



News and Views

January, 2011 Volume IX, Number 5

Beth Nahm, OT

Beth Nahm is an Occupational Therapist for NCOESC where she has been employed for 16 years. Previously, she worked for Ottawa County for two years. Beth currently provides OT services to students, preschool through high school, within the Tiffin City School district as well as providing supervision of students within Mohawk School district. Beth earned her Associate degree from Lourdes College in Sylvania and her Bachelor's and Master's degrees from the University of Findlay.

Among Beth's projects and accomplishments are assisting with setting up a Kindergarten Literacy program for Tiffin City School (TCS) district, helping to initiate current handwriting program for TCS, developing a social skills group with the speech and language pathologist at the elementary and middle school grade level for TCS, developing a Student Fieldwork Site at the ESC for occupational therapists entering the last phase of their master's degree from the University of Findlay and receiving a Distinguished Service Award in 2010.

Beth recently remarried and feels so blessed to have someone special to share her life with again. She and Tom were married December 26, 2009 and celebrated their marriage with a trip to Alaska. They share six grown children and four grandchildren. Beth says she is now a country girl. She and Tom built a new home about 7 miles outside Tiffin where they enjoy sitting on their porch, holding hands and watching the sunsets and wildlife.

Beth's philosophy on life is "Keep life simple, find something to be grateful for each day and include God in all your decisions." Thanks, Beth, for all you do for the students of the Tiffin area.

Cataya Thornton, Autism Aide

Cataya Thornton is a Paraprofessional Educational Autism Aide in her second year at Elgin Jr. High School. Cataya is currently attending The Ohio State University working towards a Bachelor in Special Education. She then intends to pursue a Master's in Applied Behavior Analysis at The Ohio State University. Cataya has an Associate's degree in Human and Social Services from Marion Technical College.

Cataya has developed a program at Elgin Jr. High titled "The Peer Proximity Program". The students involved this year volunteered and were then selected from a number of essays which state why they wanted to be part of the program. Those chosen get the opportunity to interact with a student who has Autism. The goal is to help this student learn social interactions and the expectations involved with being in a social setting. Communication interaction, interactive arts and crafts, academic generalization activities, and gross motor games are activities that the peers are actively involved in when working with the special needs student. The 2010-11 school year is the second year for the program.

Cataya has been recognized for her work several times. In the December, 2009 edition of the North Central Ohio Educational Service Center newsletter she was recognized for the success of academic program implementation and the peer program. In the November, 2010 issue of the Communicator, the Elgin School District newspaper, she was recognized for the Peer Proximity Program. She was also the recipient of the Service of Excellence Award through the North Central Ohio ESC for the 2009-10 school year.

Cataya feels her biggest accomplishment is watching her student use the academic, communication, daily living and behavior coping skills she has taught him throughout each day. She shares, "I have been fighting the statistics for bi-racial single mother children out of poverty all of my life. As a child with a single white mother and absent black father, I knew from a very young age that life for me would be difficult in this world. After 26 years of striving, I can say that with the love and support of my family, I have finally beaten the odds of those statistics. I am the youngest of three siblings and the first of them to graduate college. Both of my parents are very supportive of my goals in life and I look forward to making them proud."

Keep up the great work, Cataya!



Back by Popular Demand

Pete Wright

Wright's Law

May 4, 2011

Registration: 8:00-8:30 a.m.

Workshop begins promptly at 8:30 a.m.-3:30 p.m.

Lunch on your own

**Location: Mid-Ohio Educational Service Center
890 W. 4th Street
Mansfield, Ohio**

Sponsored by: The State Support Team Region 7

Program Description

One-day training focuses on

- Understanding your child's strengths and needs
- Building healthy working relationships with school personnel
- Documenting information that may prevent or resolve disputes
- Participating as an equal member of your child's IEP team

No Registration Fee!

Please call the State Support Team Region 7
419-747-4808 to register

IMPORTANT NOTE:

Parents may begin registering for this event
Beginning January 10, 2011

Other interested participants may begin
Registering March 10, 2011

Questions call Kate Kandel
419-747-4808



Come hear
Pete Wright
and receive three
FREE books!

*Special Education Law
From Emotions to Advocacy
All About IEPs*

Oppositional Defiant Disorder (ODD)

submitted by Marie Clemens, School Psychologist

More students are presenting in our schools with emotional concerns/disorders that manifest themselves in difficult behaviors. Although the Disorder is not new, **Oppositional Defiant Disorder (ODD)** can be present for many students who exhibit difficult behavior.

The following is offered for assistance in understanding and interacting with a child with ODD.

In the **DSM-IV**, the essential feature of ODD is recurrent pattern of: *negativistic, defiant, disobedient, hostile behavior toward authority figures.*



Behaviors exhibited (more than the norm)

- losing temper
- arguing
- actively defying
- refusing to comply with request/rules of adults
- deliberately doing things that will annoy people
- blaming others for their mistakes
- being angry/resentful
- being spiteful or vindictive

These behaviors are expressed by persistent stubbornness, resistance to directions, unwillingness to compromise, negotiate or give in to adults or peers.

May persistently test limits by ignoring orders, arguing or failing to accept blame.

ODD is more persistent in families where childcare is disrupted or harsh and inconsistent neglectful childrearing practices were/are present. Child does not regard themselves as being defiant, they justify behavior as a response to unreasonable demands or circumstances.

2.) Concepts to note:

- Children with ODD have vested interest in *not doing* what they are told because of **tremendous need to control**. (fundamental symptom of ODD)
- A high percentage of children with ODD have *history of insecure attachments*.
- A high percentage of children with insecure attachments develop into children who have a *high need for control, anger, poor socialization and offending rights of others*.
 - These children *cannot afford to feel* –i.e., in early years, when needed a hug, food, etc. = nothing happened. Hence need to control, i.e., “I am in control – I get my needs met.”
 - They will *attempt to manipulate* and make adults angry to *gain control and get adults in close proximity*.

3.) Strategies to help child: Children with ODD need:

- proximity and safety. – provide *proximity, touch and classrooms that are consistent and safe for child*.
- set rules in classroom
- tell children “this is a safe place”
- maintain consistency, i.e. if someone does this __, then this__ will happen.
- cognitive processes exist in safe environments.
- pragmatic skills taught. - they may have less ability to verbally solve problems – provide *modeling of appropriate response*.
- peer interaction to experience how to socialize – *provide safe opportunities*.
- medication and behavioral interventions work best in conjunction – no single agent has been found to be successful. (medication helps lessen anger)
- obtain behavior compliance by using a non-aggressive means - *avoid power struggle*.
- don't argue – teaches child they cannot get what they want by arguing – rather follow their statement with: “I understand” or “could be” or “oh that's a shame” – these types of responses take the ‘fire’ out of the argument. If you get angry, they are in control.
- avoid dictating, as dictating sets the scene for power struggle.
- *Do give choices* that are acceptable behavior/responses the child can do. *Choices gives child control in a positive manner and task gets done*. Ex: goal is to complete a worksheet – choices could be: do in five minutes, or do another task first, or sit in a special place and complete worksheet.

4.)Extra hints:

Do provide more positive responses in order to develop trust and relationship. Make certain ratio of positive is greater than cost/negative.

- insecure relationships breed noncompliance.
- break through confrontation by building a relationship that is non-confronting.
- replace criticism with honest listening.
- **relationship between teacher and child is crucial** to develop self-reliance and academic and social competence in the classroom. Spend time with child without judging.

Do help child to develop problem solving skills/social skills (an awareness of how to get along with adults and peers).

- develops ability to follow instruction and complete tasks that adults request, *this builds resilience, self-confidence and good motivation.*

Do give jobs/tasks in classroom – helps develop self-esteem by being competent in daily life skills.

Do stop child's manipulation. Show genuine interest in what they say/want.

- modeling, practice, and frequent repetition of desired behavior is needed. Say: "I know you want _____, that is not the way – you can say _____ or _____". May have to repeat 3 times and have child repeat back to you.

5.)More Helpful Info.

Reward system – sometimes these work and sometimes they can be too much for the child with ODD. Child may counter-control.

Play is important for defiant child - helps regain trust, provide attention and relaxation.

Punishment – defiant/oppositional child is already angry; punishment makes them angrier.

- instead use logical/natural consequences of behavior.
- logical consequences help child learn from behavior.

Help with work – child with ODD doubts that an adult will be there when they need help.

Time out

time-in makes time-out more successful - need to spend time in proximity with child.
set rules ahead of time for time out – don't use too often.

OT/PT Meeting

Tiffin Campus—PD Room
January 21, 2011 10:00-3:00



2010-11 Parent Educational Meetings

Sponsored by the Seneca-Wyandot Parent Mentor Program of
The North Central Ohio Educational Service Center and
The Seneca County Help Me Grow Family Support Specialist

All meetings are held at The Family Learning Center
at Sentinel from 6:30-8:00 p.m. unless otherwise noted.

Tuesday, January 18, 2011
"Bullying"

Gain an understanding of the different types of bullying,
symptoms that children display when they are being
bullied and the characteristics of a bully.

Presented by: *Sandy Brickner, Ohio Coalition for
The Education of Children with Disabilities*

The Fence

There was a little boy with a bad temper. His father gave him a bag of nails and told him to hammer a nail in the back fence every time he lost control.

The first day the boy drove 37 nails into the fence. Then it gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally the day came when the boy didn't lose his temper at all. His father suggested that the boy now pull out one nail for each day that he was able to hold his temper.

The days passed and the young boy was finally able to tell his father that all the nails were gone. The father led his son to the fence.

"You have done well, but look at the holes in the fence," he said. "When you say things in anger, they leave a scar just like the nail holes. You can put a knife in a person and draw it out. It won't matter how many times you say 'I'm sorry,' the wound is still there. A verbal wound is as bad as a physical one."