

CCSNRP

Child Care Special
Needs Resourcing
Partnership

What's New in Special Needs Resourcing

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Community Living Cambridge



Developmental Services
Access Centre

Welcome to the October issue of What's New in Special Needs Resourcing-ELCC edition!

Fall is a busy time at with referrals to Child Care SNAP!

Keep in mind that some services are experiencing wait lists, so get those referrals in as soon as a concern is identified!!!

A Word from CCSNR Partner– Family and Children's Services– Preschool Support Program

(by Chris Hemple)

The Preschool Support Program at Family and Children's Services is funded by the Regional Municipality of Waterloo. The program is intended to support the inclusion of children, with a special and/or social need, into licensed child care programs. The Region defines special/ social needs as a child who is assessed to be functioning developmentally below age appropriate norms, or a child who is at risk

of developmental delay. This may be a child who is exhibiting behavioural problems, a child who has been abused or neglected, or a child whose experiences have been limited due to hospitalization, parent illness or lack of stimulation.

Generally the families referred to the program are open to child protective services either through a voluntary service agreement or a court order. We do, however, offer support to a limited number of families who do not open to ongoing service.

The ECE Resource Consultants work closely with families to help them navigate through the process of obtaining child care subsidy, touring and selecting a child care placement, and assisting with a transportation plan. (Cntd. pg 2...)



Elmira District Community
Living



Region of Waterloo
SOCIAL SERVICES

SNAP Fast Facts

DID YOU KNOW...

- **A developmental concern of any kind** is an appropriate referral to SNAP?
- There is a SNAP website– www.ccsnap.com– check it out!

(Cntd. From pg.1...)

Once a child is placed in a child care centre, or home child care, the ECE Resource Consultant completes between 2 and 4 follow-up visits to consult with child care staff and to ensure the transition has been successful.

Every child who is referred to our program receives a developmental screen. Subsequent developmental assessments are provided, when necessary. Following assessments, the ECE Resource Consultant will assist the family with referrals to community supports and resources and provide the child care with programming suggestions. In instances where on-going developmental support is needed in the child care, the ECE Resource

Consultant will refer to other community agencies for this support.

The Preschool Support Program also runs the Play and Learn Program in partnership with the Ontario Early Years Centres and Community Centres. This is a 10-week program for parents and children who are ages 3 – 5. Parents participate in a parenting class while children attend a playground that focuses on the building of social s



WHAT IS TRAUMA? (by Chris Hemple)

According to The American Psychiatric Association's *Diagnostic and Statistical Manual* (DSM-IV) a "traumatic event" is one in which a person experiences, witnesses, or is confronted with actual or threatened death or serious injury, or threat to the physical integrity of oneself or others. Key here is the individual perception. Young children are particularly vulnerable to trauma, such as neglect and abuse, because it has the potential to interfere with their primary attachment relationship. This can have lasting implications. Preschoolers, in particular, will vary in their responses, as each will react in a

manner that is consistent with their individual level of understanding, and emotional capacity.

Trauma and the Developing Brain

When a child has been exposed to trauma (direct or indirect) various parts of the brain begin an adaptation process that results in changes to the child's physiological state, arousal level, and cognitive ability. For instance a child who is in a heightened state of fear will be processing from the emotional centre of the brain, and may demonstrate a more primitive style of thinking. The child may show lack of focus and have difficulty maintaining attention. They may appear anxious, withdrawn, angry or frustrated. Children who are repeatedly exposed to trauma spend much of their time in this aroused state. This persisting fear can alter the child's developing brain. The Child Trauma Academy (2008) states, "The key to understanding traumatized children is to remember that they will often, at baseline,

TRAUMA (CONTINUED FROM PAGE 2)

For more information on the Child Care Special Needs Resourcing Partnership or to make a referral to the Child Care Special Needs Access Point please contact:

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Email: info@ccsnap.com

We're on the Web
www.ccsnap.com

What role can the ECE Play?

By carefully planning the environment and offering ongoing support to the family, the ECE can play an important and vital role in the lives of children who have been traumatized by neglect or family violence. Research confirms that a warm nurturing environment filled with kind and predictable caregivers leads to better outcomes for children. ECEs can model healthy attitudes and behaviours that help children learn to cope with a variety of stressors. They can try to recognize triggers that signal a child is in distress and offer comfort and learning strategies. Finally, by encouraging ongoing, open communication the ECE can build a trusting relationship with the parent which forms the foundation for shared care-giving.

www.childtrauma.org



Upcoming Professional Development Events

- **Teaming Up and Talking with Parents: Discussing Difficult Issues**— available at no cost for presentation to staff at your program— contact Joan Wagner at 519-741-0076 for more information
- **REMINDER-Raising the Bar— Fall Focus**
Thursday November 5, 2009 at Bingeman's
Contact Leah Clark for information or to register
cleah@region.waterloo.on.ca

Current Research- Links

Resource: **My Toes Feel Like Spaghetti: An Exploration of Relaxation Strategies for Preschool Children** This report provides an overview of a workshop that was presented at the Expanding Horizons for the Early Years 2008 conference in Toronto. It includes the successful outcomes of a Yukon-based project that teaches 3 to 5 year-old children relaxation procedures such as breathing, progressive muscle relaxation, and yoga. Practical, hands-on activities for preschool children to encourage effective coping strategies are detailed such as: (1) activities to help children learn to label and express their feelings; (2) fun ways to do deep breathing with children (e.g., pretending to blow up a balloon); (3) short, simple tense and relax activities for progressive muscle relaxation (e.g., spaghetti arms); and (4) yoga.

This resource can be downloaded from: <http://tinyurl.com/yhvaf4g>