



Developmental Learning Solutions

Everyone has the innate ability to learn, and the inherent right to the pursuit of knowledge.™

This month:

More Ways to Make Home Learning Effective *Practical Ideas from Educational Therapy*

Parent Workshop
Thurs. 11/12, 6:30pm
EXECUTIVE
FUNCTIONING FOR
EFFICIENCY & CALM

Last month, we shared techniques for supporting home learning as a *learning assistant* working with your *learner*. Those six tips are outlined in our October newsletter, available on our website or by emailing us (info@dls-learning.com) for a copy.

The techniques for switching between roles as a parent and a learning assistant, as well as setting up a learning environment included:

1. Parents defining their purpose in helping their learner. Defining and writing up one's purpose helps keep you in your role as an "aide" vs. as a parent.
2. Having your child (learner) define their purpose, to help them articulate and be in their role as learner (vs. as child/teen).
3. Defining a space and time for learning: our page of tips to make the learning environment dynamic supports better learning at the home.
4. Being clear to your learner when you're "switching" roles. It's key to remind your learner – and yourself – of which role you're in before school, during breaks, and after school.
5. Giving positive reflection at the end of the day – even if it's been a tough one. Reflecting on each day helps with remembering things that worked well, and things to try differently.
6. Repeat again for the next learning day.

This review brings us to ***More Ways to Make Home Learning Effective***. *What can you try if things didn't work out as smoothly as possible?*

On the next pages:

- **How to Stay in Your Roles after the First 20 Minutes.... After the First Hour**
- **What to Do if Your Learner Tunes Out**
- **How to Provide Support if You're Helping Long Distance**
- **What to Do if Your Patience is Running Out**

Join DLS Director John Fleming, BCET on Thurs. 11/12, 6:30pm for a workshop on the basics of understanding & building executive functioning (EF) skills, including how emotions can affect EF. Free. Register & join with this Zoom link: <https://tinyurl.com/y3qg8rf9>

EXECUTIVE
FUNCTIONING
FOR EFFICIENCY
& CALM

Problem-solving as the learning assistant: staying in your role, and bringing them back to their role

How to *stay in your role* after the first 20 minutes... After the 1st hour?

This is surprisingly difficult: we are creatures of habit, and we may slip back into our *parent* role after a bit.

If we can stay consciously aware of our role, we can remember that we're the "aide" during learning time.

Try This: Bring in something out of the ordinary environment to be a reminder. Try a visual or an auditory reminder, such as:

- a sign
- a light
- a knick-knack

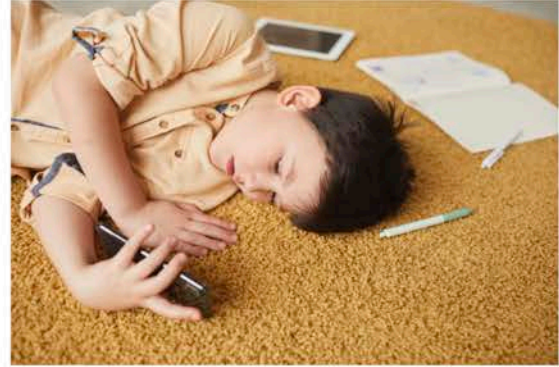
Try any signal that acts as a reminder to you, e.g.: a kitchen whisk, a puzzle piece, a piece of jewelry, a pez dispenser, a special photo.



Using something that looks or sounds "out of the ordinary" in the learning space can help remind us of our role as learning aide rather than as parent.

The key is finding a reminder that doesn't distract from the learner but provides you a clue. You might try a framed travel photo sitting in your view, or a knick knack, or a kitchen item.... Find an item that will look different or out of place in the space and can act as a reminder to "stay in your role."

Tuning out? Losing focus? That's is all too easy in a less than dynamic environment, even at the best of times. It makes sense to pre-plan for this possibility.



What if your learner *tunes out*?

This is a common difficulty. It's OK to assume that it will happen... and to be ready for it.

Try This:

1. Quickly evaluate if your learner can describe when they are able to focus on their own (let them try to figure it out). You're looking at the efficiency, but you're also looking at *the reason* to have the efficiency (its purpose). If difficult, you can help by asking questions like:

- How long would you like to spend on this?
- What tends to slow you down?
- How can I help?

2. After evaluation, honor what they've discovered about their learning. See if they can review for you "where they want to be."

3. If you see that getting back to work is still difficult, take a break. Change the environment for a few minutes:

- Turn on music for a song/dance break
- Do a quick chore (one with movement)
- Open windows and get fresh air, or run around the block

Problem-solving as the learning assistant: helping from afar, and helping when it's difficult

How to help if you're helping *long distance* (away from home)?

You can support your learner long distance: the key is to schedule everything for the day, including the check-ins.

Try This: Create a *timeline* (not a to do list)

- Start the day with what *they* want to do — the activity they want to include. Use the fun stuff (the 'carrots') to start the scheduling. Add in breaks, lunch, and then the more difficult work.
- Schedule times for both schoolwork *and* homework (label each for clarity)
- Identify (if the learner can) where they get stuck or lost, and do the check-ins at those crucial times — set up consistent email or text reminders for these check-ins
- Have at least three check-ins each day. Ask:
 - How's your day going, on a scale from 0-10?
 - How do you feel you're doing vs. what you have to complete, on a scale of 0-10?
 - What would help you now? What do we need to do to change to the schedule to get thru what you need to get through today?



The dynamics between child and parent are complex. Problem solving drops to zero when emotions are high: they get in the way. Taking a break helps.

What if your *patience is running out*?

Try This: First, step away!

Step away, release the feelings (impatience, frustration), and shift over into thinking. Ask yourself: "What's happening here? Are we forgetting the roles we're in?" Consider if there is an issue that has overlapped (did they forget to unload the dishwasher)?

Change the environment as soon as you can — take a walk (you, the learner, both of you)

No matter how important it is, don't elevate your voice to the level of an argument. Be the parent at a *later* time – right now, your job now is to stay in role as the learning assistant.

After a break: re-engage by:

- Reviewing the schedule, including the 'carrot,' the breaks, and the amount of work
- Notice areas where you may want to make changes
- Gently work to ensure the learner knows you are there to problem-solve with them

Join us for a parent workshop and discussion
Thurs., November 12th at 6:30pm
Executive Functioning for Efficiency & Calm

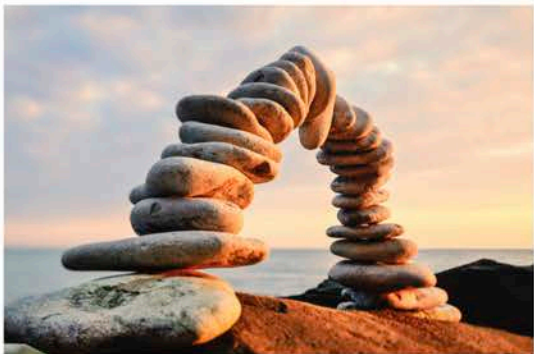
Use this link to register & join at 6:30pm on Thurs. 11/12: <https://tinyurl.com/y3qg8rf9>

Join John R. Fleming, BCET, DLS Founder and Director, as he shares ways to keep executive functioning – the skills that help keep us organized, on-task, and more productive – as effective, simple, and calm as possible.

Topics covered will include:

- The basic *elements* of Executive Functioning
- How *planning* works
- The complexities of *tasks*
- Getting it done!

Feel free to send questions in advance (info@dls-learning.com), and we'll include in the discussion.



DLS is here to support learning with online sessions of multiple kinds, from reading to writing to math to executive functioning and organization.

DLS Support

DLS is currently offering the following additional online support:

- Executive functioning support / organizational support
- Extra Tutoring and Study Halls (after ET or tutoring appointments)
- Extra educational therapy sessions – short sessions more frequently
- Coaching for parents supporting their learners

In December's Newsletter:

Executive functioning skills let us organize our day and our tasks. We'll share our simplified system for organizing school days and school tasks to make them more effective.

January Workshop: More Executive Functioning

Coming in our January parent workshop: a deeper dive into executive functioning skills for all ages of learners, starting with elementary school to high school, college, and beyond.

For more information:
E: info@dls-learning.com
Ph: (831) 429-5987
www.dls-learning.com



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