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envision



Mountain Lakes School District Parent University #4

ENVISION: End Your Child's Impulsivity NOW!

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Executive Function Rationale:

Not everyone has developed Executive Function skills but everyone has the potential to develop them. Often times Executive Dysfunction and ADHD are difficult to tell apart.

Lack of predictable and stable daily routines at home can make it difficult for children to develop these important executive function skills. These skills are crucial to an individual's ability to filter distractions, prioritize tasks, set and achieve goals, and control impulses. All are important behaviors for getting along with others and doing well in school. Later in life, these same skills are essential for adults in their roles as parent, employee, friend, and citizen.

As parents, what can we do?

When adult caregivers and their children work together to plan and execute consistent routines, they build executive function skills and enhance parent-child interactions. Consistent routines - whether bedtime, homework time, getting ready for school - allow children to know what comes next, plan, act, reflect on their behavior and compare it to their plans, and resist temptations and distractions. As a result, they help children feel more secure in an otherwise unpredictable and uncertain environment. In addition, *regular family routines can decrease parental stress!*

The Developing Child Institute at Harvard defines Executive Function as *"The mental processes that enable us to plan, focus attention, remember instructions and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals and control impulses."*

<http://developingchild.harvard.edu>



Executive function is like the CEO of the brain.



Supporting and Fostering Executive Functioning in Students

Lay out expectations

Motivation = Expected results

Develop emotional voice

Students need to learn words for their feelings. Students who can articulate their feelings have less outbursts.

Model self-control

Children learn what they see, not what we tell them. Be transparent about the strategies you use to calm down or problem solve when you are in a frustrating situation.

Take a break

Recognize acceleration patterns in students and encourage them to take a break before they “go over the edge”.

Reinforce the positive

Too often, good behavior goes unrecognized because that is how they are supposed to behave. Take a moment and let individual students know you appreciate their efforts in demonstrating self-control and tie it into values.

Be consistent - follow through

In a follow up study to Mischel’s Marshmallow Test, Researchers at the University of Rochester found that students’ ability to delay gratification had a lot to do with the behavioral clues around them. They concluded that If a child or adult lives in an environment where promises always get broken and outcomes are unreliable, the most rational response is to eat the marshmallow right in front of her — and not wait for the promised marshmallows of the future.

Teach strategies that build temporal orientation (Executive Function)

Self-control is a strong indicator of future success, regardless of intelligence or social status.

Children who displayed greater levels of self-control were more likely to have better health, greater financial success and more.

Everyone could benefit from improving self-control, not just at-risk groups.

Children with lower self-control scores, the researchers found, were more likely to have a number of physical health problems including sexually transmitted infections, weight issues, and high blood pressure. They were also more likely to be dependent on drugs; to have worse financial planning and money management skills; to be raising a child in a single-parent household; and to have a criminal record.

Executive function is like the CEO of the brain.

Developing EF (UDL 6.1; 8.1; 9.2)



Goal setting directs students' attention and energy in a forward direction, in addition to motivating them toward positive outcomes.

Consider starting a "Growth Notebook". Containing goals, progress tracking and reflection.

Making the Grade in School

1. What work have I done well in my _____ class?

- a.
- b.
- c.
- d.

2. What work do I need to do better?

- a.
- b.
- c.
- d.

3. I was/was not satisfied with my grade in _____ last marking period.

1st ____ 2nd ____ 3rd ____
midterm _____

4. What grade do I realistically believe that I can earn this marking period in _____ ?

5. What will I do in my _____ class to earn that grade?

- a.
- b.
- c.

6. What will I
see
hear
feel

when I achieve this goal?

7. What is the first step I will take toward this goal? After that?

8. How will I monitor my progress towards this goal?

9. What could get in the way of this goal?

10. What skills or resources will get me past that obstacle?

11. Is this goal in my control?

Planning to Control Impulsivity:
Direct Teaching Procedural Self Talk (UDL 6.2; 6.4; 8.1; 8.3; 9.2)

Suggestion #1 Step Sheet

| STEPS | AMOUNT OF TIME |
|-------|----------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Suggestion #2 Planning Backwards (6.1; 6.2; 6.4; 9.2)

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Monday

Tuesday

Wednesday

Thursday

Friday

#3. Plan, Do, Review (UDL 6.2; 6.4; 9.3)

| PLAN FOR THE DAY | STEPS TO DO | REVIEW – HOW DID I DO? |
|------------------|-------------|------------------------|
| | | |
| | | |
| | | |
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| | | |
| | | |
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| | | |

New Behavior Generator



This simple process is designed to help parents work with their children to achieve positive behaviors. In addition, using this process models for your children important conflict resolution behaviors. Further more, using this tool helps your children acquire social and decision-making skills and to develop their ability to effectively use those skills in real-life and academic situations. More specifically, the New Behavior Generator seeks to develop children's executive function or self-control thereby avoiding social problems such as substance abuse, violence, and school failure.

Ideally, the New Behavior Generator needs to be done calmly, without interruption of other family members. The whole process takes about twenty minutes.

NEW BEHAVIOR GENERATOR

1. Get Rapport
2. Ask: "What did you do specifically?" Get detailed information.
3. What rule did you violate?
4. What can you do differently next time?
 - a.
 - b.
 - c.
5. Do you need help from anyone?
6. Are you going to do this? (Commitment)
7. Practice, practice, practice (Go for small changes in behavior at first)
 - a. See
 - b. Hear
 - c. Feel
8. Futurepace - have your child imagine being in the context of the potential problem state while practicing the alternative behavior.
9. Revise plan, if necessary

Common Sense Media: Graphite — 9 Good Apps and Sites for Executive Functioning: <https://www.graphite.org/top-picks/best-apps-and-sites-for-improving-executive-function#>

| | |
|--|--|
| | |
| | <p>My Video Schedule 11.99</p> <p>My Video Schedule is designed to help those who struggle with structure, time management, and motivation. With a teacher's careful use, its photo and video modeling of scheduled activities and behavior, along with its reward system, can help kids cope with many important parts of daily life.</p> |
| | <p>FTVS HD - First Then Visual Schedule HD 14.99</p> <p>FTVS HD - First Then Visual Schedule HD is a simple but powerful multi-sensory tool designed to engage kids in learning and practicing independence, self-direction, and following through on scheduled activity sequences. The easy interface and choice of presentation formats make it accessible for most kids.</p> |
| | <p>Goalbook</p> <p>Goalbook, a comprehensive tool for building and setting student learning goals, is intended for classroom teachers, special education coordinators, and administrators. Its specific, time-related goal-setting language supports IEP and UDL, and promotes a school's ability to meet the learning needs of all children.</p> |
| | <p>Remember The Milk free</p> <p>Even though it wasn't created specifically for learning, Remember the Milk's easy user interface allows teachers and students to use it as a tool for task management, prioritizing time, and categorizing items within a system.</p> |
| | <p>Time Timer 2.99</p> <p>Time Timer is a productivity app that can help kids (or adults) focus on timed tasks as well as manage transitions and waiting. The customizable timers act as clear, colorful visuals to help kids represent such concepts as having a limited amount of time to complete a task or needing to wait for a certain amount of time.</p> |
| | <p>MindMeister free</p> <p>MindMeister is a mind-mapping website with some great bonus features. Its dashboard immediately catalyzes creativity with pre-made sample mind maps and templates that range from basic brainstorming, To Do lists, and pre-writing to SWOT analysis, website planning, and meeting notes.</p> |
| | <p>Corkulous free & 4.99 for pro</p> <p>Corkulous turns a mobile device into a virtual corkboard that can be used to brainstorm, list, and present ideas, projects, and presentations. Just like a traditional corkboard, Corkulous also allows users to organize photos, sticky notes, notecards, and lists.</p> |
| | <p>Evernote</p> <p>This Cloud-based storage system allows users to create notes, snap images, make checklists, or record audio on one device and then make the information available on any other device. The interface is easy to use, especially for the touchscreen generation.</p> |
| | <p>Notability 3.99</p> <p>This flexible app features multiple note-taking tools as well as sharing and organization options. On a single page of notes, for example, students can type, write, draw, highlight, record audio, cut, paste, and even insert multimedia content captured from website.</p> |

CHORES SUPPORT EXECUTIVE FUNCTIONS

HERE'S HOW:

A primary role of executive functions is to self-regulate or to control one's behavior in order to get things done. Completing chores requires the development and use of multiple executive function skills.



DELAYING GRATIFICATION:
doing work before play



**PLANNING,
PRIORITIZING, AND
PROBLEM-SOLVING:**

Completing chores that have multiple steps and unforeseen challenges



**FOCUS AND GOAL-
DIRECTED BEHAVIOR:**

Sticking with a chore until it is properly done



TIME MANAGEMENT:

fitting chores in and around school responsibilities and fun activities

from the book *50 Tips to Help Students Succeed*
by Marydee Sklar

Sleep Matters!



Drowsiness impairs judgment, vision, hand-eye coordination, and reaction times just like alcohol and drugs. One study found that after 17 hours of being awake, a person has the same impairment on performance tests as someone with a blood alcohol concentration (BAC) of 0.05. With accumulated sleep debt, similar fatigue can occur in less time.

Fatigue can be as deadly as alcohol. *Combining sleepiness with driver inexperience can be dangerous - more than half of all fall-asleep crashes involve drivers aged 25 years or younger*

Teens need 9 hours of sleep per night. Children's brains are a work in progress until age 21. Much of the work done is during sleep

Half of all adolescents get less than seven hours of sleep on weeknights. Only 5% of high school seniors average eight hours. On average – today's children get an hour less sleep a night compared with children thirty years ago.

Dr. Avi Sadeh, Tel Aviv University: A slightly sleepy (one hour less) sixth grader will

perform in class like a fourth grader. "A loss of one hour of sleep is equivalent to the loss of two years of cognitive maturation and development."

University of Minnesota's Study of 7,000 students:

Teens who received A's averaged about fifteen more minutes sleep than the B students, who in turn averaged fifteen more minutes than C's and so on.

An extra hour of sleep could also improve attention levels, reduce mistakes and

performance according to another study in the April edition of the *Journal of Clinical Sleep Medicine*.

So, just one more hour of sleep can make a big difference in how teens drive, and perform in school.

Even more alarmingly: Some scientists are making a correlation between lack of sleep in adolescence to increased ADHD, childhood obesity and increase vehicular accidents.

3-2-1 Relaxation Response or Go to Sleep!

1. State your goal in positives. See it, hear it, feel it.
2. Take three deep cleansing breaths, exhaling through your mouth, feeling any tension leaving with the out breath.
3. Fixate your eyes comfortably on a spot in front of you. At any time if you feel a need to close your eyes, you may do so.
4. Name THREE things you can SEE, in a slow and steady voice.
take a cleansing breath.
5. Name THREE things you can HEAR.
cleansing breath
6. Name THREE things you can FEEL.
cleansing breath.
7. Now, repeat the process, this time naming TWO things you can see, hear and feel that you didn't name before.
cleansing breath
8. Repeat above, naming ONE thing each time.
cleansing breath
9. Now, CLOSE your eyes and name ONE thing you can SEE, one thing you can HEAR, one thing you can FEEL. Focus on your breaths in and out to relax yourself even further.
10. When you're ready, you can reorient yourself, feeling refreshed, or you may allow yourself to drift off to sleep.

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Behavioral change happens WITH children not TO them.

"Kids do well if they can." - Ross Greene

"Self control is worth ten times as much as self-esteem." - Roy Baumeister

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