

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
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May is Better Hearing and Speech Month

In 1993 the National Institute of Health recommended that all babies have their hearing tested between birth and three months of age. Most hospitals around the country have complied with this recommendation. An infant may pass a hearing test as a newborn, however, and develop hearing loss later on as a toddler or young child. Undetected, a hearing loss can negatively impact a child's speech and academic skills.

If you see any of the following warning signs, discuss your concerns with your child's physician:

- * Inconsistently responding to sound
- * Delayed language and speech development
- * Unclear speech
- * Sound is turned up on electronic equipment (radio, TV, cd player, etc.)
- * Does not follow directions
- * Often says "Huh?"
- * Does not respond when called
- * Frequently misunderstands what is said and wants things repeated

The American Speech-Language-Hearing Association (ASHA) recommends that children at risk for hearing loss,



such as those who suffer from chronic ear infections or in cases where there is a family history of hearing loss, be screened as frequently as needed to ensure they are hearing well. Otherwise, for children ages 5-18, hearing screenings should occur on initial entry into school and annually in kindergarten through 3rd grade as well as in the 7th and 11th grades.

News from EDIS

A display of developmental charts are permanently available in the children's section of the library.

These handouts are grouped by ages, from 2 months to 3 years. This is a convenient way for par-

ents to check how their child is progressing developmentally.

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

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>

Proven Strategies that Teach Toddlers to Behave

First, let's begin by talking about what doesn't work: Yelling, scolding, lecturing, threatening, bribing, spanking, name calling, constantly saying "no," and criticizing.

What does work?

Ignore. If your child is having a temper tantrum, ignore him the best you can. Once he calms down, turn your attention toward him and resume positive interactions.

Change the situation. If your child is wandering around and "looking for trouble," this is a good time to step in and get him interested in something else. Go outside or start a new activity.

Adapt the environment. Don't

leave your cell phone out if he likes throwing it in the toilet. Put baby locks on the kitchen cabinets. Reduce the opportunities for conflict between the two of you.

Say what you want. Tell your child what you want him to do instead of what you do not want him to do. Say, "walk" instead of "don't run."

Distract. When your child is determined to have more cookies, distract him with a more motivating activity, such as a favorite toy.

Substitute. If your child is insistent on banging a stick on the furniture, steer him to more appropriate "drums," such as an oatmeal can or pots and pans.

Positive feedback. When your child is playing nicely, give him smiles, hugs, and attention. Focus on building positive rapport.

Make "if-then" statements.

Here's an example: "Get your shoes, then we will go outside."

Preset. Anticipate problems and set the rule upfront. Right before you go into the store, for example, tell him he will get a treat at the end if he stays in the shopping cart seat the entire time.

Choose your battles. It's a warm day in May and your child puts on his winter boots. You think it looks crazy. Ask yourself, does it really matter? If it doesn't, then tolerate and accept.



How Much Exercise is Enough?

Daily exercise not only develops healthy bodies. Recent research suggests active play helps brain growth, motor planning, and overall healthy growth and development.

The National Association of Sports and Physical Education makes these recommendations for daily exercise for young children:

Toddlers (ages 12-36 months) should get at least 30 minutes of *structured* activity every day, such as dancing to music, playing ball with an adult, or going on a walk with an adult. For preschoolers (ages 3-5), the recommendation is for 60 minutes or more of *structured* activity.

Young children need *unstructured* play time, too, such as running in the yard and playing on a play-

ground. It is recommended that toddlers and preschoolers accumulate at least 60 minutes—and up to several hours—of *unstructured* activity each day.

Children should not be *sedentary* for more than 1 hour at a time (except for sleeping).

Read and Move

Who says you have to *sit* to read? These books get kids jumping, clapping, and marching—the perfect solution for restless readers with endless energy:

Clap Your Hands by Lorinda Bryan Cauley; *From Head to Toe* by Eric Carle; and *Pretend You're a Cat* by Jean Marzollo will get your children

moving. *Toddlero-bics* and *Toddlero-bics Animal Fun*, by author Zita Newcome, are two other good choices.

Books that encourage motor imitation teach important skills. Children learn to listen and remember different sequences of actions. They also learn to motor plan. Youngsters see a movement—the slithering of a snake, for

example—and must mentally plan how they can execute that same action. Motor imitation is a *thinking* activity, as well as a *physical* one.

