

Futureways



Dear Parent

Spring is here! We just finished our daily living skills module and all of the children became more familiar with daily living skills.

Again, I want to THANK every parent who participated and brought in a snack for us. We appreciate your ongoing support.

This month, we will be focusing on feeling and emotions. Lots of the

children are struggling with identifying and expressing their feelings to others. We are going to help children to be more familiar with and learn about different feelings in different situations. Some of the activities include group work and art projects.

A highlight of this month is we will be having Mr. Raymond, children's musician,

who will be hosting a mini-concert for us on April 9. We will be also be combining our Wednesday and Thursday class together on April 15 for a fun night at the VRRRI gym.

There will be more upcoming events this summer such as zoo mobile, and camps.

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This month
 Feeling Good Module
 • R a y m o n d mini-concert
 April 9, 2009
 7:00 PM– 8:00 PM
 • VRRRI Gym
 April 15, 2009
 6:30 PM– 7:30PM

May
 Safety Module
 • Sajjan & Nouman's Birthday*

June
 Summer
 • Zoo Mobile
 June 17, 2009
 6:30 PM–7:30 PM

Upcoming Event



Understanding Responding to, and Describing Emotions Using Photos

By Clint Johnson, M.A., CCC-SLP and Audrey Prince, Med.

Emotions are an important mirror and have him/her the part of human interaction practice moving these same emotion and one and overall communication. parts to make a smile, with a different emotion Sometimes a child has frown, furrowed or sur- in front of the child. Have difficulty expressing and/or prised brow, etc. him/her identify the interpreting emotions. Using • Choose photos that show emotions that are the photos is a technique to help a specific category of same and the one that is him/her understand, respond to, and describe emotions. emotion (e.g., happy or sad) and review the body facial expressions or body parts involved in making gestures make the photo different.

Understanding Emotion

• Begin by teaching the child to show a variety of people to focus on parts of the face making these expressions because people express emotion differently. Then, forehead, have the child use his/her eyebrows, mirror to practice these etc. Use a expressions. hand-held • Place three photos with

• As you progress with the photos, introduce more complex emotions such as confidence, embarrassment, loneliness, etc. Then, begin using black and white drawings to help generalize these emotions

April



Responding Emotion

• Read children's books that deal with emotions. Discuss the feelings in the books and how the characters resolved them.
 • Discuss and make a list of times when the child feels angry, happy, lonely, embarrassed, etc. Problem-solve whether his/her reactions are appropriate for the situation. Role-play appropriate reactions.
 • Use photos to discuss the emotion the person is showing. Ask the child what he/she thinks might have caused this emotion and what he/she thinks the per-

son should do. If the response is negative (e.g., he should hit the other person), then teach a better way to cope in these situations. Use the mirrors to practice making appropriate expressions based on the situations.

Describing Emotion

• For a child who can read, create a "word wall" of emotion words. Begin with a category of emotions—like happiness—and teach other words that have the same meaning. Add new words and categories every week.

• Use photos to play a describing game. Have the child list as many words as he/she can that describe each emotion shown in the photo.
 • When a child is unable to express an emotion and behaves inappropriately, tell him/her to "use words" instead of actions. Help him/her find these words by using photo cues. When you reach one that describes his/her emotion, tell him/her the word for this. Discuss how it is better to tell someone how you feel than to react negatively toward that



Sign Language and Autism

One of the most frustrating aspects of autism is the breakdown in communication. Children with autism struggle with the complexity of spoken language. Sign language creates an avenue of communication that strengthens speech and language development. Sign language provides numerous social, emotional, cognitive and communicative benefits for children with autism, such as:

- **Stimulation of speech and language development**
 - The visual stimulation provided by sign language activates the same centers in the brain that are activated by speech. Many signs are iconic, meaning they are gestures that are visually associated to the object they refer to. These visual associations are easier for children with autism. Sign language acts as a bridge to speech and language by “turning on” areas of the brain that are inactive due to the breakdown in spoken language.
- **Reduction of negative social behaviors**
 - Children with autism typically display negative social behaviors such as tantrums, anxiety, self-injury, and aggression. These behaviors are intensified when the child cannot communicate basic needs and wants. Sign language offers access to communication and eases the frustration that a child with autism feels when they are unable to express themselves!
- **Increase in social interaction**
 - **Sign language provides a way for children with autism to express themselves.** It also makes it easier for your child to receptively associate gestures with meaning. Expressive and receptive language skills are the building blocks for social interactions. Children that are able to express themselves are more likely to seek out social interactions!
- **Development of cognitive structures**
 - Sign language supports development of cognitive structures that are important for speech and language. Communication through sign helps to establish connections in the brain that are necessary for encoding language. Encoding language early is the key to learning, and learning is the key to success.

Sign language is a wonderful tool for parents, educators and families of children with autism. The benefits are immense! So then why is sign language not used for all children with autism? While there are many advantages for using sign language, there are also a few disadvantages:

- Sign language is a visual mode of communication and requires the ability to focus. In many cases, children with autism have attention deficits. **In severe cases**, attention deficits may prevent sign language from being advantageous to children with autism.
- **Unfortunately**, sign language - depending on where it's used (i.e. geographical location) - is not always a well-known accepted form of communication. Although sign language may be beneficial to the child with autism, it may isolate that child from interaction with people who do not know or learn sign language.

While autism can be challenging in many ways, there are many advantageous approaches to communication development. **Sign language offers multiple proven benefits for children with various degrees of autism.** Autism affects each child in a unique way and as a result the benefits are also unique to each child. **In severe cases**, sign language may not provide additional communication benefit to children with autism.

However, the fact that it may provide benefit offers hope and blessings to countless families. Sign language has never proven to be detrimental to children with autism, so what is there to lose?

If you have ever known a child with autism, then you know the hope that communication development provides. Sign language stimulates and strengthens communication development and offers hope for families and children that are affected by autism.



Flutter Delight Cupcakes



Recipe Ingredients:

- 1 baked cupcake
- White icing
- 1/2 sour gummy worm
- 2 fruit slices, sliced in half
- Gumdrops (optional)
- 2 1/2 inch pieces of shoestring licorice

1. Frost the cupcake and arrange the following on top: gummy worm "abdomen", fruit slice "wings", (attach gumdrop details with icing (if you like), and shoestring licorice for the antennae.

Barnyard Cuties

Craft Materials:

- 3 Styrofoam eggs
- Tacky glue
- Fluffy, curly, and smooth yarn
- Scissors felt
- Black ball-head straight pins
- Extra-fine permanent marker

1. Flatten the rounded end of each egg by pressing it on a hard surface. Hold this end and dizzle glue on the opposite half. Press the end of the yarn into the glue at the egg's tip and spiral it around the egg. When you reach the mid-point, cut the yarn.
2. Apply glue to the egg's uncovered half and wrap as before, again working toward the middle.
3. Cut ears, a pig nose, and faces from felt. To make ear creases, dab glue on the ears bottom edge and pinch from the back. Pin the creases in place until the glue sets.
4. Glue the ears and pig nose to the faces and attach the faces to the eggs' felt ends. Use ball-head pins for eyes, then draw on noses and mouths with a marker.



April 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Futureways 600-800 (Farhana)	2 Futureways 600-800 (Farhana)	3	4
5	6	7	8 Futureways 600-800 (Kim)	9 Raymond Mini Concert (Ann)	10	11
12	13	14	15 VRRRI Gym (Combine)	16	17	18
19	20	21	22 Futureways 600-800 (Alberta)	23 Futureways 600-800 (Linda)	24	25
26	27	28	29 Futureways 600-800 (Houshim)	30 Futureways 600-800 (Gurdeep)		

Free Workshop

- > April 2, 2009 → Sensory Modulation
11:55 AM–1:30 PM
Alberta Children Hospital
- > April 14, 2009 → Accessing Mental
Health Service 10:55AM–12:30 PM
Alberta Children Hospital
- > April 15 2009 → Friendship (10-14)
6:25 PM–8:00 PM
Crowfoot Public Library
- > April 27, 2009 → Parenting a child with
disruptive behavior
6:25 PM–8:00 PM
Signal Hill Library
- > For more information or register, please
go to www.Fcrc.sacyhn.ca

Reminder to Parents

- April 9
Raymond Mini Concert
- April 15
VRRRI Gym
- Toys from home should stay
home OR in their lockers.
- Bring snack if your child has al-
lergy.
- Please contact Hilda if you are
not attending workshop, atten-
dance will be taken.



Futureways Summer Camp Register Begin!!!

Sign up your child NOW.

Available:

2 weeks Day Camp
July 6—July 17
900 AM—400 PM

1 week day Camp
July 20—24 OR
Aug 10—14

**For more information,
Please contact Hilda**

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