LIFE IN THE BALANCE

Maintaining Optimum Alertness and Performance through the balance of
- Resilience/Protective Mechanisms and
- Risk Factors

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FAMILY AND COMMUNITY ARE THE FOUNDATIONS

- Parents support their child through advocacy.
  - This may involve educating others about chromosome 22q11.2 DS.
- Domains apart from academics such as social skills, language (not just speech), adaptive functioning and emotional development are cultivated.

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Resilience/Potential Protective Factors

- Environment
  - Expectations and abilities match
  - Adaptive coping is modeled and actively coached
  - Strengths are identified and emphasized
- Weaknesses are supported

- Children’s individual attributes are nurtured, such as...
  - Social charm used to cope with challenging tasks.
  - Effort, persistence and willingness to try when adequately supported.
  - Personal talents.
Risk factors

- **INCOMPLETE WORK-UP FOR MEDICAL/MENTAL HEALTH RISKS**
  - For example, fatigue associated with thyroid deficiencies and/or anemia may adversely impact academic functioning and behavioral coping.

- **MISATTRIBUTING MENTAL FATIGUE, WITHDRAWAL AND LEARNING DIFFICULTIES TO LACK OF EFFORT/LAZINESS.**

- **ANXIETY IS UNNOTICED OR MISUNDERSTOOD.**
  - Children’s attempts to cope with anxiety, failure and demoralization are misattributed to willful misbehavior.
  - Consequently adults do not actively model or teach the child adaptive strategies to cope with anxiety.

- **CHALLENGES LOCATING EMOTIONAL SUPPORT, EDUCATIONAL AND COMMUNITY ADVOCACY**
  - Borderline cognitive functioning is not an “eligibility” category for Special Education, IADD or other entitlement services.

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Your child’s behaviors can tell you how balanced their life is.