

Educational & Developmental Intervention Services (EDIS)

Volume 1, Issue 7

July 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

Toddlers Who Bite

Biting is a common behavior for toddlers and a frustrating problem for parents. Knowing how to stop your child's biting depends on a good analysis of why your child bites.

Children bite for various reasons. They may lack the language skills to tell someone, "That's my toy!" They may bite because they are overtired, teething, or have a need for extra oral stimulation. Sometimes kids bite when they are overexcited. Others may bite because they get attention or a reaction from an adult.

If your child bites, ask yourself: *What happened right before the biting occurred? Does he always bite the same child/adult? Where was your*

child when he bit? How did you or others react afterwards?

Once you have an idea about why he is biting, you can figure out what steps to take.

If your child seems to bite when he is in a large group of children, steer him to play with a quieter, smaller group of kids before biting occurs.

If he seems to bite due to the need for oral stimulation, offer him something more appropriate, like a teether.

Teach him the words to use, such as "My turn!" or "Help" to get him what he wants.

Consider increasing the number of toys when sharing is a constant issue.

Watch your reaction to the biting. Be calm



and matter of fact. Keep your words firm, simple and clear (but not angry), saying "Biting hurts, we do not bite." Then separate your child from the situation. Pay more attention to the child who was hurt and less attention to the biter.

Remember that learning new behaviors takes time. Children usually outgrow biting by age 3 or 3 1/2. Over time, and with your help, biting will stop as his language and socialization skills improve.

News from EDIS

Three displays of developmental charts are permanently available in the following locations on Base: the children's section of the library; Fleet and Family Center; and the CDC.

These handouts are grouped by ages, from 2 months to 3 years, and are convenient references that parents can use to check their child's developmental progress.

The handouts also offer simple age-appropriate activities to do with children to stimulate learning.

Child Care Helps Kids of Depressed Moms

Spending time in child care may help protect children of depressed moms from developing behavioral and psychological problems, according to new research in the journal *Pediatrics*.

Experts know that when mothers are depressed it can be difficult or challenging for them to parent and that their children often show signs of distress. Some young people act out, perhaps showing anger and aggression, others internalize their feeling taking on their mother's sadness or depression.

This new study looked at more than 400 mothers and their children in Australia, and found that at age 2, as little as half a day of child

care a week appears to protect infants and toddlers from exhibiting behavioral problems at age 5.

"There are several ways in which child care may buffer some of the effects of maternal depression on child behavior. First, some respite from the maternal role for mothers with depression may help the mothers fulfill their parenting role when they are with their toddler," explains study author Lynne Giles, Ph.D. at the School of Population Health and Clinical Practice at the University of Adelaide in South Australia.

Secondly, children in childcare may be exposed to more happy faces and positive role models.



They may have more opportunities to engage in social opportunities. In addition, daycare programs often get parents involved, engaging them in activities and teaching them new ways to communicate and play with their child.

Time-Out

If you're considering using time-out with your child, we recommend you first take a look at this informative article, "What Makes Time-Out Work (and Fail)" by Edward Christophersen and Susan Mortweet VanScoyoc (<http://www.pricelessparenting.com/Documents/WhatMakesTimeOut-WorkandFail.pdf>)

While time-out is a popular discipline strategy, it is often poorly executed. As a consequence, parents lose an effective tool for teaching their children appropriate behavior.

In addition to describing how and when to do a *successful* time-out, the authors emphatically note that children must experience some type of "time-in" if time-out (or any other

discipline strategy) is expected to work. Providing brief but frequent attention to your child consistently across the day and making the most of everyday activities (talking together in the car; satisfying "going-to-bed rituals," and so on) are a few of the time-in strategies discussed.

Pool Safety

The American Academy of Pediatrics makes these recommendations for pool safety:

* Children ages 1-4 may be at a lower risk of drowning if they have had some formal swimming instruction. However, there is no evidence that swimming lessons or water survival skills courses can prevent

drowning in babies younger than 1 year of age.

* The decision to enroll a 1-4 year old in swimming lessons should be made by the parent and based on the child's developmental readiness, but swim programs should never be seen as "drown proofing" a child at any age.



* Whenever infants or toddlers are in or around water, an adult—preferably one who knows CPR—should be within arm's length, providing "touch supervision."