

Family and Children's Services Children's Developmental Services



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

Newsletter

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Children's Disabilities
Information

www.childrendisabilities.info

Getting Your Kids To Cooperate

By Elizabeth Pantley, Author of [Kid Cooperation and Perfect Parenting](#)

*"How can I get my kids to cooperate with me? I'm constantly nagging and complaining, not that it does any good! It seems like it starts in the morning and doesn't end until they are all asleep. I get so frustrated; I really don't know what to do. **Help!**"*

This is the number one complaint of parents around the globe. It's a biggie - purely because there are so many things we must get our kids to do (or not do!). If you're waiting for your child to start cooperating of his own free will - you might want to pack a lunch. Things won't change on their own. It takes consistent, effective parenting skills to change your children's behavior and to encourage your children to cooperate, willingly, on a regular basis. It will take practice, patience and persistence on your part. Once you've made a few changes in your approach, you'll find that you're no longer praying for bedtime, but actually enjoying your children.

Be specific: Don't make general comments that hint at what you would like done, such as, "It would be nice if somebody helped me clean up.

Don't make it sound as if compliance is optional by starting your sentence with "Will you? Could you? Would you?" or ending your sentence with, "Okay?" Make your request clear, short and specific, "Please put your dishes in the sink and wash the table." or "It's six o'clock. Gather your homework and come to the table." Practice making clear statements that clearly identify what you need or that describe the problem without elaboration and lecturing.

Set Priorities: Use the "When/Then" technique, also known as Grandma's Rule. This method simply lets your child know the sequence of his priorities. Work first/Play second. This also prevents the battles that occur when you specify the Work first part, without including the Play second part! So change the directive, "No! You can't play the computer, you have homework to do!" to the more pleasant: "When you have finished your homework, then you may play your new computer game." Instead of "Put that book down and go put on your pajamas!" to: "As soon as your pajamas are on, we'll read a book." Avoid saying, "Where are you going? Get in here and do these dishes!" to "The minute the dishes are washed, you can go out and ride your bike."

Give more choices: Offer your child a choice, "Would you like to sweep the floor or dry the dishes?" You can also use a sequence choice, such as, "What would you like to do first, put on your pajamas or brush your teeth?" Another way to use choice is the time-focused choice, "Would you like to start at 8:00 or 8:15?" If a child creates his own third option, simply say, "That wasn't one of the choices" and re-state your original statement. If a child refuses to choose, you choose for him. It's important that when you give your child a choice that he learn to live with the consequences of his decision. So if your little one is running amok in the grocery store, you can say,

"You have a choice. You can walk beside me or ride in the cart." The minute he takes off you can pick him up, put him in the cart and say, "I see you've decided to ride in the cart."

Lighten up: Use humor to gain cooperation. A bit of silliness can often diffuse the tension and get your child to cooperate willingly. It also can help you feel better about your day. And it also helps you keep your perspective. So many of the daily issues between parent and child don't warrant a major battle, many can be handled in a more cheerful way with better results.

Stay calm: Avoid letting your emotions take control. Don't yell, threaten, criticize or belittle. Instead, ask yourself a question, "What is the problem?" Then, make a statement of fact, such as, "There are dirty dishes and snack wrappers in the TV room." Pause. Be silent. And stare at your children. It's amazing that kids will know exactly what you're thinking. Most often, they'll respond by cleaning up. If not, back up your approach with one of the other solutions.

Use knowledge and skills: Read parenting books and learn new skills. Raising children is a complicated job. There are times when every parent and caregiver can use some help. There are many books available to parents to help get through the day-to-day issues you face with your children. In the vast assortment of books and articles about parenting, you should be able to find ideas for just about any problem or issue you are currently dealing with. Every child is different, and every parent is different. Because of this, there are no cookie-cutter solutions that will work for everyone. I suggest that you review all the solutions you discover and take a few quiet minutes to think about them. Modify the suggestions to best suit your family, and don't be afraid to try out more than one until you discover your best answer.



SIBLING
SIDELINE



Helping Out

If you have a sibling [brother or sister] who has a disability, then there are things you can do to help that person, as well as help your family and yourself.

- ✚ *Find out about the disability and how it affects your sibling.*
- ✚ *Learn how to help look after her/him.*
- ✚ *If your sibling is at your school, ask mum, dad or your caregiver to talk to the teachers so that they know what to expect and how to help.*
- ✚ *Ask mum or dad to role-play by asking you questions that people might ask, and work out what answers you can give. This way you will feel more confident and will not be stressed out by questions from people who don't understand your sibling's disability (especially the silly questions).*
- ✚ *Encourage your sibling by praising what they can do.*
- ✚ *Help by showing your sibling how to do things.*
- ✚ *Encourage him/her to do things for themselves, if possible.*



CRAFT CORNER



CD Locker Magnet

Fun and easy. Add pictures to your magnets, or decorate with small decorations.

This project is

rated VERY EASY to do.

What You Need

Old CD or Internet CD (ask your parents first!)

- Multiple color "painters" paint markers
- Magnets with sticky side or magnet sheets

How to Make It

1. Decorate the CD with any colors and designs you wish.
2. Place magnets on the back and put in locker.

CD SUNCATCHERS

Items Needed:

Small sharp scissors

Glitter

Small "gemstones"

Old CD's (preferably ones that are scratched up or no longer used)

Glue

Single Hole punch

INSTRUCTIONS

The first thing that you will need to do is pick up each individual CD and using Hole puncher, punch a hole somewhere near the top of each CD.

Once you have punched a hole in all of your CD's, the number of CD's you choose to use for your suncatcher is left entirely up to you, and then you are ready to begin to glue them together.



Pick up one CD and apply glue to the covered surface. This is the surface that usually displays the artist's name, songs listed and usually has a design displayed on it. The other side of the CD should be a shiny silver side. This is the side that will face outwards to reflect the sun.

Once you have applied the glue to the "inner side," the one with all of the writing and art designs, then you will need to pick up a second CD. Before placing the second CD on top of the first you will need to make sure that the side with all of the writing and art design goes face down on top of the other CD, so that the silver side is facing upwards towards you, and that the Hole you punched through it earlier is lined up with the hole in the other CD.

Once you have these positioned correctly, firmly press the two CD's together. Make sure that the holes punched at the top are lined up as evenly as possible.

Once you have successfully completed the first set of CD's, repeat the same above procedure with all of the remaining CD's, until they are all completed and glued together.

Once they have all been glued together, let dry completely for about one hour. There are several different types of glue that may be used to glue CD's together. However, I have found that the best ones to use are Super Glue and Wood Glue. Other glue will work, it will just take longer drying time, and there is the possibility of CD's separating and coming apart after a period of time due to heat loosening glue from either the sun or an indoor heater.

Decorate your suncatchers with sparkling "gems", glitter, etc. for an eye-catching effect.

Now that you have successfully glued your "suncatchers," it is time to hang them up. You can use any type of string that you wish, but in order to achieve the most effects, I recommend using clear thread or fishing line. -

Now, you can use any type of hanging device you wish. You can use a coat hanger, hammer a few nail above the windowsills, etc.

Take your thread or fishing line, insert through hole in one group of CD's, and tie a knot. Next, extend line upwards and attach to either nail, coat hanger or other hanging device. Hold device up in the air and keep adjusting until you achieve the length that you want. Once you have achieved that length, cut the thread or line and tie a knot around the hanger. If using a coat hanger, hang up somewhere where sunlight can refract off them. If using nails on windowsills, the sun will cast a beautiful rainbow of prisms all over your walls.

Butterfly Thoughts

God Sent to Me an Angel

By Paul Dammon

God sent to me an angel,
it had a broken wing.
I bent my head and wondered
"How could God do such a thing?"

When I asked the Father
why He sent this child to me,
the answer was forthcoming,
He said "Listen and you'll see."

"My children are all precious,
and none is like the rest.
Each one to me is special,
and the least is as the best.

I send each one from Heaven
and I place it in the care
of those who know my mercy,
those with love to spare.

Sometimes I take them back again.
Sometimes I let them stay.
No matter what may happen
I am never far away.

So if you find an angel
and you don't know what to do,
remember, I am with you,
love is all I ask of you."

ANNOUNCEMENTS

Fall is here and we are busy planning the craft/social group once more. The group will be split back into the two age groups and will be held once a month for each group, Wednesdays at 4:00 p.m. - 5:30 p.m. at the FACS building.

The schedule for September and October is:

AGE GROUP 6 - 9

September 27 - Thanksgiving craft
October 25 - movie day

AGE GROUP 10 -14

September 20 - board game day
October 11 - Fall craft



I hope we will get a good attendance out to the groups. Participation is the key to a successful and fun time for the kids. **EVERYONE IS WELCOME!** Please call Debra Bruyere at 274-7787 ext. 229 to register.

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.

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 physical or developmental disability 6 years – 18 years and up to 21 years as long as they are in school. 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 physical and/or 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 597-2700, and for Rainy River call 852-3387.

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 274-9797, for Atikokan area call 583-2565.

Do you have something to Share? Please phone Debra Bruyere at 274-7787 ext. 229 or debrabruyere@cas.gov.on.ca

Sensory Solutions

The Senses

Submitted by Brenda Witherspoon

In order to understand sensory integration it is necessary to look at the systems that contribute to the process:

The Visual Sense

Vision is stimulated by light. It provides us with feedback about objects and persons. Individuals with sensory deficits often have problems organizing vision. The inability to comprehend what they are seeing can lead to problems with eye/hand coordination, visual perception and spatial awareness.



The Tactile Sense

The sense of touch is located in the skin. Its role is to give us feedback about our environment. How does it feel: hard, soft, sharp, dull, hot or cold . . . ? People with dysfunction in the tactile sense have trouble being touched or touching. They may not like light touch. They may favor a hug to a kiss. They might make a big deal out of a little scratch. They stay away from feeling some textures. They also avoid messy play. Conversely, others may be oblivious of being touched. They may show no reaction to scratches or pain. This is dangerous because they may not know the difference between such things as hot and cold and risk serious injury.

Sound and Hearing

The sense of hearing is located in the inner ear and is stimulated by air and sound waves. It provides us with feedback about sounds in our environment: What do you hear? Is it loud or soft? Is it near or far? Individuals with auditory sensory problems can have trouble understanding what they hear. As a result, they may have problems with listening skills and language processing. They may not follow directions due to



difficulty interpreting what was said. They may also appear oblivious or have trouble discriminating between sounds. In addition they may be upset by noises and have trouble remembering what they hear.

Aroma

Our sense of smell is in constant use. That is why aromatherapy is an integral component of a multi-sensory room. Can use aromatherapy in calming behaviour, reducing anxiety and promoting concentration and memory.

Vestibular

The vestibular sense or sense of balance, tells us where our body is in space. People with vestibule dysfunction may spread out on the floor, slouch when they are sitting, or prop their head on the table. They may fall often and lose their balance.

They may also avoid riding a bike or using a slide or swing.

Other people with vestibular dysfunction cannot get enough spinning and might love to be up in the air. They always feel the need to keeping moving. Their heads might be shaking constantly and their bodies rocking.



Proprioception

A person with poor proprioception has trouble understanding sensations about the position and movements of their body. This person has a poor sense of body awareness and has trouble controlling gross motor, fine motor, and motor planning activities. They may use too much, or not enough force, when playing with toys or holding a cup of milk. They may purposely crash into objects and people, and stomp their feet. They may like tight clothing, have frequent falls and have poor posture.

The Multi-Sensory Room is a wonderful experience to enjoy and share - and a place to replenish the spirit.

For more information on the Multi-Sensory Room at Family and Children's Services contact Brenda Witherspoon at 274-7787 Ext 243