



Newsletter

Term 4, 2010

From the director

After considering a number of options and much discussion, the Management Committee decided on the logo displayed above as the new look for EarlyEd. We would like to thank Lisa Rafferty for donating many hours of her time to designing this great new look for us.

It is in with the new logo but sadly out with Jenny Donoghue who has decided to retire after 25 years at EarlyEd. Although we've tried to convince her to stay, she won't be persuaded. She is going to be greatly missed. Farewell drinks are being held on Friday 3rd December from 5 - 7p.m. at North Sydney. If you would like to join us, please RSVP by 29th November (ph 9923 2727 or email admin@earlyed.com.au)

On Tuesday 23rd November at 7.30pm, our AGM will be held at our North Sydney centre - all are all invited to attend. The Management Committee oversees the running of EarlyEd and is mostly made up of parents, who use or have used our service. If you would like more information about the Management Committee, please contact me, as parent involvement ensures that EarlyEd provides services that meet your needs.

Looking after yourself is often one of those things that ends up on the bottom of the 'to do' list. EarlyEd is offering 20 lucky mothers the chance to take some time out and be pampered on 20th November. You'll need to hurry to be in the draw, applications close 9th November. Email: lburnett@earlyed.com.au

Simone Gerber



Dates for EarlyEd Programmes for Terms 4

Term 4	
Staff planning week begins	11th October
First day for Music Therapy at North Sydney	11th October
First day for Music Therapy at Rosehill	13th October
Staff Development Day	19th October
First day for Early Learners Groups	18th October
Last Early Learners group for term 4	10th December
Last Music Therapy for term 4 at North Sydney	13th December
Last Music Therapy for term 4 at Rosehill	15th December
Review week begins	13th December
Term 1 2011	
Staff planning week begins	24th January
First day for Music Therapy at North Sydney	31st January
First day for Music Therapy at Rosehill	2nd February
Staff Development Day	25th January
First day for Early Learners Groups	31st January

What's inside?

Useful websites

Australian Disability Parking Scheme

Car safety

Choosing books for young children

Dealing with the reactions of others

and much more

Donations

Thank you to:

- Fighting Chance Fund
- United Way for their ongoing support of EarlyEd and funding our music therapy groups.

ALL DONATIONS TO EARLYED OVER \$2 ARE TAX DEDUCTIBLE



Is your child safe in the car?

The law states that all children under 7 years of age must be secured in a child restraint or booster seat when travelling in a vehicle.

- Babies up to six months of age must be restrained in a rearward facing restraint.
- Children from six months to under four years of age must be restrained in a rearward facing or forward facing restraint.
- Children under four years of age must not be in the front row of a vehicle with two or more rows.
- From four years to under seven years of age a forward facing restraint or booster seat must be used.
- Children from four to under seven years of age can only sit in the front row of a vehicle with two or more rows when all other seats are occupied by children of a lesser age in an approved child restraint.

The ages specified above are a guide for the safety of your child. If your child is too small for a restraint specified for their age, they should be kept in their current of restraint for as long as necessary.

If your child is too large for a restraint specified for their age, they may move to the next level of restraint.

Source: RTA website

www.rta.nsw.gov.au/roadsafety/children/childrestraints/childrestraintlaws_faqs.html



Australian Disability Parking Scheme

The Federal, State and Territory governments have introduced the Australian Disability Parking Permit. This is a first step in the harmonisation of all state and territory disability parking programmes.

From 20 September 2010 all disability parking permits issued in NSW will consist of an MPS (mobility Parking Scheme) permit and an Australian Disability Parking Permit.

Existing holders of NSW MPS permits are not affected and their permit will remain valid until its expiry date. You will receive the new Australian Disability Parking Permit in the post during October and November 2010. There is no additional cost. You should display the new Australian Disability Parking Permit along with your NSW MPS permit as soon as you receive it.

New applicants for MPS permits

Applicants for a new MPS permit will be issued with a new Australian Disability Parking Permit along with their NSW MPS permit from 20 September 2010

Australian Disability Parking Permit holders can park in reserved parking spaces and receive concessions in most public parking spaces where the sign or meter shows specific time limits.

If your child is older than 3 years of age, you may be eligible for a Australian Disability Parking Permit. For more information www.rta.nsw.gov.au or by phoning 132 213

Useful Websites

Nursery rhymes to sing, see and sign

Nursery Rhymes to Sing See and Sign are free downloadable, web-based communication resources for all young children. It includes resources for 14 favourite Nursery Rhymes. It has a particular focus on communication strategies known to help communication and language development in children with communication difficulties. The Nursery Rhymes to Sing See and Sign communication resources include a picture song board using Picture Communication Symbols and a Key Word Sign poster (Makaton) for each Nursery Rhyme. A song lyrics sheet highlighting the key signs is also available for each song. <http://www.scopevic.org.au/index.php/site/resources/nurseryrhymes>

Baby karaoke

The Raising Children website provides this collection of sing-along songs sung by Don Spencer. Each song is presented as a picture book with words highlighted as they are sung. Songs include: Twinkle twinkle little star; Rock-a-bye baby; One, two, three, four, five; Baa baa black sheep; If you're happy and you know it; Heads and shoulders; Incey wincey spider; The wheels on the bus; Kookaburra; G'day. The song story books are suitable for beginning readers. The books may also be played without the sound, as karaoke, reading from the text. http://raisingchildren.net.au/baby_karaoke/baby_karaoke_landing.html

Supporting your child and family in the community

Some of the ways we can do this are:

- accompany you to the shopping centre to develop strategies to address your child's behavioural issues
- accompany you to a mainstream playgroup to support your child's participation and inclusion
- work with the local swim school to include your child in learn to swim classes

If there is a way we can help your family, please talk to a member of the EarlyEd team.



Choosing books for young children

Babies and toddlers enjoy a wide variety of books. Even before they can focus on the pictures, they enjoy the sound of the reader's voice. The warmth and security of being held, and the comforting, melodic sounds of the reader's voice introduces reading as an enjoyable, pleasurable and responsive activity.

Good books for toddlers have:

- cardboard pages
- bright, colourful pictures
- a single picture to a page
- pictures of things that the child is familiar with, such as toys or household items
- repetition of words
- words that are simple
- only a few words on each page

You can make your own books for your child. Here are a few ideas but the possibilities are endless.

- use photos of family, friends or familiar places
- use pictures from magazines or catalogues
- take photos of the sequence of an activity such as getting dressed
- write the words or names on each page of the book, so whoever reads it uses the same language
- small photo albums are a quick, inexpensive and durable way to make a book.
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Pay your fees by BPAY

Our fees are only a small contribution to the actual costs of providing a service. The \$80 term fee does not even cover the cost of 1 session - be it a group or a 1:1 appointment. For this reason, fees are charged for the term irrespective of the number of times you attend.

Although fees are low, we provide a high quality service that follows Recommended Practices in Early Childhood Intervention. Our staff attend regular professional development opportunities, both within the organisation and externally. This professional development keeps them up-to-date with what is happening in the broader field of early childhood intervention, as well as what is happening in their particular area of expertise, be it physio, speech, special education or occupational therapy.

Prompt payment of fees helps minimise admin costs. To assist you to pay your fees promptly we are now able to offer a BPAY option. Your account will have the BPAY logo together with our Biller Code and your individual reference number.



Biller Code: 134114
Ref: 1234567

Compliments, concerns and complaints

If you have a compliment, concern or complaint - there are lots of ways of letting us know.

Send an e-mail to: sgerber@earlyed.com.au



Write a letter or note and post it to:
Simone Gerber (Director)
19/248 Miller St,
North Sydney 2060



Phone me on 9923 2727



let a member of the team know

or email / talk to a member of the Management Committee (they are listed on the back page)

Dealing with the reactions of others

This article is taken from the Raising Children Network

http://raisingchildren.net.au/articles/disabilities_others_reactions.html

The way people react to your child's disability can have a big impact on your feelings. Knowing what to expect and how to respond can help you cope with the reactions that may upset you.

Helpful reactions

Dealing with the reactions of others can be tricky when you are still coming to terms with your own feelings about your child's diagnosis. Most people will be supportive, sensitive and helpful. But sometimes people will react in ways that you won't find helpful.

Helpful reactions might include:

- making helpful comments that give you new insights or information
- showing empathy, without suggesting that they know exactly how you feel
- making a comment about your child, not about her disability
- responding to your child just as they would to a typically developing child
- saying something that shows that they like your child and see her as an individual
- showing respect and care for you and your child
- letting you know that they notice small signs of progress and are as pleased and excited about them as you are.

'Melissa is fantastic at painting. She is very creative. She might really enjoy our after-school art group.'

Unhelpful reactions

Unhelpful reactions usually occur because people are not sure how to respond or they feel uncomfortable. They might lack knowledge about your child's illness or disability, or be misinformed.

Responding to other people's reactions

It's easy to respond to comments that make you feel good, or that are positive and supportive. You probably feel like saying, 'More more!'

It is trickier to deal with reactions that are unhelpful or unsupportive or that you find upsetting. Sometimes you will respond better than other times. It depends on how you're feeling and how important the person is to you or your child.

Here are some ideas for responding constructively to people's unhelpful reactions to your child's disability.

- Most unhelpful comments are made because people have limited knowledge, or are misinformed about your child's disability. You can take these opportunities to educate people. For example, 'My child is a child first – her disability is only one part of who she is' or 'Many children with autism attend regular primary schools'.
- Be informed so you can answer people's questions if you want to.
- Develop a set of standard responses that you can use in different circumstances, such as, 'I prefer not to discuss it with strangers' or 'You could find out more by looking up the disability on the internet'.
- Have an escape plan to use in particularly difficult situations. Feel free to tell people, 'I can't talk to you about

this now, can we talk at another time'. If it's someone you don't know, tell them you have an appointment to get to.

- Some people and their comments can just be ignored. You don't have to say anything, and you don't have to say more than you want to.
- Use humour to defuse situations if you can. Sometimes you just have to laugh at the ridiculous things people say.
- Accept that if people have negative feelings about your child, it's their problem, not yours.
- Be assertive about what you believe is in your child's and your best interests.
- Put things in perspective. Most people who say things that upset or offend you don't do so deliberately. Not everybody will be as well informed as you are – think about how little you knew about your child's condition before she was diagnosed.
- It's OK to be honest about your feelings, especially when you're talking to someone you feel comfortable with. If you're embarrassed or worried about getting emotional, explain why you feel that way.
- Children often say whatever's on their mind: 'Why does she walk funny?' or 'She eats messy, like a baby'. These questions are a good opportunity to help educate kids about people with a disability or illness. Answer honestly, in a way they can understand. This will depend on the child's age and level of understanding. For example, 'The muscles in Jenny's legs get very tired, so she can't walk very fast'. Generally, children are very accepting.
- Try to stay calm, as you might feel worse if you react too strongly. However this can be difficult when you hear unhelpful comments. Accept that there will be times when you will be surprised, hurt and even offended by people's reactions.

Talk to your support people

Find someone you trust when you need to vent your frustrations. Let your family and friends know which comments and reactions are helpful and supportive and which ones are not. If you are finding other people's reactions particularly difficult to deal with, or find that you are often becoming upset, you may want to seek professional support to help you deal with this.

References

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- http://raisingchildren.net.au/articles/disabilities_others_reactions.html

Sibling Group OCTOBER 2010

On Wednesday 6 October 2010 a Sibling Group was held at EarlyEd North Sydney, with six siblings attending to join in on the fun!

The group named themselves the 'Fun Siblings' and had three hours of fun activities designed to allow for creative and emotional expression. Everyone participated in creating name badges, collage and clay models; playing heaps of energetic outdoor games, making gigantic sub sandwiches and yummy chocolate lollipops to take home.

An activity was tailored to prompt discussion by our siblings on their brother or sister who attends EarlyEd. A group of objects were collected in a bag and our siblings were asked to pick which one reminded them of their siblings, and which of themselves. We then used these objects to make clay models to take home. Some of the objects picked are described below:

"I picked a little mouse because sometimes when my brother is excited he squeaks like a mouse" - Ethan (7 years)

"I picked a horse for me because I used to go horse riding a lot" - Ami (6 years)

Sibling Group was again a great success thanks to all our fantastic group members! Should you wish for your child to attend an EarlyEd Sibling Group please email Family Support Worker Renee Lea on rlea@earlyed.com.au or phone 9923 2727.

Siblings group was also held at Rosehill. Should you wish for your child to attend an EarlyEd Sibling Group please email Family Support Worker Anu Andrade on aandrade@earlyed.com.au or phone 9897 1511



Staff

Director - Simone Gerber

Accounts/ Admin - Maryna Staver

Music Therapist

Jann Birks

North Sydney

Team Leader -

Liz Cawrse

Early Special Educators

Jenny Donoghue

Julia Liebmann

Stephanie Weatherburn

Family Support Worker

Renee Lea

Occupational Therapist

Liz Cawrse

Physiotherapists

Jenny Berry

Mary Robinson

Speech Pathologists

Position vacant

Classroom Assistant

Abby Davis

Family Support Worker

(Special projects)

Lesley Burnett

Rosehill

Team Leader -

Leanne Unie-Day

Early Special Educators

Leanne Unie-Day

Kate Ellevsen

Hong Pan

Liz Ryan

Family Support Worker

Anu Andrade

Occupational Therapist

Namrita Singh

Physiotherapists

Kathy Gardiner

Cathy Galbraith

Jenny Berry

Speech Pathologists

Margaret Redmond

Sonia Gugnani

Alsya Revell

Classroom Assistant

Kim Burdus

Mobile Playgroup

Special Educator

Kaylene Sibley

Speech Pathologists

Margaret Redmond

Sonia Gugnani

Physiotherapists

Kathy Gardiner

Jenny Berry

Bilingual Worker

Louise Mueller

EarlyEd Management Committee

President: **Janine Lindberg**
(mother of Maili - North Sydney)

Vice President: **Shelley Crumlin**
(mother of Tarini- Rosehill)

Secretary: **Peta Crafter**
(mother of Rory- North Sydney)

Treasurer: **Rosemary Flavel**
(Early Childhood Intervention rep)

Committee:
Kylie Gava (mother of Kaitlyn - Rosehill)

Stacey Skoljarev (mother of Harry - North Sydney)

EMAIL: managementcommittee@earlyed.com.au

EarlyEd Services

IFSPs - individual family service plans are developed with all families and are reviewed regularly.

Individual Programme (1:1)

- Individual sessions with Special Educator / PT / SP / OT- Fortnightly or monthly
- Phone support to preschool /childcare can be offered
- Family support as needed
- Community visits including preschool / child care / home / other – 2 visits per term in total – may be by any member of team

Early Learners

- Weekly group session with Special Educator, PT / OT / SP / FSW attend fortnightly
- 1 visit to preschool/childcare per term
- Community visits including preschool / child care / home / other – 2 visits per term in total – may be by any member of team

Preschool Support Programme

- 3 x visits per term
- May receive a block of SP or PT or OT each term at EarlyEd
- Family support as needed
- Community visits including extra preschool / child care or home / other – 2 visits per term in total – may be by any member of team

School Readiness Programme

- Weekly school readiness group 6 weeks per term including parent sessions
- May receive a block of SP or PT or OT each term at EarlyEd
- Community visits including extra preschool / child care or home / other – 2 visits per term in total – may be by any member of team

Home Visits Programme

Rosehill only - for families unable to get to our Rosehill centre

- Initial appointment with 2 members of team, thereafter:
- Fortnightly / monthly visits by primary worker
- May have one off visit by another discipline for assessment and goal development.

Music Therapy

open to all families

MOBILE PLAYGROUP

The playgroups are for families who are currently on a waiting list for services, and are currently not accessing any form of early childhood intervention.

Playgroup operate 3 mornings per week at 3 different locations:– Monday -St Joachim's School, Lidcombe
Tuesday – Westmead Progress Hall
Wednesday – Auburn North Public School