



Barrie - Bradford - Innisfil

OEYC Winter Newsletter 2017

Simcoe Community Services is a charitable, non-profit organization and multi-service agency that provides a wide range of programs and services including the Ontario Early Years Centres. The agency believes that everyone can contribute to their community.

Mission Statement:

We support people of all ages and abilities to realize their potential and to enhance their quality of life.

As a community, not-for-profit, multi-service organization, we provide:

- Services for children and adults with intellectual disabilities and their families;
- Programs that promote healthy development of children of all abilities;
- Services that respond to the community needs.

Meet our OEYC Teams:

Interim Preschool Services
Supervisor:

Judi Benton

Barrie

129 Ferris Lane, Barrie

Program Facilitators:

Michelle Hanna
Trish Longo
Pat McCullagh
Leanne Ross
Nancy West
Marlene Salamat (supply)
Cheryl Fotherby (supply)

Innisfil

Innisfil Best Start Family and Child Centre
218 Sunnybrae Avenue, Stroud

Program Facilitators:

Judy Hubert
Laura Stevens

Bradford

118 Barrie Street, Bradford

Program Facilitators:

Jessica Bly
Debbie Young

Simcoe County

Aboriginal OEYC Coordinator
Lisa Newman

Happy New Year!



Dreamcatcher Song

Sleep well sweet child
Don't worry your head
Your Dream Catcher is humming
Above your bed
Listen so softly
I know you can hear
The tone of beyond
Close to your ear
Love is alive
And living in you
Beyond all your troubles
Where good dreams are true
Dream Catchers
An ancient Chippewa tradition
The dream net has been made
For many generations
Where spirit dreams have played.

Hung above the cradle board,
Or in the lodge up high,
The dream net catches bad dreams,
While good dreams slip on by.
Bad dreams become entangled
Among the sinew thread.
Good dreams slip through the center
hole,
While you dream upon your bed.
This is an ancient legend,
Since dreams will never cease,
Hang this dream net above your bed,
Dream on, and be at peace.



Author Unknown, from Oral Tradition



Limits Help Children Grow

Have you ever told your children to *stop* doing something they want to do, like throwing their toys when they're mad? Or ever asked them to *start* doing something they wouldn't choose to do on their own, like washing their hands before eating? If so, you have set limits on your children's behaviour. By defining the rules and stating your expectations, you have helped them on their way to being responsible adults who can make good decisions for themselves.

Even though setting limits is an essential part of parenting, few people enjoy doing it. It's much more fun to play with children and give them what they want. Children don't usually respond by saying, "Thank you so much for insisting on the rules I should follow." But without limits, children feel insecure and may develop anxiety. And without limits, how will they learn to take care of themselves and get along with others? How will you pass on the beliefs and values that will guide them in their lives?

Many parents find that they can apply their rules with more confidence and consistency when they think of the reasons behind the limits they set.

Safety and health

It takes a long time and lots of experience before children understand that how they act has consequences for their safety and health. While they are learning, they need caring adults who watch out for them and teach them healthy habits. This is why we require our children to hold our hand when crossing the street, why we feed them a balanced diet, and why we make them brush their teeth. We limit their screen time, make sure they get lots of exercise and insist they go to bed at a reasonable hour. Gradually, as they mature, children learn to do these things for themselves; sometimes it takes longer than we would like.

It is worth noting that Safe Kids Canada recommends waiting till children have developed some judgement and impulse control, around age nine, before allowing them to cross the street without adult supervision. The Canadian Dental Association advises parents to continue helping children brush their teeth until around age six; before that they lack the coordination to do a good job.

Getting along with others

Many limits that parents set are designed to teach children how to get along with other people. These

include social expectations like saying please and thank you and sitting at the table to eat. We also teach children to consider other people's feelings: we tell them to wait their turn, to not take more than their share, and to ask for what they want instead of just grabbing it.

These skills all require children to control their strong emotions and use their thinking abilities. Again, progress can take more time than parents would like. The prefrontal cortex is the part of the brain responsible for stopping inappropriate behaviour and then making a better choice. Recent research shows that this part of the brain doesn't reach full maturity until around age 25. Expect to be setting limits and coaching better choices for a long time!

Passing on beliefs and values

Other limits express parents' beliefs and values. If religious faith is important in your life, that will be reflected in your standards and expectations. You will want to pass your faith on to your children, along with its prescribed practices. The same is true of other beliefs and values you hold dear. You may insist that your children attend language and culture classes outside school hours so that they will value their cultural origins. If you believe that success in school will enable your children to take their place in society, you will make homework an essential part of their routine.

At puberty, children start developing their ability to deal with complex information, even if the prefrontal cortex isn't fully mature until much later. Teenagers often question their parents' beliefs and values and test the limits that have been set. Conflicts over beliefs and values are harder to resolve than simple questions about health and safety. Without giving up their own standards, parents may need to negotiate some of the limits they have previously set for their children.

Looking after ourselves

Safety, health, social skills, beliefs and values—all good reasons to hold fast to your expectations. But if you don't have enough energy, you won't be able to enforce your limits when your children test them...and children will always test limits. Protecting your own energy is another good reason to set limits on your children's behaviour. Make time in your family's routine for looking after yourself so you can have the patience and energy it takes to help your children grow.



by Betsy Mann

Process, not Product

When you do art and craft activities with children, the **process** — how things happen — is often much more important than the **product** — the object you end up with. Exploring possibilities

Process is especially important for toddlers and young preschoolers who are just beginning to explore the world around them. They have lots to learn about the feel of finger paint between their fingers, the way it can be pushed around on paper and the way the colours mix together. It's not at all important that their painting be "beautiful." Their first attempts might end up a deep brown mixture of all the colours and that's fine. They discovered a lot about colours and textures.

Discovering solutions

When you think more about process than about the product of art and craft activities, you will encourage children to try out new materials. You want them to *discover* different ways to put paint on paper, how different textures can be made to stick to one another, what happens when you try to build a bridge with egg cartons. While they are doing this, children also get a chance to develop their

problem solving skills. Let them try things their way, even if it doesn't always turn out. Not everything they make has to be put on show on the refrigerator door!

Following a model

On the other hand, sometimes you may decide to put more emphasis on making a craft that looks like a specific finished product. Copying a model is a very different skill from creating from imagination. Older children may be ready to try following an example, once they've learned how materials and tools work. They may even enjoy the challenge, although there should always be room for individual creativity.

Playing with materials

Even after the age of first discovery, children still need opportunities to just enjoy the process, without worrying whether their product will be "pretty" or "good." With that pressure removed, older children (and even adults!) can have fun playing around with materials and discovering new effects. When you plan art experiences, remember to keep a balance between aiming at the product and simply letting the process unfold.

Basic Craft Supplies

Here are some basic craft supplies that will encourage children to express themselves through arts and crafts.

- child-safe scissors
- glue sticks, white glue or paste
- large and regular-sized crayons (washable)
- markers, some with different tips (washable)
- coloured pencils, chalk
- construction paper, newsprint, scrap paper
- popsicle sticks
- wool and fabric scraps
- empty boxes, milk and egg cartons, toilet paper rolls
- wrapping paper scraps, ribbon
- old catalogues, magazines, greeting cards

Painting beyond brushes

Just about anything can be turned into a creative and interesting tool to paint with. Let your imagination run wild.

- paint and paint brushes
- brushes (small brushes, tooth brushes, old paint brushes, etc.)
- large paint rollers (attach them to an old broom handle and children can roller paint on the sidewalk)
- fingers and toes
- sponges, Q-tips, eye droppers
- squeeze bottles and spray bottles
- cookie cutters, toy animals (print with them)
- wooden blocks (glue things on them to create different textures)
- kitchen utensils (potato mashers make interesting designs)
- marbles (roll them around in a box lined with paper)
- straws (blow paint around on paper)
- toy cars (roll them around in paint, then on paper)
- pine branches
- carpet pieces, mittens that have lost their mate (print with them)
- toilet paper rolls (roll on paper; glue string or other textures to rolls)
- bubble painting (add bubble liquid to paint and blow to paint bubbles on paper)
- string, wool
- ice cubes (mix paint with lots of water in yogurt containers, add a popsicle stick for a handle, freeze)
- deodorant bottle (take ball out of empty deodorant bottle, fill with paint and water. Put ball back, roll paint onto paper)
- onion bags (fill with cotton balls and tie tightly, print with them)

by Betsy Mann

with help from Barb Stevenson, home child care provider, Ottawa

Dreamcatcher

A spider was quietly spinning his web in his own space. It was beside the sleeping space of Nokomis, the grandmother. Each day, Nokomis watched the spider at work, quietly spinning away. One day as she was watching him, her grandson came in. "Nokomis-iya!" he shouted, glancing at the spider. He stomped over to the spider, picked up a shoe and went to hit it.

"No-keegwa," the old lady whispered, "don't hurt him."

"Nokomis, why do you protect the spider?" asked the little boy.

The old lady smiled, but did not answer. When the boy left, the spider went to the old woman and thanked her for saving his life. He said to her, "For many days you have watched me spin and weave my web. You have admired my work. In return for saving my life, I will give you a gift."

He smiled his special spider smile and moved away, spinning as he went.

Soon the moon glistened on a magical silvery web moving gently in the window. "See how I spin?" he said. "See and learn, for each web will snare bad dreams. Only good dreams will go through the small hole. This is my gift to you. Use it so that only good dreams will be remembered. The bad dreams will become hopelessly entangled in the web."

Author Unknown, from Oral Tradition





For people with intellectual disabilities

Ontario Early Years Centres

OEYC Winter Newsletter 2017

- Barrie
- Bradford
- Innisfil

Simcoe Community Services was established in 1953 by parents wishing to offer their children with intellectual disabilities an alternative to institutional placement. Presently the agency operates a Preschool Services Division, a Community Living Division as well as Barrie Housing Support Services. Under the Preschool Services Division, the agency provides the Ontario Early Years Centres. Our Ontario Early Years Centres (OEYC) main site is located in Barrie with satellite locations in Bradford and Innisfil as well as outreach services for the Barrie area.

OEYC provides parents with information, education and resources to support them in their parenting role. Children from birth to the age of 6 years are offered a variety of age appropriate, play based learning opportunities.

Our services provide a gateway for parents and caregivers to receive answers to their questions on child development and parenting, as well as have access to resources and referrals to other agencies that will provide the services necessary to meet the needs of families.

All of our services are FREE of charge. Some programs do require registration. Please see our monthly calendar for dates.

Programs—for OEYC program descriptions, calendars or to register online, go to:
www.simcoecommunityservices.ca and click on Preschool Services and then Ontario Early Years

If you have a question or need further information contact us via email at: oeycbarrie@simcoecommunityservices.ca

The mailing address for all our programs is:
 OEYC, c/o Simcoe Community Services
 39 Fraser Court, Barrie, ON L4N 5J5



For information about other Supports & Services offered by Simcoe Community Services go to
www.simcoecommunityservices.ca

LOCATIONS and HOURS OF OPERATION

BARRIE

129 Ferris Lane
 Barrie

(705) 792-7878

Monday

9 am -12 noon & 1 - 4 pm

Tuesday

9 am -12 noon

Wednesday

9 am -12 noon & 1 - 7 pm

Thursday

9 am -12 noon & 1 - 4 pm

Friday

9 am -12 noon

Saturday

9 am -1 pm

4th Saturday Dads only day

INNISFIL

Best Start Family & Child Centre
 Sunnybrae School
 218 Sunnybrae Ave., Innisfil

(705) 431-8486

Monday

9 am - 11:30 a.m.

Tuesday

9 am - 11:30 a.m.

Thursday

9 am - 11:30 a.m.

Note: Watch the Innisfil calendar for a list of other programs being offered at the site.

BRADFORD

Bradford, West Gwillimbury Child
 and Family Services

118 Barrie Street, Bradford
(905) 775-3039, ext. 229

Monday

9 am -12 noon & 1 - 4 pm

Tuesday

9 am -12 noon & 1 - 4 pm

Wednesday

9 am -12 noon

Thursday

9 am -12 noon & 1 - 7 pm

Friday

9 am -12 noon

Saturday

9 am -12 noon