

Futureways

January, 2010

Volume 1, Issue 1

Happy New Year!

Welcome Back Everyone!

We hope you all had a nice relaxing holiday! We have many exciting things planned for the New Year here at Futureways. We are planning to start up a Saturday morning workshop with some of our younger clients and will continue with our community outings in the afternoons. We have welcomed many new families to Futureways and are looking forward to a busy year!

Our January module is 'Daily Living Skills'. The children will learn about following routines, listening to others, dressing and choosing the appropriate clothing. We encourage parents to help their children master these skills by

modeling, and using visual aides in everyday situations. Some of the older kids in the teen group will have the opportunity to learn some cooking skills. As parents, we can encourage this by having them help in the kitchen! Offering meal ideas and simple recipes can help to build on these skills. Have fun!

For our outings this month we will be going sledding (weather permitting), to the science centre, the Glenbow Museum, and Petland. We're hoping to have lots of families joining us!

Important Dates for January

January 4 and 7

Workshops begin

January 11 (Monday night)

Alberta Health Region Sexuality Workshop

6:30-8 Everyone Welcome

January 28

Gill Drapeau from FSCD will be here for a round table discussion with all parents. Discussion will be around types of funding available and the criteria needed to obtain it, as well as services offered and what they look like. All parents are encouraged to attend.

Sleeping Difficulties

by Kim Ward, Psychologist

Research indicates that approximately 56% of all developmentally delayed individuals present with sleep-related issues. It was also been demonstrated that children with autism do not tend to 'grow out' of their sleeping difficulties.

Attempt to determine what is 'causing' or maintaining your child's sleep difficulties (e.g., attention seeking, anxiety, medical issues). This will help you to decide which strategies to utilize.

Attempt to establish a consistent bedtime routine. The child's activity level should be gradually reduced over the course of the evening. It is also helpful to include "calming" activities such as warm baths, towel rub downs, and lotion applications in the routine. Deep pressure and gentle rocking can also have a calming effect on children with autism. The routine can be outlined using words and/or picture symbols in a script book.

Provide transition warnings before putting your child to bed.

Consider the role that diet may play in your child's sleep difficulties.

Increase the amount of physical activity that the child engages in during the day.

Avoid "sleeping in" and naps if our child has tendency to get up during the night or has difficulty falling asleep. This may help your child to establish a more regular sleep pattern.

For children who have difficulty laying still when they are put to bed it is often helpful to remain in their room and provide praise and concrete reinforcement for remaining still.

Teach the child to imitate relaxation strategies and engage in a relaxation session prior to bedtime.

Make your child's bedroom as safe as possible. This may make it easier for parents to withdraw their attention when their child gets up in the night.

Some parents have found it effective to put a lock on their child's bedroom door. This makes it easy to withdraw attention after the child is put to bed.

Make an effort to reduce how much attention/reinforcement the child receives when he/she gets up in the night. Try to limit physical contact, discussions, and eye contact. It is also important to remain as neutral and business-like as possible.

Gradually reduce or phase out parental attention after your child has been put to bed.

Some parents find it effective to provide their child with quiet toys to play with when/if they get up.

Provide the child with a concrete cue about when it is time to get up.

Have a family meeting prior to implementing any bedtime strategies.

"Now it's time to

say goodnight.

Good night. Sleep tight".



Dreamy Night Time Drink

Warm milk with a spoonful of honey, vanilla and cinnamon makes a perfect

relaxing drink. So easy when heated in the microwave.

Ingredients:

- 1 cup milk
- 1 tsp honey
- 2-4 drops of vanilla
- Sprinkle of cinnamon

Heat milk in a cup in the microwave for 3 minutes or until it starts foaming. Add honey, vanilla and sprinkle cinnamon and enjoy! Sweet dreams...

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5 Minute Chocolate Mug Cake

It's exactly what it sounds like, a little cake in a mug!

Ingredients:

- 4 Tbsp flour
- 2 Tbsp sugar
- 2Tbsp cocoa
- 1 egg
- 3 Tbsp milk
- 3 Tbsp butter
- 1/4 tsp vanilla or peppermint
- 1 Tbsp choc chips
- 1 Large mug

Preparation:

1. Add dry ingredients to the mug, and mix well.
2. Crack egg and add it to your mug. Be sure to mix it well to avoid any pockets of flour in the corners. Pour in the milk and butter and mix well. Add the vanilla.
3. Pop your mug into the microwave and zap for 3 minutes on high. Wait until the cake stops rising, and sets in
4. If necessary, run a knife around the sides of the mug, and tip the still warm cake out of the mug and onto a saucer.



Upcoming Workshops

Why this and not that: a better understanding of psychiatric medications in child and adolescent mental health

January 19, 2010

10:55am-12:30pm

Alberta Children’s Hospital- Auditorium

Post-Traumatic Stress Disorder in Children and Youth

January 21, 2010

10:55am-12:30pm

Alberta Children’s Hospital- Auditorium

Advocating for your Child with Mental Health Issues

January 25, 2010

6:25pm-8:00pm

Hull-Child and Family Services

Accessing Children’s Mental Health Services in Calgary

January 26, 2010

6:25pm-8:00pm

Learning Village Collaborative-Cappy Smart

Parenting a Child with Mental Health Concerns

January 27, 2010

6:25pm-8:00pm

Alberta Children’s Hospital- Auditorium



Shhh... What Do You Hear?

Help your child learn to listen carefully.

- Go for a walk and ask children to identify the different sounds they hear—natural or human-made. Can they tell from which direction the sound is coming? For example, they may hear the garbage truck coming from behind them or they may hear a bird sitting in the tree across the street.
- Ask your child to sit quietly anywhere in your home with eyes closed. What sounds does he or she hear—other people talking, the radio or television, the refrigerator turning on, or water running?
- Have your child close his or her eyes and identify the different sounds you make—ringing a bell, tapping a pencil, clicking a ballpoint pen, unzipping a zipper.

Keep track of the sounds your child identifies. Continue playing “Shhh...What do you hear?” to show how your child’s ability to listen, focus, and tell sounds apart from each other and their direction improves.

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Eating Difficulties, by Kim Ward, Psychologist

Provide a “buffet” of choices and allow the child an opportunity to try the food on his/her own.

Set up an if/then contingency with preferred food items. If the child is not motivated by the preferred food item you may want to use a special toy as the reward for tasting a new food item.

Mix a small amount of new tasted or texture into established/accepted foods. However, this should be done cautiously as it may turn a child “off” a precious preferred food item.

Have children engage in food-related activities and feeding activities to desensitize them to the notion of eating. (e.g. Baking, pudding painting, feeding dolls).

Limit between meal snacks and the use of edible reinforcers. After all, a hungry child is more apt to try a new or less preferred food item than a child who is already full.

Keep in mind that different textures and temperatures can impact mood. Crunchy foods tend to have an alerting influence, foods which must be sucked are thought to have a calming influence, and chewy foods are thought to have an organizing influence on the nervous system.

Encourage appropriate utensil use during all meals and snacks.

Expect the child to remain seated whenever they are eating or drinking.

Have child engage in oral sensory play approximately 15 minutes before meals. This may help to warm up or sensitize the mouth region.

Expect children to sit to at least smell and/or touch new food items to their lips. Rejected food items should be left on the plate. That is, the child should be expected to cope with the presence of the food...



January 2010

Schedule of Events

• January 9

Weather permitting we will go sledding at **Prairie Winds Park**. Please dress appropriately and bring any sleds you might have!

January 11

All parents are welcome to attend this seminar. Special attention will be made to special needs children during this discussion. Please let Hilda know if you plan to attend.

January 14

Nose Hill Branch library tour and story time. Meet at 6:15 inside library. 1530 Northmount Drive NW. Near Northland mall.

January 30

Petland. We will meet inside the store at 1:30

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Teen Workshop Begins 6:30-8	5	6	7 Workshops begin 6:30-8	8	9 Sledding Prairie Winds Park 1:30-3:30
10	11 Sexuality Workshop (Ability Society) 6:30-8pm	12	13	14 Library Trip Nose Hill Branch	15	16 Science Centre 1:30-3:30
17	18	19	20	21 Workshop PALS (dogs) coming to visit 6:30-8	22	23 Glenbow Museum 1:30-3:30
24	25	26	27	28 Workshop. FSCD worker for discussion 6:30-8	29	30 Petland (Coventry Hills location) 1:30-3:30

