

YOUR KID'S GONNA BE OKAY

A GUIDE TO RAISING
COMPETENT AND
CONFIDENT KIDS

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Agenda

- Three concepts for life
 - ▣ Executive Function skills: definition and development
 - ▣ Vicious Cycles: why they happen & how to break them
 - ▣ The Age of Attention: surviving the screen hydra
- Ten tools for today

Executive Function Skills

What Are Executive Function Skills?

Executive Function skills are the “how to get things done skills” that allow students to become more effective in school and beyond. These skills include the ability to:

- Manage their emotions
- Focus their attention
- Plan and prioritize their time
- Organize themselves
- Reflect on their efficacy

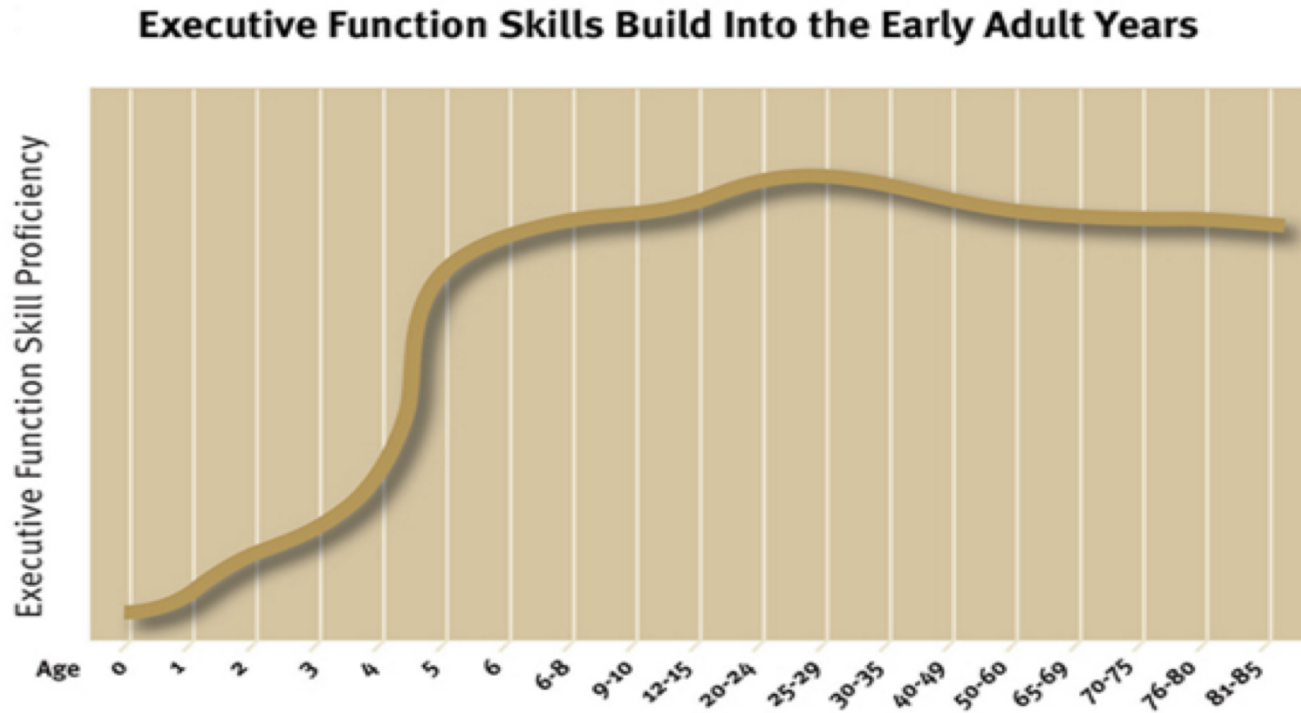


Self-management is the key...



- Executive Function skills help us be competent and confident
- Kids and adults can learn these skills
- When you manage yourself successfully, distractions and anxiety diminish

From Harvard's Center for the Developing Child



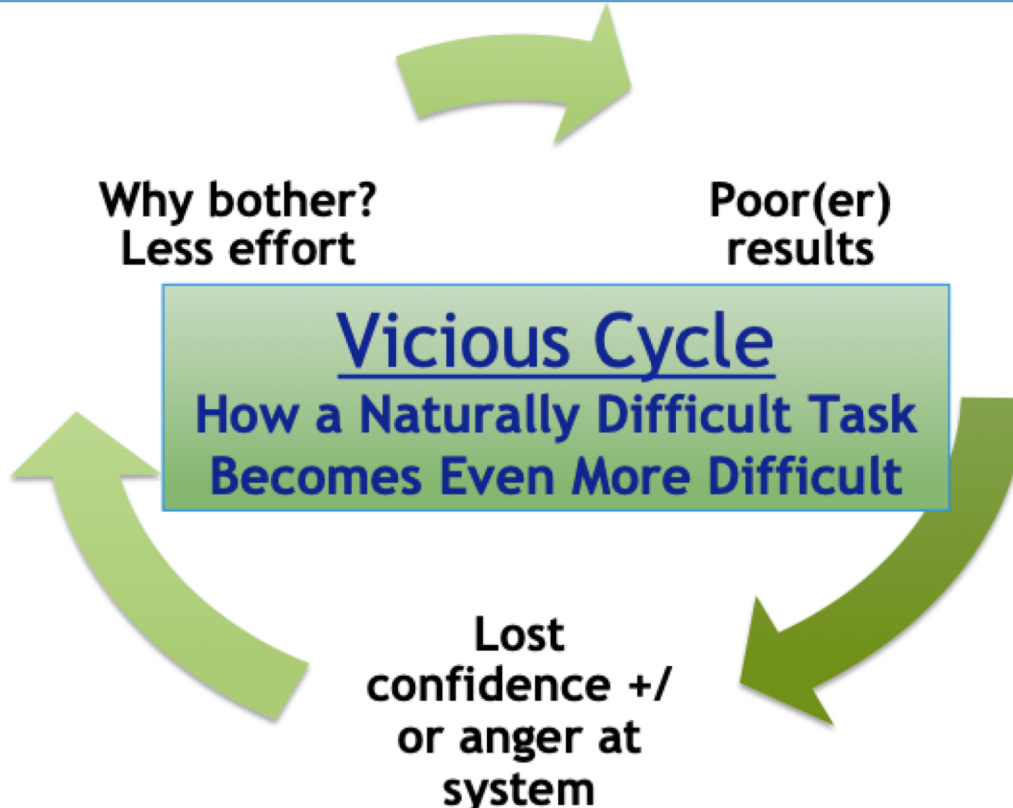
How can you tell if your child has Executive Function challenges?



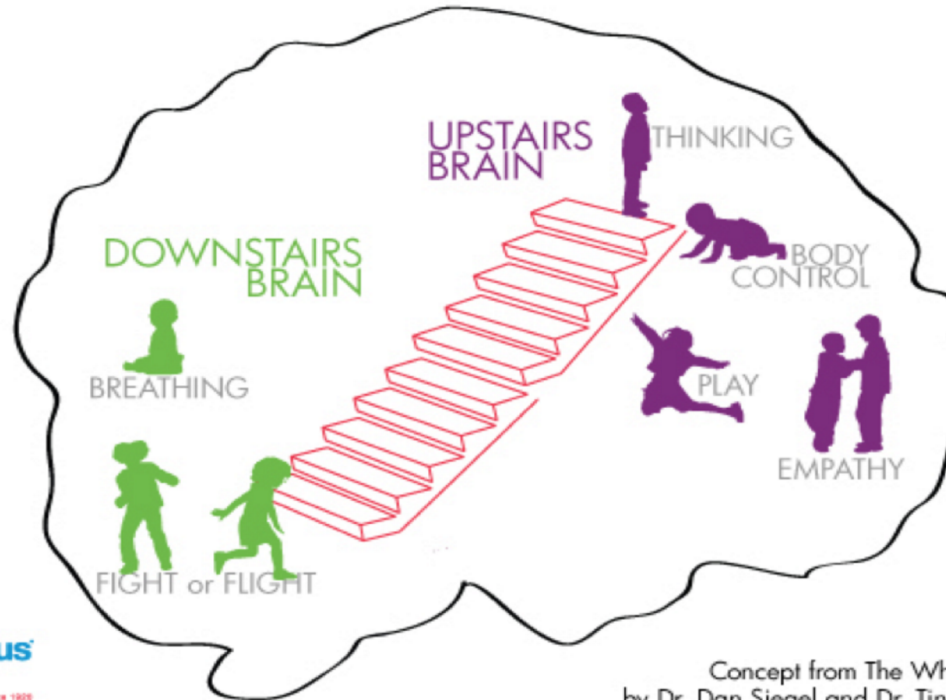
- Forgets/misplaces materials
- Procrastinates
- Can't persist
- Frustrated/anxious about school
- You micromanage their homework!

Overcoming Challenges

A Vicious Cycle of Failure



Why Emotions Matter

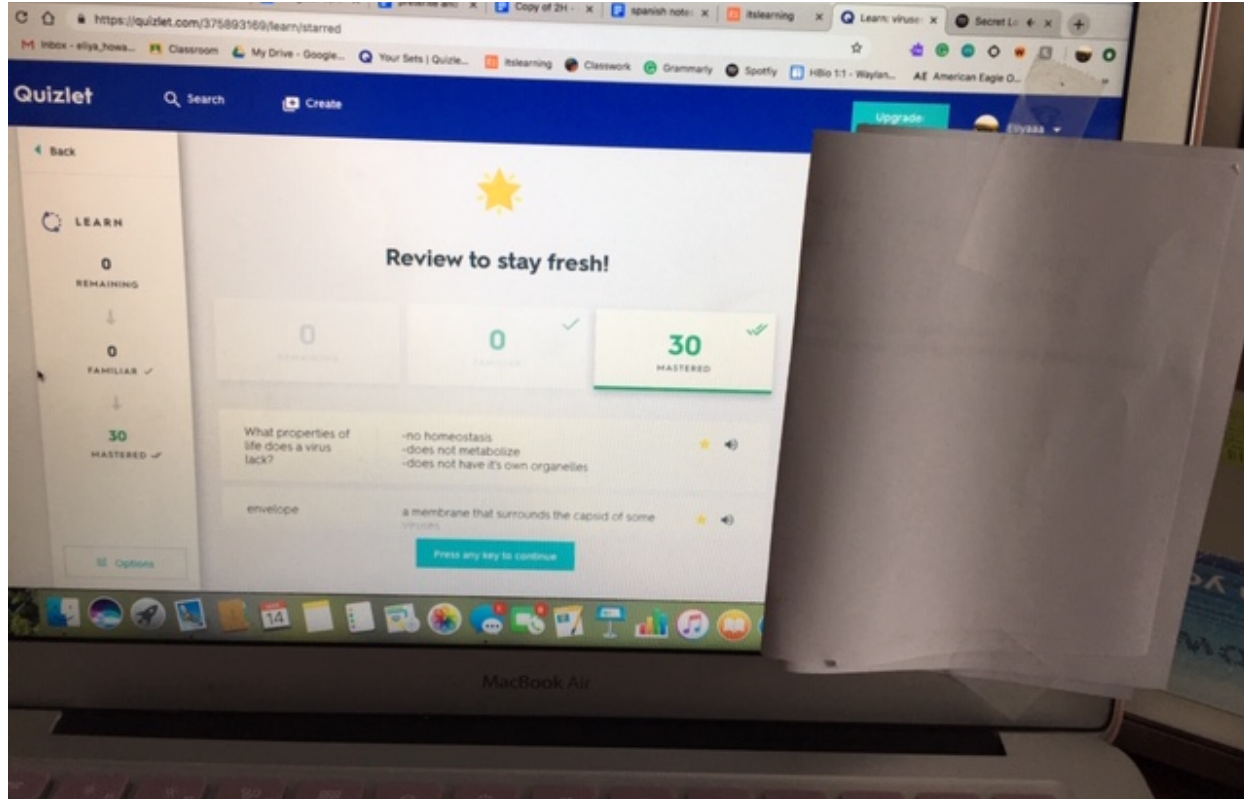


First, we've gotta know how to *reach* our kids

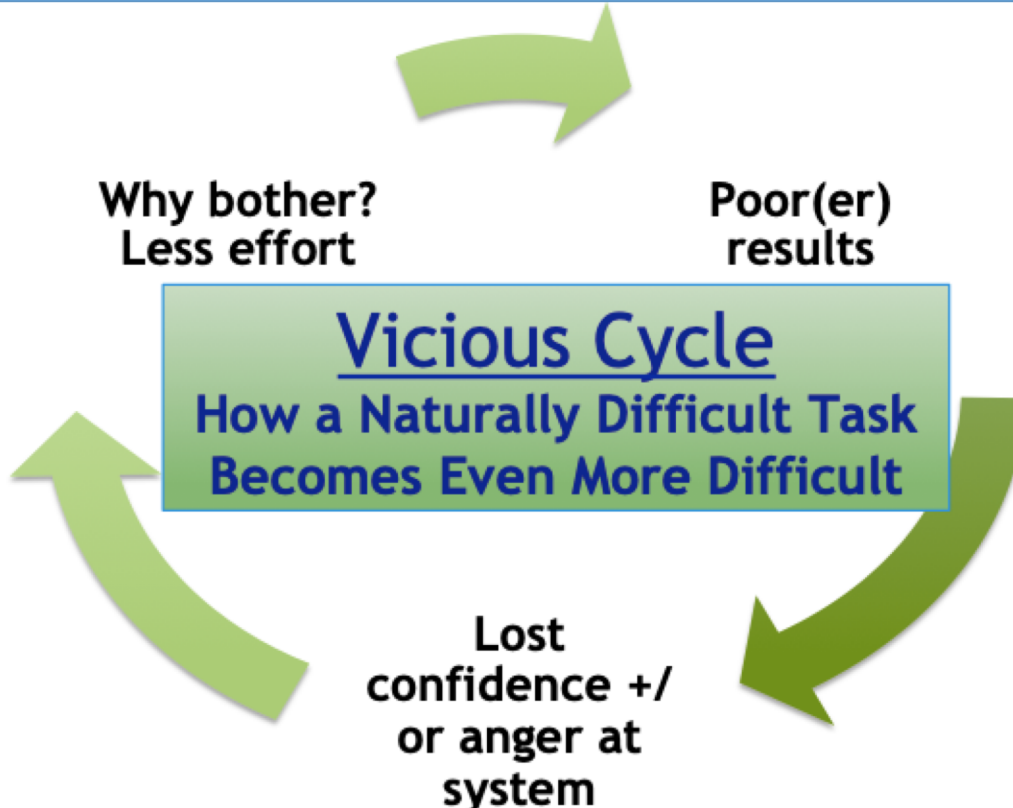


- R before T
- Gain buy-in
- Overcome resistance
- Proven methods to change attitude and habits before focusing on results

Daughter knows best



Where to intervene



I DO, WE DO, YOU DO

I DO	WE DO	YOU DO <i>(I watch)</i>	YOU DO
<ul style="list-style-type: none">• Direct Instruction• Model• Think Aloud	<ul style="list-style-type: none">• Interactive• Checks, Prompts, Cues	<ul style="list-style-type: none">• Provide Feedback	<ul style="list-style-type: none">• Student Assumes Full Responsibility

Image from CISD Center for Teaching and Learning

The Age of Attention

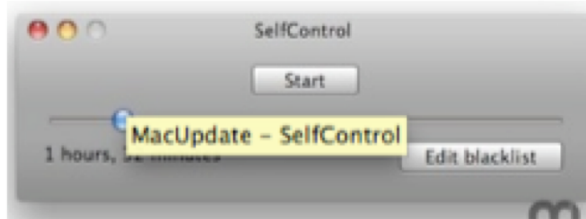
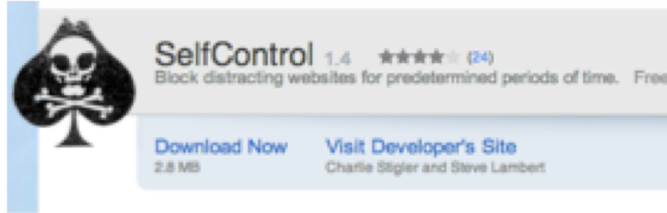
Kids are distracted...and anxious



- Age of Attention, even for us!
- Increase in screen time
- Our kids' brains are still developing ...

Distraction Management

Self-Control for Mac



Stay focused for PC



Deferred Gratification: help your forest live



In the next 30 mins, it will grow when you are working.



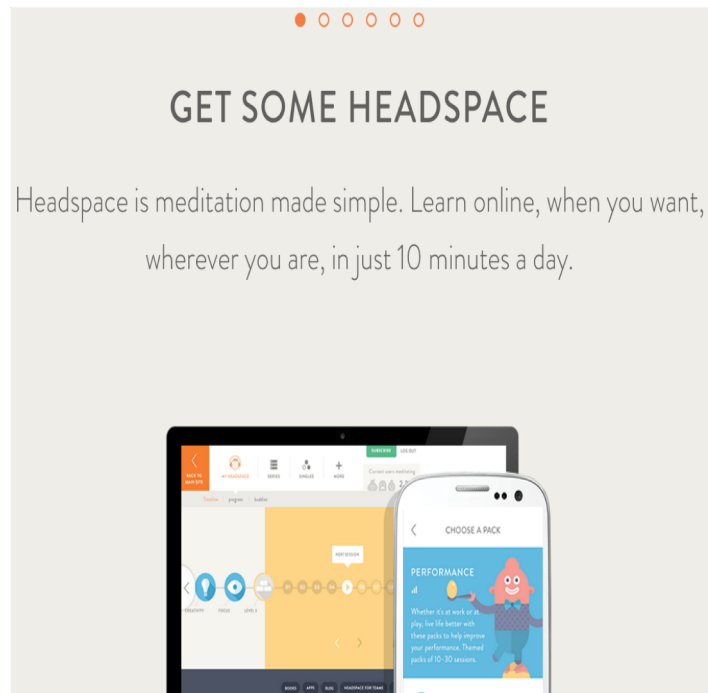
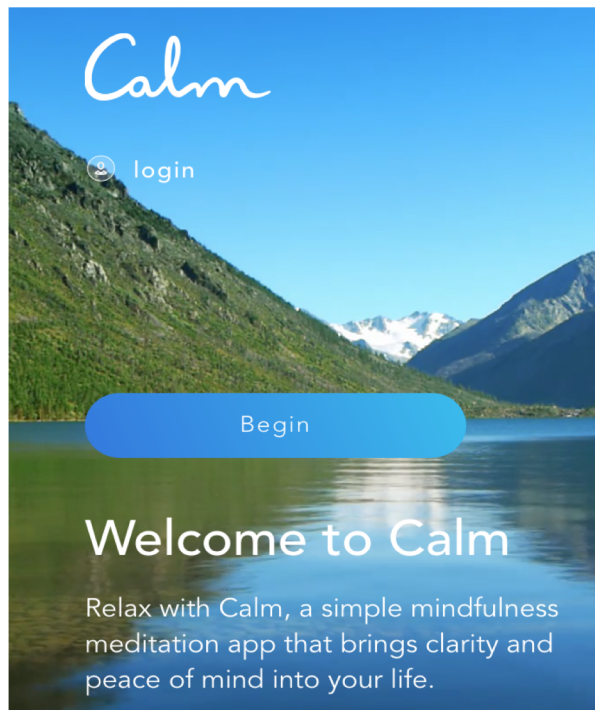
The tree will be killed if you leave this app.

Screen Guidelines

- No, if harmful to your child given age / who they are
- Limited time but without judgment
- Sequence – establishing a family culture
- “Until” instead of “because”
- Consuming versus creating

Tools for Middle School Students

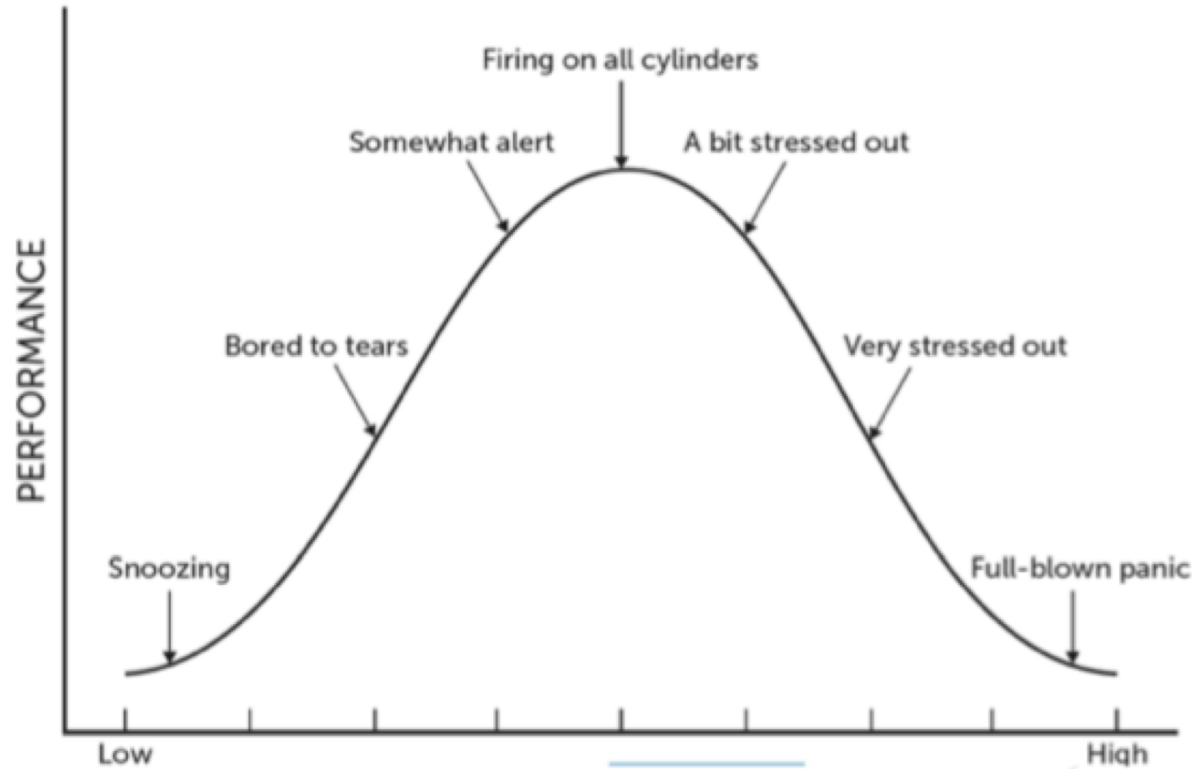
Calming Apps and 5-Finger Breathing



Fast Break Homework Plan

Subject	Specific Task	Start Time	(Anticipated) End Time
History	Read Ch. 2 and Annotate Text	5:00 pm	5:30 pm
Math	Solve problems 6 - 10 (p. 72)	5:30 pm	6:15 pm
Dinner	Enjoy!	6:15 pm	7:30 pm
Chemistry	Finish Lab Report	7:30 pm	8:30 pm
Break	YouTube Videos	8:30	9:00 pm
English	Review reading	9:00	9:30 pm

Peak Performance from Peak Engagement



5-Minute Goals and Next Steps

- 5-Minute Goals
 - Addresses both boredom and anxiety
 - Helps students overcome inertia & establish quick wins
- Next Steps
 - Strengthens sense of purpose
 - Prevents second-round anxiety

Example of DKDK: before & after

Cell Test Study Guide

Write your answers on another sheet of paper.

1. Sketch a plant or animal cell. Label the nucleus, cell membrane, and cytoplasm.
2. Define eukaryotic and prokaryotic cells.
3. Define unicellular and multicellular.
4. List the three parts to the Cell Theory.
5. Where is DNA located?
6. Give one example of a prokaryotic organism.
7. Give three unique examples of eukaryotic organisms.
8. What is the definition of an organelle?
9. Define the following organelles:

a. Nucleus	g. Golgi apparatus
b. Cell wall	h. Lysosome
c. Cell membrane	i. Vacuole
d. Cytoplasm	j. Chloroplast
e. Ribosome	k. Mitochondria
f. Endoplasmic reticulum	l. DNA
10. Describe 2 ways that plant cells are different than animal cells.

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Where There's a Way ... *There's a Will*



Your Kid's Gonna Be Okay (Really)



- Executive Function skills give our children the power to chart their course independently and be more than okay!

In conclusion ...

- To succeed in the Age of Attention, your children (and you!) need strong Executive Function skills.
- These skills help to mediate stress and prevent entanglement in or allow escape from Vicious Cycles.

Questions?

For a PDF of these slides...

For a copy of this presentation, email Sharon Bryant
SBryant@BeyondBookSmart.com

**To learn more about our coaching, visit
our website at
www.BeyondBookSmart.com**

Approaches

- Knock before entering
- Empathize
- Normalize
- Empower
- Evaluate
- Experiment

Executive Function Skills

Self-regulation

- managing feelings, impulses

Task initiation

- starting what is difficult or unpleasant

Attention

- sustaining focus

Prioritizing/planning time management

- choosing what matters, time allocation

Executive Function Skills

Organization

- memorable, right size boxes for “stuff” and for ideas

Cognitive flexibility

- shifts from big picture to detail & back

Memory

- over various time frames

Metacognition

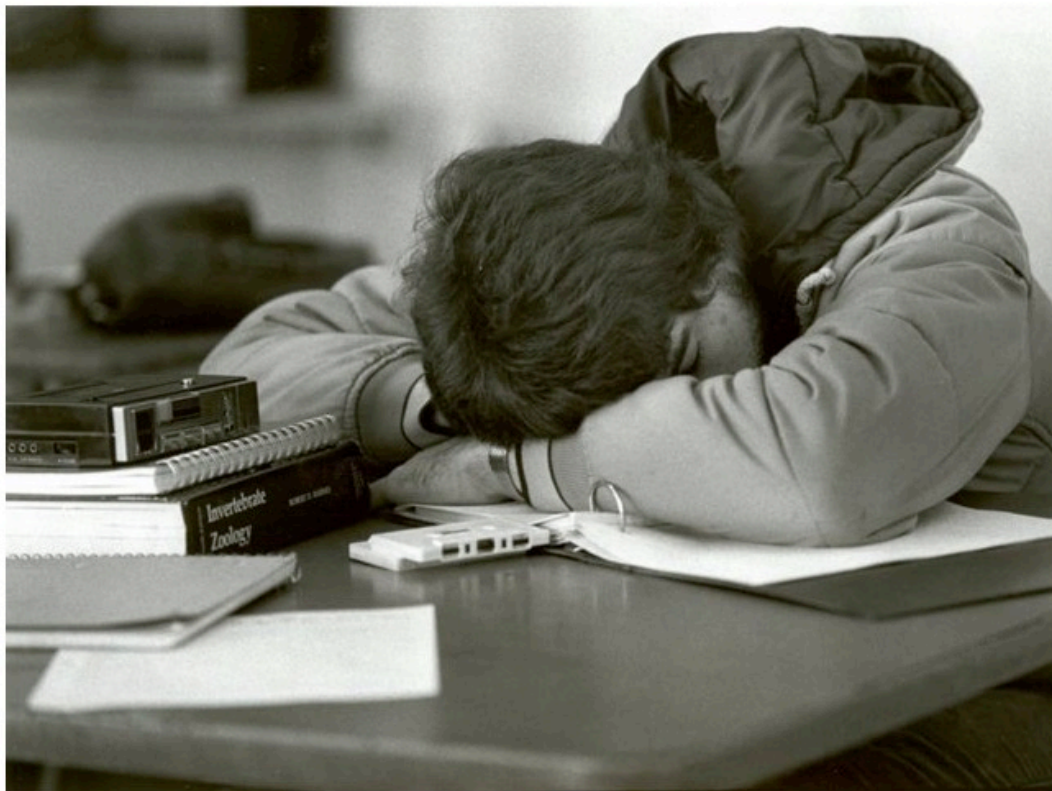
- self-monitoring & deciding to adjust

Sample inventory of “in-classroom behaviors”

Expected	Considered problematic
Student looks at teacher and takes notes on key points.	Student doodles, reads, stares into space.
Student works well in groups.	Student does not participate or won't compromise to keep things smooth.
Student brings homework to class ... and can locate it quickly.	Student searches through messy backpack.
Student brings all materials to class.	Student forgets or can't find key materials.
Student asks questions when confused.	Student keeps concerns to herself.
Student participates in discussions.	Student avoids class discussions.

Sample inventory of “at-home behaviors”

Expected	Considered problematic
Student completes homework on time.	Student doesn't write/ know due dates, may not have written it down.
Student completes all aspects of homework.	Student provides minimal response or only answers some questions.
Student starts papers/projects early.	Student waits until last minute.
Student cleans out binders.	Student keeps everything and with little organization.
Student actively prepares for tests.	If anything, student “looks over” materials.
Student prepares for class.	Student doesn't do assigned readings.



Homework Problems: intellectual challenges

1. Remember to record
2. Record accurately
3. Materials home
4. Understand tasks
5. Plan for night
6. Study environment
7. Start time
8. Manage distractions
9. Proper breaks
10. Complete all parts
11. Identify confusion
12. Problem-solve
13. Plan for help
14. Quality check
15. Filing
16. Turning in
17. Review for missing work

Homework Problems: affective challenges

1. Exhausted
2. Anxious
3. Bored
4. Aggravated
5. Overwhelmed
6. Fear of failure
7. Confused
8. Ambivalent
9. Depressed
10. Hungry