

EXCEPTIONAL FAMILY MEMBER PROGRAM

NOVEMBER 2004 NEWSLETTER

UPCOMING EFMP EVENTS!

EFMP Recreation Activity-The EFMP office is planning a Holiday Celebration for those children enrolled in the EFMP. It is scheduled for 09 Dec 04, from 1800-2000 in the Community Center Town Hall. We will have fun and games for the children and request those attending to bring a "pot luck" dish. Please RSVP by 02 Dec 04, if you plan to attend. Please include the ages and names of the children and the sponsor's SSN.

We continue to offer our EFMP Support Group. The next meeting will be November 30, from 1130-1230 in the Community Center, FAP Conference Room. Please call 910-396-2749 or email at thurstonm@bragg.army.mil for more information regarding these events.

COMMUNITY



ACTIVITIES

There are several activities and support groups held in Cumberland County for those interested. Just some of the activities/groups available are listed below:

Arthritis Support Group

Fourth Monday each month
Medical Arts Building, 101 Robeson Street, Rm 102
For more information call (910) 488-9352.

Bipolar Support Group

Second and Fourth Thursday of each month, 1900
Medical Arts Building, Suite 102
For more info call Donna Armstrong (910) 482-8450.

Cancer Advocacy, Resources and Education (CARE)

First Thursday each month, from 1900-2030
Conference Room, Cancer Center of Cape Fear Valley
Call Oncology Social Worker, (910) 609-6791 for more info.

Facing Forward (for women living with cancer)

Second Tuesday each month from 1900-2030
Conference Room, Cancer Center of Cape Fear Valley
For more info call (910) 609-6693.

Spinal Cord Injury Support Group

First Monday each month, 1830
Lobby of Southeastern Regional Rehabilitation Center
For more info call Lois Munyer at (910) 609-6194.



BEHAVIORAL MANAGEMENT

Unfortunately, we are seeing an increasing amount of aggressive behavior in 2-5 year old preschoolers. It is estimated that 25-40% of boys and 10-30% of girls are moderately to highly aggressive. Studies have shown that over half of aggressive children have later conduct disorders, school failure, delinquency and/or criminal behavior.

The most critical factors for preventing behavioral problems, particularly for students with exceptionality or special needs include:

- Clarity of expectations
- Teaching what is acceptable/unacceptable in your classroom
- Structure and routine
- Predictability, consistency

- Much practice, modeling, and review of behavioral expectations and rules
- Clear, fair consequences
- Follow-through
- Teacher understanding, flexibility, patience
- Heading off problems with preventive tactics
- Teacher assistance on a personal level

A target behavior must be described clearly if the teacher is to have an objective to prevent the behavior. This process is frequently referred to as pinpointing behavior.

WHAT SHOULD I DO ABOUT.....?

1. The child who is totally out of control - yelling, swearing, etc.:

First, have the child removed from the area of outburst behavior (i.e. sent to room). When a child is totally out of control, both parents should take an active part in disciplining the child. Parents should develop an immediate involvement strategy plan for the bad behavior.

2. The child who can't stay seated when instructed and is constantly moving or falling out of the chair while doing homework.

· Explain your concern and expectation that he/she remain seated.
· Ask child why he/she can't stay seated. Sometimes the size of the chair is inappropriate and not comfortable. Sometimes seat cushions help.

· Other times allowing the child to straddle the back of the chair is helpful.

· Most of these children generally have a physiological need for mobility. Make sure your instruction allows for active involvement and some movement. Work out a system with the child that gives him/her more opportunity to get up when needed and to move around.

· Some children need structure and consistency with rules or boundaries.

· Try a private cue with the child.

· Seat work might have to be done standing or kneeling.

· Some children cannot physically remain seated for any length of time.

· You will have to be tolerant and willing to ignore some of this behavior, allowing some children to stand up by their seats as needed.

3. The child who is constantly angry or upset about something.

· Find time to talk with and listen to the child.

· Acknowledge the child's feelings and offer acceptable, more appropriate responses or alternatives.

· Provide for a release of physical tension-running track, writing about anger in a journal or drawing feelings on paper.

· Teach relation strategies (fun and laughter, breathing techniques, slow movement exercises, exercising to music, and walking meditations.)

4. The child who is always irritating others.

· Often this child is unaware of how annoying he/she is to others and it is best to bring it to the child's attention at a time when he/she would not be humiliated in front of others.

· Talk about how it makes others feel and how it would make them feel if their 'space was invaded.'

· Take a good look at environmental alternatives.

· Reward the student (praise) and make a big deal out of how great it is to see the child acting appropriately.

When someone is frustrated, give them a couple of minutes to cool down before they get in trouble.

* Sometimes there are medical problems that cause the child to misbehave or have difficulties following rules. Talk with your doctor to determine if medical conditions such as ADD, ADHD, CD, ODD, or Bipolar disorder is the cause of your child's misbehavior.

Taken from Practical Guide to Discipline & Behavior Management for Teachers and Parents, by Peter Ross, Ph.D and How to Reach and Teach ADD/ADHD Children by Sandra F. Rief.