

Educational & Developmental Intervention Services (EDIS)

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What we offer:

- Free developmental screening and evaluation for children under 3
- Comprehensive developmental screening at well-child visits with Pediatrics at the Hospital
- 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
- Monthly newsletter

Our staff:

- **Conchita Cuvillo-Martinez del Cerro**, Secretary
- **Heather Snyder**, Speech/Language Pathologist
- **Marjorie Stefan**, Acting Department Head and Occupational 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

Tips for Speech & Language

#1 Keep it simple. Limit the number of words you use. "Time for bed!" is better than "It's time to go up to your room."

#2 Expand your child's language. Keep it simple, but use language slightly above your child's capabilities in order to challenge his skills. "Get the *red* ball!" or "Wash *behind* your ears," are examples of exposing your child to new vocabulary. You can also extend your child's language by adding on to his phrases. If he says, for example, "Daddy bye-bye," you might add, "Yes, Daddy's going bye-bye to work."

#3 Interpret unclear messages. What should you do if you can't under-

stand your child? Look for different ways your child can explain himself. You might say,

"Can you tell me another way?" Or "Can you show me what you want?"

Try not to correct or criticize his speech.

#4 Model appropriate use of speech and language. Children learn by imitating what they see and hear. Use good speech and language examples. Avoid the use of baby talk or "cute" ways of talking. Talk about the here and now. During bath time, meals, and when driving in the car, talk about what you are seeing and doing.



#5 Give your child time. Provide an additional few seconds to allow your child to respond or take his turn in conversation. Resist jumping in and talking for him.

#6 Accept all attempts at communication. Gestures, pointing, signs, body cues and word approximations are legitimate ways to express oneself.

#7 Play with your child. Talk about what you are doing as it happens. Describe actions, the toys, and your feelings.

News from EDIS

A developmental screening is a quick assessment of your child's abilities in the areas of communication, gross motor, fine motor, self-help, cognitive and social-emotional development. It compares your

child's present skills to a set of typically accepted milestones. If you have concerns about your child's development, call EDIS at 727-4029 to set up an in-home appointment.

Is your child on track?

Monitor and stimulate your child's development by following the developmental milestone checklist posted at the Centers for Disease, Control and Prevention (CDC) Website. Look for *Milestones Moments Booklet*. Visit <http://www.cdc.gov/ncbddd/actearly/downloads.html>

Importance of Crawling

Most babies learn to crawl sometime between the ages of 6-10 months. Some children bypass crawling and go straight to walking, but is that such a good thing? Research varies, but most therapists will agree that crawling is an important developmental milestone which should not be skipped, as it relates to other areas of development like eye-hand coordination and even later reading and writing. Children use binocular vision when crawling, which means they look forward to where they are going and then back down at their hands again. Much later children will use this skill in school, by looking up at the blackboard and then back down at their papers to write something.

Most babies will crawl when they are ready, but there are some ways you can encourage crawling in young babies:

- * Give your baby plenty of tummy time during waking hours and limit use of swings, bouncers and exersaucers.
- * Make sure you have plenty of floor space for the baby to move around in.
- * When baby is on his belly place toys just out of his reach to the front, but also to the left and right sides to encourage him to move forward and also pivot his body.
- * Place mirrors on the floor up against a couch to entice the baby to move.



* Get down on the floor with your baby for play, after

all, the sight of a parent is often more motivating than any toy at this young age.

* Place your baby over your lower leg, a towel roll or a small play ball so that his hand and knees touch the floor and gently rock him back and forth while singing Row Your Boat.

* As baby gets stronger, use tunnels or open ended cardboard boxes for him to crawl through to make it fun.

What Behavior Tells Us

A young child's behavior is often a form of communication. The better you understand the message behind misbehavior, the easier it will be to help your child. The five most common reasons for misbehavior include:

* **Attention.** A child learns that acting out causes the adult to come and pay attention to him. Even negative

attention is sometimes preferred over being ignored.

* **Escape from demands.** Children misbehave to get out of doing things they don't like. Sometimes what is being asked of the child is too difficult or too boring.

* **Escape from attention.** "I want to be alone" is the primary motivation here. This is particularly true of

children who tend to be less social in nature.

* **Tangibles.** Sometimes the goal of the misbehavior is to get some "thing." Think of the child who tantrums at the store when he can't have a toy.

* **Sensory.** The behavior itself is pleasant in some way to the child and he continues doing it because it feels good.

Knocking Game

This activity, designed for 1- to 3-year-olds, helps develop a child's attending skills. Ask your child to close his eyes and turn his back to you. Then see if he can guess the object you are knocking on with your fist. Start with easy things, such as a table and a window, and work to-

ward sounds that are harder to identify, such as knocking on a book or lamp.

By playing this game, children are learning to listen carefully and pay attention to differences in sound.

For more fun games that help your child become better at focusing and

paying attention, read *Attention Games* by occupational therapist Barbara Sher (*Jossey-Bass, 2006*).

The book includes activities for infants, toddlers, 3- to 6-year-olds, and so on up to teenagers. The games make use of household materials and are easy to play.