

# Disability Support

## Disability Focus: Emotionally Impaired



**REGION 10**  
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- The causes of emotional impairments have not been adequately determined.
- Factors such as genetics, brain disorders, diet, stress, and family functioning have been suggested as possible causes.
- Research has not shown any of these factors to be the direct cause of behavior or emotional problems.

### Characteristics include:

1. hyperactivity
2. Aggression/self-injurious behavior
3. Withdrawal (failure to initiate interaction with others, excessive fear or anxiety)

4. Immaturity (inappropriate crying, temper tantrums, poor coping skills)

5. Learning difficulties

• These characteristics continue over long periods of time not just some of the behaviors at various times of development.

• Research shows providing these children with positive behavior support (PBS) can be successful in minimizing problem behaviors and replacing them with positive, appropriate behaviors.

• In preschool settings, children might have a NCEC disability in the ARD paperwork.

[www.nichcy.org](http://www.nichcy.org)

We step, step, step, (in place)

And clap, clap, clap

And bow without a sound.

We step, step, step

And clap, clap, clap

And then we touch the ground.

We clap down low.

We clap up high.

We touch the ground

We touch the sky.

We step, step, step,

And clap, clap, clap,

And then we sit right down.

### Transition Time

J. Feldman

### Web Resources

[nichcy.org](http://nichcy.org)

[cec.sped.org](http://cec.sped.org)

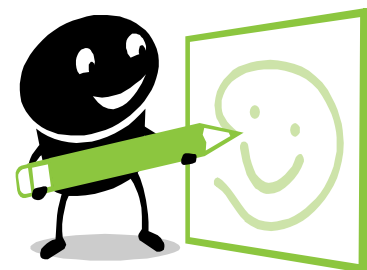
### Literacy Connection

Go Away, Big Green Monster

Ed Emberly

Hands Are Not for Hitting

M. Agass, Ph.D.



Handwriting Warm-ups (can practice daily) Susan Thompson OTR, 2004

- Desk dance: deep pressure to arms-children keep their arms straight and weight-bear on their tables. Have them sway left, right, forward and back to music.
- Playdoh peas- children roll playdoh into small balls between the index finger, middle finger, and thumb.
- Children push small elbow macaroni through a small hole in top of a margarine container.

## Fine



## Motor Skills

### Prerequisites for Writing

1. Established hand dominance- 4 1/2-6 years old
2. Crossing mid-line
3. Functional pencil grasp
4. Understanding directional terms
5. Able to copy basic

shapes

6. Able to use 2 hands together

7. Able to coordinate eyes and hands together

8. Maintain sitting position

9. Orientation to print

10. Interest in writing

11. Attending to task for a minimum of 1 minute

12. Mastery of letter recognition and sounds

**Marianne Gibbs,**  
**MOT, OTR**

[mgibbs@writeoutofthebox.com](mailto:mgibbs@writeoutofthebox.com)

Cutting sequence progression:

**rip** stand and rip magazine ad cards

**Snip** cheetos, straws, sand paper, playdoh

**cut** put red tape on small scissor hole and red dot sticker on thumb for visual reminders