



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

Improve Cooperation from Your Down Syndrome Teen

STRATEGIES TO DECREASE STUBBORN BEHAVIOR

A child with Down syndrome is typically very loving and caring. Sometimes a teen with Down syndrome may seem to dig his heels in the sand. As the teen years loom, so do the emotions. Consider these ways to build cooperation from your teen. Starting when he is young can result in a smoother functioning home front during the teen years.

Develop a Family Routine

Having a routine can eliminate any confusion about usual expectations. Always wearing seat belts or always picking up toys before bed can become good habits if they are practiced daily. They also become the expectation of the child. There is less reason for negotiation or argument. Naturally, as the hormones kick in, the teen with Down syndrome will go through the same emotions, but having a family routine can calm many irrational reactions to simple requests. The things that were routine as a child will be more likely to be the habits of the teen.

Use a Personal Calendar

Help your child set up a personal calendar. The routine things can be added as well as the items that break away from the routine. Checking the days off until a special event can give the teen a way to answer the nagging question of just when something will happen. Understanding calendar basic is a way the teen can be empowered to keep track of important dates and happenings.

Offer Activity Choices

Everyone would like to have a say in what is happening. It doesn't matter if it is deciding where to eat dinner or what to watch on TV. Offering choices can assure your teen that he is part of the family. If parents also do the preferred activity, it will build valuable rapport.

Include Your Child's Friends

Make a point to include the child's friends in activities. The activities don't have to be at a pricey movie or going out to eat. Spending time watching TV, listening to music, or playing with the family pet can be quality friend time.

Keep It All in Perspective

The teen years can be turbulent. There will be some days that are the exact opposite of the earlier childhood experiences. Try to keep it all in perspective. No stage lasts forever, and soon the teen years will slip away. By keeping things in perspective, the teenage outbursts will be only what they are – a way of testing independence. A few strategies, if started early, can make the years much smoother for everyone.

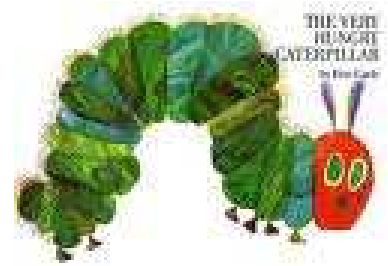
FUN FOR UNDER 3

Submitted by Brenda Witherspoon-Bedard
Source: *Zero To Three BabySteps Parenting Bulletin - Issue 24*

Here are some activities for your little one to try. The theme is a **CATERPILLAR PUPPET**

Birth to 12 Months:

Cover an old sock with pom-poms or little squares of felt. Draw eyes near the top. Then take a trip to the library to borrow a copy of *The Very Hungry Caterpillar*. Read this story aloud while giving your child a show as you wiggle the caterpillar over to give her a kiss.



12 to 24 Months:

Cover an old sock with pom-poms or little squares of felt. Draw eyes near the top. Then take a trip to the library to borrow a copy of *The Very Hungry Caterpillar*. Show your child the puppet. After you put it on your hand, wiggle the caterpillar over to give him a kiss. Would your child like to feed the caterpillar some "leaves" (leaf shapes cut from green paper)? Count together to see how many leaves there are in the pile and how many your caterpillar eats.

24 to 36 Months:

With your toddler, work together to create a caterpillar puppet. Cover an old sock with pom-poms or little squares of felt. Give her choices of what to glue on and where. Let her try to do some of it herself, with a hand from you when needed. Then take a trip to the library to borrow a copy of *The Very Hungry Caterpillar*. Show your child the puppet and, after you put it on your hand, wiggle the caterpillar over to give him a kiss. Would your child like to feed the caterpillar some "leaves" (cotton balls or leaf shapes cut from green paper)? Your toddler may laugh if the caterpillar "sneezes" all the leaves or cotton balls out! Then let your toddler have a turn being the caterpillar. You can also pretend to be a caterpillar together by wiggling on the ground and imagining you are eating "leaves" (paper napkins or tissues that you scatter on the floor).



Schedules that Work

What is next? What do you want me to do? When can I do what I want to do? Children and teens with special needs NEED schedules. . . even in the sweet days of summer. Here are some schedules that work. . . Personalize them with your own times and pictures. Change the activities to fit your family. What time is it now? Time for a stress-free summer to begin!

A Sample Schedule for Little Ones with Special Needs

- Wake up
- Breakfast
- Brush teeth, make bed, get dressed
- Errands / Outing
- Outside Fun
- Pick up outside Toys
- TV / DVD time
- Wash Hands
- Eat lunch
- Books or Quiet Music
- Quiet time / nap time
- Inside Fun (Try to avoid TV / DVD)
- Pick up inside toys
- Wash Hands, eat supper
- Outside time
- Pick up outside toys
- Snack, brush teeth, read me a book
- Time for bed



A Sample Schedule for a Tween with Special Needs



- Wake up
- Breakfast
- Self care / make bed
- Morning jobs
- Morning free time
- Lunch
- Afternoon jobs
- Afternoon free time or outing
- Supper
- After supper jobs
- After supper free time
- Snack
- Read or quiet music
- Bed

Don't forget the calendar!

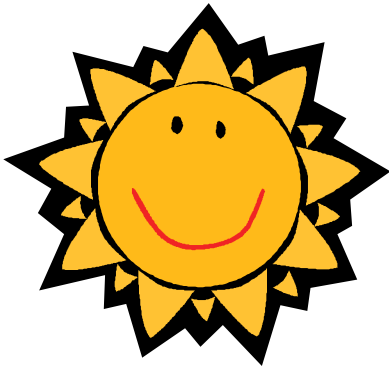
Calendars are great for showing special activities that will be different from the norm. Use stickers to show birthdays, trips, visitors' coming, etc. **Note:** Many autistic children use a very specific type of picture schedule. Such a schedule follows a specific progression. If your child uses a picture schedule in an autistic classroom, you will want to develop a home schedule that is similar.

[Read more at Suite101](#)

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

MR. SUN

Oh, Mr. Sun, Sun,
Mr. Golden Sun,
Please shine down on me.
Oh Mr. Sun, Sun,
Mr. Golden Sun,
Hiding behind a tree
These little children
are asking you
To please come out so we can
play with you.
Oh Mr. Sun, Sun,
Mr. Golden Sun,
Please shine down on,
please shine down on,
Please shine down on me!



Have a great Summer!

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



Children's Disabilities
Information

www.childrensdisabilities.info