do not reappear unless you are prepared to stay. Create a short good-bye ritual, perhaps letting him hold a favorite stuffed animal. Say good-bye and then quietly leave. Above all, be consistent from day to day.

Night Terrors

What are night terrors? *Frightening!* Just ask any parent who has seen their young child experience one of them.

In a "typical" episode, the child will sit up in bed one to two hours after falling asleep, exhibit intense fear, and scream or cry out. The child's eyes are open but he is still asleep, appears in a "trance,"

and cannot be comforted or awakened. The child remains unaware of the presence of others and the episode may last 10 to 20 minutes before he falls back to sleep. Night terrors are different than nightmares, which can often be recalled the next morning.

Night terrors are most common between the ages of 1 and 8, but

may begin as early as 6 months and occasionally persist into adulthood. No one knows why night terrors occur, although fatigue and stress may play a role. While it is frightening for parents to watch their child go through this, little can be done. Stay calm, turn on the lights, and wait for the disturbance to subside.

Teaching Toddlers to Talk

A new study published in *Psychological Science* suggests that when teaching young children new words, it's best to provide a variety of examples of the object. The toddler who learns "cup" because he has played with a tea cup, a sippy cup and a Styrofoam cup has learned to focus on *shape* as

the defining feature of *cup*. This ability to focus on shape when learning the names of solid objects helps speed up word learning in general. In the study, researchers found that outside the Lab, these children learned 10 new words per week. The other



group of children in the study who were taught words using only 1 example of the object (3 nearly identical cups, for example) learned only 4 words per week outside the Lab, which is the typical rate for children who have had no special training.