

# From Chaos to Calm:

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# Introductions

- Please introduce yourself stating what has brought you to the session.
- Also tell us one of your Super Powers.

What's your philosophy and your child's teacher's philosophy?



“Kids Do Well If They Can”

# Discussion

- Comment on the video?
- Can you help your child's teacher know what is getting in your child's way?

# It all starts with Strengths

- Determine and focus on your child's strengths. What does your child enjoy?
- What is her strongest subject in school? Put your energy into developing that strength and build your child's potential for future successes.
- If your child is passionate about science, offer books on science topics for weekly reading assignments. If he's inspired to build with Legos, incorporate Legos in his math lesson. If she is a star athlete, give her every opportunity to exercise and train.
- Children need an understanding of their strength and challenges. They need the confidence to ask for help in reaching their goals = self advocacy.

# Importance of Confidence

- “Confidence is a student’s greatest asset! That’s what I told the parent of another struggling teen. A psychologist advised them to cut back his extracurricular activities, even though they were his source of success, friends, and confidence. This advice enraged me! Sacrificing confidence in the name of academic success will destroy both! Instead, he can--and should–have both.” Barbara Corcoran, Real Estate Tycoon, an investor “shark” on ABC’s show, “Shark Tank.”
- In order to succeed, students need their spirit of curiosity and confidence. We can nourish that spirit by celebrating their successes—not just their successes in school, but in whatever they find rewarding.

# Build Confidence with Realistic and Age-appropriate Expectations

For your consideration...Russell Barkley said that emotional development in children with AD/HD is 30% slower than their non-AD/HD peers. This means that a child that is 10 years old will have the emotional development of a 7 year old, a 20 year old will have the emotional maturity of a 14 year old.

<b>Ages 5-8</b>	<b>Ages 8-12</b>
<ul style="list-style-type: none"> <li>• 10-20 minutes of homework</li> <li>• remember to bring papers, belongings to and from school</li> <li>• decide how to spend money</li> <li>• follow two to three step directions</li> <li>• self-regulate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• 20-40 minutes of homework</li> <li>• remember to do something after school</li> <li>• plan simple projects or family outings</li> <li>• keep track of a daily schedule</li> <li>• earn and save money</li> <li>• self-regulate behaviour</li> </ul>
Sample Chores	Sample Chores
<ul style="list-style-type: none"> <li>• Tidy bedroom or playroom</li> <li>• Put their clothes away in labelled drawers</li> <li>• Help sort laundry</li> <li>• Help with making their bed</li> <li>• Set the table</li> </ul>	<ul style="list-style-type: none"> <li>• Wash and dry dishes</li> <li>• Make simple microwave meals</li> <li>• Make a shopping list</li> <li>• Make their own lunch</li> <li>• Help care for a pet</li> <li>• Assist with household filing and paying bills</li> </ul>

## Realistic Expectations and Timeframes

- Sometimes parents start too big when trying to make behavioural changes.
- Think of a habit you have tried to change. Often very small changes over time are the only real way to change and to stay changed.
- The prefrontal cortex which governs the “executive function skills” continues to develop well into early adulthood.
- Remember your child is watching you (modeling)
- Repetition is the “mother of all learning”.
- Consistency is the “father of all learning”.

# Executive Function Skills

- **Task Initiation** - Stopping what you are doing and starting a new task
- **Response Inhibition** - Keeping yourself from acting impulsively, in order to achieve a goal
- **Focus** - Directing your attention, keeping your focus, and managing distractions while working on a task
- **Time Management** - Understanding and feeling the passage of time, planning good use of your time and avoiding procrastination behaviours
- **Working Memory** - Holding information in your mind long enough to do something with it (remember it, process it, act on it)
- **Flexibility** - Being able to shift your ideas and plans in changing conditions
- **Self-Regulation** - Being able to reflect on your actions and behaviours and make needed changes to reach a goal
- **Emotional Self-Control** - managing your emotions and reflecting on your feelings in order to keep yourself from engaging in impulsive behaviours
- **Task Completion** - Sustaining your levels of attention and energy to see a task to the end
- **Organization** - Keeping track and taking care of your belongings and maintaining order in your personal space

# The Power of Choice

Do you want to do 8 or 10 math problems?

Would you rather work on the floor or at your desk?

Do you want a 1" or 1.5" ring binder?

In what order do you want to organize the folders?

Do you want to work for 10 or 20 minutes before your break?

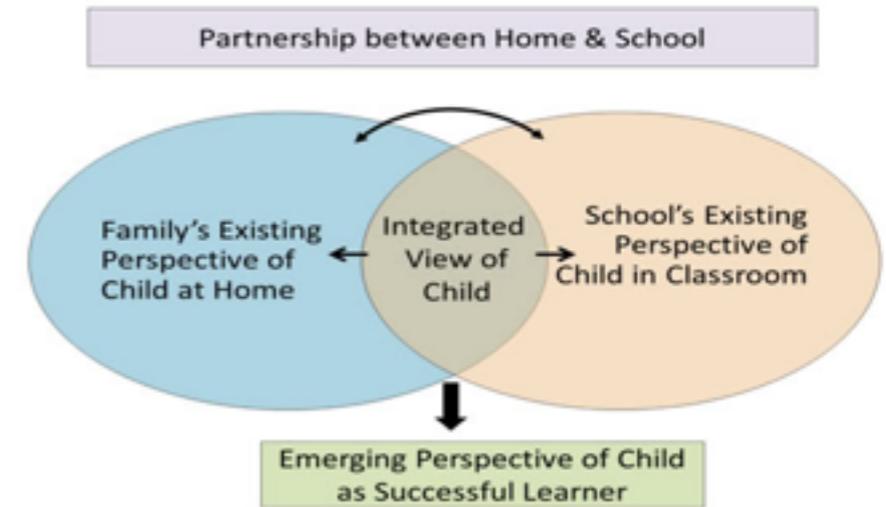
# A Strategy for Middle/High School

## Take Ten!

- When students sit down to do their homework each evening, they should take the first ten minutes to organize papers and review notes from all of their classes.
- TWO minutes to clean out the book bag and organize papers in folders or a binder.
- EIGHT minutes to review all the notes and handouts that were distributed throughout the day.
- This daily review helps the brain process information much faster, dramatically reduces study time for tests, helps students work through their homework faster, and ensures that assignments get turned in!

# Home/School Connection

Model of Enhanced Understanding Through Partnership



<http://www.childdevelop.ca/programs/integra-program>

- Schedule a meeting with your child's new teacher before each school year starts. Most teachers will welcome information about their students.
- Put together a document detailing your child's learning style, categorized by environment, struggles, behaviour management, and sensory needs. ([canchild.ca](http://canchild.ca))
- Be sure to include strengths and interests in addition to needs, and incorporate everything you've learned about your child.

# Homework

- 10 minutes per day x grade level
- It is important for all students, but particularly for students who are struggling academically, that homework is matched to the student's abilities in terms of difficulty level and length of time to complete.
- Students should be able to complete homework assignments with a high degree of accuracy. Homework should be review or skill building not new concepts that the parent has to teach.

# Homework Cont...

- Create a **routine** for when homework will be completed. Children need **clear expectations**.
- Right after school is probably not best. Allow some time to wind down from school, have a snack and maybe get some exercise.
- Have **several choices** for places to do homework that is as free as possible of clutter, pets, and television but it does not have to be a desk. (Homework mat, caddy)
- Create a **visual chart** showing what needs to be done that day. An erasable chalk or white board works well. (handout)
- Allow the child breaks, but **use a timer**.
- Consider using headphones or playing soft music to minimize distractions.
- Teach a better understanding of the **passage of time**: use an analog clock and timers to monitor homework efficiency.
- Empower older students with choices and get them involved in creating and changing strategies.
- Set up a **procedure for getting homework to and from school**. A special folder that goes back and forth from school works well. Make sure this folder is back in the backpack (or on top of the lunch) after homework is complete.
- Consider graphing homework completion and implementing a **reward system**. (Contract)

# Homework Cont...

- Write up a schedule and homework contract - see handout
- Use email to communicate
- Children love to have control. (Heck, adults love to have control, too!) Children need to have control –within reasonable limits- in order to grow, develop responsibility, and feel engaged in their life. These are all of the elements that foster Motivation!
- Hire an academic coach
- Don't set a blanket ban on electronics
- Don't get into a power struggle. Use the schedule and the contract.

- Use a timer / analog clock -



- Let him know you are there to help



# Nifty Tips and Gadgets

- Luggage tag with checklist

- Post pictures of the end goal -



- Draw a map of the packed backpack - keep it in the front pocket

- Home to school - school to home folder

- Extra texts at home

- Worry pad (write down distracting thoughts so you can deal with them later)

- Colour code everything

- Use timer



- Scaffolding - first we do it for you, then we do it with you, then we watch you do it, then you do it completely independently

- What can you add?

## Homework Caddy List

- Calculator
- Clipboard with paper
- Eraser
- Glue stick
- Highlighters
- Index cards
- Markers
- Notebooks
- Page marker tabs
- Paper clips
- Pencil Crayons
- Post-its
- Ruler
- Scissors
- Stapler and remover
- Stickers
- Timer/clock
- White Out

# Share Best Practices

- Group Discussion - share what we already know.

# Conclusion

- Every child is unique. Focus on strengths.
- Avoid comparing your child to other children. Set appropriate expectations.
- Insist on accommodations to “level the playing field”, but do not relieve your child of their responsibility to make the effort. (Growth Mindset)
- Reward a child’s successes with praise in a meaningful and genuine way. Look for intrinsic incentives and rewards rather than prizes.
- Be patient. A positive self-concept as a learner takes time for a child who has been experiencing little success.
- A parent’s attitude toward school can make all the difference in a child’s achievement. Convey that school is a privilege, teachers are to be respected and learning is their major job.
- Recognize that you need to network, utilize and create supports for you and your child both at school and in the community.

# Local Resources + Handout

- ADHD Parent Support Group  
[www.adhdsupportgroup.ca](http://www.adhdsupportgroup.ca)  
(Walk for Kids Mental Health - May 7th)
- RARC (STEP, OLTS, STOMP)  
[www.queensu.ca/rarc/](http://www.queensu.ca/rarc/)
- Autism Kingston  
[www.autismontario.com/client/aso/ao.nsf/kingston/kingstonhome](http://www.autismontario.com/client/aso/ao.nsf/kingston/kingstonhome)

# Evaluation

Additional topics, suggestions?