

Ask the Expert ***Educator Edition***

Developing Partnerships with Parents and Caregivers



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✓ CHADD website

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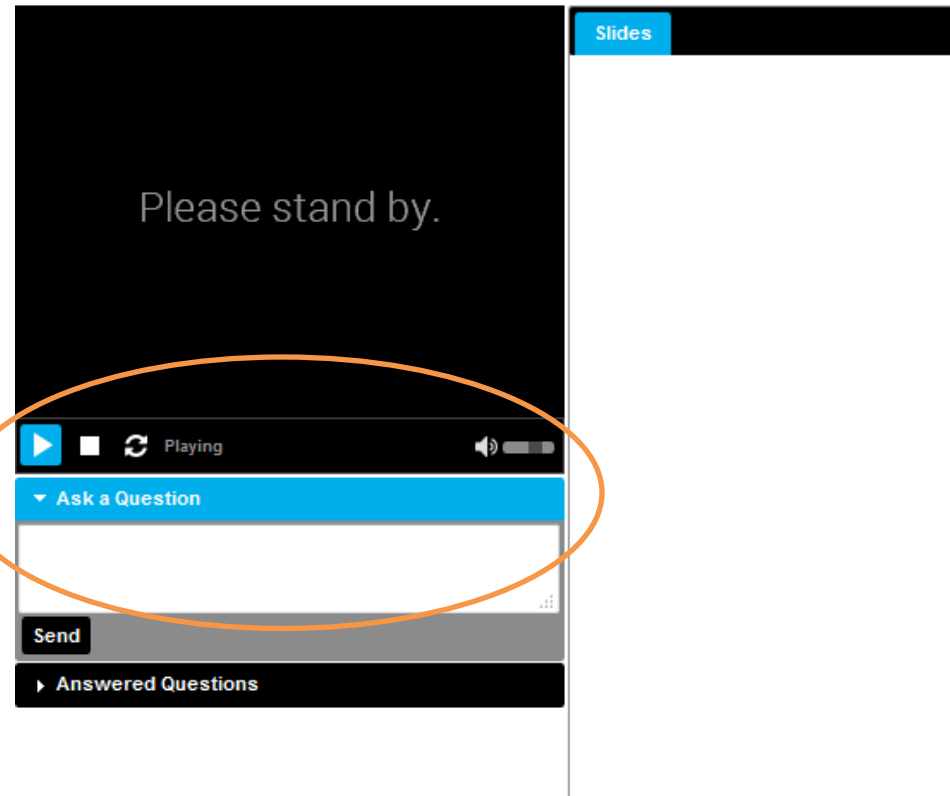
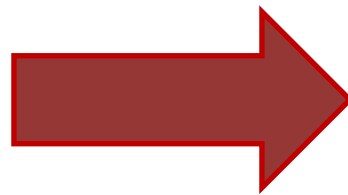


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Today's session

- 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



Examples of Communication

Name Abby

Date 8-26



A Note from the Teacher About:

<input checked="" type="checkbox"/> listening	<input type="checkbox"/> academics	<input type="checkbox"/> safety
<input checked="" type="checkbox"/> participating	<input type="checkbox"/> using kind words	<input type="checkbox"/> language
<input checked="" type="checkbox"/> following directions	<input type="checkbox"/> keeping hands to self	<input type="checkbox"/> 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

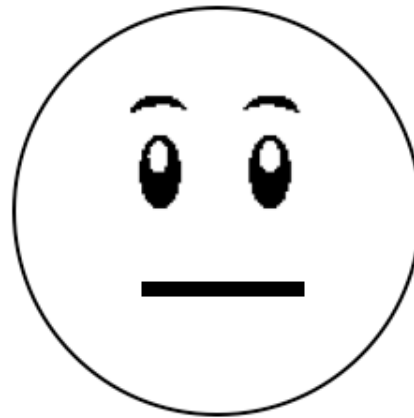
Johah's Daily Behavior Chart

Date _____

Circle the number that best represents the student's behavior:



0 1 2



3 4 5 6 7



8 9 10

Behavior Management: Three Basic Classroom Strategies that can be Tailored for Home

- Provide praise and encouragement
- Establish expectations
- Create schedules and routines

Strategy I: Provide Praise and Encouragement

- Why?
 - Powerful way to show support
 - Teaches child what is expected
 - A simple way to increase desired behavior



Strategy I: Provide Praise and Encouragement

- How?
 - With words & actions
 - Uses specific praise statements
- When?
 - Immediately after the desired behavior
 - Consistently after each desired behavior

Strategy I: Provide Praise and Encouragement-- Examples

Examples to share with the parent:

Specific Praise	Non-examples
"You did a nice job washing hands"	"Way to go"
"I'm proud of the way you put the cars in the bin"	"Nice job"
"Great sitting at the table"	"I like that"

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



Example of Home Expectations

House Rules

1. Listen when Mom and Dad are talking.



2. Sit at the table during meal times.



3. Put away toys when we are done playing.



4. Share with your brother and sister.



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



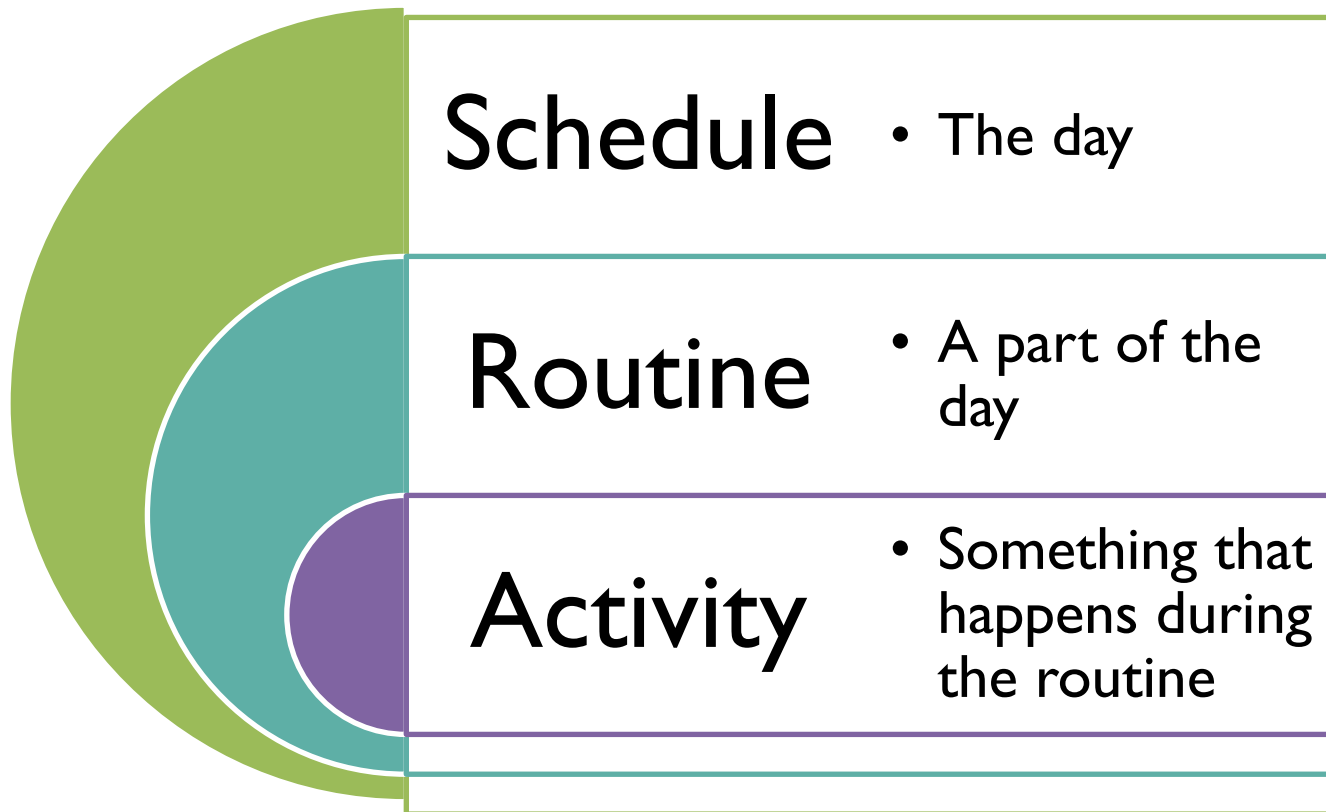
Follow through

- 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



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



Example of Home Activity

<p>1. Take off pajamas</p> 	<p>2. Put on underpants</p> 	<p>3. Put on pants</p> 	<p>4. Put on shirt</p> 	<p>5. Put on socks</p> 	<p>6. Put on shoes</p> 
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Example of Home Activity

Brushing my teeth



1
Put toothpaste on the brush



2
Brush teeth for 90 seconds



3
Rinse the brush

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

1. <http://www.pbisworld.com/tier-2/individual-visual-schedules/>
2. <http://organizingmadefun.blogspot.com/p/kids-chore-charts-and-schedules.html>
3. <http://www.chartjungle.com/schedules.html>

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

- **C**ompletion Prompts (leave a blank at the end of a sentence)
- **R**ecall Prompts (questions about what happened)
- **O**pen-ended prompts (questions about pictures in book)
- **W**h-Prompts (what, where, when, why, how questions)
- **D**istancing prompts (relate book to outside experiences)



CROWD ~ Examples



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?



CROWD ~ Examples



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?

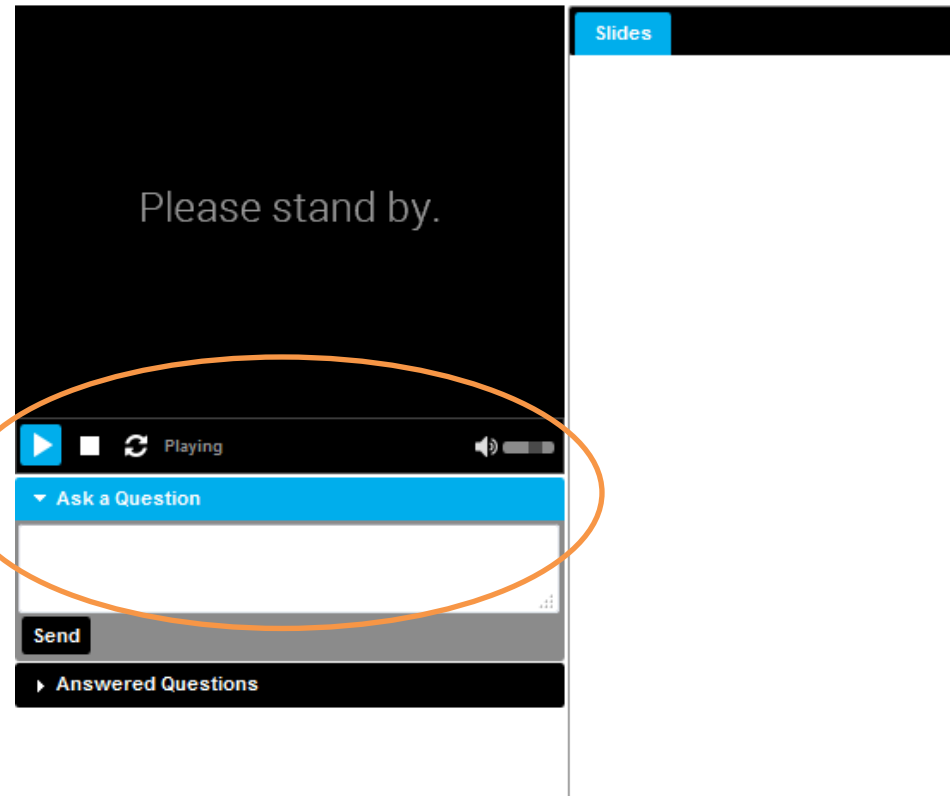
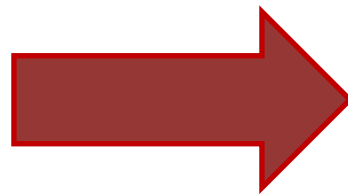
O – Tell me what's happening in this picture.

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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Upcoming Webcasts

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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