

North Edmonton Family Day Home Agency Parent E-News April 2019



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2019 Statutory Holidays

The office will be open
Easter Monday.

Friday	April 19	Good Friday
Monday	May 20	Victoria Day
Monday	July 1	Canada Day



This month with your permission, your educator will be completing an ASQ-3 on children in care.

Consultants will collect the forms in May. The forms will be returned to educators once scored and then shared with you.

What is an ASQ-3?

The ASQ-3 is a set of questionnaires about children's development. It has been used for more than 20 years to make sure children are developing well. A screening provides a quick look at how children are doing in important areas, such as communication, physical ability, social skills, and problem-solving skills. ASQ-3 can help identify a child's strengths as well as any areas where a child may need support.

How the ASQ-3 works:

- Each question is answered with a "yes," "sometimes," or "not yet," based on what a child is able to do now. Answers help show a child's strengths and areas where a child may need practice.
- To answer each question, there are fun and simple activities to do with a child. These activities encourage a child to play, move around, and practice day-to-day skills.

If a child is developing without concerns, nothing more that is needed to do. As a child grows and learns new skills another ASQ-3 will periodically be completed. There are 21 questionnaires that can be used with children from 1 month to 5 1/2 years old. If a child has trouble with some skills, we will help with the next steps. Finding delays or problems as early as possible supports a child's healthy development.

What educators found successful after completing ASQ-3 questionnaires.

Discussing the ASQ-3 with a parent was a great way to highlight and discuss their child's current development in a variety of key areas.

A parent required an observation assessment for their child to apply to a specialty school. The ASQ-3 was accepted as an observation and the child was accepted into the program.

After completing an ASQ-3 with her own child, an educator was able to provide developmentally appropriate activities to assist with her child's development.

One educator used the ASQ-3 questionnaire to refer a child for a second funding spot.

A parent was interested in completing an ASQ-3 for her child after her educator shared the document. She was provided with an ASQ-3.

One educator noted a child had speech challenges after completing the ASQ-3. The educator and incorporated activities suggested and when the next interval ASQ-3 was completed there were no concerns.

The ASQ-3 identified an area that a child needed outside support. The parents were able to find the appropriate services to best support their child.

An educator found that the ASQ-3 identified areas of strengths and weaknesses. The using the suggested activities she added daily activities to her program that supported areas that were both strong and weak.



Balloon Dangers

While colourful, and fun, balloons pose a real choking hazard to young children. The March of Dimes calls balloons “one of the most hazardous toys for children.” Statistics show that balloons are a leading cause of choking deaths, more than any other child’s product/toy. Between 1982 and 1995 at least six children two to nine years of age died due to balloon aspiration in Canada.

NEFDHA believes that balloons pose a significant choking risk and are not to be accessible to children in care.



IT’S FINALLY SPRING!

With the welcomed warm weather we have had, yards and parks are full of puddles. Water can make it a challenge to ensure children stay warm and dry during their daily outside playtime. Sending extra clothes daily, as well as boots and splash pants will help your child be comfortable outside. Mittens and hats may still be needed for those chilly mornings.

Waterproof pants and boots can make outside play more comfortable and don’t put away the hats and mittens just yet.



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Earth Day ~ Protect our Species ~ April 22, 2019

What is Earth Day?

Earth Day is celebrated annually on April 22 that is gaining worldwide support as it raises awareness for the environmental protection and care of our planet.

“In nature, nothing exists alone.” — Rachel Carson, 1962

“Nature’s gifts to our planet are the millions of species that we know and love, and many more that remain to be discovered. Unfortunately, human beings have irrevocably upset the balance of nature and, as a result, the world is facing the greatest rate of extinction since we lost the dinosaurs more than 60 million years ago. But unlike the fate of the dinosaurs, the rapid extinction of species in our world today is the result of human activity.” <https://www.earthday.org/campaigns/endangered-species/earthday2019/>

Earth Day Canada encourages that everyday be Earth Day.

You can make a difference! It is never too early to start teaching children the importance of caring for our all things in our world. With a little guidance and supervision, children can help make a difference.

Teach the “Four L’s of learning about any living creature,” *Look at them; Learn about them; Let them go; leave them alone.*

You can also make an impact by teaching children to make less garbage, use less power, and use less water.





The Canadian Association of Family Resource Programs

The Pleasures of Reading Aloud

There are lots of reasons to look at books and read aloud to children, starting when they are very young and continuing well after they can read for themselves. It's a time to enjoy moments of relaxation and closeness, to share interests and explore the world. In addition, experts suggest that reading to children 20 minutes a day improves their chances of success in school.

Here are some ways to make the most of your reading time.

The starting position - Your physical position communicates your interest and caring. Place yourself at child level, cuddled on the sofa or bed or sitting on the floor together.

Suit the book to the age - Babies explore books through all their senses, including taste, so choose cloth or cardboard books that will take heavy wear and tear. Later, toddlers are interested in naming things in books with one picture per page. Gradually, children become interested in the stories in books, first very simple ones, then progressively longer and more complicated stories. Eventually, you may be reading longer books over a period of days or even weeks, one chapter at a time.

Follow their interests - Choose a book that suits the child's age and interests. Younger children may lose interest before you arrive at the last page. That's okay. The goal is to make reading fun, rather than to get to the end of the book.

Adapt the text - You can adapt a book to the age of the child you are reading to. For young children, try just describing the pictures or telling the story in your own words. You might also change the names of the characters to names of people the child knows.

Catch children's attention - Bright colours and clear illustrations catch children's interest. You can hold the attention of a squirming child with books that have moving parts—flaps that lift, scenes that pop up, pieces that go into slots. Build on what you know interests them: an activity they enjoy, an animal that appeals to them.

Make your reading dramatic - Making your reading dramatic will also keep children interested in the story. Emphasize the rhythm in nursery rhymes. Use gestures and point to what you're talking about in the pictures. Change your voice for different characters in the story and make sounds for the animals. Encourage the children to imitate you and join in the fun.

Involve children - When children have heard a story several times already, you can involve them by pausing to let them fill in the next words. Some stories have a refrain that makes this easy, for instance, "I'll huff and I'll puff and I'll blow your house down!" in the Three Little Pigs. Just letting a child turn the page can keep him or her involved in reading.

Ask questions - From time to time, stop and ask questions about the pictures or the story. Even before a child can talk you might ask, "Can you see where the wolf is hiding?" If a child is learning to count, you could ask, "How many cats do you see on this page?" Draw older children into the action by asking, "What do you think will happen if Goldilocks eats the porridge?"

Respond to questions - Take time to answer the children's questions too. For children who don't yet say many words, just pointing at a part of an illustration may be a question. Respond by naming whatever the child is pointing to. Older children might ask why a character did some- thing. Pause in your reading to discuss their ideas.

Over and over again - Children love to hear the same book read over and over again—much to the dismay of some adults who would like a bit more variety. Be patient with this preference for familiar material. Repetition is part of the way children learn the words, the concepts and the story that a book contains.

Keep it up - When your children can read for themselves, you can take turns reading to each other. The good feelings of these moments spent sharing the pleasure of books will last many years.

by Betsy Mann

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In March, Kristin Dmytriw from the Centre for Family Literacy presented a workshop for educators where they explored numeracy in everyday life.

Educators came away with ideas for great activities and ideas to incorporate into their daily programming.

