



CST CHATTER BOX

The Nurtured Heart Approach

What is the Nurtured Heart Approach? It is more than just a parenting or educator behavior management strategy. It is a philosophy for creating healthy relationships with the people in your life.



The Nurtured Heart Approach consists of a set of strategies that assists children in further developing their self-regulation and has been found effective with children of all ages. Children learn to understand that they will receive endless amounts of praise, energy, recognition and reward through the positive behavior they display, and this supports children to build a positive portfolio of themselves, “Inner Wealth.”

The Nurtured Heart Approach embraces The 3 Strands, that when committed to, become a powerful means of transforming children:

Stand 1: Absolutely NO!

I refuse to give my time, energy, and relationship to negative behavior. I will save my time and energy for searching for success.

Stand 2: Absolutely YES!

I will relentlessly and strategically pull the children into new patterns of success. I will recognize the success and achievement that children are displaying no matter how small and present them with clear undeniable evidence of their value and how great they are.

Stand 3: Absolutely CLEAR!

I will have clear and consistent consequences for

Children when a rule has been broken. “Here are the rules, and here’s what happens when you break a rule.”

Provide **Active Recognition** by providing a verbal snapshot of the moment. This recognition is given with no interpretation or opinion, just simply the specific facts of success. “I see you (behavior).” “I notice that you (behavior).” “I observed that you ...”

Provide **Experiential Recognition**, an observation of both the facts that you see and also what that says about the person’s greatness. “I see you (behavior)...and what that shows me is that you are (quality).”

Provide **Proactive Recognition**, an honoring of rules that have not been broken. “You totally could have _____, and instead you _____.”

For more information, visit www.childrensSuccessFoundation.com.

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Special points of interest:

- ☉ Avoiding challenging behaviors
- ☉ Community Resources
- ☉ Avoiding Regression
- ☉ School Refusal

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Transitions

Plan for Success and Avoid Challenging Behaviors

Adults and children alike are faced with the need to make transitions on a daily basis. Being proactive by planning ahead will help avoid unnecessary challenges. Whether doing something for the first time or just dealing with busy schedules, a successful outcome will be more likely if expectations are clarified and social interactions are addressed appropriately.

Plan for transitions by:

- minimizing the number of transitions in a day
- providing a heads up that there will be a transition verbally or visually
- allowing time for processing the information regarding the transition
- avoiding down time when changing from one activity to the next
- modeling strategies to cope with anticipation of change
- setting up structured routines
- engaging in developmentally appropriate activities to decrease challenging behaviors
- acknowledging feelings or emotions as a result of needing to transition



Hemmeter, ML, Ostrosky, MM, Artman, KM and Kinder, KA. *Moving Right Along . . . Planning Transitions to Prevent Challenging Behavior. Beyond the Journal-Young Children on the Web-* May 2008

More Community Resources!

Parents have expressed interest on events and activities focused on special needs children that are taking place in the area. We hope the following will interest you and/or your child!

Trauma Treatment Services for Children Impacted by Domestic Violence: JBWS FIS offers sessions for children (ages 3 -18), parents & guardians, and families. We use Trauma Focused – Cognitive Behavioral Therapy (TF-CBT) to provide: Education about trauma and common reactions; help with parenting and behavior problems; relaxation/stress management training; information about feelings and ways to express them; exploration of thoughts, feelings, and actions; creative ways to help kids talk about what happened; help to change any un-



helpful thoughts about the trauma; family sessions to help the family talk together about the trauma; education and opportunities to practice safety skills. Services offered in various Morris County locations. Services available in Spanish. Contact 973-829-4050 x 400.

Parents' Night Out run by Advancing Opportunities is a site- and community-based program that provides children and teens with events that provide them with the opportunity to interact with

their peers. In the meantime, parents and guardians are afforded time for themselves. Advancing Opportunities particularly helps families who are registered with DCF or DDD.

This form is only for families who have already pre-registered with Advancing Opportunities. If you are interested in participating in Parents' Night Out, you must pre-register with Advancing Opportunities. Please contact Jennifer Palmer, at jpalmer@advopps.org. You can also reach Jennifer Palmer at the office at, 973-426-1522, ext. 113.

Wharton Public Library has a **free family pass for the Morris Museum** available to Wharton Library Adult resident cardholders in good standing on a first come basis.

Tips to Avoid Summer Regression

Regression is when someone or something goes back to its original state. In this instance, we are talking about a child's loss of skills or a dip in progress. Kids tend to relax over the summer, go on vacation, play lots of video games, and overall do less academic work. While some regression is expected over the summer months, here are some suggestions, courtesy of Erica Gosling, MA CCC-SLP (ASHA.org), to avoid a significant setback:

Make sure to visit the library often! Set up a schedule with your child and try to make trips to the library exciting. Many libraries have summer reading programs but if your local library doesn't, you can easily create a book list or set a goal to read a certain amount of books by the end of the summer. If the goal is reached, a prize or medal can be rewarded to your child to increase confidence and sense of accomplishment. Make sure you ask your child questions about the book to increase literacy skills, sequencing skills and reading comprehension skills.

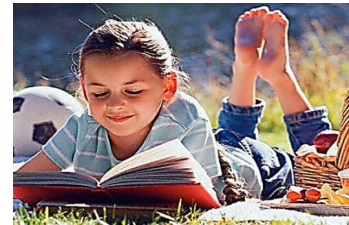
Stick to a schedule! Many children are given a lot of freedom during the summer but many kids need structure like the school day! Start each morning by discussing the plans for the day. If there is a lot of free time, make sure that "screen time" (video games, computer games, tv, movies) is kept to a minimum.

Some children may also require a visual to help them understand the sequence of events throughout the day. The extra time you put into it as a parent could make a big difference come September!

Make every outing a good one! Whether you are going to the grocery store or running errands, make sure you keep your kids talking! Ask lots of questions and encourage independence in your child! (ex: Johnny, where are the pears? Or Johnny can you grab the red shampoo? Find the lotion that says Jergens, what letter will that start with? The total is \$16.75 and I gave a \$20 bill, how much change should we get?)

Make sure you ask your child's teacher what else you can do to support your child during the summer and avoid regression!

In addition, give your child creative writing assignments over the summer. For example, did they participate in a fun activity or go on a vacation? Have them keep a journal to document all of their experiences. Not only will it serve to keep their writing skills intact, but what a nice book of memories they will have created!



School Refusal

What is school refusal?

School refusal is the refusal to attend school due to emotional distress. School refusal differs from truancy in that children with school refusal feel anxiety or fear towards school, whereas truant children generally have no feelings of fear towards school, often feeling angry or bored with it instead.

What are the signs of school refusal?

Symptoms of school refusal include the child saying they feel sick often, or waking up with a headache, stomachache, or sore throat. If the child stays home from school, these symptoms might go away, but come back the next morning before school. Children with school refusal may have crying spells or throw temper tantrums.

Warning signs of school refusal include frequent complaints about attending school, frequent tardiness or unexcused absences, absences on significant days (tests, speeches), frequent requests to call or go home, excessive worrying about a parent when in school, frequent requests to go to the nurse's office because of physical complaints, and crying about wanting to go home.

What causes school refusal to begin?

*The student may want to avoid school-related issues and situations that cause unpleasant feelings in her or him, such as anxiety, depression, or physical symptoms. The reluctance to attend school is one symptom that can indicate the presence of a larger issue, such as anxiety disorder, depression, learning disability, sleep disorder, separation anxiety, or panic disorder.

*The student may want to avoid tests, presentations, group work, specific lessons, or interaction with other children.

*The child may want attention from significant people outside of school, such as parents or older siblings.

*The child possibly wants to do something more enjoyable outside of school, like practice hobbies, play video games, watch movies, or play with friends.

What to do if your child is refusing to go to school...

It is important for parents to keep trying to get their child to go back to school. The longer a child stays out of school, the harder it will be to return. Parents should take their child to the doctor, who will be able to rule out any illness that may be causing the problem. Parents should also talk to the child's teacher or school counselor. Whereas some cases of school refusal can be resolved by gradual re-introduction to the school environment, some others may need to be treated with some form of therapy.

Shared Services Child Study Team

Wharton Borough Schools
973-361-3010

Mine Hill Township School (CAS)
973-366-0590

Rockaway Borough Schools
973-625-8601



The Shared Services Child Study Team has made it a goal to increase communication and Special Education knowledge with parents as well as teachers and administration within the three school districts. As part of this goal, you will now be receiving newsletters from the team three times a year filled with information on special education practices/law, community resources, special needs tips, etc. We hope you find this helpful!

Leslie Mozulay, LDTC

Stephanie Dzikowski, LDTC

Stacy McCoy, School Psychologist

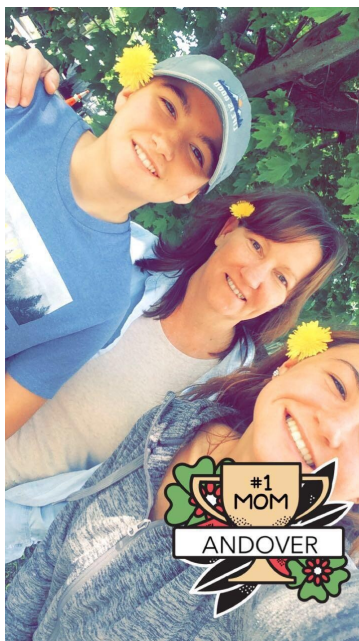
Brooke Hanenberg, School Psychologist

Armi Clancy, School Social Worker

Get to Know Your CST

Hello. My name is Nora Amato. I am the new Rockaway Borough Child Study Team secretary. My last position was in Wharton Child Study Team, where I spent two years working along side the same caring professional team.

I hold a Bachelor of Fine Arts degree, which was my first love before I had three beautiful children who are all teens now. We live in Byram Township, Sussex Cty.



Nora Amato, Rockaway CST secretary, with her children

When not at work I enjoy my art work, quilting, gardening and redoing furniture with my sister. I look forward to working with my new co-workers in Rockaway.