

Educational & Developmental Intervention Services (EDIS)

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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, Mon & Wed 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

Interactive reading style helps children the most

If you want your children to perform well in school, start reading aloud to them now. Young children whose parents read frequently to them score higher on vocabulary tests and school readiness assessments. These children also show significant developmental gains in language and literacy—the single strongest predictor of school success.

Interestingly, what's more important than how frequently you read aloud to your child is your *style* of reading. The more you read, the better, but research suggests that an *interactive* reading style has a greater impact on a

child's language development.

Interactive means asking children questions about the story that move it beyond the page, like "What do you think the caterpillar is going to do next?" This helps a child think, imagine, and exercise his or her own language skills.

Parents can use a picture book as a springboard to talk about their child's own experiences, connecting the story in the book to their real world. These open-ended discussions give children practice talking about their own feelings.



Besides helping children learn about their world and enhancing their language skills, interactive reading becomes a mutually enjoyable activity for parents and children to share. When children read books with someone they love, they learn to love books, and eventually they'll become better readers themselves.

New at EDIS

Dr. Gregory Richter, Clinical Psychologist and Program Manager at EDIS, is retiring after 20 years of service in Rota. We will miss his calm demeanor, steady leadership, clinical in-

sights, and birthday party enthusiasm! We wish Dr. Richter and his wife, Lorna, the very best. Until his position is filled, EDIS Occupational Therapist, Margie Stefan, will serve as In-

terim Program Manager.

EDIS Reminder! Do you have questions or concerns about your child's development? If so, give us a call. We're here to help!

Learning about the concept of “shape”

As adults, it's easy to distinguish a circle from a square. But for preschoolers, *shape* is an abstract concept that develops over time. Youngsters must first recognize the visual differences between shapes. A *heart*, for example, divides in two at the top and comes to a point at the bottom, but that's not the same as a *triangle*. Once they recognize visual differences, children learn that shapes have different names—round shapes are called *circles*, four-sided figures are *squares*, and so on.

Most toddlers aren't ready to



learn about shapes. Their primary business is learning that objects have names and functions: a *car* is something that has wheels and rolls on the ground, but it's different than a *truck*. Learning about the concrete world—the names of things, how they work, and what makes objects similar and different—is a full time job for two's.

By age three or four, youngsters are better prepared to think and talk about the *properties* of objects

(color, size, shape). At first, children may be able to give you a triangle upon request but if you ask them what the shape is, they may not be able to tell you. That's normal. *Identification* or *recognition* comes before *labeling*. It takes lots of exposure to shape activities before children can correctly tell you the name of a shape. Don't worry if your child doesn't catch on right away. Just continue talking about the shapes you see all around you—a rectangle chimney on a house or the circles on a ladybug's back. In time, your youngster will be able to spot shapes before you do.

Rota Spain's Special Children (RSSC)



A new support group for families with children with special needs will be having their first “Meet and Greet” on January 21, 2011 at 7:00 pm at the Early Intervention Development Services (EDIS) building in housing. All interested parties are welcome. There will be activities for children who are attending with their parents.

In recognition of Autism Awareness Month in April, RSSC is planning an Autism 5K Run/Walk. *More details to follow!*

Comments and questions about RSSC can be e-mailed to RotaSSC@gmail.com. Or, call Fleet and Family Service Center at 34-956-82-3232 or 727-3232.

The group also offers an informative Facebook page, with important links, helpful information and opportunities to exchange ideas and support with others. Visit <http://www.facebook.com/pages/Rota-Spains-Special-Children-RSSC/131803783543296>

Background TV



More than a third of American infants and toddlers live in homes where the television is on most or all the time, even if no one's watching. Can background TV be detrimental to young children's development?

Yes, according to two different

research studies. In the first study, researchers found that young children played for significantly shorter periods of time when the TV was on (even if the channel was tuned to adult shows) as compared to when the TV was off. The second study found that both the

quantity and the quality of interactions between parents and children dropped when the TV was on. Specifically, parents spent about 20 percent less time talking to their children and the quality of the interactions declined, with parents less active, attentive, and responsive to their youngsters.