



The Animal School

by George Reavis
Former Assistant Superintendent of
the Cincinnati Public Schools

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world." So they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming, and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming. In fact better than his instructor. But he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of the tree top down. He also developed a "Charlie horse" from overexertion and then got a C in climbing and a D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree but insisted on using his own way to get there.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum.

They apprenticed their children to a badger and later joined the ground hogs and gophers to start a successful private school.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little had the highest average and was valedictorian.

Does this fable have a moral?



Are you aware that Family and Children's services offer a variety of voluntary services within the Rainy River District? These services include:

Children's Mental Health Services – Assisting children, adolescence and their families who may be experiencing emotional, social, and/or psychological problems in their school, family, and/or community life. Services are provided free of charge, for a wide range of difficulties from mild adjustment reactions to severe psychiatric problems in children ranging in age from birth up to 18 years.

Infant & Child Development – Servicing children 0 – 6 years of age who are at risk for a delay, or children with a diagnosed physical, developmental or sensory disability. Some of the services provided include early intervention programs, developmental screening and assessments, assistance with transition to school for special needs children, and parenting programs on a group or individual basis.

Community Integration – servicing children with a developmental disability 6 years – 18 years. The primary focus of this program is to facilitate integration into the community. Some of the services provided include developmental assessments, advocacy in relation to other agencies, linkages to health, financial, and educational resources in the community.

Family Relief – a program that provides families a respite period from the responsibility of the daily care of an individual with a developmental disability. The three options to services include In-home respite – provided in the family home, Out-of-home respite – provided in the approved worker's home, and community participation – The individual is accompanied by their Family Relief Worker into the community to participate in community events or activities.

For more information about the above voluntary services please contact Family and Children's Services For Fort Frances call (807) 274-7787 or 1-800-465-7764 (Toll Free), for Atikokan call (807) 597-2700, and for Rainy River call (807) 483-1357.

To make a referral for service, please call Integrated Services Northwest, The Integrated Services for Northern Children Program for Single Point of access. For Fort Frances, Rainy River and area call 274-7787, for Atikokan area call 807-597-4528

Do you have something to Share?
Please phone Debra Bruyere
at 274-7787 ext. 229
or email dbruyere@facsrr.ca



SEPTEMBER
OCTOBER
2009

Parents and caregivers please
feel free to share this newsletter
with your workers.

**Family and Children's Services
Children's Developmental Services**

All our newsletters are available for viewing on our website. Visit
www.facsrr.ca and click on developmental newsletter

Music and Kids with Special Needs

Music is Calming

Many kids with special needs find music to be calming. For some, it is because they enjoy the melodies of music. Others enjoy the repetition and predictability that a CD played again and again offers.



Music is Fun

Often the music lyrics are playful and fun. Kids love to hear the silly words and to do the actions that go along with songs. Music can be a wonderful stress reliever for parents and kids alike. They love it even more when parents or caregivers are involved. Anticipating the words and actions help kids with special needs in prediction and memory skills.

Although music feels fun and freeing, parents can create a music schedule that reaps other benefits. Consider the child who is keenly set on a routine. (This is the case with many kids on the autism spectrum and those with ADHD. A routine helps these kids understand what is going to happen next.) Music can offer all of the above advantages while assisting with routine. For example, a soothing CD played every night at bedtime can help with the transition to bed and yet reinforce sequence as the child hears the songs and verses in order as he falls asleep.



Parents can use a musical CD schedule to teach new or troublesome concepts. Lots of information can be taught through the use of music. Because kids enjoy it and because it offers repetition, many parents and teachers use it to teach. Many kids have learned math facts, the alphabet, and even the states and capitals through music. Consider having certain "teaching" musical CDs that are only played when driving. Sing along with the CD that teaches the months of the year.

Soon everyone will be singing, and everyone will know those tricky names as well as the order that they appear on the calendar.

September is Fetal Alcohol Awareness Month

Sometimes the biggest reason to abstain from alcohol is a little one

101 reasons to abstain from alcohol during pregnancy

two eyes
one nose
two ears
ten toes

ten fingers
one sweet mouth
two arms for hugging
two strong legs to run
two feet to walk on in the sun
one spine straight and strong
two hands to hold all day long

20 baby teeth for a beautiful smile
32 permanent teeth after a while
one heart to beat steady & strong
two lungs to sing a nursery song
one good liver, healthy as a horse,
two first words "Mama & Dada" said
over and over and over, of course.

2 frontal lobes for impulse control
1 corpus callosum to process it all
2 healthy parents to care for this child
1 precious little spirit so tender & mild
1 first step towards independence,
as we nurture, protect, guide and love
this wee precious gift sent from above.

Alcohol during pregnancy may cause birth defects or brain damage
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HERE ARE SOME FUN PLAYTIME IDEAS JUST RIGHT FOR OUR FAVORITE YOUNG PEOPLE.

Submitted by Brenda Witherspoon-Bedard

Birth to 12 Months:



Wrap It Up. Wrap a ball of waxed paper in a scarf and tie it up. Let your child reach for, grasp, squeeze, and crinkle it. Watch her face to see if she is interested in or surprised by the sounds the package makes. You can put into words what you see on her face: "Wow! It crinkles and crackles. What's inside?" Games like this encourage tactile awareness, reaching, grasping, and language development.

12 to 24 Months:

Hello, Good-Bye. Make a tunnel from a large cardboard box by opening both ends. Place your child at one end of the tunnel. You sit at the opposite end. Peek your face in the tunnel and say, "Hi!" Then lean away from the tunnel (so your child can't see you) and say, "Bye!" Does your child try to communicate with you by crawling to find you, or by making sounds to copy your "hi" and "bye"? This activity builds the awareness that things and people still exist even when out of sight. It also encourages problem-solving and motor skills as your child figures out how to find and get to you.



24 to 36 Months:

Open Up! Draw a large face on a cardboard box. Cut out a circle for the mouth. Pop a ball through the hole/mouth and tell your child, "My friend is hungry. I fed him an apple. But he is still hungry...What should we feed him next?" Encourage your child to find other pieces of "food" to "feed" your "friend." Then he can tip the box over to get all the "food" out and start over. Activities like this encourage the use of symbolic thinking skills and imagination.



Candy Apples for Halloween!

INGREDIENTS

- 8 wooden craft sticks
- 8 medium Gala apples
- 2 (6.5-ounce) packages caramel apple wraps
- 1 (16-ounce) chocolate bar
- 16 ounces vanilla bark coating
- Orange paste food coloring
- Toppings: colored sprinkles, chopped peanuts, black writing gel

PREPARATION

- Insert craft sticks into apples. Cover each apple with 1 caramel wrap.
- Microwave at HIGH 15 to 20 seconds. Cool.
- Melt chocolate bar in a small saucepan over low heat.
- Dip each apple into chocolate; let dry.
- Melt vanilla bark coating in a small saucepan over low heat; stir in orange food coloring.
- Dip or drizzle each apple with vanilla coating mixture. Decorate with desired toppings, and let dry.