



**From
“Surviving
to Thriving:”
Tips for Remote
Learning**

**Sarah Kennedy,MSW, Home
School Liaison**

**Fern Seiden, MSW, System
of Care Coordinator**

December 7, 2020



Expectations and Agreements



- We are SO happy you are here!!
- You do not need to attend all sessions, but are welcome to!
- We will be recording the sessions
- You can use the chat feature to ask questions, which we will respond to throughout the presentation
- If you need further assistance or have questions, reach out to us directly!
 - Fern Seiden: fern.seiden@sau26.org
 - Sarah Kennedy: sarahk@whitebirchedu.com





Three part series:

Session 1: Conditions for Learning

December 7, 2020

Session 2: Managing Conflict and Responding to Behaviors

December 14, 2020

Session 3: Basics of Self-Care and Mindfulness

December 21, 2020

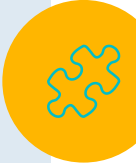





DISCLAIMER



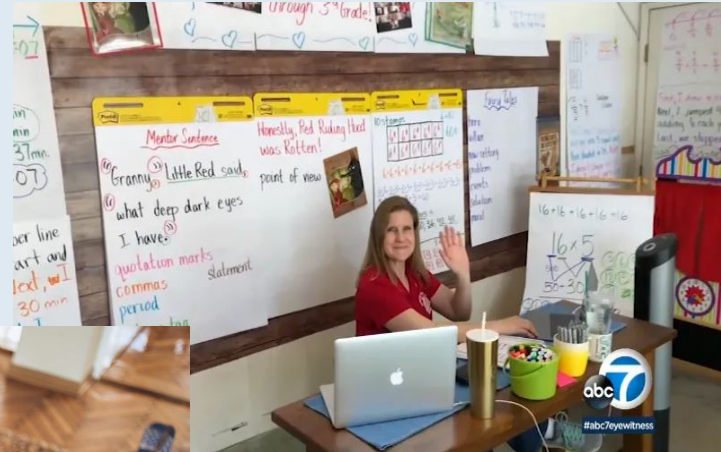
Tools and Strategies

- We hope to provide practical tools and ideas that may help
 - We recognize that EVERY family is doing the best they can right now under the circumstances.
 - *While we all live through COVID, every family is facing unique challenges.*
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Supporting the Conditions for Learning...understanding *Executive Functioning*

Remote Learning is an Executive Functioning challenge for kids, parents *and* teachers!



What's executive function?





**Ten Major
Executive
Functioning
Areas**

Response Inhibition

Goal Directed Persistence

Emotion management

Flexibility

Time Management

Organization

Planning/Prioritization

Sustained Attention

Task Initiation

Working Memory

Teachers and Parents Work to Teach EF Skills.



Typically...
Parents and
Teachers
support EF
across
environments



At home...

- Keeping your room clean
- Taking care of toys
- Chores
- Organizing backpacks
- Bed time
- Brushing teeth
- Getting along with family

At school...

- Initiating and completing school work
- Keeping school supplies organized
- Using tools for work
- Following directions
- Getting along with peers



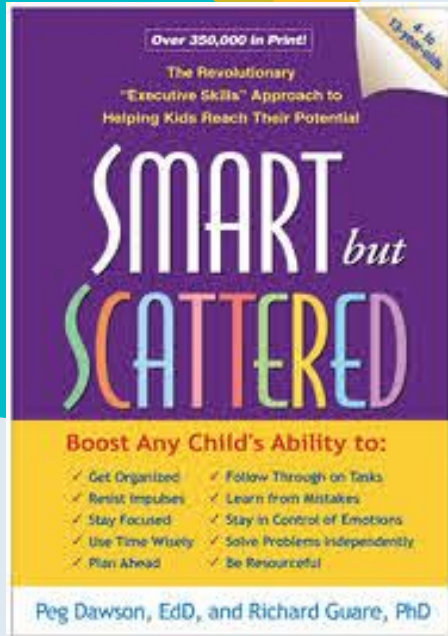


Executive Functioning Skill Development by Age

	PLANNING	TIME MANGAEMENT	TASK INITIATION	ORGANIZATION	PROBLEM SOLVING	FLEXIBILITY	WORKING MEMORY	EMOTIONAL CONTROL	IMPULSE CONTROL	ATTENTIONAL CONTROL	SELF MONITORING
INFANT (9-24 MONTHS)	<ul style="list-style-type: none"> focusing for objects pointing & grabbing 			<ul style="list-style-type: none"> shows interest in color, size, shapes beginning matching skills 	<ul style="list-style-type: none"> engages in cause and effect play figuring out 'how things work' through simple body movements and basic play skills 	<ul style="list-style-type: none"> Older children in this age range play simple role play or imaginative play games 	<ul style="list-style-type: none"> plays hide-and-peek and simple recall games participates and enjoys familiar rhymes and songs 			<ul style="list-style-type: none"> plays simple games like peek-a-boo and pat-a-cake imitation and copying behaviors emerge 	
TODDLER (2-4 YEARS)	<ul style="list-style-type: none"> understands simple instructions and can run simple 	<ul style="list-style-type: none"> beginning understanding of time concepts including seasons, days, weeks, etc. 	<ul style="list-style-type: none"> able to independently start and complete tasks 	<ul style="list-style-type: none"> understands categories and patterns can sort toys and objects by function, form, and color. 	<ul style="list-style-type: none"> completes simple puzzles and games that combine language and movement to accomplish a goal. decision making and turn-taking during play promote basic problem solving 	<ul style="list-style-type: none"> Beginning skills to shift between activities. Sometimes able to manage transitions and unexpected changes without upset. 	<ul style="list-style-type: none"> follows along to songs and fingerplays with many steps and movements. 	<ul style="list-style-type: none"> labels own emotions and the emotions of others may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe. 	<ul style="list-style-type: none"> plays active inhibition games like musical chairs, and freeze dance learns to inhibit safety-related behaviors like touching a hot stove and street safety. 	<ul style="list-style-type: none"> able to direct attention to objects and activities for longer periods of time. Responds to adult cues and redirections back to 'pay attention' when needed. 	<ul style="list-style-type: none"> talks about own feelings and connects simple behaviors with emotions. plays along with other children, directing play and accepting play ideas.
PRESCHOOL (3-5 YEARS)				<ul style="list-style-type: none"> independently identifies problems at home, work, and with friends able to sort out many conflicts and make decisions about complex problems independently, make seek adult guidance. 	<ul style="list-style-type: none"> Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust. 	<ul style="list-style-type: none"> Independent with puzzles, logic games, and coordinated group activities. able to collect information and apply it to new settings. 	<ul style="list-style-type: none"> learns to control tantrums and frustrations without adult comfort. behavior maintains when teachers or adults are not around 	<ul style="list-style-type: none"> follows safety rules and most social norms for behavior. behavior maintains when teachers or adults are not around 	<ul style="list-style-type: none"> able to save money for desired objects, journaling to reflect on own behavior. checks own work for simple mistakes. 	<ul style="list-style-type: none"> able to complete activities like journaling to reflect on own behavior. checks own work for simple mistakes. 	
SCHOOL-AGE (6-12 YEARS)				<ul style="list-style-type: none"> generates solutions to complex problems. persists in developing new and creative strategies to ongoing problems. 	<ul style="list-style-type: none"> modifies schedules dynamically to meet changing demands. Unpredictability causes occasional stress, but able to handle most changes easily. 	<ul style="list-style-type: none"> greatest working memory capacity in early adulthood. able to collect, store, and synthesize information from multiple sources to accomplish tasks and goals. 	<ul style="list-style-type: none"> emotional modulation in most settings including controlling outbursts and managing frustration in healthy ways. 	<ul style="list-style-type: none"> manages impulsive behaviors across a variety of settings. Withholds rushing through things inhibits reckless and dangerous behaviors. 	<ul style="list-style-type: none"> able to sustain attention in the face of many distractions Eliminates or reduces distractions when needed 	<ul style="list-style-type: none"> checks work for mistakes. monitors and compares own behavior to others performance. 	
ADOLESCENT (13-18 YEARS)	<ul style="list-style-type: none"> term goals. 	<ul style="list-style-type: none"> meet changing demands. 	<ul style="list-style-type: none"> beginning to manage activities 	<ul style="list-style-type: none"> able to manage as needed. 							

Parents and Teachers are the Executive Functioning proxies for children, while their neuro-biological capacity develops across different ages, stages and individual developmental pathways.

3 Ways to Support Executive Functioning Skills Needed to be Learners at Home



1. Modifying the Environment
2. Teaching the Skill
3. Using Incentives

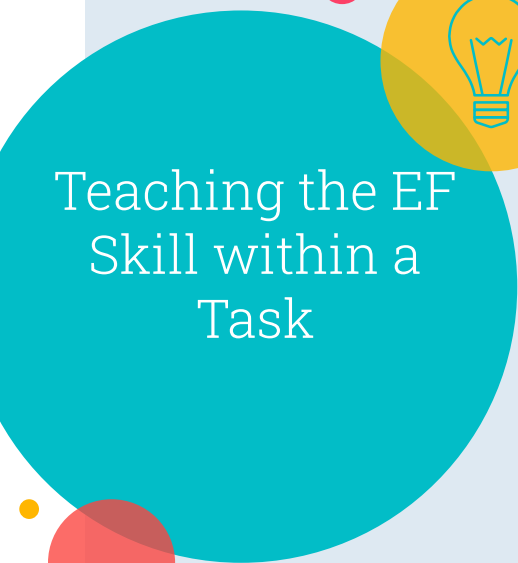
Tip...pick one or two skills to work on and focus on leveraging the strengths of your child with recognition and praise!

Modifying the Environment

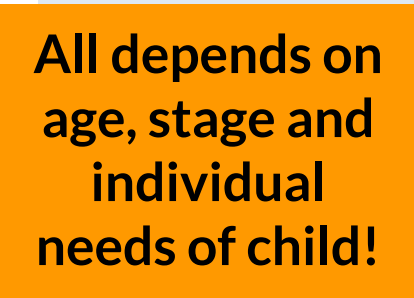
- Consistent routine and structure
 - ◆ Consistent workspace - removing distractions, organizing space, have appropriate tools
- Change the physical or social environment
- Modify the tasks
- Provide cues - visual schedule, timers, clocks, checklists

COVID-19 DAILY SCHEDULE

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog Yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnatiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A - wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight



Teaching the EF Skill within a Task



All depends on age, stage and individual needs of child!



Before a Task:

- Model, Rehearse and Role Play: What might happen and how to handle it
- Use agreed upon verbal prompts or reminders to elicit planning input
- Arrange for the modifications to the environment (lists, schedules, timers, etc.)
- Write down the goals!

During a Task:

- Gently coach for the rehearsed behavior
- Remind child to use the tools (lists, calendars, etc.)
- Monitor and Supervise the situation and notice where the strengths and weaknesses are in the EF skill.

After a Task:

- Provide positive reinforcement
- Reflection on experience -Talk and anticipate the next time.






Use Incentives - Work Before Play!

Praise

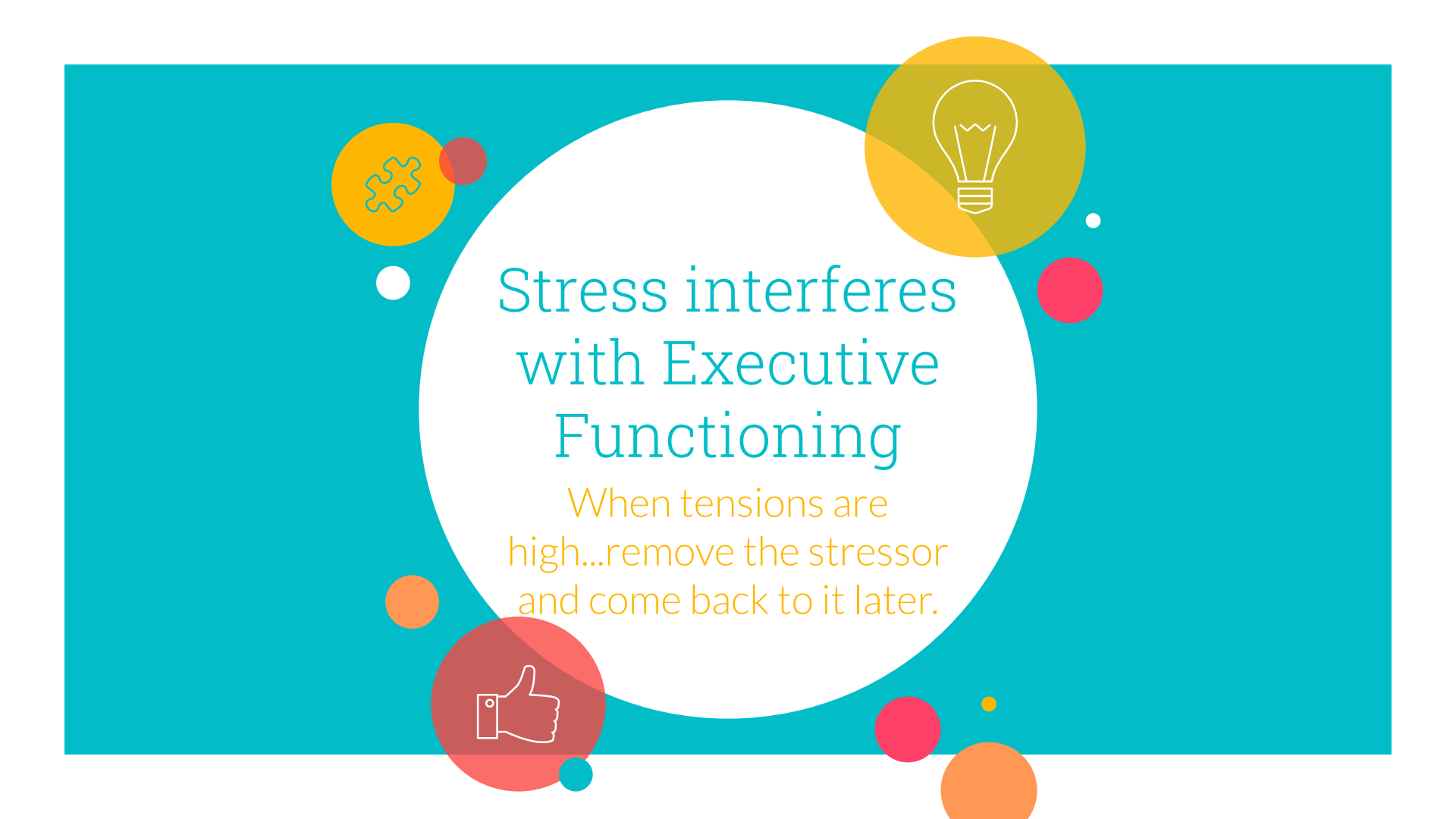
- “I like the way you...” vs. “You’re great!”
- Praise effort, not product

Rewards

- Intrinsic vs. extrinsic
 - ◆ Try avoiding big tangibles
 - Small short term vs. extended
 - ◆ Sticker chart, marble jar, activity stick, get creative!
- 

Who do I Contact?!

- Website - Try to find the information here!
- Classroom teacher - When you have an issue with assigned work or accessing the sites
- School Counselor or Behavior Specialist - Issues concerning students social emotional wellbeing
- Principal - The Principal is always available if you're struggling!
- Home to School Liaison - Can be available for consultation or be part of your child's school team




Stress interferes with Executive Functioning

When tensions are
high...remove the stressor
and come back to it later.

PERFORMANCE





If you have
questions/suggestions,
please reach out!
fern.seiden@sau26.org
sarahk@whitebirchedu.com



Resources and Bibliography

Dan Siegel and Tina Payne Bryson, The Whole Brain Child (2011)

Peg Dawson and Richard Guare, Executive Skills in Children and Adolescents (2010)

Peg Dawson and Richard Guare, Smart But Scattered (2008); Smart But Scattered for Teens (2012)

