

# NICU CONTINUING CARE PROGRAM NEWSLETTER

585-275-5301

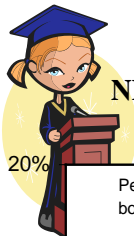
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10-Year Parent Newsletter

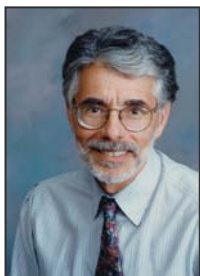
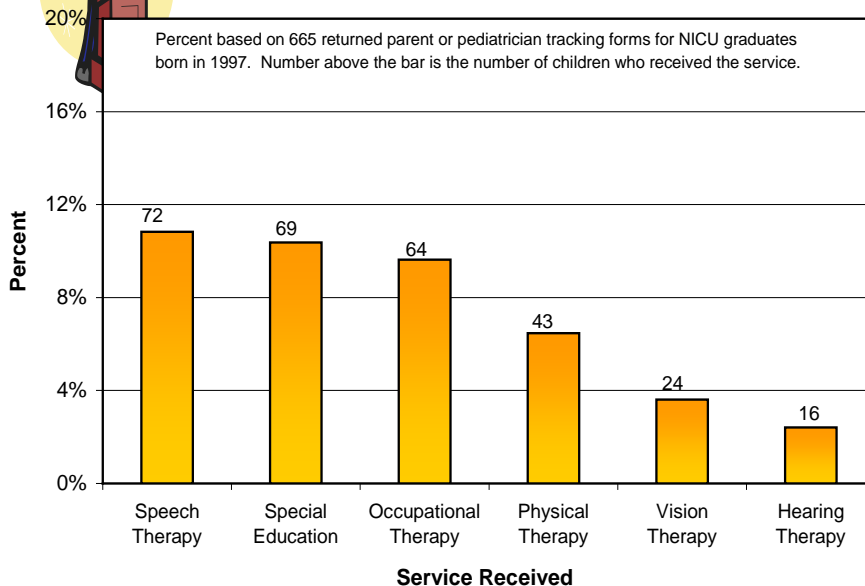


**Greetings!** We hope you feel a sense of accomplishment and pride in your child's progress now that he/she is 10. In the last decade there have been many advances in the care for high-risk newborns. This is the final tracking form you will receive! We thank you for your contributions to our efforts to improve the care of these special children.

For the children born 1992-1995, 409 parents who returned their 10 year tracking form noted that speech, behavior and learning problems were of the most concern. Asthma and behavior were the top Pediatrician concerns from the 686 forms they returned.



## NICU Graduates Born in 1997, Known to be Receiving Services between ages 6-10



### *Hello from Dr. Maniscalco!*

*Hearing about babies who have graduated from our NICU is always very rewarding. Besides the personal satisfaction from seeing our patients, developmental follow-up is extremely important to improve NICU care. In this way, families of all NICU patients are working together to advance the care of high-risk newborns.*

## ADHD



Of the parents and pediatricians we have heard from for children born in 1997, 16% have been diagnosed with attention deficit hyperactivity disorder.

### Here are some suggestions to help parents of children who have ADHD:

- ◆ Provide clear consistent expectations, directions and limits. Children like to know what others expect of them.
- ◆ Set up effective discipline-reward for positive behavior. Respond to misbehavior with alternatives such as loss of privileges.
- ◆ Help with organization: Keep the same routine everyday, from wake time to bedtime. The schedule should include homework time and playtime.
- ◆ Organize everyday needs - a place to keep things and everything in its place.
- ◆ Helpful homework tip: provide a quiet uncluttered space with no distractions. The child is responsible for his own assignment; a parent should not do for the child what he or she can do for themselves.

## 10 Year Old Development

Keep in mind the uniqueness of each child and that these are guidelines to show progression *through* rather than describe exactly what should *be* at this age.

### Physical Growth

Ten year olds physical growth varies enormously. They are very energetic and awkward. Ten year olds strive to be physically fit and are fascinated by how the body works.

### Emotional Development

One day your ten year-old is so dependent and the next day independent. This is the age of becoming more self conscious and curious. They are curious about drugs and alcohol and tobacco.

### Social Development

**10 year olds seek approval from the important people in their lives.** They are pre-occupied with the opposite sex. Peer groups are important and influential. Ten year olds do not want to be different. They confide in their best friend.

### Mental Development

Eager to learn, they are proud of doing well and become very concerned about their personal capabilities. Ten year olds are forming some standards of right and wrong.

## Speech



The most frequent speech problem at 10 years is stuttering. It can run in families, but in other cases no one knows why someone stutters.

The three most common types of stuttering are:

- Repetition of sounds (as in wa- wa -wa-water).
- Holding onto a sound too long (as in caaaaaake).
- Being stuck - no sound is produced in the course of a conversation.

In older children who stutter there is an emotional impact - they may have less coping skills and have difficulty managing conflicts. Socially they realize they do talk differently from others and peers may ask them why they talk the way they do. It changes the way the child thinks about him or herself. Remember, ten year olds do not want to be different.

**What you can do to help: Do not delay** to get an evaluation by a speech therapist that specializes in stuttering. Speech therapy can help people of any age overcome some speech problems.

**Do wait** and listen to your child when he or she is talking and look at them with a calm, pleasant expression.

**Do not** tell him or her to slow down. Telling them to go slow and finishing their sentence makes them feel "stupid". Show interest. Read with your child and have discussions to enhance their language.

Visit web site [www.Kidshealth.org](http://www.Kidshealth.org) and search for speech problems.

## FYI-MEDIA USE

The impact of electronic media on children depends on the age of the child and the content of the media. Older children use multiple types of media. Media technologies are being used more and more in schools as a teaching tool. Researchers have examined the links between media on learning, achievement, and attention. They have concluded that content, if designed correctly, can enhance learning. There is some evidence that playing video games can have positive effects in developing visual and spatial skills. They have not found that media use causes attention deficit disorder, although there is a small link between heavy television viewing and non-clinical attention issues.

Parents are the central regulators of their child's media diet. Educate yourselves about good media use, keeping in mind your child's age and development. Content matters and programs that promote pro-social behavior do increase your child's capacity for cooperation and tolerance. Children who view violence more often are more likely to see the world as dangerous and aggression as acceptable.

For more on this topic visit [www.futureofchildren.org](http://www.futureofchildren.org)

For more on Internet Safety visit [www.netsmartz.org](http://www.netsmartz.org)

For more information, please visit [www.urmc.rochester.edu/childrens-hospital](http://www.urmc.rochester.edu/childrens-hospital) click on 'Services', 'Neonatology', and 'Neonatal Continuing Care Clinic'.