



# FRC Newsletter



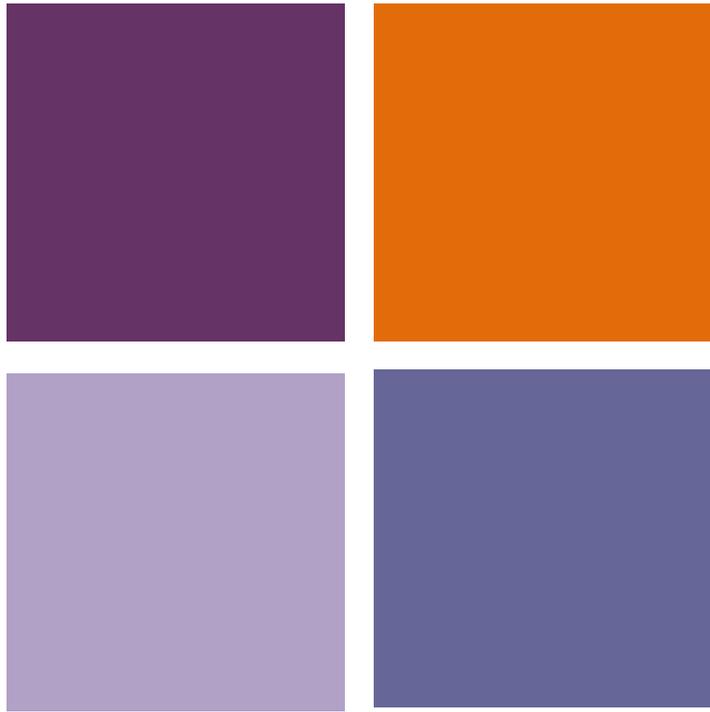
## October 2010

**Coming this month...**

Six Pillars of Character & 8 Basic Social Skills

Attention-Deficit/Hyperactivity Disorder (ADHD)

Calendar of Events



# The Six Pillars of Character



## The Family Resource Center Update

### The Six Pillars of Character and 8 Basic Social Skills

As a follow up to last month's article describing the Boys Town Model, the Family Resource Center is incorporating two core precepts. Both are being applied to each employee's work day as well as how we work with the clients we serve program-wide.

The first of the two precepts are the Six Pillars of Character from the CHARACTER COUNTS! series. The Six Pillars of Character have been posted in every office, are visible in the hallways throughout the Family Resource Center, and are being actively taught.

The second currently being implemented with clients as well as staff are the 8 Basic

Social Skills. When these skills are applied in the workplace a healthy environment is created for both employees and clients. Employees are actively teaching and modeling the 8 Basic Skills in their daily interactions with youth.

These two principles are continuously discussed and modeled throughout the FRC program. Our goal is to create an environment that is therapeutic and nurturing for the clients we serve.

The following two pages provide further details on the 8 Basic Social Skills and the Six Pillars of Character.

## 8 Basic Social Skills

### Skill 1: Following Instructions

- ❖ Step 1. Look at the person.
- ❖ Step 2. Say "Okay".
- ❖ Step 3. Do what you've been asked right away.
- ❖ Step 4. Check back.

### Skill 2: Accepting "No" Answers

- ❖ Step 1. Look at the person.
- ❖ Step 2. Say "Okay".
- ❖ Step 3. Stay calm.
- ❖ Step 4. If you disagree, ask later.

### Skill 3: Engaging in a Conversation

- ❖ Step 1. Look at the person.
- ❖ Step 2. Use a pleasant voice.
- ❖ Step 3. Ask questions.
- ❖ Step 4. Don't interrupt.

### Skill 4: Introducing Yourself

- ❖ Step 1. Look at the person. Smile.
- ❖ Step 2. Use a pleasant voice.
- ❖ Step 3. Offer a greeting. Say "Hi, my name is..."
- ❖ Step 4. Shake the person's hand.
- ❖ Step 5. When you leave, say "It was nice to meet you."

### Skill 5: Accepting Criticism or a Consequence

- ❖ Step 1. Look at the person.
- ❖ Step 2. Say "Okay".
- ❖ Step 3. Don't argue.

### Skill 6: Disagreeing Appropriately

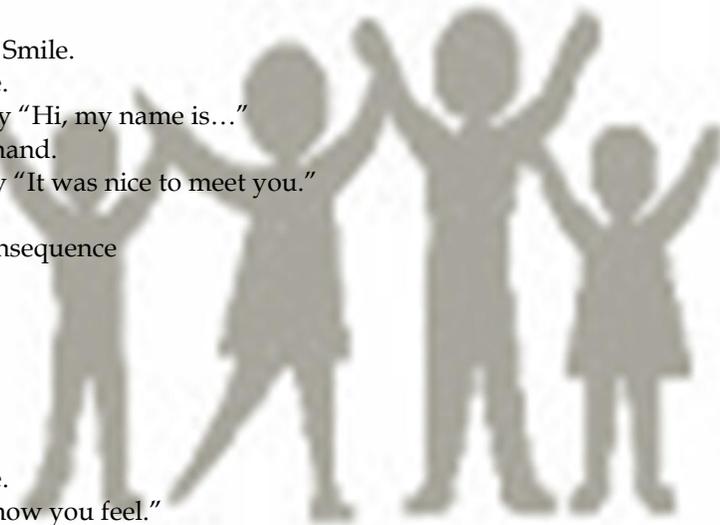
- ❖ Step 1. Look at the person.
- ❖ Step 2. Use a pleasant voice.
- ❖ Step 3. Say, "I understand how you feel."
- ❖ Step 4. Tell why you feel differently
- ❖ Step 5. Give reason.
- ❖ Step 6. Listen to the other person.

### Skill 7: Showing Respect

- ❖ **Showing respect wherever you are:**
  - Obey a request to stop a negative behavior.
  - Refrain from teasing, threatening or making fun of others.
  - Allow others to have their privacy.
  - Obtain permission before using another person's property.
- ❖ **Showing respect in public:**
  - Do not damage or vandalize public property.
  - Refrain from conning or persuading other into breaking rules.
  - Avoid acting obnoxiously in public.
  - Dress appropriately when in public.

### Skill 8: Showing Sensitivity to Others

- ❖ Step 1. Express interest and concern for others, especially when they are having troubles.
- ❖ Step 2. Recognize that disabled people deserve the same respect as anyone else.
- ❖ Step 3. Apologize or make amends for hurting someone's feelings or causing harm.
- ❖ Step 4. Recognize that people of different races, religions and background deserve to be treated the same way you would expect to be treated.



# THE SIX PILLARS OF CHARACTER

**TRUSTWORTHINESS:** Be honest. Don't deceive, cheat or steal. Be reliable. Do what you say you'll do. Have the courage to do the right thing. Build a good reputation. Be loyal. Stand by your family friends and country.

**RESPECT:** Treat others with respect. Follow the Golden Rule. Be tolerant of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit or hurt anyone. Deal peacefully with anger, insults and disagreements.

**RESPONSIBILITY:** Do what you are supposed to do. Persevere. Keep on trying. Always do your best. Use self-control. Be self-disciplined. Think before you act. Consider the consequences. Be accountable for your choices.

**FAIRNESS:** Play by the rules. Take turns and share. Be open-minded. Listen to others. Don't take advantage of others. Don't blame others carelessly.

**CARING:** Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.

**CITIZENSHIP:** Do your share to make your school and community better. Cooperate. Stay informed. Vote. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment. Recycle.



# Attention-Deficit/Hyperactivity Disorder

ADHD is a neurobiological disability in children and adolescents that is highly heritable and can have lifelong consequences. More common in boys than girls, ADHD occurs in one of every 20 children. It is not caused by bad parenting, nor do these children lack intelligence or discipline—they simply cannot sustain the focus needed to complete tasks appropriate for their age and intelligence. As a result, children with ADHD seem unable to behave or follow the rules other children take in stride. They characteristically perform better one-on-one than they do in groups. For diagnosis of ADHD, the core symptoms of inattention, impulsivity, hyperactivity and low tolerance of frustration must be present in a child for at least six months and cause clinically significant impairment in two or more settings. (These children typically act worse in school than they do at home.) For many children, the key identifies for ADHD is the early age of onset, before age seven.

### Inattentive Type

- ❖ Can't pay attention to details; are often caught daydreaming
- ❖ Avoid, dislike, or are reluctant to engage in activities that require sustained attention
- ❖ Are highly distractible, forgetful, absent-minded, careless, disorganized
- ❖ Often do not finish school work (work may be full of mistakes, turned in late or not at all)
- ❖ Don't listen to or follow through on instructions

### Hyperactive/Impulsive Type

- ❖ Display extreme physical agitation; fidget, squirm, can't stay seated or remain still
- ❖ Constantly interrupt and speak out of turn; talk excessively; disrupt the classroom

- ❖ Are "on the go" and act as if "driven by a motor"
- ❖ Intrude on others; resort to even more inappropriate behavior when reprimanded

### Combined Type

- ❖ Most commonly, a mix of inattentive and hyperactive/impulsive symptoms

### Observations from Home

- ❖ Report that symptoms have been persistent since early childhood; the illness didn't come on suddenly, but something was "off" from the very beginning
- ❖ Describe the child as never slowing down, as exhausting and demanding or, conversely, "clueless" with "head in the clouds"
- ❖ May misread the child as bad or wonder why the child is always in trouble at school

### Co-occurring Disorders

Over half of the children with ADHD have at least one other major childhood disorder: 40 percent have oppositional defiant disorder; 25 percent have conduct disorder; 30 percent have anxiety disorders; one-third have depression. Some children with ADHD may be in early stages of bipolar disorder, which should be ruled out before any stimulants or antidepressants are prescribed. These medications can trigger maniac and psychotic episodes in bipolar children.

Burland, J. (2003). *Parents and teachers as allies*. Arlington, VA: NAMI.

For additional information visit [www.nami.org](http://www.nami.org)



# Calendar

## Upcoming Training, Events, & Classes



### Training

The next **Foster Parent Training** will be held at CCS on November 3<sup>rd</sup> from 5:30-7:30 pm and will be covering the teaching of the 8 Basic Social Skills. This training is required for all Therapeutic Foster Parents – Remember, Therapeutic Foster Parents are required to gain six hours of training every quarter. Contact 907-463-6130 or email us at [FRC@ccsjuneau.org](mailto:FRC@ccsjuneau.org) for additional information.

### Support Groups

**Single Dads Group** – Meets on Mondays from 6-7:30pm. The purpose of this group is to provide support for single dads raising children. A light meal and childcare is provided. The meeting dates are as follows: November 8, November 22, December 6, and December 20.

### Support Groups Continued...

**Our Time Group** – Meets every Thursday from 6-7:30pm. The purpose of this group is to provide support in a therapeutic setting and is open to families who have children with behavioral, disabilities, or special needs. A light meal and childcare are provided. Contact 907-463-6130 for more information.

### Events

**Fun & Social Skills Group** – Held every Friday night. The purpose of this group is to provide additional time for the development of social skills for our clients. Contact 907-463-6130 for additional information.

**Family Night is November 12<sup>th</sup>** - See the following page for details.

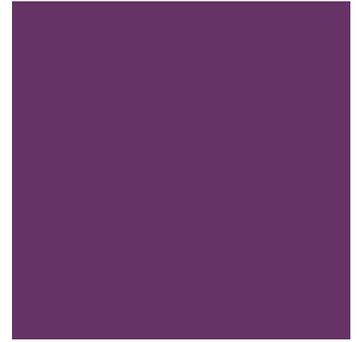
### Classes

The next session of **Anger Management** Classes begins January 11, 2011. Contact 907-463-6130 or email [FRC@ccsjuneau.org](mailto:FRC@ccsjuneau.org) for additional sign up information.

**Parenting Classes** are in session. Contact 907-463-6130 or email [FRC@ccsjuneau.org](mailto:FRC@ccsjuneau.org) for additional information.



The Family Resource Center is a Program of Catholic Community Service



# You're Invited

To Our Multicultural Family Celebration of  
Thanksgiving

If you have a special Thanksgiving food you and your family would like to share we welcome you to contribute to our bountiful buffet. All families are welcome even if you do not have a dish to share!

**Date:** Friday, November 12, 2010

**Time:** 5:30-7:30pm

**Where:** 419 6<sup>th</sup> St. in the CCS Training Room

***Please RSVP by calling 907-463-6130 by Friday November 5<sup>th</sup> so we are able to plan our great feast!***