INTRODUCTION

MALADJUSTED NEW IMMIGRANT CHILDREN

MUSIC THERAPY AS A SUPPORTIVE MODALITY FOR

THE DISORDER AND STRESSFUL MANDATES
AND DEMANDS (DSMH) OF THE AMERICAN PSYCHIATRIC
ASSOCIATION FOR MENTAL HEALTH AFFILIATION WITH ISRAEL

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Maladjusted new immigrant children are not a new phenomenon in Israel, nor is it the introduction of new immigrant children to a new cultural environment. The problem of adjustment, however, has been exacerbated by the influx of new immigrants and their families. The Ministry of Education and the Ministry of Absorption are working to develop strategies and interventions to help these children. The Ministry of Education has established a network of social workers and psychologists to provide support and guidance to new immigrant children. The Ministry of Absorption has established a network of community centers and cultural activities to help new immigrant families integrate into Israeli society.

The results of a study from 1980-1981 showed that only 3% of all immigrant children had been placed in special education classes. This percentage has increased significantly in recent years, and it is estimated that over 20% of all new immigrant children are now placed in special education classes.

In light of these findings, the Ministry of Education and the Ministry of Absorption have implemented a range of interventions to support new immigrant children. These interventions include:

1. Providing special education classes for children who have learning disabilities or emotional problems.
2. Providing counseling and support services to help children and families adjust to their new environment.
3. Providing cultural and recreational activities to help children feel more integrated into Israeli society.
4. Providing language support to help children learn Hebrew and other languages.

These interventions have been effective in helping new immigrant children adjust to their new environment, but much work remains to be done. The Ministry of Education and the Ministry of Absorption continue to monitor the progress of new immigrant children and to refine their interventions as needed. It is clear that the support and guidance provided to new immigrant children is essential to their success in Israeli society.
REFERENCES


SUMMARY

The purpose of this paper is to explore the relationship between the development of social and cognitive skills in early childhood and the early acquisition of language. The paper introduces a new methodology for assessing the relationship between these two areas of development, which involves the use of a cross-cultural approach to research. The methodology is based on the assumption that the development of social and cognitive skills is influenced by both genetic and environmental factors, and that these factors interact in complex ways. The paper also discusses the implications of these findings for the development of educational programs designed to enhance the language and cognitive development of young children.