

HELPING YOUR CHILD MANAGE THEMSELVES

Facilitated By:
Rebecca Newfield, Guidance Counselor
Nick Cataldi, Occupational Therapist

AGENDA

- ◉ Post It Time
- ◉ Why do kids need to manage themselves?
- ◉ Our point of view- Emotional Intelligence and Executive Functioning
- ◉ Helping kids manage their bodies and their stuff at school and at home
- ◉ Helping kids (and their parents) manage their emotions at school and at home
- ◉ Your role- discipline vs. guidance
- ◉ De-escalation strategies and tips
- ◉ How to know if you need more help

POST IT TIME

- What brought you here today?

- The greatest gifts you can give your children are the roots of responsibility and the wings of independence.

Denis Waitley

WHY DO KIDS NEED TO MANAGE THEMSELVES?

- ◉ To learn to live in and navigate the world
- ◉ To get an education and have an open mind set to learning throughout life
- ◉ To have relationships
- ◉ To manage stress level
- ◉ To organize their sensory system to navigate their day and fulfill needs/duties

THE FORMAL STUFF...

EMOTIONAL INTELLIGENCE

- **According to Daniel Goleman, an American psychologist who helped to popularize EI, there are five main elements of emotional intelligence:**
 - Self-awareness
 - Self-regulation
 - Motivation
 - Empathy
 - Social skills

EXECUTIVE FUNCTIONING

- ◉ *The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.*
- ◉ Inhibition
- ◉ Cognitive Shift
- ◉ Emotional Control
- ◉ Initiation
- ◉ Working Memory
- ◉ Planning/Organization
- ◉ Organizing of Materials
- ◉ Self-Monitoring

WHAT CAN GET IN THE WAY? SENSORY PROCESSING ISSUES

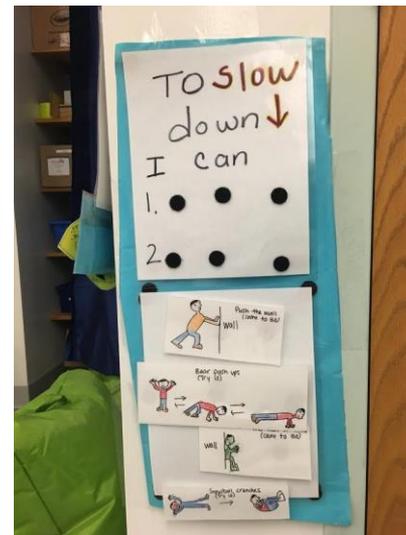
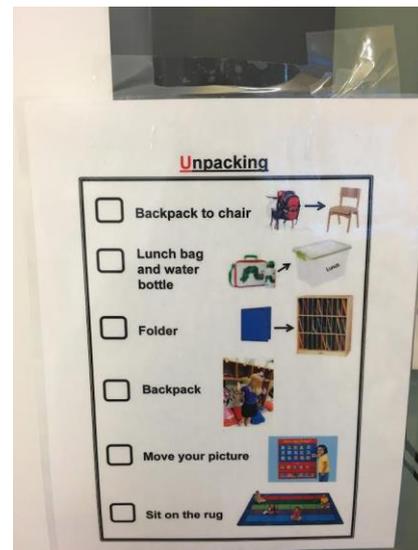
- ◉ Kids who are overly sensitive to sensory stimulation easily respond to it and can find it overwhelming
- ◉ Kids who are under sensitive to sensory stimulation seek more input
- ◉ Kids can be sensitive to loud noises, bright lights, sticky textures, clothing etc.
- ◉ Remember, adults can have sensory processing issues too!

WHAT DO SENSORY AND EXECUTIVE FUNCTIONING ISSUES LOOK LIKE IN THE CLASSROOM?

- ◉ Calling out
- ◉ Fidgeting
- ◉ Difficulty sitting on the rug
- ◉ Hitting other kids
- ◉ Touching other kids
- ◉ Difficulty unpacking/packing belongings
- ◉ Losing things
- ◉ Not getting started on work
- ◉ Difficulty filtering attention
- ◉ Hard time transitioning

HOW WE HELP KIDS TO LEARN TO MANAGE THEIR BODIES AND STUFF

- Some examples of strategies at school are pencil grips, fidgets, study carrels, bumpy cushions, back jack chairs, special paper.
- In addition, sensory and movement breaks and checklists are used to support kids.



TIPS FOR MANAGING STUFF/BODIES AT HOME

- ◉ Use timers
- ◉ Create reward charts for behavior you are looking for
- ◉ Visual schedule
- ◉ Physical activity before sitting task
- ◉ Checklists
- ◉ Be thoughtful with screen time

AT HOME JOBS



MANAGING EMOTIONS IN SCHOOL

- We expect students in every grade to feel a variety of emotions during a school day. Some are able to manage these feelings with ease. Others need more support. All children benefit from explicit teaching about managing emotions.
- Each grade collaborates to plan Social Emotional (SEL) Curriculum.

COMMON LANGUAGE IS HELPFUL

- Use I STATEMENTS

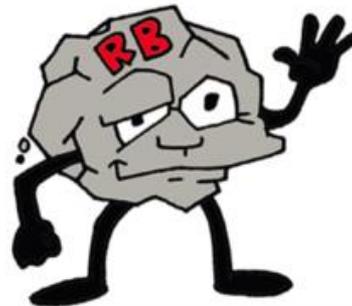
I feel _____, when you _____.

Please _____.

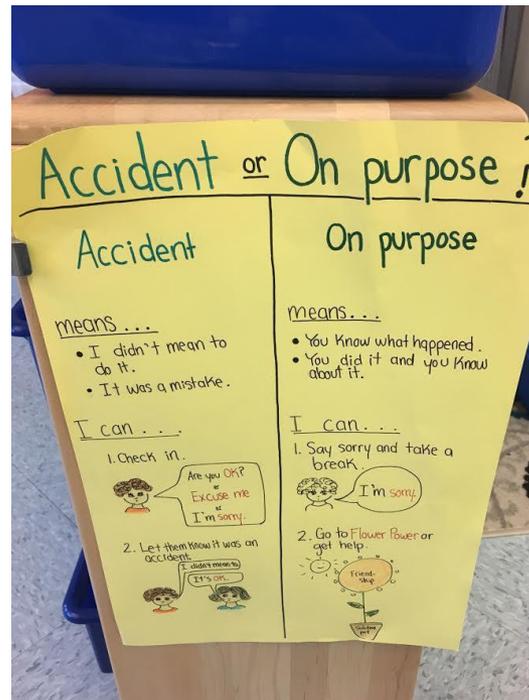
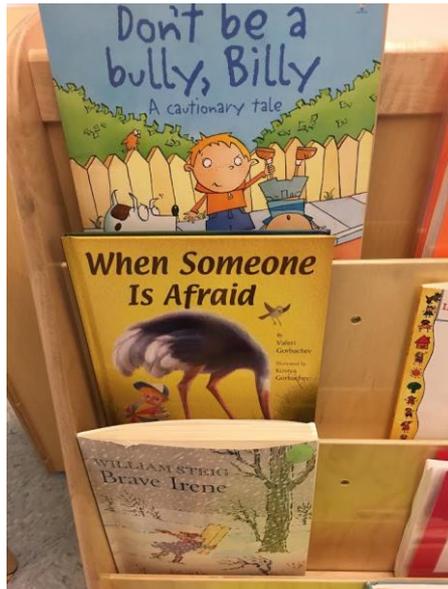
- Glitch, bummer, disaster

- Superflex and Rockbrain

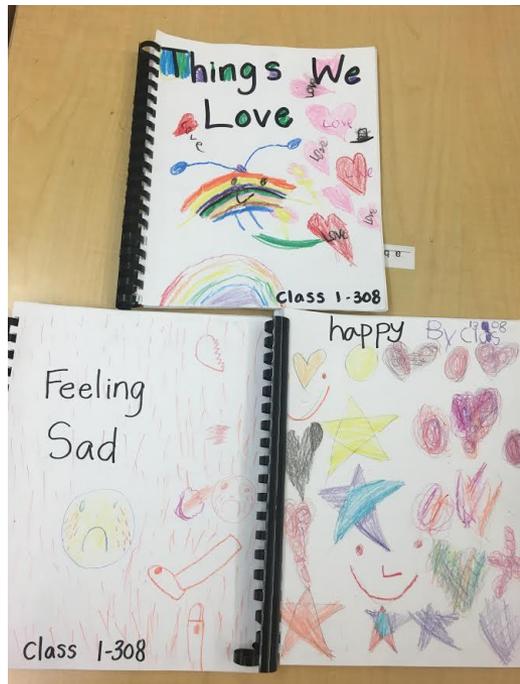
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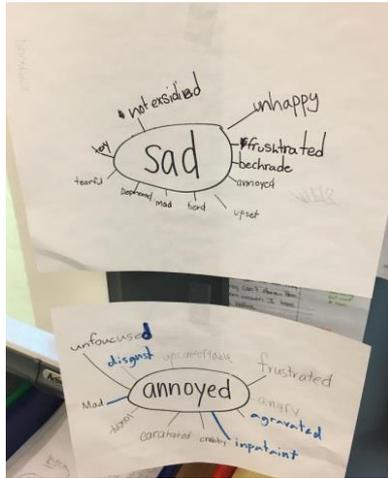
KINDERGARTEN EXAMPLES



1ST AND 2ND GRADE EXAMPLES



3RD AND 4TH GRADE EXAMPLES



What would help you calm down in the peace corner?

- playing ✓✓
- sitting + TV
- be with a friend ✓
- iPad ✓✓✓✓✓
- rest
- write about it
- snack
- read ✓
- hug a stuffed animal
- try and forget about it
- make something
- hug someone
- talk about it
- make a fort
- be alone

"Traits are who you are,"

Characters

Feelings are what you feel in a moment"

RAMONA QUIMBY

Actions → How the $\&$ acts!

say do think

can LEAD to

A solution! A change in character! Another action!

COMFY READING SPOT

Aldi	Justin
Alexander	Kelsey
Ali	Kiran
Alyssa	Lucinda
Anita	Madison
Bianca	Marly
Charlie	Mason
Connor	Mina
Ella	Noah
Ezar	Nola
Hayden	Riley
Jasper	Stella
Judah	Zephyr
	Kato



HOME SCHOOL CONNECTION

Peace corner



Feelings levels



CALM DOWN BOX AT HOME



YOUR ROLE- DISCIPLINE VS GUIDANCE

- ◉ Both are necessary parts of learning and should be done separately.
- ◉ On the discipline side- Have clear, predictable expectations for behavior.
- ◉ Use logical consequences.
- ◉ On the guidance side- allow time for your child to de-escalate before talking to them about an incident.
- ◉ Acknowledge and accept your child's feelings.
- ◉ Use active listening techniques (I notice that...what I hear you saying is...)

IF YOU'RE EXPERIENCING LOTS OF MELTDOWNS

- ◉ Build your child's emotional vocabulary (feelings flashcards, reading books, pointing out emotions in others)
- ◉ Talk about calm down plan with your child (when s/he is calm)
- ◉ Use positive reinforcement when you catch your child handling their emotions
- ◉ Spend some time thinking about what triggers the meltdowns. Is there anything that can be done to manage some triggers?
- ◉ Check in with yourself regarding meltdowns. Be aware of your own feelings when your child is struggling.

DE-ESCALATION STRATEGIES

- ◉ Limit the number of adults involved.
- ◉ Do not block escape routes (even if your child is threatening to leave the room). Provide adequate personal space when speaking with your child.
- ◉ Show open and accepting body language.
- ◉ Do your best to maintain a calm demeanor. Do not take the behavior personally. Be careful of counter aggression. If necessary disengage briefly to regain your composure.
- ◉ If a the child is crying/very agitated- Before speaking to him/her, offer time and ways to calm down (peace corner, walk, drink of water, head down etc). This can also include passive activities (looking at a book, mazes, mandalas, listening to music, etc).

WHEN SPEAKING TO A CHILD

- ◉ When addressing the child be brief. Focus on expected behavior. (Show me a calm and steady body) Use his/her name. Speak in a calm and serious tone.
- ◉ Provide space in a quiet(er) area to speak.
- ◉ Or allow time for him/her to disengage briefly or put their head down for some quiet time. A timer for this can be helpful.
- ◉ If necessary, provide opportunities for movement such as running an errand, sorting/distributing materials, movement breaks, taking a walk.
- ◉ Help the child identify feelings and wants. Use active listening to help you. Accept the child's feelings as you figure them out.
- ◉ Avoid asking "why" questions. They are very difficult to answer and may make a child more agitated.

OTHER TIPS

- ◉ Talk about what is upsetting your child in terms of expected and unexpected behavior (I know you expected to stay at the park. When I said we had to leave now that was unexpected.)
- ◉ Remind your child that their feelings is ok. (We all get angry. That's normal. We all need to choose a way to handle the angry feeling that is safe.)
- ◉ Some children get overwhelmed by feelings. Reminding them that the feeling won't last forever can be helpful.
- ◉ In hard moment, sometimes a distraction is helpful.

HOW DO YOU KNOW WHEN TO GET MORE HELP?

- ◉ At school, talk with your child's teacher to see if behavior(s) are affecting academic performance and peer relationships.
- ◉ If emotional challenges are affecting your day to day life, it may be time to consult a therapist. If you're not sure, talk to Rebecca first!
- ◉ If you are worried about physical and attentional challenges, talk to your child's teacher and/or your pediatrician as a first step.

OUR CONTACT INFORMATION

◉ Rebecca Newfield

rnewfield@schools.nyc.gov

◉ Nick Cataldi

ncataldi@schools.nyc.gov