

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 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 and Acting Department Head
- **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

Young Children and Art

Art is for all ages. Give a crayon to a one-year-old and he will likely grasp it with his whole fist. When he scribbles on paper, he doesn't just move his hand, he moves his entire arm. In the excitement of drawing, you might even see his whole body moving. Drawing is random and unplanned for a child under two. At this stage, he doesn't think about what to draw, he simply makes broad strokes and marks with reckless abandon. This process of drawing and creating color on a piece of paper is an exciting and powerful experience for a young child.

By age two, a youngster starts holding the crayon with his fingers rather

than against the palm of his hand. He likely moves his forearm and hand together as a unit, with less full arm (and body) involvement. Between two and three years of age, a child is learning to imitate a vertical stroke, then a horizontal line and finally a circular stroke.

Between the ages of three and four, a child's grasp becomes more refined and drawings become more detailed. In his mind, he plans what he wants to draw and simultaneously coordinates his hand to make the appropriate movements. While pictures may not be totally recognizable to others, the important thing is that he is experimenting with



his own creations.

Drawing is only one art form. Playdough, cutting paper, pasting collages, and painting with hands or brushes, also provide opportunities for young children to develop fine motor skills, enjoy the act of self-expression, and learn the pride of accomplishment.

Tiny Hands Art Camp, a community class by MWR, is offered August 1-5. The 45-minute daily sessions are for children, ages 18 to 36 months. Call 727-2527 for more information.

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>

Imitation: Why it's important

The ability to copy the behavior of another person is one of the most important ways children learn.

Imitation becomes increasingly more complex as your child grows older. It requires that he attend to what you're doing and plan out his own motor movements. Generally, children like to imitate others because it is interesting and fun. If your child resists imitating, you may want to start out copying his actions, gradually encouraging him to imitate something new that you do. This back-and-forth imitation is called "reciprocal imitation," and an important part of learning and social communication.

There are different levels of motor

imitation:

*** Simple visible gestures:** Clapping hands, waving bye-bye, and throwing a kiss are examples of visible gestures.

*** Simple invisible gestures:** Touching one's nose or sticking out your tongue are actions a person cannot see himself perform.

*** Single-scheme imitations using objects:** If you hit a drum with a stick, will your child try to do the same? If you stack blocks, will he try to do it too?

*** Complex imitations:** Can he copy multiple steps in play? For example, introduce an activity such as a toy toaster. Show your child how to put two pieces of play

bread in the slots of the toaster, push the lever down, and push the button so the toast pops out. Encourage your child to do the same.

*** Imitation of problem-solving approaches:** Does your child imitate you opening the refrigerator for food, or turning on the water at the kitchen sink to get a drink?

*** Imitation of dramatic play sequences:** Encourage your child to join your "tea party," pouring and serving tea to dolls and then providing food and napkins.

If you have concerns about your child's ability to imitate, give EDIS a call for more ideas on how to promote learning.

Salad spinner art

This is a good activity for older toddlers. It's not too messy and a lot of fun!

1. Remove the plastic insert from a salad spinner and place a small paper plate in the bottom.
2. Replace the insert on top of the paper plate.
3. Dribble a little paint into the spinner, put the lid on, and spin.

4. If you like, add another color or two and spin some more for a nice effect.

For more art project ideas for toddlers and preschoolers, visit:

<http://fun.familyeducation.com/childrens-art-activities/crafts/33376.html>



Can your child unbuckle his car seat?

A new study by researchers at Yale School of Medicine found that children learn very young how to un-

buckle their car seats, posing obvious safety risks. The team found that 75% of children who self-unbuckle were age three and under, with an age range of 12 to 78 months. Unbuckling was reported as early as 12 months of age and was more common in boys than girls. Of the children self-unbuckling, 43%

did so while the car was in motion. Twenty-nine percent of children who unbuckle are in a five-point restraint and do so more commonly from the chest buckle. The most common parental response to self-unbuckling while the car was in motion was "pull over, reprimand, and re-buckle the child."