Ask the Expert

Educator Edition

Developing Partnerships with Parents and Caregivers

Lee Kern, Ph.D.
Lehigh University

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Today’s session

- Identify ways to communicate with parents and caregivers
- Explain how typical classroom strategies can be tailored to home activities
- Examples of how parents and caregivers can embed pre-academic skill instruction into home routines
A little background…

- Behavior management is a major concern for teachers and parents

- Parents/caregivers may receive limited instruction in behavior management

- There are skills and strategies that teachers and parents can learn and put into practice to improve child behavior at home as well as school
Why Are Partnerships So Important?

- Essential for learning to continue outside of the classroom
- Helps preschoolers with ADHD who need consistent reinforcement of positive behaviors and early pre-academic skills
- Strengthens the work that you are doing in the classroom to help with challenging behaviors and school readiness
Why Are Partnerships So Important?

- Consistency across settings can prevent many problem behaviors
- Increases parent understanding of how child is doing academically and behaviorally
- Collaboration when problems arise
Why Are Partnerships So Important?

- Parent involvement has many benefits
  - Higher grades and test scores
  - Long-term academic achievement
  - Better student attendance
  - Improved attitudes about school
  - Improved behaviors
  - Meaningful involvement at an early age has the most significant and long-lasting effects
Why Are Partnerships So Important?

- Young children with/at-risk for ADHD do not do as well as their same age peers in academics and demonstrate higher levels of disruptive behaviors.

- Parents are experts of their children:
  - May know specific strategies to improve behaviors.

- Teachers are the experts in the classroom:
  - Know the curriculum.

- Teachers often have access to behavior management training.
Strategies to Communicate with Parents

- Make contact early in the year

- Acknowledge difficulties that exist and appreciate parent efforts

- Plan to regularly discuss progress
  - Determine how often
    - Recommend at least weekly

- Plan for how to most effectively communicate
  - What is the preferred mode?
    - Email, communication book, phone call, text
Examples of Communication

- Listening Carefully
- Following Directions

Note: A pen is placed on top of the papers.
Examples of Communication

Name: Abby
Date: 8-26

A Note from the Teacher About:

- Listening
- Participating
- Following directions

Academics
- Using kind words
- Keeping hands to self

Safety
Language
Fine motor skills

Notes:
Abby did an excellent job today!! She was a great listener and participator. Keep it up.

Teacher Signature: Parent Signature:
Examples of Communication

Johah’s Daily Behavior Chart

Circle the number that best represents the student’s behavior:
Behavior Management: Three Basic Classroom Strategies that can be Tailored for Home

- Provide praise and encouragement
- Establish expectations
- Create schedules and routines
Strategy 1: Provide Praise and Encouragement

- Why?
  - Powerful way to show support
  - Teaches child what is expected
  - A simple way to increase desired behavior
Strategy 1: Provide Praise and Encouragement

- **How?**
  - With words & actions
    - Uses specific praise statements

- **When?**
  - Immediately after the desired behavior
  - Consistently after each desired behavior
Strategy 1: Provide Praise and Encouragement-- Examples

Examples to share with the parent:

<table>
<thead>
<tr>
<th>Specific Praise</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>“You did a nice job washing hands”</td>
<td>“Way to go”</td>
</tr>
<tr>
<td>“I’m proud of the way you put the cars in the bin”</td>
<td>“Nice job”</td>
</tr>
<tr>
<td>“Great sitting at the table”</td>
<td>“I like that”</td>
</tr>
</tbody>
</table>
Strategy 2: Establish Expectations at Home

Why?
- Makes clear what parents expect
- Helps parents focus on teaching appropriate behavior
Strategy 2: Establish Expectations at Home

- **How?**
  - No more than five
  - Brief and clear
  - Tell children WHAT TO DO
  - Tell them what will happen if they comply
  - Tell them what will happen if they do not comply
  - Praise them for following expectations
Example of Classroom Expectations

Classroom Expectations

1. Respect everyone and everything around you.
2. Speak kindly.
3. Be helpful and responsible.
4. Take care of classroom and school property.
5. Try your hardest each and every day!
# Example of Home Expectations

## House Rules

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Listen when Mom and Dad are talking.</strong></td>
<td>![Illustration of a boy listening]</td>
</tr>
<tr>
<td>2. <strong>Sit at the table during meal times.</strong></td>
<td>![Illustration of a family at the table]</td>
</tr>
<tr>
<td>3. <strong>Put away toys when we are done playing.</strong></td>
<td>![Illustration of children cleaning up]</td>
</tr>
<tr>
<td>4. <strong>Share with your brother and sister.</strong></td>
<td>![Illustration of two children sharing]</td>
</tr>
</tbody>
</table>
Strategy 2: Establish Expectations at Home

Strategy to share with parents:
1. State the expectation
   ◦ Be positive
   ◦ Be consistent

2. Model the expectation

3. Provide frequent praise for following the expectation

4. Wait for a response

5. Restate the expectation (if needed)
   ◦ If problem behavior occurs:
     • Restate the expectation and add “If you don’t meet the expectation _____(this) will happen.”

6. Avoid threats
Strategy 2: Establish Expectations at Home

Example to share with parents:

The Problem: **Where?** At the store

**What?** Your child often runs ahead of you through the parking lot and into the store.

**Set up expectation:**

- Walking feet
- “Stay next to me (mom/dad)”

**Establish consequences**

- *If they meet the expectations…*
  - Walk independently next to you
  - Can pick cart
  - Can earn a sticker
- *If they don’t meet the expectations…*
  - Need to hold hands
  - Return to the car and start over

**Follow through**

- Based on the child’s behavior, respond just as you said you would
- Consistency is important!
Strategy #3: Create Schedules and Routines

Why?
- Problem behavior frequently occurs during transitions
- A schedule tells you
  - What is coming
  - What I will do
  - What will happen first
  - What will happen next
  - What will happen last
  - Is it the same or different from other days
**Strategy #3: Create Schedules and Routines**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>• The day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine</td>
<td>• A part of the day</td>
</tr>
<tr>
<td>Activity</td>
<td>• Something that happens during the routine</td>
</tr>
</tbody>
</table>
Strategy #3: Create Schedules and Routines

Why?

- Helps child know what to expect
- Increases child’s participation in the desired tasks
- Provides opportunities for child to increase independence
- Provides important daily learning opportunities
Example of Home Schedule
Example of Home Schedule
Example of Home Routine
Example of Home Routine
Example of Home Routine

- Daily Responsibilities
  - Get Dressed
  - Put Clothes Away

- Make Bed
- Brush Teeth
- Brush Hair
Example of Home Activity

1. Take off pajamas
2. Put on underpants
3. Put on pants
4. Put on shirt
5. Put on socks
6. Put on shoes
Steps for brushing teeth:
• Put toothpaste on brush
• Brush teeth
• Rinse toothbrush
Strategy #3: Create Schedules and Routines

Share with parents:

• Create a visual schedule
  ◦ Have words and pictures
  ◦ Remove what is finished
• Use your schedule
  ◦ Post the schedule
  ◦ Review it daily
  ◦ Use pictures
    • Take pictures off
    • Complete task

Example schedule and Resources

Strategy #3: Create Schedules and Routines

Share with parents:

STEPS:
- Take the picture off
- Say the picture name, “Time to ____”
- Put the picture in the pocket
- Do the task

Teach your child the steps:
- Model for your child (You do it)
- Guide your child, (Do it together)
- Let your child do it (They do it)
Imbedding Pre-Academic Skills at Home
Imbedding Pre-Academic Skills at Home

Why?

- Preschool age children with/at-risk for ADHD do not do as well as their non-ADHD peers in reading and math
  - ADHD symptoms predict lower math and reading scores by 3rd grade

- Increased national standards for education expect children to know more by kindergarten entry

- Children with/at-risk for ADHD need to be taught early reading and math to prepare them for school
Imbedding Pre-Academic Skills at Home

Reading Stories: Dialogic Reading
Dialogic Reading

- What is different?
  - Child becomes the active participant
  - Adult becomes the listener or questioner
Dialogic Reading

Why?

◦ In just a few weeks of Dialogic Reading, children can jump ahead by several months in pre-academic skills, such as vocabulary and pre-reading skills.

When?

◦ Most commonly recommended amount to see gains is 10-20 minutes of reading a day
Dialogic Reading- CROWD Acronym

- Completion Prompts (leave a blank at the end of a sentence)
- Recall Prompts (questions about what happened)
- Open-ended prompts (questions about pictures in book)
- Wh-Prompts (what, where, when, why, how questions)
- Distancing prompts (relate book to outside experiences)
O- What do you think he is thinking about?
W- What is coming out of the apple?
D- Remember when we were playing outside yesterday, where else do worms live?

W- Which picture is a picture of a jar?
O- *pointing to the picture in the upper left* What happened to this apple?
O- How do you think they get the apple in to the jar?
C – Hedgy eats _____?

O – What else do you think Hedgy eats?

Wh – What letter is this? *point to the A in apples*

R – What is this guy’s name?

O – Tell me what’s happening in this picture.

Wh – What is different about these apples on Hedgy’s head compared to the apples on his head before on page 4?
Questions???
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How to Communicate Effectively with Teenagers
Tuesday September 20, 2016 at 2pm ET
Guest expert: Elaine Taylor-Klaus & Diane Dempster

What Everyone Should Know about ADHD
Wednesday October 5, 2016 at 1pm ET
Guest expert: Edward Hallowell, M.D.

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