



# KEEPING IN TOUCH

WINTER 2018

## PARTICIPATING AGENCIES:

Aisling Discoveries  
Child & Family Centre,  
Child Care Consultation

Boys & Girls Club  
of East Scarborough,  
Special Needs Services

The Etobicoke Children's Centre,  
Special Needs Consultation

Holland Bloorview Kids  
Rehabilitation Hospital,  
Community Outreach Service

Humber College,  
Child Care Consultation Services

Toronto Children's Services,  
Special Services Unit

WoodGreen Community  
Services

## Inside this issue:

<i>Happy 20th Anniversary Keeping In Touch!!!</i> . . . . .	1
<i>Navigating the Pathways to Specialized Services &amp; Supports</i> . . . . .	2
<i>Every Child Belongs City Wide Training</i> . . . . .	2
<i>Specialized Consultation Services</i> . . . . .	3
<i>Stimulating Ideas ~ Examples of OT Strategies</i> . . . . .	4
<i>Feeding Plan for Child Care</i> . . . . .	4
<i>Working with a Behaviour Consultant</i> . . . . .	5
<i>Inclusion Practices for Children with a Learning Disability</i> . . . . .	6
<i>The 5 R's of Healthy Brain Development: Using the 5 R's to Enrich Language Environments</i> . . . . .	8
<i>Prevention of Behaviour</i> . . . . .	9
<i>Supporting Inclusive Learning Environments - Conference</i> . . . . .	9
<i>Resources for Educators</i> . . . . .	10

## HAPPY 20<sup>TH</sup> ANNIVERSARY KEEPING IN TOUCH!!!

Keeping In Touch has reached its 20<sup>th</sup> anniversary! In 1997 the Scarborough Special Needs Committee wanted to create a method to connect and communicate with all the child care and home child care programs in Scarborough to support their experiences working with children and families. Back then the special needs resourcing model was nowhere the size it is today. So it was important to have a method to “keep in touch” with all the programs in the community in between program visits.

The committee members at the time decided that bringing relevant information about supporting the inclusion of children with special needs in their community child care programs directly to the doors of the centres and home child care agencies was a useful method to insure all staff had supports on an ongoing basis. Keeping In Touch was originated by Heather McRobert, Cindy Brandon, Carolyn Bustraen, Colin Hughes, Nancy Turner, Ann Meuser, Robin Lister, Mary Peddie, Mucie Saitowitz, Gaby Chauvet, Dick Winters, Barb Vetsch, Mary Sanders, Sophie Jenkinson, Helen Tremble and Karin Field. And all the committee members lent a hand in the writing and editing of articles. We even took turns with printing, folding, envelope stuffing and stamping – yes, we pre-dated e-mail and electronic distribution!

Even our children got involved. When it came to deciding on a logo Sophie Jenkinson's young daughter, Holly, thought about the title, Keeping In Touch, and drew the picture that became the masthead and continues to this day to be the recognizable icon signifying the varying levels of connection that Keeping In Touch has always represented in its message.

Over the last 20 years Keeping In Touch has evolved from a 2 page newsletter containing information and practical articles to the often 10+ page document it is today; full of resources and the latest theories and strategies to support inclusive practice in the child care community. The content has always been informed by our interactions and experiences with children, families and child care and home child care staff. Keeping In Touch has seen contributions from Special Needs Resourcing staff, RECEs and Supervisors of child care centres, Home Child Care Visitors, Speech Language Pathologists, Occupational Therapists, Play Therapists, ECE students and perhaps most powerfully, parents. And its distribution has expanded from Scarborough to the entire City of Toronto as a part of the Citywide Training Team.

It is with great pride that we've seen our little 2 page newsletter grow to the extensive document it is today. It is a grand testament to the evolving inclusionary practice in licensed child care and home child and the level of professionalism our child care community is known for!

Happy birthday “Keeping In Touch”! Here's to another excellent 20 years!

*Gaby Chauvet, RECE, AECEO.C, Executive Director ~ Heritage Home Child Care Services & Robin Lister, RECE, AECEO.C, B.A., R.T., Manager, Special Needs Services & Volunteer Services ~ Boys & Girls Club of East Scarborough*

## THE SPECIAL NEEDS RESOURCE STAFF ~ NAVIGATING THE PATHWAYS TO SPECIALIZED SERVICES & SUPPORTS

Every licensed child care and home child care in the City of Toronto has access to a Special Needs Resource (SNR) Staff through the Every Child Belongs model to support their program. The overall goal of this service is to enhance the capacity of the child care staff, enabling them to support the various needs of the children within their program.

The SNR provides three types of support to licensed programs:

### Individual Consultation

### Program Consultation

### Training

To access one of these three options simply use the Special Needs Resource Service Request System located in the Operators' Online Services on Toronto Children's Services' website.

Once a service has been activated, the SNR may suggest accessing additional consultation services funded through the Every Child Belongs model;

- Occupational Therapy Consultation
- Behavioural Consultation
- Psychological/Psychiatric Consultation

Accessing these services, when appropriate, can provide additional strategies and recommendations to further support the child in the program and to facilitate an inclusive child care setting. At times child care support funds may also be recommended. These funds allow for short term supports so primary staff can focus on predetermined goals and strategies.

Child care programs are always encouraged to reach out to their Special Needs Resource Staff for clarification of the referral process and/or the services available to them. Your SNR will welcome, and encourage, a conversation about the needs in your program and how they can support you.

*Denise Palermo, RECE, Special Needs Consultant ~ The Etobicoke Children's Centre &  
Nicole Livingstone, Child Care Consultant ~ Aisling Discoveries Child & Family Centre*

## EVERY CHILD BELONGS CITY WIDE TRAINING ENGAGE. LEARN. REFLECT. PRACTICE.

City Wide Training (CWT) is a comprehensive professional learning network for the early learning and child care community in the City of Toronto. Since its inception in 2005, CWT has provided professionals with a host of educational learning experiences that promote the development of responsive, inclusive, reflective and caring educators. It was developed on the basis of the Every Child Belongs model, a collaboration of special needs resourcing agencies and Toronto Children's Services.

CWT offers a single point of access to professional learning opportunities through structured and or informal training that is innovative and interactive. A wide range of topics provides early learning and care professionals with an opportunity to enhance their skills in various areas of the early childhood sector. Consequently, providing children and their families with access to quality care and education in the community they belong to.

If you are interested in ongoing development as an early learning and care professional please visit our website and investigate what City Wide Training has to offer to support your role as an educator. To access information on professional learning opportunities go to [www.citywidetraining.ca](http://www.citywidetraining.ca).

*Anna Patola, Training Coordinator of CWT ~ Humber College*

## BEHAVIOURAL CONSULTATION AS A SPECIALIZED SERVICE

The purpose of the Behavioural Consultation service is to enhance the Special Needs Resource service and is not intended as a substitute or to provide one to one support. The Behavioural Consultation service is available to licensed child care and home child care programs. The service aims to address and support the successful inclusion of children between birth to 12 years of age with complex developmental, social, emotional and behavioural needs. This consultation service will be provided by a Behaviour Consultant (BC) from one of the following agencies:

- Community Living Toronto (West & South)
- Adventure Place (North)
- Aisling Discoveries Child & Family Centre (East)  
- city wide for service in French

## OCCUPATIONAL THERAPY CONSULTATION AS A SPECIALIZED SERVICE

The Occupational Therapy (OT) Consultation service is available to licensed child care programs and home child care providers, to address and support the successful inclusion of a child birth to 12 years of age with extra support needs through observational assessment and written recommendations. The consultation service is provided by an OT from either of the following service agencies;

- VHA Home Health Care - contracted by Community Living Toronto
- Holland Bloorview Kids Rehabilitation Hospital  
- accompanied by the Community Outreach ECE

## PSYCHOLOGICAL / PSYCHIATRIC CONSULTATION AS A SPECIALIZED SERVICE

The focus of the Psychological/Psychiatric Consultation service is to build the capacity of the Special Needs Resource staff (SNR), as well as child care staff and home child care providers, to better support children with significant behavioural needs. However, it should be noted this is not a diagnostic service. The service will provide staff and the parent/legal guardian with an increased understanding of the programming needs to support the child in the program. This consultation service will be provided by a Psychologist or Psychiatrist associated with the following children's mental health agencies:

- Child Development Institute (South)
- Aisling Discoveries Child & Family Centre (East)
- Adventure Place (North)
- The George Hull Centre for Children and Families or The Etobicoke Children's Centre (West)

## CHILD CARE SUPPORT FUNDS AS A SPECIALIZED SERVICE

Child Care Support Funds (CCSF) are available to licensed child care centres and agencies that have a service contract with Toronto Children's Services. The purpose of the funds is to support the child care program with the successful inclusion of children with extra support needs within the context of the daily program.

CCSF are used to provide short-term enhanced staffing that allows the regular staff to support children with extra support needs in the program, using the strategies developed by the child care program and SNR team. The funds are not intended to be used for one to one support or formal therapy.

All requests must be facilitated by the Special Needs Resource staff who provides support to the child care centre. The centre supervisor and SNR staff must agree with the need for CCSF before proceeding with the application, as not all situations require CCSF.

Source:

Toronto Children's Services - Special Services Unit. (2018). *ECB Specialized Service Guidelines 2018*. City of Toronto.

## STIMULATING IDEAS ~ EXAMPLES OF OT STRATEGIES

Occupational Therapy recommendations include sensory integration activities to prompt the brain to process sensory information more effectively, helping the child respond more appropriately to their environment. The Occupational Therapist (OT) may suggest activities that include expanded sensory experiences including an area in the program that is rich in sensory input where the items are meant expressly for sensory exploration. They may also outline proprioceptive activities. Information from the muscles and joints is called proprioception. Often these types of activities will include pressure, resistance, movement and/or weight; great for the child who has difficulty with body awareness. *\*Always check with an Occupational Therapist prior to engaging in any proprioceptive activities to insure they are right for the child.*

Sometimes an OT will also suggest activities meant to provide oral motor activities for children that tend to use their mouth to seek out sensory stimulation. Activities such as blowing bubbles into a bowl of water using a straw may be helpful. Drinking liquids, especially thicker items such as milkshakes and yogurt, through a straw may also provide good input.

The vestibular system in the inner ear, which helps the body to know how it is moving, is stimulated by most movement activities. So an OT may suggest movement activities such as climbing, swinging, sliding and rocking for a child in need of vestibular stimulation.



Tapping into the Occupational Therapy Consultation specialized service may be a useful support to a child with special needs and to the child care program staff in supporting them.

*Nicole Livingstone, Child Care Consultant  
~ Aisling Discoveries Child & Family Centre*

## FEEDING PLAN FOR CHILD CARE

The following is an example of a feeding plan to support a child's need to work their way up to actually eating foods. It is based on "Stages of Acceptance" as taken from "Just Take a Bite" by Ernsperger & Stegen-Hanson (2004).

At lunch, and potentially at snack, the child will be served food from home. At lunch or one of the snack times, the child will be offered a small amount (approximately one bite) of food from the menu (e.g. what the other children are having). The child will be expected to attempt to see, touch, smell or taste this one bite of food. If in the past, the child has been uncomfortable having the food on her plate, then to "see it" (in other words tolerate it on her plate) is the current expectation. If in the past the child has been willing to leave it on her plate, but unwilling to touch the food, then touch is "today's challenge". If she has been willing to touch it, try having her smell it. If she has been willing to smell it, encourage her to taste it. Here are some examples:

**See it:** One bit of the food on a plate or napkin near her food.

**Touch it:** Encourage the child to poke the food or pick it up and look at it more closely. If she is unwilling, have her pick it up (with fingers) and throw it in the garbage. If unwilling, help her to pick it up with a utensil and throw in garbage or scrape plate over garbage.

**Smell it:** Encourage the child to pick up food and smell it one or more times (if willing).

**Taste it:** Encourage the child to take one bite of the non-preferred food. Show her that she can spit the food into a napkin if needed. If she is unwilling, have the child "kiss it goodbye" and throw it in the garbage. That way, she is at least bringing the food to her mouth.

### Tips:

The goal is to ensure success and to support the child through a very gradual transition to accept more foods. It is always OK to gently offer, but the expectation or "push" is only at 1 step higher in the "hierarchy of acceptance" for each food. It is also important to limit the "push" to one small bite at a time. The child may try more if she wishes, but it is not an expectation.

*Christie Welch OT Reg. (Ont.)  
~ Bloorview Kids Rehabilitation Hospital*

## **WORKING WITH A BEHAVIOUR CONSULTANT ~ AN UNDERSTANDING OF HOW WE CAN WORK TOGETHER**

### **When to refer to a Behaviour Consultant?**

- discussion between the Special Needs Resource Consultant, parents and child care program has occurred - all have consented
- strategies have been tried with the child/environment with limited success
- behaviour is time consuming
- behaviour is unsafe
- a deficit in a skill has been identified and skill building is needed

### **A Behaviour Consultation is NOT . . .**

- 1:1 intervention for any one child
- a set period of time during the day or week; each referral is different in its needs
- a performance evaluation of the staff
- a performance evaluation of the program
- an overall critique of the centre
- a Magic Wand that will fix behaviour immediately

### **The Behaviour Consultant will . . .**

- work as part of the team
- attend the program to observe and take data
- ask the program to gather data
- come 1-2 times; may come several times depending on the child and the behaviour
- discuss informal questions with as many staff as possible to understand the current behaviour for referral (indirect assessment)
- need to discuss with parents their perception of the current behaviour as well
- assume the first priority as the child's best interest
- coach/model for the staff a variety of techniques/interventions when required
- take data on the occurrences or frequency of staff delivering techniques/interventions with the child
- provide a rationale for suggested interventions
- use evidence based research to assist in determining appropriate interventions

### **What the Behaviour Consultant will need from you . . .**

- your expertise on the child
- expertise from parents about their child
- your impression of the behaviour
- collaboration to complete the assessment

### **In the end . . .**

- Behaviour Consultants hypothesize the "function" of the child's behaviour
- the function provides us with a more objective lens and directs us to appropriate interventions
- sometimes there is more than one function
- sometimes more than one intervention will need to be tried
- data collection is required throughout the process
- we all have information to share; sometimes it may not seem important but it is because . . .

**WE ALL HAVE OUR OWN PROFESSIONAL LENS THAT WE LOOK THROUGH . . .  
OUR ROLE WILL BE TO BRING OUR LENSES TOGETHER  
FOR THE BEST INTEREST OF THE CHILD!**

*Christine Tanner, Behaviour Consultant ~ Every Child Belongs, Adventure Place*



## INCLUSIONARY PRACTICES FOR CHILDREN WITH A LEARNING DISABILITY

Every child is unique. They each have their own set of strengths and needs. Registered Early Childhood Educators work very hard to provide programs that are inclusive for all children. Sometimes they are uncertain as to how best to support children with learning disabilities. Often questions like these arise: How can a child who is so articulate not be able to solve conflict with their peers? How can a child who is so smart not follow simple rules and say they do not understand?

Let's attempt to take the mystery out of learning disabilities. In order to do this, like any good detective solving a case, you have to do a little investigative work and implement a plan of action based on your findings.



### START WITH THE FACTS ~ WHAT, WHO, WHERE AND WHEN

- Learning disabilities are a variety of specific neurological disorders that affect a child's brain's ability to comprehend, process, maintain, retrieve or communicate information
- Learning disabilities affect a child's ability to grasp concepts in one or more of the following skill areas:
  - ♦ oral language (e.g. listening, speaking, understanding)
  - ♦ reading (e.g. decoding, phonetic knowledge, word recognition, comprehension)
  - ♦ written language (e.g. spelling and written expression)
  - ♦ mathematics (e.g. computation, problem solving)
- Learning disabilities range in severity from minor to severe
- Learning disabilities occur in children who otherwise seem to be mastering and maintaining other skill sets easily
- Learning disabilities are lifelong
- Learning disabilities are genetic in nature
- Learning disabilities are not visible
- Learning disabilities are not a result of economic, environmental or cultural differences
- Learning disabilities may be associated with other attentional, emotional or sensory system impairments



### GATHER THE INFORMATION

Make a list of the child's:

- Strengths - accomplished skills
  - Needs - lagging skills
  - Areas of interest

### PUT A PLAN OF ACTION IN PLACE

The Learning Strategies Approach is an eight stage plan of action developed by the University of Kansas.

#### STAGE #1 – MAKING COMMITMENTS

(This serves as the motivation for learning the new strategy.)

Think about why it is important for the child to learn this strategy. What will it do for them? Why should they be invested in trying this strategy?

## STAGE #2 – DESCRIBE THE STRATEGY

(Here the process is clearly presented using “PRESS”).

**P** - stands for presentation. How does the teacher present information? Ensure information is presented in a variety of formats including visual, auditory, charts, signs, signals and cues.

**R** - stands for response. How does the student need to respond to the teacher? How does the student need to provide feedback to a given task? Ensure the child has a way to demonstrate their understanding.

**E** - stands for equipment. What additional materials, equipment or extra personnel are needed? Ensure the child has the right tools to support them; fidget toys, a journal or problem solving book, a special activity to calm them or a cushion to support them in attending.

**S** - stands for scheduling. In what ways can the classroom schedule or time management be improved? Decrease waiting times. Divide large groups into smaller ones. Shift indoor and outdoor play time.

**S** - stands for setting. Where can the student learn best? Ensure that you set the stage for success. Modify the environment and the positioning of the child within the environment when necessary.



## STAGE #3 – MODEL THE STRATEGY

(The strategy is demonstrated.)

Ensure the strategy is modelled for the child. Show him/her exactly how to accomplish a task for optimal outcomes. Demonstrate consistently among adults. Have peers model as well.

## STAGE #4 – VERBAL ELABORATION AND REHEARSAL

(The learner demonstrates strategy.)

Ensure the child understands and can demonstrate the strategy effectively and comfortably.

## STAGE #5 – CONTROLLED PRACTICE AND FEEDBACK

(Here the learner practices and is evaluated on performance of strategy.)

Provide lots of opportunities for the child to practise the skill. Provide lots of positive reinforcement for attempting the task. Make suggestions for next time to support growth.

## STAGE #6 – ADVANCED PRACTICE AND FEEDBACK

(The learner practices and receives more formal feedback.)

Ensure practice is ongoing and positive reinforcement is consistently provided.

## STAGE #7 – CONFIRM ACQUISITION

### AND MAKE GENERALIZATION COMMITMENTS

(The learner masters strategy and commits to using it.)

Confirm the child's ability to accomplish the task. Demonstrate the positive effects of the child's efforts.

## STAGE #8 – GENERALIZATION

(The learner uses the strategy appropriately in multiple settings.)

Provide the child with an opportunity to try out the skill in other environments.

For more information on learning disabilities check out the [Learning Disabilities Association of Canada](http://www.ldac-acta.ca).

Sources:

Learning Disabilities Association of Canada. (2017). *Learning Disabilities and You!*  
Retrieved from [www.ldac-acta.ca](http://www.ldac-acta.ca).

Verbeke, Karen A. (2002). Identifying Accommodations for Inclusion Settings: A Strategy for Special and General Educators. *Electronic Journal for Inclusive Education*, Volume 1, No. 6.

*Submitted by: Denise Palermo, RECE, Special Needs Resource Consultant ~ The Etobicoke Children's Centre*

## THE 5 R'S OF HEALTHY BRAIN DEVELOPMENT: USING THE 5 R'S TO ENRICH LANGUAGE ENVIRONMENTS

Keeping In Touch (Winter 2017) outlined the 5 R's that are necessary for healthy brain development (from Zero to Three, 2012). Adult input to a child's language learning brain is the most powerful tool for supporting communication development. Here are some language programming guidelines based on the 5 R's:

### Relationships:

Relationships are formed through **observation** and **listening**. A strong language environment supports relationships when adults "check in" often, even if briefly, to **see what is interesting** to a child and to **join in** the things that are exciting and satisfying to them. This builds a child's trust and confidence as a valued communicator. "Checking in" 10 times in the morning free play for 1 or 2 minutes each time adds up to a lot of relationship building and language learning! **Keep the interaction going, keep the relationship growing!**

### Responsive Interactions:

**Interpret** any meaningful messages the child is sending; verbal, nonverbal and behavioural. Give children language they need **quickly** and **simply** after their message is produced. If the child reaches up, interpret "Up? I can't pick you up, but I can hold your hand." If the child says "No!", interpret "Tell him my turn!" or "Do you want a turn? Here, there's another train. Play trains together." **Respond to the child as a conversationalist** and remember a child may keep the conversation going using facial expression, gestures and actions!

### Respect:

Children learn to treat others by imitating the way adults treat them. Be **face-to-face**, approach and help from the front and avoid an unexpected approach from the back. Being face-to-face shows respect by **giving information** about what is going to happen ("Let's zip your coat"), allows adults to **read a child's cues** ("You want to zip it yourself. Here. I'll start the zipper. You can finish. Zzzip!"), and **allows the child see the way your words are formed**. Avoid too many questions, which can end an interaction; **keep your interactions going** with open-ended comments such as "I think...", "I wonder...", "I see...", "I know...", "I remember..." Enjoy the conversation!

### Routines:

Language learning occurs through practice **in doing the things over and over to mastery**, hearing the words that go with these routines and having opportunities to try to participate as fully as possible, through actions, gesture and words. Routines provide opportunities to practice and build upon mastered skills. Put a language focus in everyday successes using consistent words, gestures, visual cues and picture schedules. **Practicing language during routines, when the child is confident and successful**, builds on strength, increases confidence and allows the child to **keep the interaction going**, without stress or conflict.

### Repetition:

**Redundancy** is key in language learning. The child hears a word, hears the word in a phrase, hears the word in a sentence, hears the word in a different situation and makes a new connection. **"Stack" your "key words"** by starting with a single word ("Water.") then add the word in a phrase ("You're pouring water.") then add the word to an idea ("Pour water in the sieve.") then add reflective language ("You like playing in water!"). Give children lots of redundant cues about word meanings, the sounds of words and the uses of words in different situations through repetition.

Sources:

Regional Resource Center Program. (2014). *Agreed Upon Practices for Providing Early Intervention Services in Natural Environments*. American Speech-Language-Hearing Association.

Cheshire, Nancy. (2007). Gateway to Infant and Toddler Learning. *Dimensions of Early Childhood, Volume 35, Number 3*.

Weitzman, E. & Greenberg, J. (2002). *Learning Language & Loving It*. The Hanen Centre.

*Bonnie McIntosh, Speech Language Pathologist*



## PREVENTION OF BEHAVIOUR

### PROMPT APPROPRIATE BEHAVIOUR

- get to know the kids; ages and stages, milestones and expected behaviours
- supervise, direct and participate in play - build the relationship with the child
- design program plans that are engaging and meaningful
- use logical and natural consequences
- teach social skills and problem solving skills
- plan for transitions
- communicate clearly
- focus on what the child can do
- use praise (it does work)
- set simple firm clear limits
- provide choices - be creative
- plan for the end of the day - the 5:30 to 6:00 p.m. timeframe
- step back, look and plan as a team



### SET UP FOR SUCCESS

#### For Staff

- start each day fresh
- focus on facts
- focus on hearing and understanding
- true team work



#### For Children

- help them start each day fresh
- help them focus on facts
- help them label and express feelings
- help them plan for play

*Janet Scott, SNR ~ WoodGreen Community Services  
Jennifer Cloke-Campbell, SNR ~ George Brown College  
Katherine Jasinski, Manager ~ Morse Street Child Care Centre, WoodGreen Community Services*

*Children learn more from what you are than what you teach.*

*~ W. E. B. DuBois ~*

COLLEGE  
TRAINING  
CENTENNIAL

## ANNUAL EARLY CHILDHOOD RESOURCE CONSULTANT CONFERENCE

### “SUPPORTING INCLUSIVE LEARNING ENVIRONMENTS”

Saturday, March 24, 2018 ~ 8:15 a.m.-12:00 p.m.

To receive the conference flyer e-mail [resourceconference2018@gmail.com](mailto:resourceconference2018@gmail.com)

Registration closes on March 17, 2018 ~ Don't miss out!

## WEBSITES

The following websites have lots of interesting ideas and resources:

City Wide Training Calendar ~  
[www.citywidetraining.ca](http://www.citywidetraining.ca)

Connectability ~  
[www.connectability.ca](http://www.connectability.ca)

College of ECE ~  
[www.college-ece.ca](http://www.college-ece.ca)

Earlychildhood News ~  
[www.earlychildhoodnews.com](http://www.earlychildhoodnews.com)

How Does Learning Happen? ~  
[www.edu.gov.on.ca/childcare/EducatorsEn.pdf](http://www.edu.gov.on.ca/childcare/EducatorsEn.pdf)

Gerrard Resource Centre -  
 Ryerson University ~  
[www.ryerson.ca/ecs/grc/](http://www.ryerson.ca/ecs/grc/)



*The KIT Newsletter Committee members include:*

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 Early Childhood Consultant  
 Humber Child Care Consultation Services

Pemola Pereira  
 Resource Educator  
 Toronto Children's Services

Janet Scott  
 Resource Consultant  
 WoodGreen Community Services

## RESOURCES FOR EDUCATORS



Here are a few suggested resources that will compliment the information in this edition of Keeping In Touch.

### Videos

Lavoie, Richard. *Beyond F.A.T. City - A Look Back, A Look Ahead: A Conversation about Special Education*

Lavoie, Richard. *Understanding Learning Disabilities - How Difficult Can This Be?*

Lavoie, Richard. *When the Chips Are Down . . . - Learning Disabilities and Discipline*

### Books

Angus, K., et. al. (1993). *Helping Kids Discover and Develop Language.*

Ashem, B. & Ashem, M. (2008). *Play, Learning and Brain Development: You Can Make a Difference.*

DeFeo, A. (1995). *Parent Articles 2.*

Golding, K. (2008). *Nurturing Attachments.*

Huebner, D. (2002). *What to do When Your Brain Gets Stuck.*

Kranowitz, C. (1998). *The Out-of-Sync Child: Recognizing and Coping with Sensory Integration Dysfunction.*

Manolson, A. (1995). *You Make the Difference: In Helping Your Child Learn.*

Miller, L. (2006). *Sensational Kids – Hope and Help for Children with Sensory Processing Disorder.*

Pepper & Weitzman. (2004). *It Takes Two to Talk: A Practical Guide for Parents of Children with Language Delays.*

Schrader, M. (1988). *Parent Articles: Enhance Parent Involvement in Language Learning.*

All the suggested Resources for Educators in this edition of Keeping In Touch are available in the Special Needs Resource Library at the Boys & Girls Club of East Scarborough.

To make an appointment to check out the library contact the Special Needs Services team at 416-281-0262 x 203/204. Or to view a complete library inventory go to <http://www.esbgc.org/special-needs-services/>.