

Supporting Students as They Learn to Persevere and Become Independent: HOW and HOW MUCH to help

SOLUTIONS
FOR
STUDENT
success



About



Lisa Marsicano, MAT
Executive Function Skills Specialist and Coach
Solutions for Student Success, LLC

15 years working with students, families and schools

About

- 1:1 student coaching - executive functioning, study skills, ACT prep, information processing w/ a BROAD range of students
- 1:1 parent consulting, trainings & 504/IEP consultation
- Facilitating communication and planning within family
- Trainings and professional development for parent and schools
- Collaboration with school teams and related providers

About

Parent

DGN freshman

Herrick 7th grader

St Joe's 5th grader

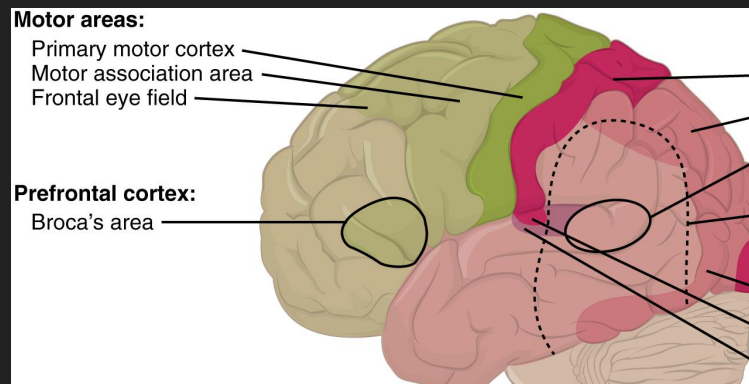
- adhd
- autism
- anxiety
- depression

...to name a few



Executive Functions

- Executive functions, in simple terms, refer to the brain's ability to control communication within itself
- They manage how we organize, plan, adjust, get started and carry out tasks in life
- We use executive function skills to ***direct actions towards a goal*** (the HOW)



Executive Functions

- These skills affect outcomes for all of us
- EF skills are a bigger factor in success and achievement than intelligence
- These apply across all areas of life including academic, athletic, and social-emotional

In our office...

- We see brilliant students failing out of college, students w/ challenges excel, and everything in between
- Come for the skills or something specific
 - self reg, recognition/awareness, applying
- Front lines/unique role - SEE the impact - self/family/anxiety/grades/college/independence

In our office...

- Kids in tears
- Parents in tears
- Misconceptions (both sides) - but not having those clarifying conversations together- why?

...It's hard!

- We see the stress, the frustration and the worry
- We also see the confusion and lack of direction...grabbing at straws

GOALS Tonight

Share insights and observations

Give direction and guidance to you, as parents

Provide strategies and action steps so you can walk away knowing how best to foster lasting skills

Challenges Facing PARENTS

- Information overload -
 - school and teacher emails /communication / sites / platforms
 - other parents/ caught in comparing or competition / social media
- Tech management (own, kids)
- No time/too busy (↑ dual income households)
- Emotional interference

Challenges Facing PARENTS

- Lacking skills themselves
- Trying to keep up - wanting kids to keep up
- Pressure and worry - knowledge about future - population rise/job market
- Feeling need to micro-manage... check grades, sites and emails; control, tell/instruct
- Taking a step back
- FEAR! What if they...

Challenges Facing STUDENTS

- Social media culture
 - false sense/ comparisons/ sense of self-worth... inaccurate perspectives
- Easy access and need for instant gratification
 - no need for persevering - want it NOW so don't need to learn to manage... patience!
- Underlying diagnoses or challenging circumstances
 - adhd, processing or learning deficits, sensory processing disorders, social/peer difficulties, physical disabilities/illness/challenge, family circumstances, speech/language or communication/interaction difficulty, anxiety, depression, and the list goes on

Challenges Facing STUDENTS

- Information overload - personal and academic
- Keeping up - fast pace of... basically everything
- New teaching methods
- Overscheduled
- Typical developmental challenges: physical change, angst, acne, social-emotional
- Technology/distractions
- Finding their own identity
- Increased rates of anxiety and depression
- PARENTS

And, with all of that....

We keep upping our expectations.

Do more. Do better. Do it all.

Shhhhhh....I'll let you in on a little secret....

they can't do it ALL, in spite of how badly we might want that for them.

We can keep talking about the
why's and what's...

but the focus needs to shift to the HOW.

The what are we going to DO about it.

It's about the PROCESS.

KEYS to SELF management

- Goal directed behaviors
- Established processes/routines - daily/ homework, home, weekend re-group, FOCUS ON THE HOW
- Organization - functionally; it has to work for them
- Planning/time management skills - think ahead and work backwards
- Self regulation- (if then/how to) and problem solving skills

How, as parents, do we to foster these + independence?

What do we WANT?

What is important to you as a parent?

Grades? behavior? social? health? skills? college?
communication skills? self advocacy?

*Need to prioritize and train these directly
(vs. teaching a lesson... "see?
this wouldn't happen if...")*

What do we WANT?

As expressed by parents

- Foster independence and ownership
- Improve efficiency and learn the necessary skills
- Boost confidence and self esteem
- Feel prepared/successful
- Identify (then implement) the what, when, why and **how** for themselves (self regulate)
- View as practice, navigate ups and downs

Top TWO Goals of Students

(as expressed by students)

1. Get parents off their backs
2. Get better/good grades

(even if you feel their words or actions don't show it)

Is this you?



HeART
Love
PROJECT

Stop Being An Overprotective, 'Helicopter Parent'!

by Nabanita Dutt · January 17, 2018 12:15 am · 0 comments

The Helicopter Parent

Stays involved and nearby...hovering, checking, hounding, nagging, instructing and waiting to fix or save the second something goes awry

- Making them sit at the dining table so you can watch them do HW
- Talking with teachers to make exceptions, cut slack, change a grade
- Constantly checking grades and trying to fix ("you should") or emailing teachers
- Checking all teacher websites/HW, writing in their planner, hounding about every step (did you? did you?)

Is this you?



Lawnmower parents: You're ruining sports

agoodman@kwwl.com • July 11, 2016 • 0 Comments

<https://gameonsportsrecruiting.com/>

The Lawnmower Parent

Runs around mowing down obstacles in their child's way BEFORE they even encounter any so the child never experiences the difficulty

- Contacting parents to be sure they are included
- Arranging with coach to have them on a team
- Managing or advocating FOR them instead of teaching them to do it for themselves so they aren't uncomfortable (asking for help, quitting a team)
- Making excuses or getting them out of something (rules don't apply)
- Checking answers FOR them or doing some of the work

Top 5 Parent Mistakes

1. Mowing or Coptering (it may temporarily work...)
2. Projecting onto your child/ operating out of fear....who is it really about?
3. Doing FOR them or TELLING what to do (not process) vs teaching HOW
4. Emphasizing (rew/conseq) wrong outcome - vs. process - losing sight of what's important
5. Not following through / lack of consistency

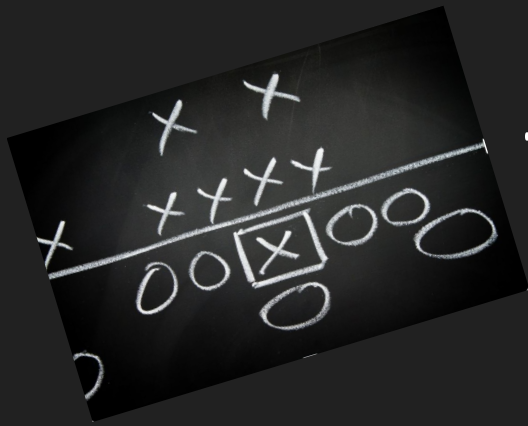
Be this.

Not that.

psssst.... the hardest part is recognizing it
(then deciding what to DO)

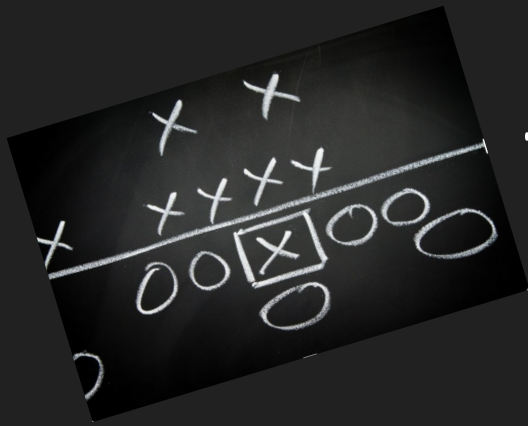
The PLAYBOOK Parent





The PLAYBOOK Parent

- Helps them learn to navigate for themselves
- Prepares to handle what to do in dif't situations
- Reviews as needed after and plan for next time
- Teaches the process - helps talk through options (and helps tweak along the way)
- Offers guidance, support "I'm here" "You can ask me ___" and accountability (still maturing)



The PLAYBOOK Parent

- Emphasizes effort and PRACTICE!! ups and downs
- Stays focused on the end goal (s)
- Builds lasting skills for future challenges
- Sticks to the plan - keeps emotion out of it - if the play isn't working, change the play
- Helps learn as they go
- Recognizes it takes time and can't all happen at once - next game is another opportunity

But, HOW?

Not like this.



<https://dogfather.tv/my-dog-is-being-a-real-drag-literally/>

Here's HOW

1. Recognize/observe what is happening (with you AND with your child)
2. Reflect and discuss - match to goals
3. Research (look to why - always a reason - dig)
4. Communicate and question- goals and WWIT
5. Create a plan of attack - visual and specific
6. Train them
7. Set accountability and follow through
8. Tweak and adjust along the way

So, what IS my role?

Parental Roles

- Choose what to develop/emphasize: grades? effort? follow through?
- Balance priorities - and make them clear
- Set clear expectations: “what does it look like” and help define goals (get on the same page)
- Identify or rule out (then address) underlying reasons: i.e. ADHD, anxiety, depression, learning disability, social-emotional stressors, etc.
- Consider strengths and weaknesses

Parental Roles

- Give them the tools (or find someone who can...teacher, counselor, related professional)
- Coach (when possible) – how to's, if then's
- Guide and model - walk them through it
- Determine: can't or won't - skill? behavioral?
- Implement accountability measures for follow through (often a behavioral component) - no empty threats - and be sure to FOLLOW THROUGH

Keep these things in mind.

Guiding Principles for Parents

- CATCH YOURSELF!!! - Replace behavior
- Apply these strategies to yourselves
- Take the time to get on the same page (and stay on)
- Allow them to practice and fail (perspective)
- Be patient. It all takes time. Often a fair amount.
- Modeling is key - WHAT MESSAGE ARE YOU SENDING? Have something that works?
- Don't stop. It can be frustrating. Reset when needed

Guiding Principles for Parents

- We/team approach - view as problem solving
- Remember - often the smallest things!
- Talk about ownership and blame (I agree....now what?)
- Make it specific, visual and concrete
- The MOST important thing you can do- regardless of reason (diagnosis, circumstances aside) - is help them figure out HOW to manage - cope/prepare
- Support – be their parent (be careful of the F word)

Parent Notes/Reminders

It starts with you and falls on YOU! You SHOULD be involved - but HOW makes all the difference in the world (no pressure)

Just talking about it/telling them is not enough (you should, you've got to, you have to...)

Parent Notes/Reminders

- Be aware of what you bring to the table (past, hopes) and address your own challenges
- Be careful with the gray area (but...); keep it black and white (emotions)
- Let go of the past - reference your child's experiences w/ caution....shift to what NOW are we going to DO to get where we want
- Catch yourself "If I don't...."

Parent Notes/Reminders

- Might get more complex before simple - goal is simple
- Great theories and principles - I read this, saw this, heard this.... "I should".... cut yourself slack and decide what you are going to DO about it
- GO WITH YOUR GUT - second opinions ("he's fine" "it's just a phase")
- Time and energy better spent on the processes
- Talk about it

HOW MUCH? WHEN?

Freshman
Year

What does it look like?

- Set goals, make plans and train
- Then, pull back - as soon as possible, turn over management, but DO train where needed
- Allow to falter - it's how they learn
- Follow up, supervise, check and hold accountable- it's exhausting - change lies in the small details and adjustments
- You should NOT be checking grades, contacting teachers, calling the school... your student should be responsible for these and keeping their calendar

HOW MUCH? WHEN?

What does it look like?

Soph/Jr
Year

- Refresh, goal set and reinstate early
- Discuss roles and accountability measures
- Let be independent
- Should NOT be checking grades, contacting teachers, calling the school...

Jr/Sr
Year

- Refresh, goal set and lay out expectation
- Do they need accountability?
- Should be pretty independent at this point
- Post high school is on the horizon; goal is managing on own w/ checkpoints and accountability if needed

Examples and Ideas

- Parent : child “get on the same page” or goal setting and review meetings
- Make it visual- write it out
- If then’s
- How-to’s: help create PROCESSES!
- Personal - what clicks? how does it look? what will work? where will it be kept?
- giant chart - give structures/visuals/foundation (link to see example here):

<https://drive.google.com/file/d/1x2SJY-pE1hwX5cIFaFLL68eAWFlcAccp/view>

Examples and Ideas

- Play out scenarios - connect to emotion at the end
- Help see options (hitting a wall)
- ASKING for help - write plans and teach
- Specific routines!
- templates/guides/cues
- Remove yourself - “goals say ___” “list says ___”
helps eliminate butting of heads

What does this actually look like?

See examples and images in the following slides.

Need more help or ideas?

For downloadable templates and instructions/examples of these and many more tools, check out our online courses

<https://solutions-for-student-success.teachable.com/>

Read our blogs

<https://www.solutionsforstudentsuccess.com/blogs>

Watch our video tutorials/talks:

<https://www.facebook.com/SolutionsforStudentSuccess/>

...and be sure to sign up for our newsletter through our site or email us to be added to receive new tips, tricks and tools!

info@efscoach.com

View our sample chart set up here:

<https://drive.google.com/file/d/1x2SJY-pE1hwX5cIFaFLL68eAWFlcAccp/view>

The “Master” Organization an

Jr Year	English	History	Math	
Teacher Info (name, email, free periods and location)	2nd	Brian Ostrander and Jim Martin bostrander@d20.org 5th period and 8th N105	Rachael Callison And David Vales rcallison@d230.org 5th and 8th S148	Gina Ja gqian 7th
Homework Assignment Location - how do I find out the assignment/HW? (online, printed, on board)	Daily agenda on canvas	In Class on board and on Canvas	In class on board	In C
TURN IN Process (online, checked in class, paper copy) + Late Work Policy	canvas	Submit most assignments in your google folder. You can give a paper copy to us. Late work is due by sept 28. Look at syllabus for future dates	Checked in class, answer key provided	M check are Can comr
Re-do / Re-take Policy	Redo if needed	Always see Mr O if you want to improve your grade	Not for Math 3	Ret is bel bo avera

6

Call Yourself Out

Identify what's getting in the way. Uh oh! I am...

- _____
- _____
- _____
- _____
- _____
- _____

 What gets in your way?

distraction?

fear of failing??

overwhelm?

avoidance?

procrastination?

anxiety?



STOP & MAKE A PLAN
(or see other plans here)

then **FOLLOW THROUGH**...enlist help to stay on track and stay accountable!

- Learning to stop and identify when you have fallen off track is the **BEST** way to start getting yourself back in the zone
- Stop beating yourself up and focus on what **DOES** work
- Having go-to plans makes all the difference - just be sure you **USE THEM**



IF

THEN

**Procrastinating /
Avoiding starting or
doing work**

DO:

- **Make a list of what you want to do - plan it out!**
- **Self rewarding - this does work!!!**
- **Consider parents and talking through your plans - accountability**
- **PUT AWAY PHONE**
- **CHANGE OF ENVIRONMENT**

REMEMBER:

- **Mindset is key!!! Just have to push self and not give in**
-
-
-

IF

THEN

Can't focus in class

DO:

- **Move around; adjust posture! Sit up straight**
- **Stretch**
- **Long deep breaths**
- **Water, gum, candy**
- **Key words WHILE TEACHER IS TALKING**

REMEMBER:

- **Use google images, study guides and resources to clarify what is missed**
-
-

1. **CHORES** →


- Wash Hands and Unload Dishwasher FIRST
- Counters
- Garbage and Recycle
- Bathroom (1st floor)
- Towels up

2. **Prep for next day** →

- Get dirty clothes down - by bed, closet, etc.
- Clean clothes and **SOCKS** up
- Set ALARM - Check time and day (late start?)
- Make lunch
- Clean up AFTER YOURSELF in EVERY room

3. **School Success** →

MUST DO:

- Think about week - any handouts, activities, social events - tell M/D
- Check Math and Bio calendars (need help w/ anything?)
- Check ALL google classroom postings
- Check school email and DGN calendars and announcements
- Check your phone calendar
-  Check grades - update M/D
- WORKOUT - 3 days/week

RECOMMENDED:

- Update planner with ALL due dates, tests, quizzes and HW
- Add to-do's to planner leading up to above ("check answers" "study notes" "re-do problems" "email Mr ___" "make study guide w/ images" "turn in form")
- Add other to-do's and reminders into planner: ("german club event" "scholastic bowl" "buy PE shirt" "turn in permission slip" "bring check to ___" "bring home PE uniform")
- Do HW and Cross off in planner
- Math: Write specific Qs for teacher, go in for help, study HOW-TO's - write them on the worksheets, ask Mom for help, use online resources to learn
- ORGANIZE YOUR MATERIALS and file away old stuff for finals

WEEKEND REGROUP

- Check all HW calendars (Math - paper, Bio - SEE online)
- Check all google class sites
- UPDATE PLANNER with THAT info (DUE DATES, HW, paperwork to turn in, teachers to see, etc.)
- Included new tests, quizzes, due dates
- Did I work backwards to fill in time to work on those?
- Check phone calendar- add to planner

- Sort google docs by class - be sure labeled and organized well
- FULL Sort/organize of papers over weekend?
- Did I ANALYZE grades and go over this weekend w/ mom/dad? Follow up notes in planner?
- DO HOMEWORK

- Check school email - file or respond - make note of follow up
- Check clubs and announcements
- DGN calendar- add to planner
- Anything for this **week** to tell mom/dad? Buy? Rides? Info?
- WHEN Will I work out this week?

- All HW Done and turned in or ready?
- CROSSED off what HW was done (or moved over)
- Review if-then's and reminders (will build thru year)

When upset during work...

I can:

* Calm myself

• breathe

• Lotto break

• Tell myself "I WILL get this"

+ "I have options for help"

"It's going to be ok"

worries take
MORE time

* Slow DOWN + try to focus on work -
NOT worries!

* USE my examples + instructions for help

* Remember - HW is meant for practice

- it's ok if it's not perfect

- it's o.k. to ask the next day

* Email Mrs. Snyder + go in early for help

* IF STUCK → • use instructions + examples

• look online - images, videos

• ask mom/dad/Arthur/Elise

• Facetime a friend

• Go in early

• Do your best - it's ok to
get it wrong

HOW TO STUDY for BIO

- ❑ Gather all notes, slides, worksheets and organize, look over
- ❑ Get objectives out
- ❑ Go through EACH objective and MAKE your OWN Study Guide based on objectives - you can DO THIS AS YOU GO through the unit so you can clarify and create it in pieces and aren't scrambling/not doing a thorough job at the last minute
- ❑ If you can't answer an objective:
 - ❑ See slides from google classroom/class
 - ❑ Review notes
 - ❑ Ask friend in class
 - ❑ Google images
 - ❑ Ask mom
- ❑ Circle what to go over with mom
- ❑ Study your study guide and review the materials from class

HOW TO Ask for help in math FROM MOM:

- Get out chromebook**
- Have PENCIL (not pen) and calculator out**
- Email ALL answer keys to mom for printing**
- ORGANIZE PAPERS**
- Have all worksheets from the chapter out (might need them)**
- Get out ALL notes pages mom or you wrote w/ rules/steps/formulas so they are ready**
- TRY some of the problems - see where you are stuck (sometimes you know it) - check first your notes and rules**

HERE'S THE STORY...

How to use: "Stress Management"

- * Create plans for times of stress; try various approaches to figure out what works.
- * Remember, when stressed, it interferes with our ability to be productive, focused and confident.

STRESS MANAGEMENT



MY GO-TO STRATEGIES

- get some exercise or go for a jog
- call a friend
- watch funny clips online
- listen to music
- deep cleansing breaths (try an app or learn a new method)
- change your environment; get some fresh air
- go to yoga
- workout 5 days a week
- call Jen
-
-

Mark which strategies will work or create your own; find what works, and use it.

TRY ONE OF THESE APPROACHES

"FOCUS AFTER"

- Think about what you are doing right after the stressful event.
- Shift some of your focus to that.
- **CREATE** something to do or look forward to - preferably more than one.
- **SUGGESTIONS:** use self rewards (coffee, treat/snack, online time) OR schedule something (meeting with friend, shopping, sports, hobby time, or other activity)

Try one of these commonly successful (and student approved) approaches.

"SO WHAT?"

- Ask myself - What is the worst that can happen?
- Come to terms with that.
- Play out the scenario:
 - OK
 - So what if I _____?
 - It just means _____
 - _____ which means _____
 - _____ the worst case is _____
 - ...OH WELL!
 - I can always _____.

ART OF DISTRACTION

- Enlist the help of a friend or family member to talk or joke with you to keep your mind off the event.
- Make a phone call or look up something of interest online.
- Listen to music, draw, or try some other small distraction if this helps.

CONCLUSION

- You have a great kid
- Keep goals simple and focused
- Stay POSITIVE
- They do NOT need to be protected, rescued or have it done for them
- DO need the tools and guidance
- Even if they don't want help, your role still has potential for great impact

They're going to be ok.

Thank you!

to

grit2

www.grit2.org

For more great information and tools...

www.solutionsforstudentsuccess.com

Be sure to view our blogs and online courses for great
(and several FREE) resources, tools and ideas.

and thanks to DGN / DGS for spreading the word and coordinating space