



Parenting Strategies and Tips!

- Breathe. Yes, breathe. Parents, this is unprecedented. Children will remember how they **felt** during this time, not so much what they did. So please, be kind to yourself and to your child. It is not intended for you to become a full time educator over these coming weeks. So, please remember to breathe. Your kids will be better for it.
- Take time to do fun things with your child(ren). Play games, cards, do puzzles, dance, bake, teach them to cook, teach them to clean, use your imagination. This is a great time to practice basic social skills such as sharing, taking turns, using your manners, and being kind.
- When you begin to feel angry, model for your child, some strategies such as, “I need to take a minute, I am going to walk away and think before I speak, I need to take some deep breaths before I speak.”
- When siblings begin to squabble, set a timer (on your phone, microwave) and give them 3 minutes to talk it out and come up with a compromise. If they are unable to find a compromise, you get to decide. If they are fighting over a game/toy, it can become yours for the next 2-24 hours. If you follow through, they will learn to work together and compromise with each other instead of fighting. And you are teaching them a life skill! They get to try again the next day. Hope is powerful.
- When your child is having a difficult time listening (to start work, do a chore, brush teeth, etc.), start counting at 5 and slowly count down to 0. If you reach zero before they started following the directive, you issue a consequence. The key is to not tell them ahead of time what the consequence is, so they need to make a decision whether or not they want to follow the direction or take the random consequence. Two important notes: 1. count slowly so they have time to process and make a decision and 2. Follow-through with issuing a consequence. Praise your child for following through!
- When/then can be powerful. When you complete (blank), then you can have (blank). An example: **when** you finish these 3 math problems, **then** you can have your IPAD. This is powerful because if they want the IPAD (or whatever is reinforcing), they have to complete the first part to access it.
- Encourage children by allowing them to earn activities and/or privileges daily. If they don't meet the expectation, they can try again the next day. This fosters hope and hope is a powerful tool.
- Read with your child, have them read to you, read out loud, read in silly voices, look up words they don't know, watch a movie and talk about the plot and characters, pause the movie and ask what they think will happen next, have them summarize when it's done. Make up a story!
- Enjoy this unprecedented time with your family. Eat together, exercise together, play together, and love one another. You've got this!!! You can do it!!!



Strategies for Students with Attention Difficulties

- Allow for frequent breaks. Ask your child to set mini-goals, such as how many do you think you should finish before taking a break? How about we do 2 more and then you can take a break?
- Allow for flexible seating (if available). Have your child try sitting at the kitchen table, comfy chair, couch, desk, outside, with a clipboard, on the floor, a yoga ball, etc.
- Use sticky notes or paper to cover some of the work so it doesn't feel so overwhelming.
- Your child may benefit from background noise such as music, a fan, washing machine, wearing headphones, etc. Monitor what works for your child. Ask them! Or experiment strategies together.
- Some children prefer to have a fidget item while they are working or a favorite item. If it works, great!
- Have them check in with you after two problems, two sentences, two questions, etc. to ensure they are doing it correctly. Nothing worse than finishing an assignment and realizing you did it incorrectly.
- Have them repeat directions to you to ensure they understand what is asked of them.
- Have them "CAN" their work. Is it Complete? Is it Accurate? Is it Neat?
- Incorporate exercise into the work. Let's do 5 problems, then do 10 jumping jacks (or brief exercise of choice).
- Role a dice, whatever number you role, is the number of questions you have to complete to take a short break. After rolling the dice 5 (insert a number here) times, a longer break can be taken. Short break ideas might be jog on the spot for 30 sec., do jumping jacks, get a glass of water. Longer breaks could be a preferred activity such as a snack, TV, video game, play with favorite toy, etc. Set a timer for how long the longer breaks can be (10 mins. etc.) Develop the break lists ahead of time.
- Important rule of thumb- make the best of this time. Every child learns a little differently and there will likely be differences among your own children. It is easy to get frustrated. Please monitor your own emotions as your child will "feel" your emotions. Your child does not choose to have attention difficulties. Use this time to understand your child's needs better. Work together to find solutions to better help your child learn. Sometimes it's better to just take a break or choose to be done for the day. That's ok too! You've got this! With time and patience, great things will happen.



Strategies for Students with Learning Disabilities

- Your child is capable of learning. However, they may need things explained differently. We, as parents, tend to work with our child in a way that we learn. This may or may not be helpful for your child. Just being mindful that your child does not choose to have a learning disability can be helpful. The 2 best things you can start with is a positive attitude and patience!
- Ask your child what parts they understand and have them explain it to you. Ask them what parts they don't understand and make a plan to address those questions.
- Make a list of "to-do's" so they can check it off, cross it out, or highlight it when they are done.
- Have a "code" word that either of you can use when you start to feel very frustrated. Whenever a person uses the code word, you both take a 2 minute break.
- Break work into small, segments and build in breaks. Keep directions short.
- Better to do something well and understand it, then rush through just to complete it.
- Try different strategies with your child and ask them for their feedback. If they are doing something on the computer, ask them to read it out loud, or read it together, you read it, or have them read it silently and then explain it to you. Sometimes, your child needs to see things (visual learners). You can draw pictures or show graphs. Sometimes your child needs to hear things (auditory learner) and you will need to repeat it or allow them to hear it.
- Students with learning disabilities need a lot of repetition. Practice over and over, but make it fun. For instance, if they are learning their math facts, every time they open the fridge (or go to the pantry, or use the rest room), they have to answer a question first.
- Build in breaks and incentives. (Decide ahead of time).
- Try using real life examples when you can. For instance, if your child is working on fractions, try some baking or cooking with them to help them understand fractions. Or pull out your measuring cups and pour two $\frac{1}{4}$ cups into a half cup, and two $\frac{1}{2}$ cups into one cup. This visual will help with understanding fractions.
- Find tricks to learning. Make pictures or little saying to remember things. Songs and rhymes can be helpful too. For example: learning Mean, Median, and Mode (in math): meAn- is the average of the numbers, meDian- the number in the middle, and mOde- the number that occurs the most often.