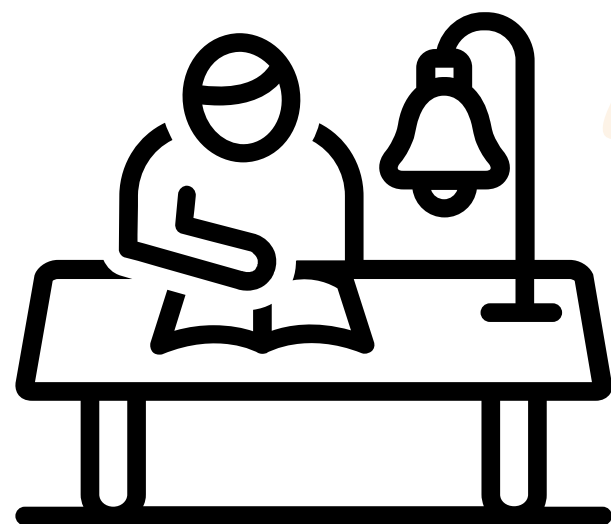


**GETTING OFF TO
A GOOD START**

this school year



with Susan Schenk
cofounder of Shift Your Thinking

Hello

I'm Susan Schenk - cofounder of Shift Your Thinking

#1

I'm a parent of three kids - they taught me the most!

#2

I worked in the school setting as an Occupational Therapist for 20+ years.

#3

I have a learning difference and understand the learning journey.

I would like this to be interactive

use the chat area

put any comments or questions there



Reflect

What would a "good" school year look like for my child?

3 Foundational Pieces

for a good start!



Listen



Observe



Focus

A Good Start...

Listen

Simple yet
powerful and
essential.

Observe

The demands and
your child's skills

Focus

Many issues can
get tangled up and
make it hard to see
what is the main
concern.

Who are we listening to?

Your child

what are they experiencing... it's SO important

Listen

You can't help if you don't know what's

Getting in the Way

SHIFT: Kids do well **IF THEY CAN!**

Adults go straight to fixing without knowing the real issue.

1/2 baked explanations lead to 1/2 baked solutions -- and the **RESULTS ARE NOT GOOD!**

Dr Ross

**LISTENING to your child
is ESSENTIAL....**

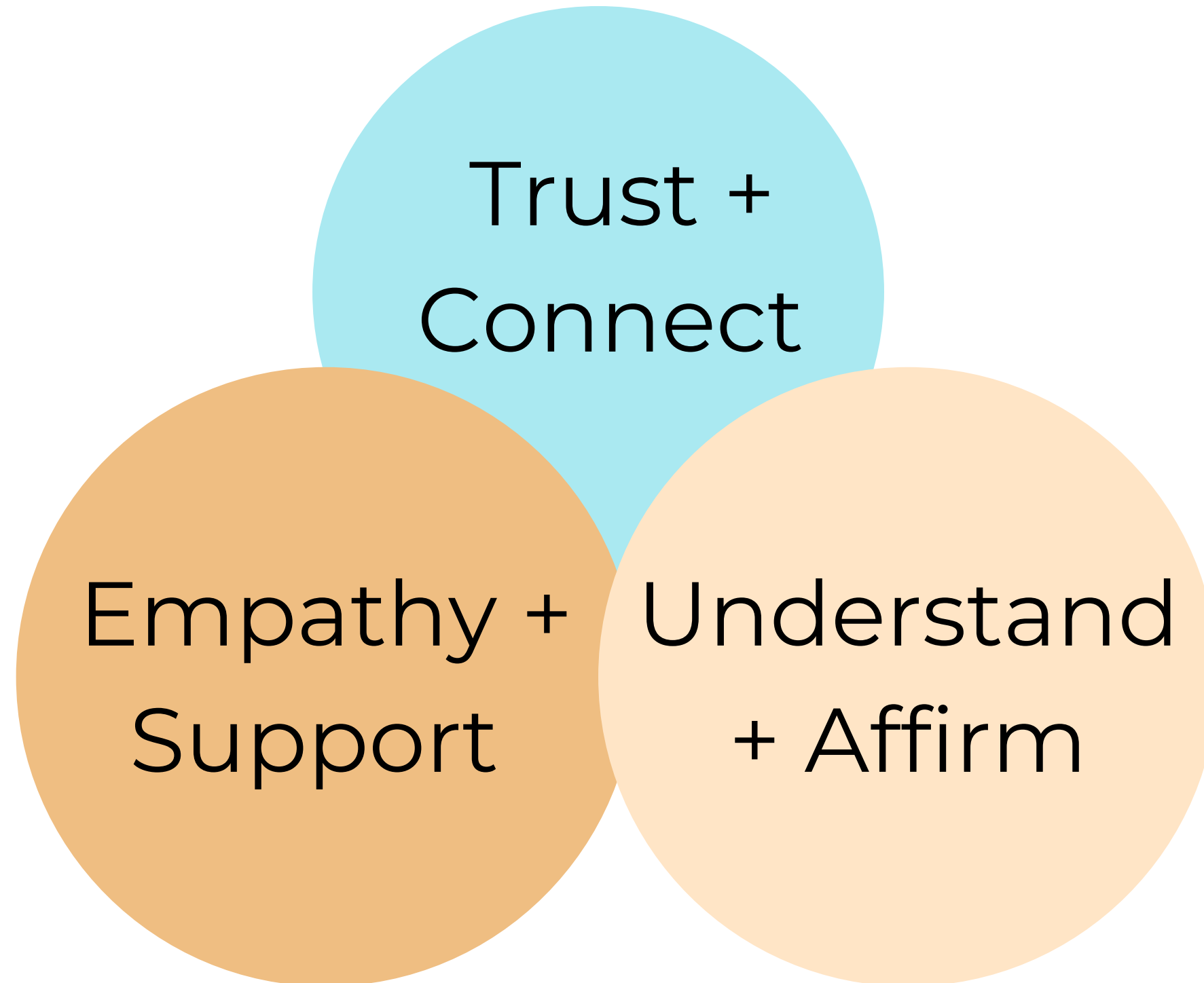
to make progress

And it helps them

understand what they need (advocate)
feel safe and valued

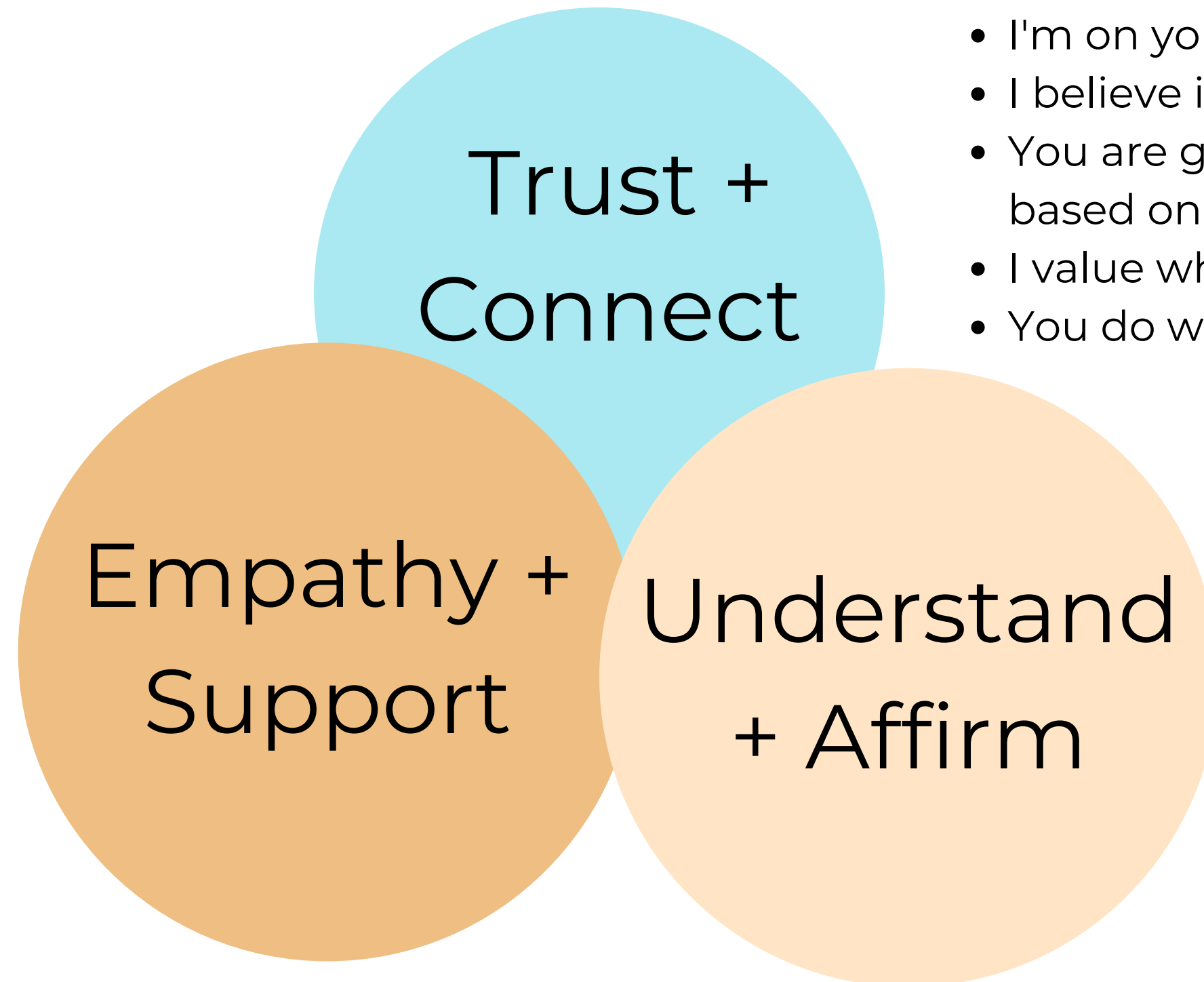
Active Listening

you need:



Listening to Your Teen

offers so much!



- I'm on your side
- I believe in you
- You are great the way you are (not based on your performance)
- I value what you have to say
- You do well when you can

Listening to Your Teen

offers so much!

Trust +
Connect

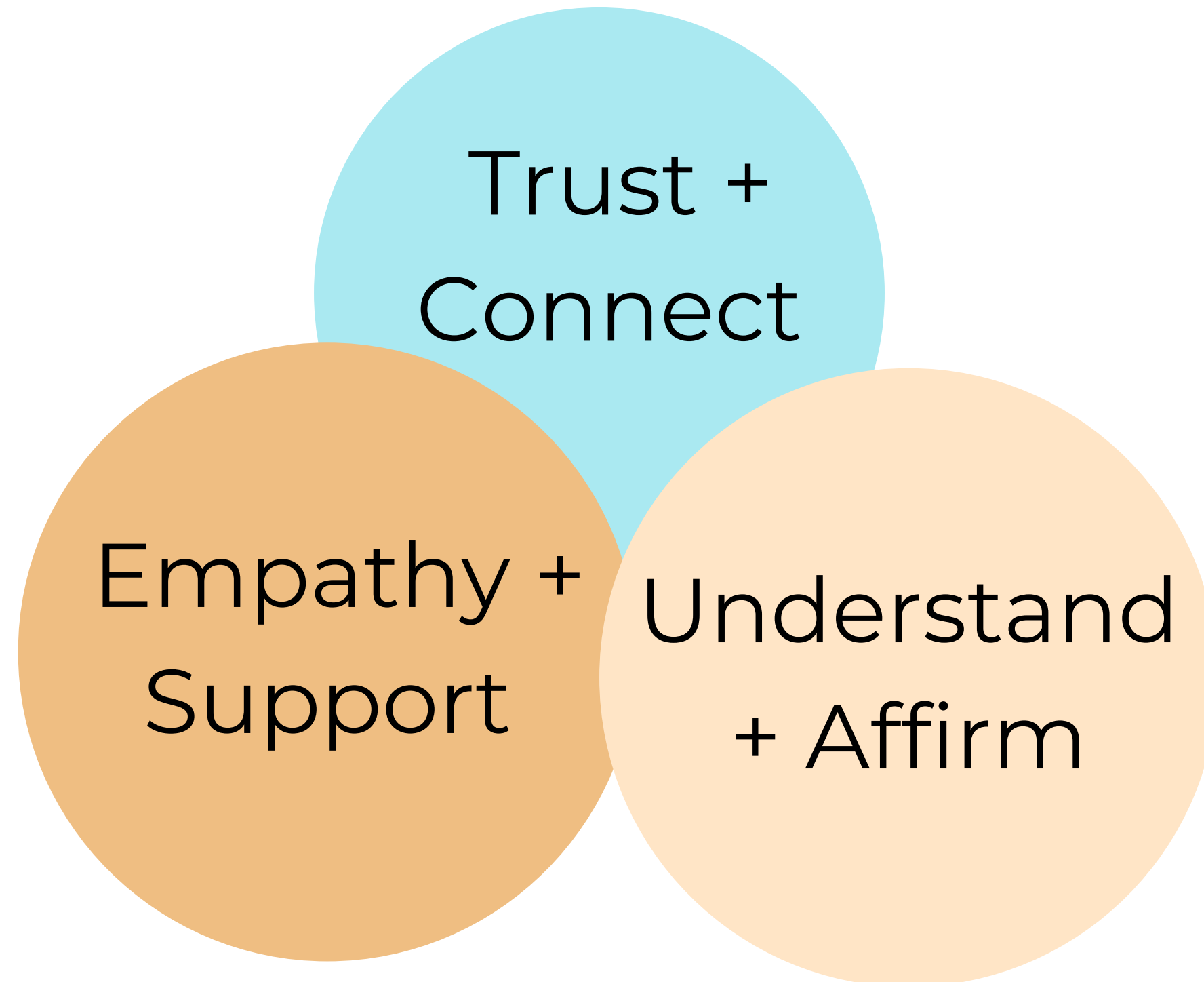
Empathy +
Support

Understand
+ Affirm

- Offers a safe place to eliminate shame
- Offers a place to share details that might not otherwise be talked about
- Allows your child a place to reflect and learn about themselves

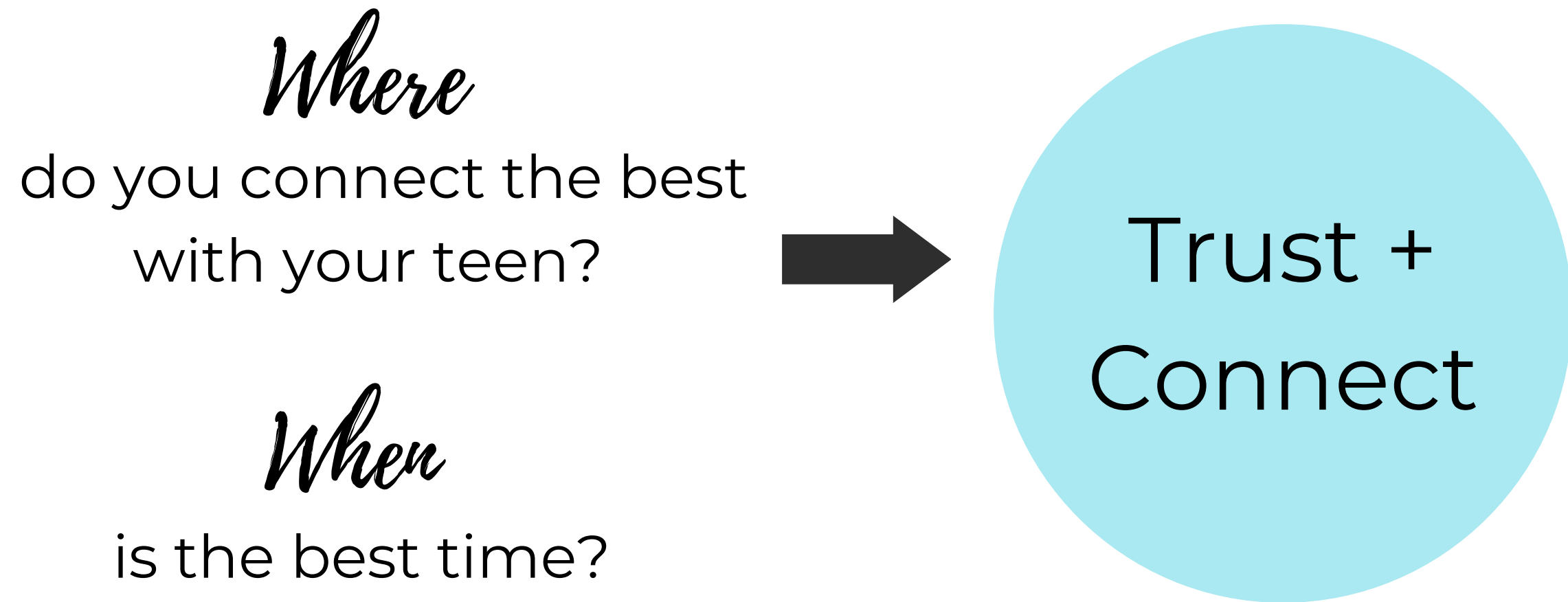
Listening to Your Teen

offers so much!



- Reflect what they are saying
- Affirm with simple statements - I see. Thanks for sharing that, etc
- Watch body language and not interrupt

Tips for our Expert



Tips from Sarah Roosensweet inside our Support Library

Listen

Trust + Connect

Don't take it personally!

Listen

Trust + Connect

Be a potted plant

Listen

Trust + Connect

Practice sideways listening

Listen



Trust + Connect

Connect on their terms

Listen

Trust + Connect

Look for the positive

Listen

Trust + Connect

Listen 90% - talk 10%

I've noticed you're not doing much homework.

What's up?

Side by side conversation and during a connected time

**I don't know.
The English teacher just talks too fast
and I can't remember what she said --
so I just pack up my books and leave.**

Ok, I see.

"She talks too fast and you don't understand
what you need to do." Yes.

How often does that happen at school?

Quite a bit...

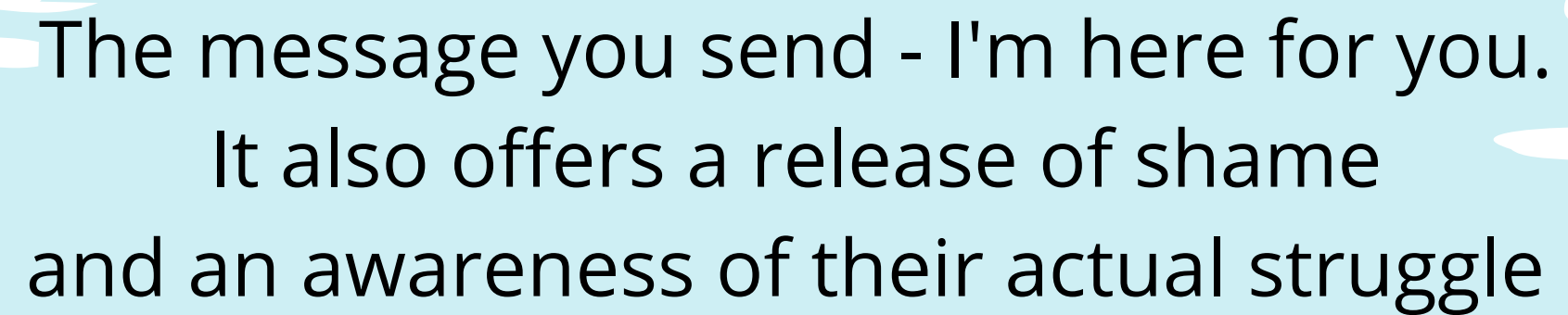
Read body language and offer time for more open discussion

Listen




Thanks for telling me.

:)



The message you send - I'm here for you.
It also offers a release of shame
and an awareness of their actual struggle

An orange splash graphic with various sized droplets and dots radiating from a central point.

...everything inside
you wants to help beyond
listening!

A light blue rectangular graphic with a torn paper effect on the right side.

Remember,
you are helping!!

Resist the urge to lecture.

**...build/maintaining
a relationship
with
trust + connection**

**...offering a space
to feel safe
and heard**

**...removing the shame
of their experiences**

**...offer time for them to
reflect
on what is the issue**

**...allows you to hear
concerns
from their view**

**...allows them
to understand their
needs in order to
advocate in the future**



Listen

What question do you want to ask?

to gain understanding from your child

I've noticed _____ . What's up?



You can't help
if you don't know what's

Getting in the Way

You are listening and finding out what
the real issues are

-- so the **RESULTS WILL BE BETTER**

A Good Start...

Listen

Simple yet
powerful and
essential.

Observe

The demands and
your child's skills

Focus

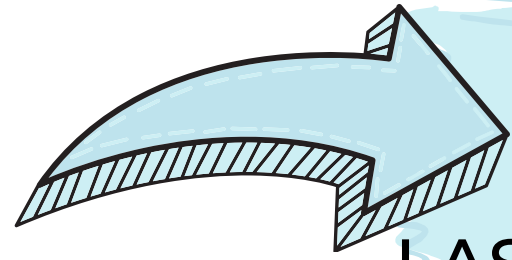
Many issues can
get tangled up and
make it hard to see
what is the main
concern.

Observe

You are
observing
as much as you can
while LISTENING to your teen!

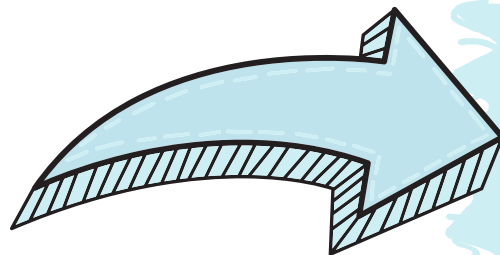
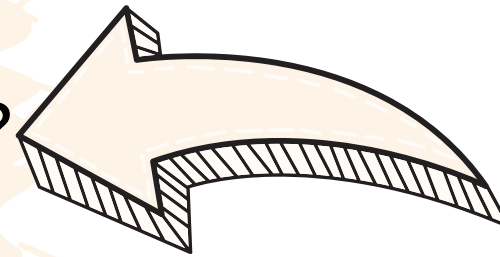
You may have a teen that shares quite a bit or not at all...so finding those times to connect is important

Examples of what you
are observing



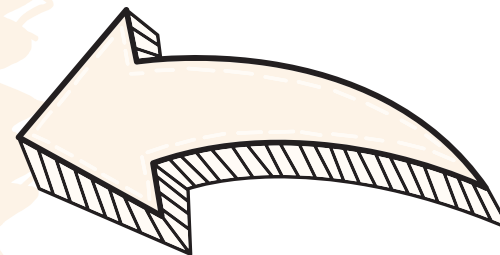
YOUR TEEN DID GREAT IN SCIENCE
LAST YEAR BUT THIS YEAR THEY ARE STRUGGLING....

WHY IS THAT?? WHAT WAS THE DIFFERENCE??



YOUR TEEN COMPLETES ALL THEIR
ASSIGNMENTS AT SCHOOL BUT NOW THEY
WANT TO COMPLETE THEM AT HOME

OBSERVE WHAT THE DIFFERENCE MAY BE



Observe

Your child can be challenged
in some situations

but maybe not in all

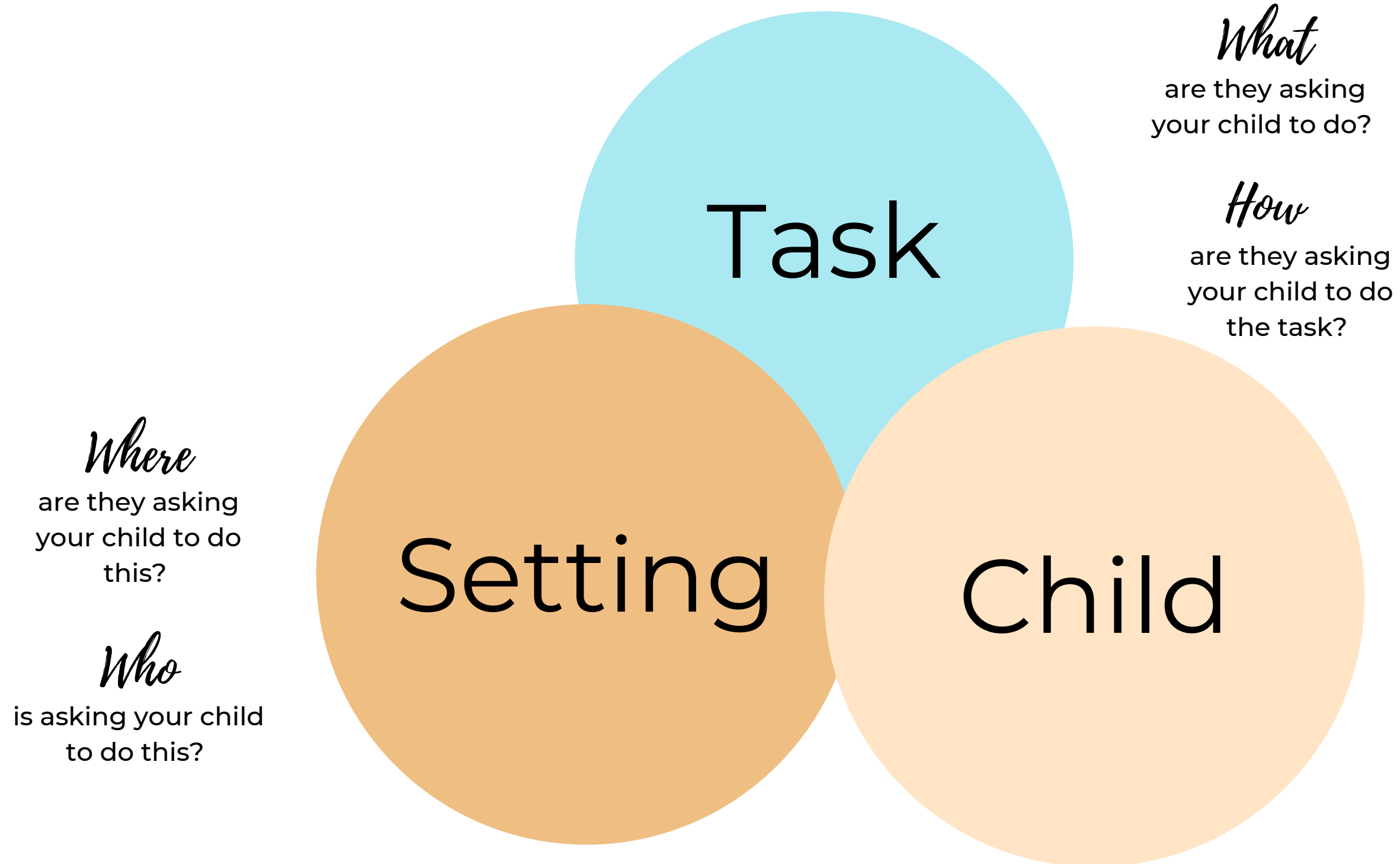
Dr Ross

It's the **DEMANDS**
that bring out the challenges
-- and this can **CHANGE** based on the
environment!

The Environment and Tasks

Observe

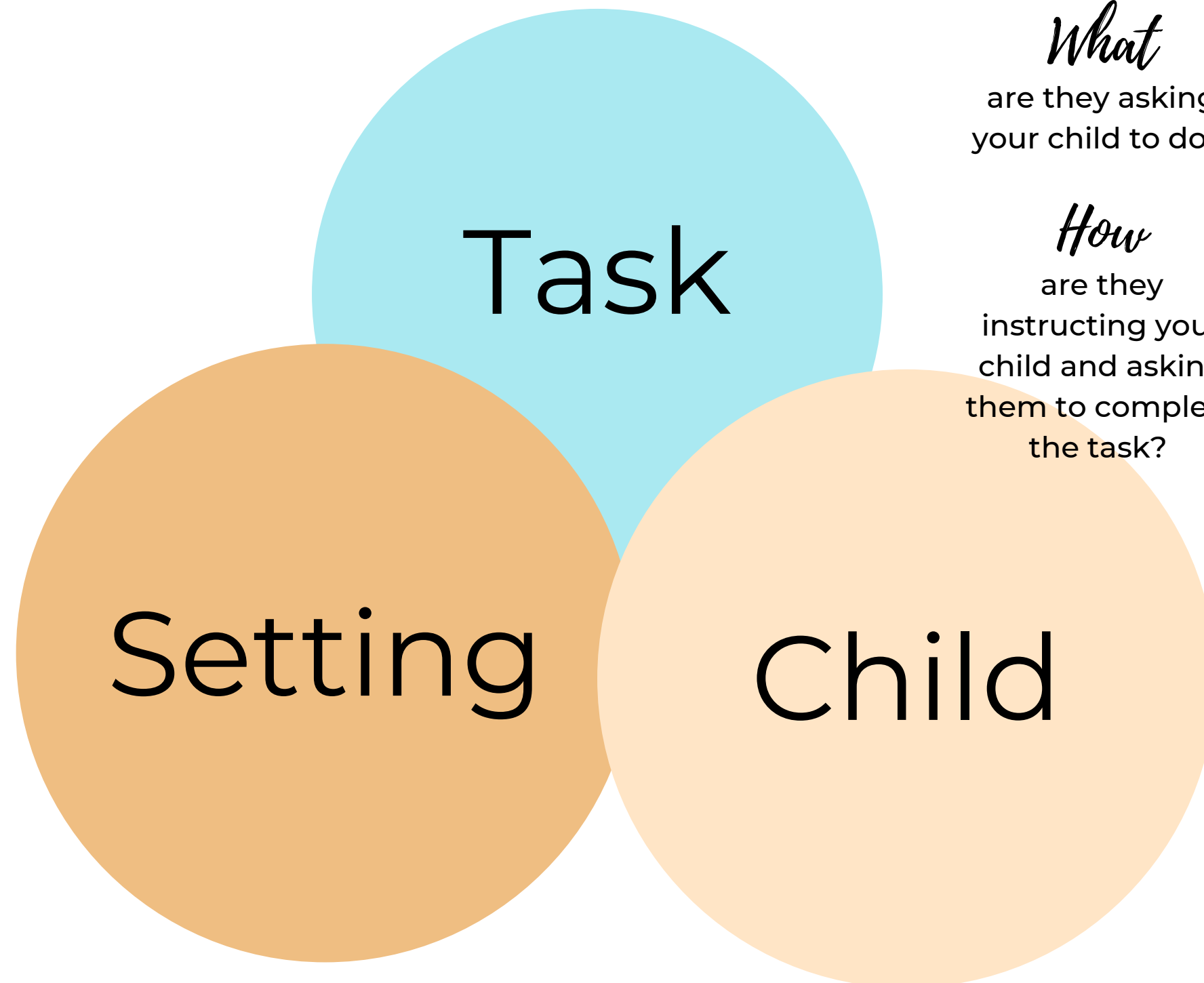
are about what, how, where and who!



Let's break it down

in each area

Observe



What

are they asking your child to do?

- Too hard
- Too easy
- New or has been done before

How

are they instructing your child and asking them to complete the task?

- Visuals
- Auditory
- Modelling
- Accommodations??

Where

are they asking your child to do this?

- Classroom
- Separate area
- Peer Group
- Home/Online

Who

is asking your child to do this?

- Teacher - good rapport or not
- EA or LRT
- Tutor/Therapist

- Skills: Strengths/Weaknesses
- Interests/Personality
- Physical/Mental health

Listen

Observe

**I don't know.
The English teacher just talks too fast
and I can't remember what she said --
so I just pack up my books and leave.**

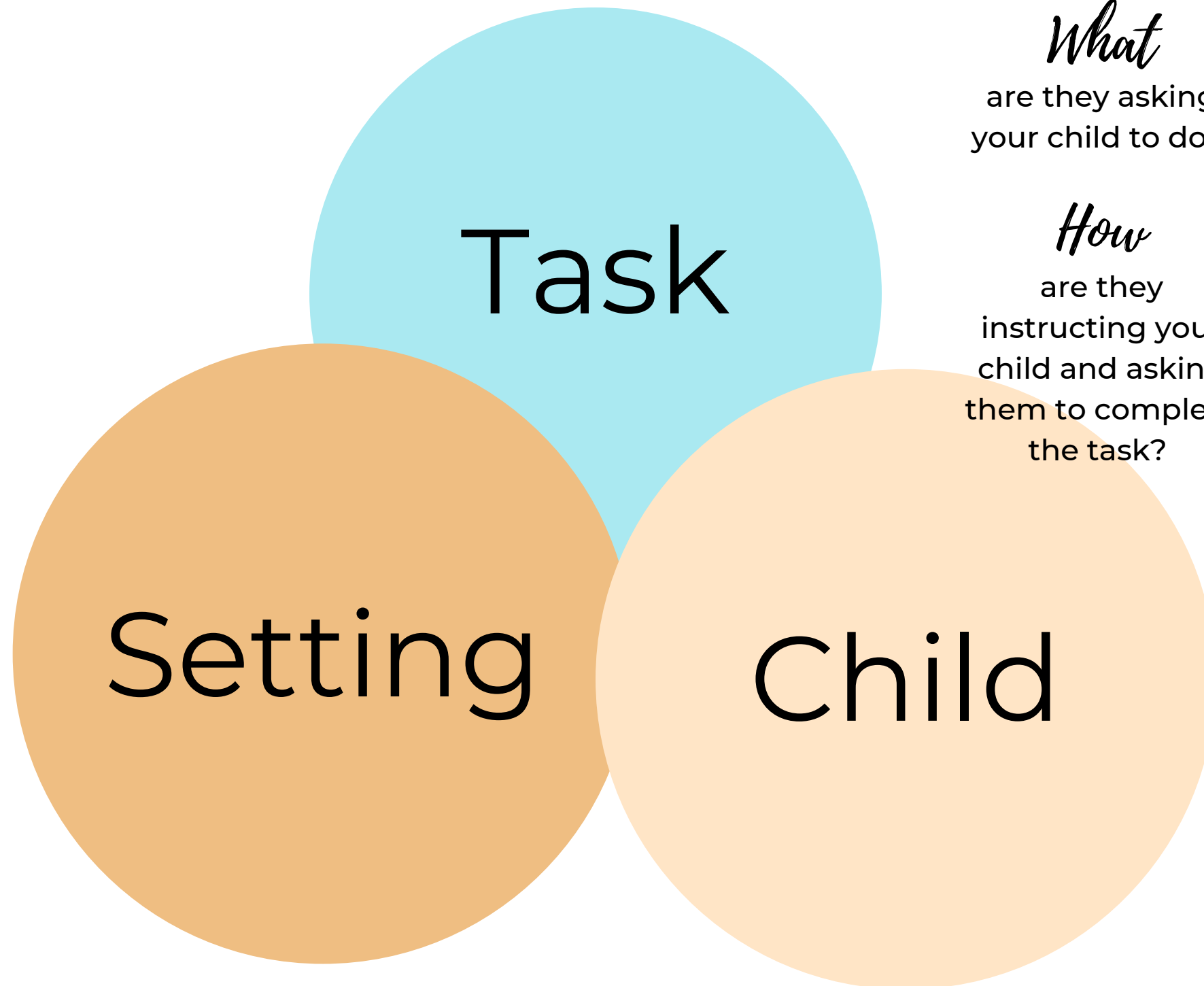
Ok, I see.

"She talks too fast and you don't understand
what you need to do." Yes.

What did you hear?

in each area

Observe



What

are they asking your child to do?

- Too hard???
- Too easy - most likely not
- New or has been done before???

How

are they instructing your child and asking them to complete the task?

- Visuals - no
- **Auditory - too fast**
- Modelling - no
- Accommodations -no

Where

are they asking your child to do this?

- Classroom

Who

is asking your child to do this?

- Eng Teacher

- Skills: Strengths/Weaknesses
- Interests/Personality
- Physical/Mental health

**What if she wrote what she wanted
on the board? or online?**

Would that help?

What if, how and why Questions are best

Observe

**No, no really!! I don't understand
anything in that class!!**

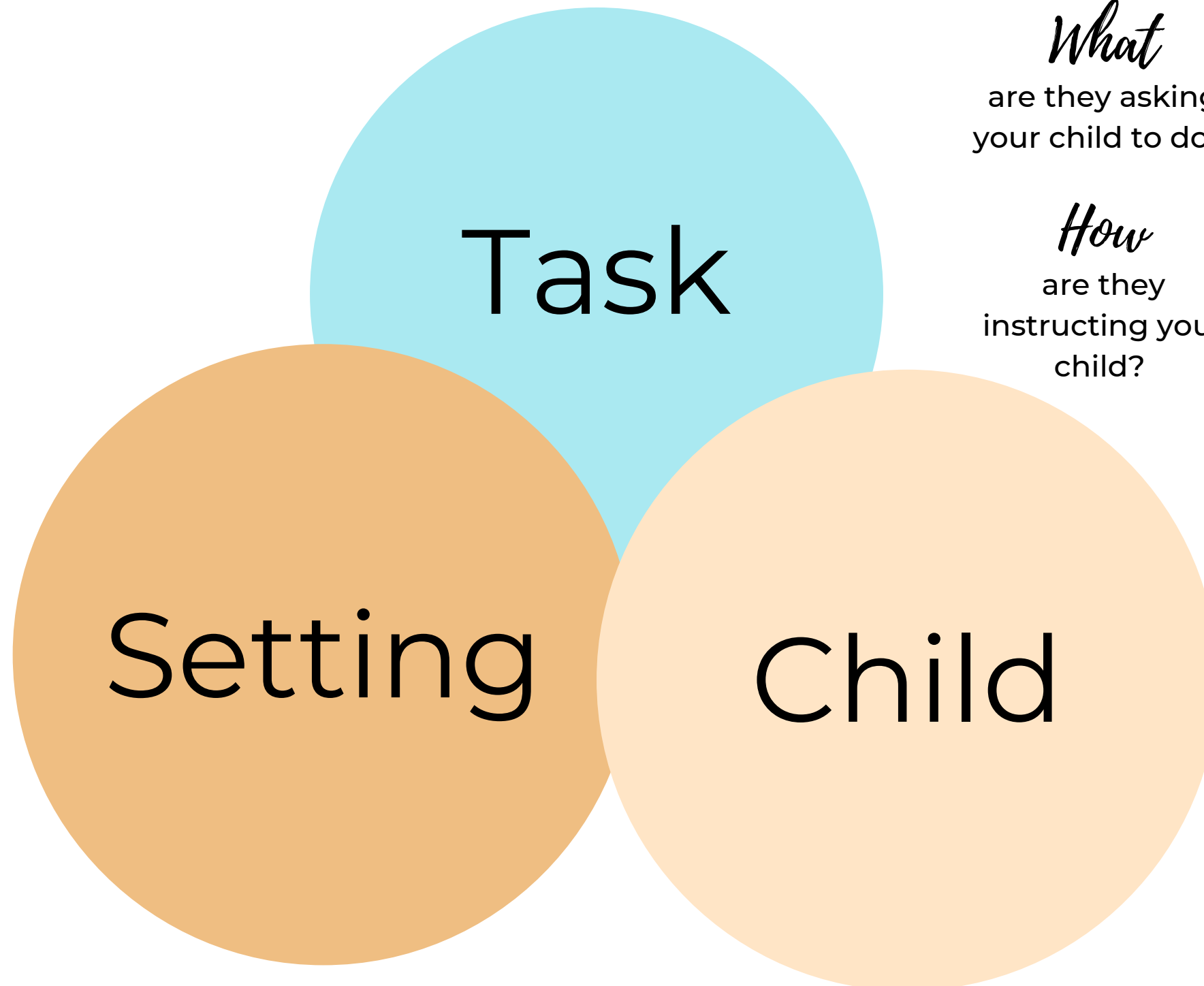
Ok, I see.

You now are gaining understanding

More details...

about this unsolved problem

Observe



What
are they asking
your child to do?

How
are they
instructing your
child?

Where
are they asking
your child to do
this?

Who
is asking your child
to do this?

- Too hard - right now
- New ????

- Visuals - no
- **Auditory** - too fast
- Modelling - no
- Accommodations -no

- Skills: Strengths/Weaknesses
- Interests/Personality
- Physical/Mental health

- Classroom

- Eng
Teacher

Observe

You are gaining details of what is

Getting in the Way

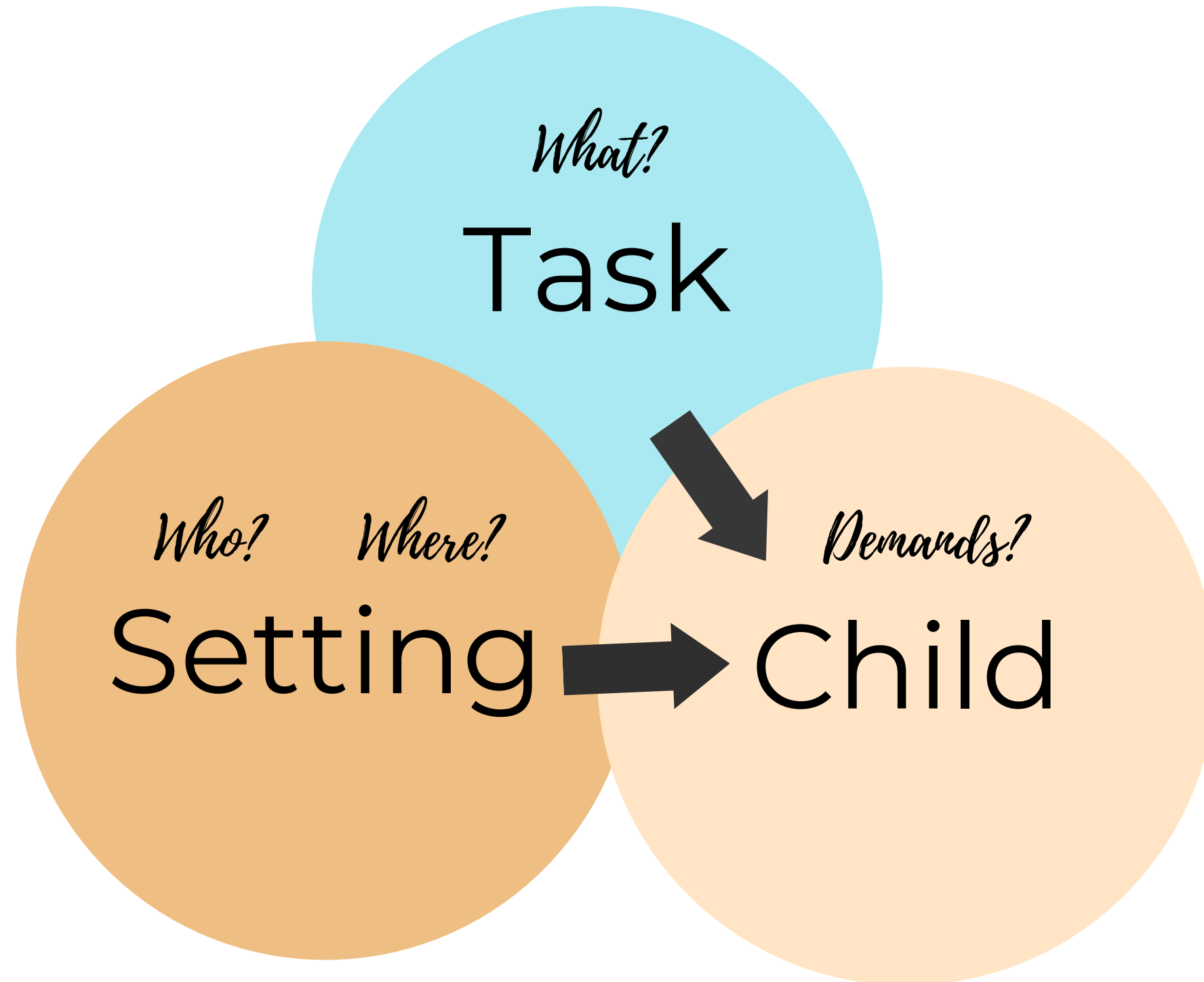
From your child

-- and their views

Your turn

Problems are when
demands exceed the skill level

Observe



Write it down

Be Curious

Talk + Listen

**What
does my teen need to ...**

learn better!

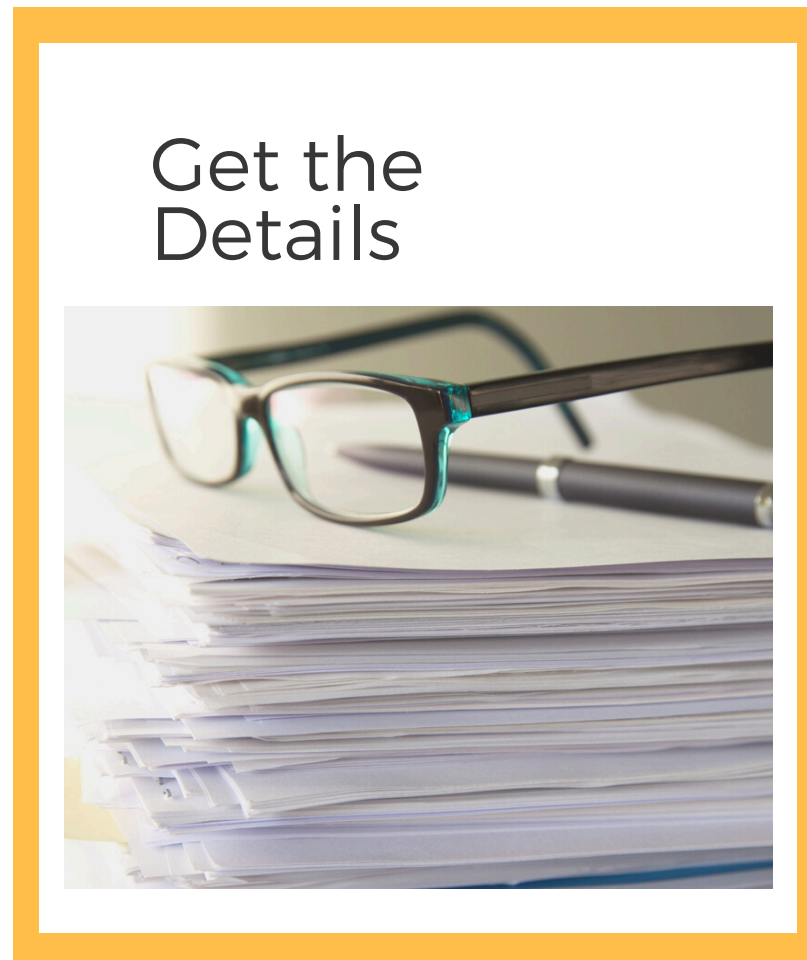
we have some tools that can get you started
and help you talk more with your teen

Checklist that helps you put your observations into words

Does your child inconsistently spell words? Y/N

Observe

SYT Resources



Q: I noticed you remembered how to spell a word that word yesterday but not today. Why do you think that is?

A: I don't know. I have to see the word a lot to get it right.

Dr Ross

Observe

Diagnosis doesn't tell you...

1. what skills a child is LACKING

2. what UNSOLVED PROBLEMS they have

3. what could be LEADING to behaviours

Observe

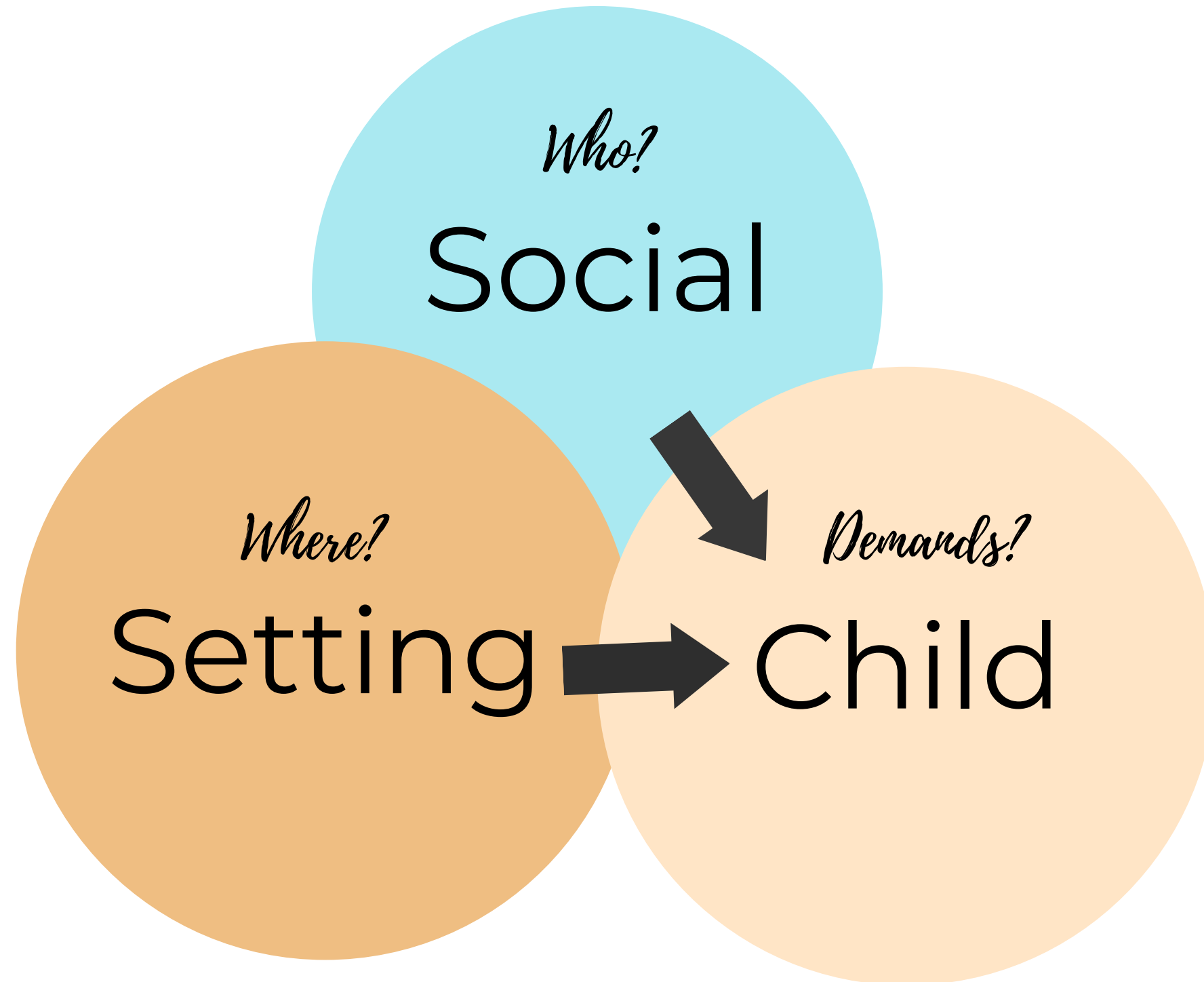
Not just
academics

There are so many
areas
social
emotional
life skills

Your turn

Problems are when
demands exceed the skill level

Observe



Write it down

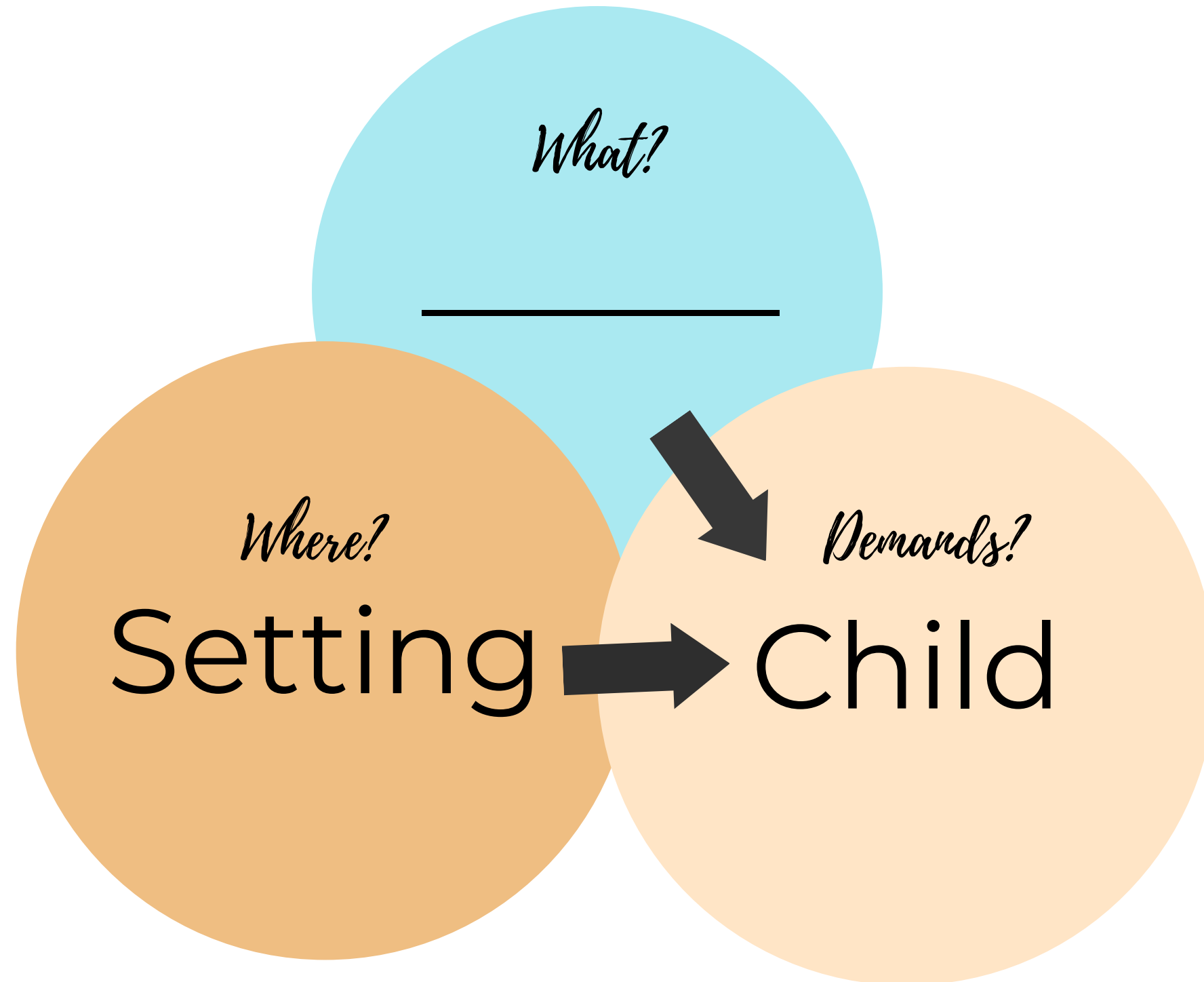
Be Curious

Talk + Listen

Your turn

Problems are when
demands exceed the skill level

Observe



Write it down

Be Curious

Talk + Listen

Observe

You can't help if you don't know what's

Getting in the Way

You are listening and observing to find
out the real issues

-- and the **OUTCOME WILL BE BETTER**

And finally
the next step is

Observe

The demands, your
child's skills and
the setting.

Listen

Simple yet
powerful and
essential.

Focus

Skill development
and progress are
needed.

what is MOST important right now?

ask your teen

what do you want to get better at?
or is frustrating you?

Focus



**If you focus on everything,
you change nothing.**

Focus

Priorities
rule!

**Mental +
Physical Health**

**Life + Social
skills**

**Understanding
themselves -
how they think
and learn**

**Academic
grades**

Focus

**No I don't understand anything in
that class!!**



Ok, I see.

Priorities: Do you want to focus on this now?

Is this important to you? Do you want to change this?

Yes, I do.

You are working through their priorities and then what they need

More details needed...

about the unsolved problem in English

Focus

What

are they asking
your child to do?

How

are they
instructing your
child?

- What is too hard?
- Is this new ???

- Visuals - no
- **Auditory - too fast**
- Modelling - no
- Accommodations -no

- Skills: Strengths/Weaknesses
- Interests/Personality
- Physical/Mental health

Task

Setting

Child

- Ask more open
questions....

Where

are they asking
your child to do
this?

Who

is asking your child
to do this?

- Classroom

- Eng
Teacher

Focus

When you focus on developing skills together

kids get better

Dr Ross

It's NOT gonna be easy.
It NOT gonna be fast.

Focus

**Kids do well if they WANNA
philosophy - is wrong.**

**(these labels will identify this
philosophy: Limit testing,
unmotivated, attention seeking, lazy
kid**

**Make them WANNA -
leads to reward and
punish approach!**

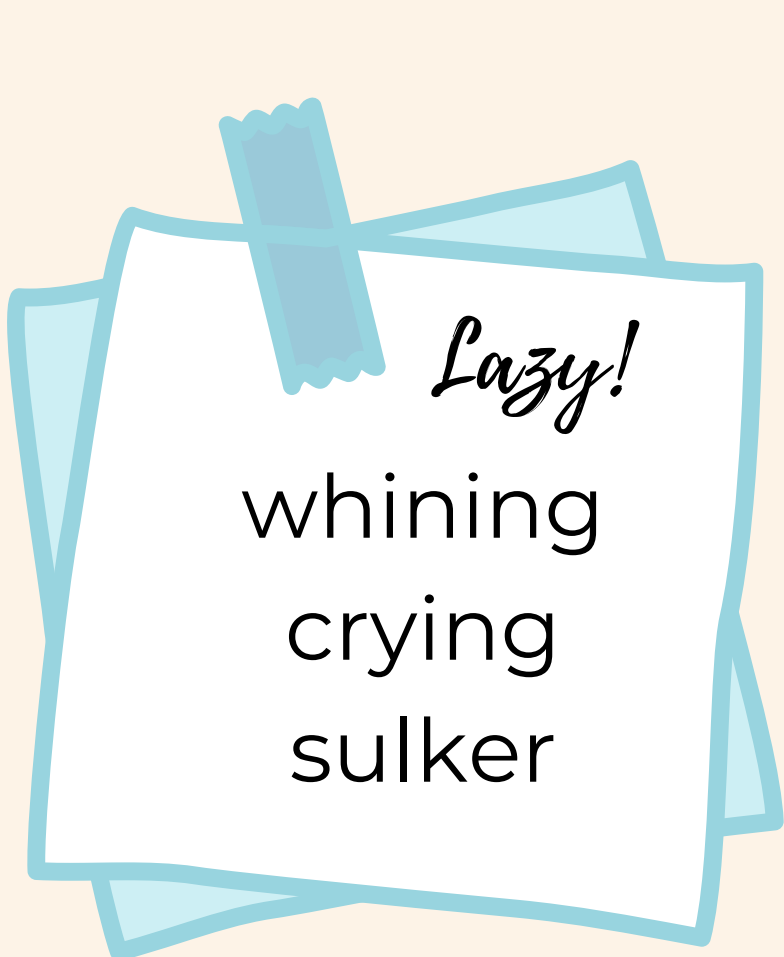
Kids don't need motivation

they need help

Dr Ross

to develop their
skills!

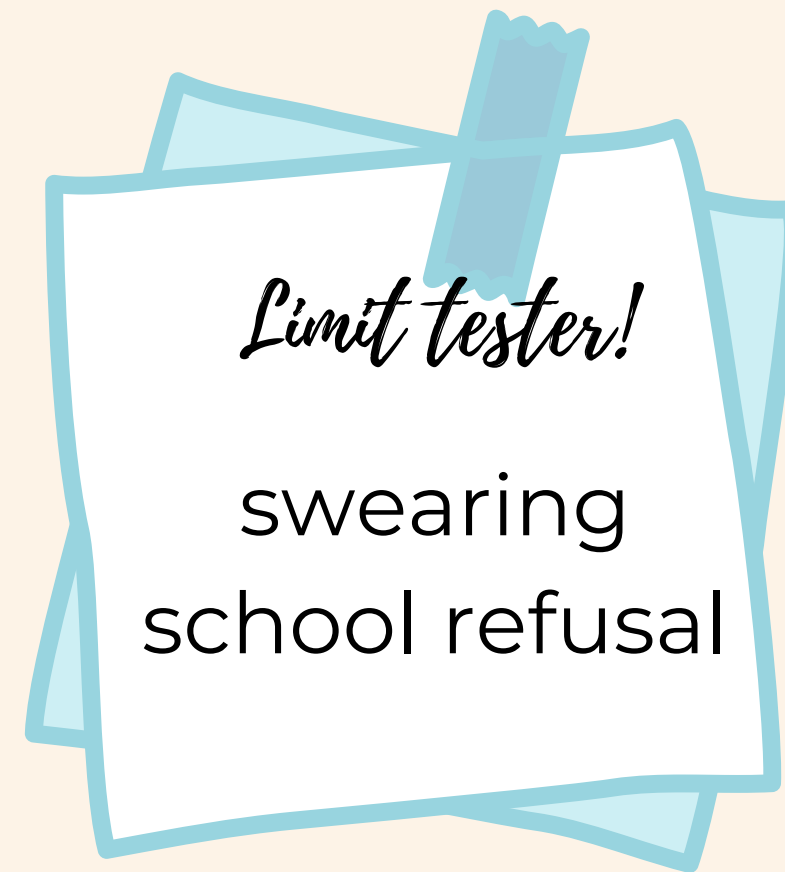
When we don't address lagging skills -- and label kids they can be pushed down the spectrum of behaviours



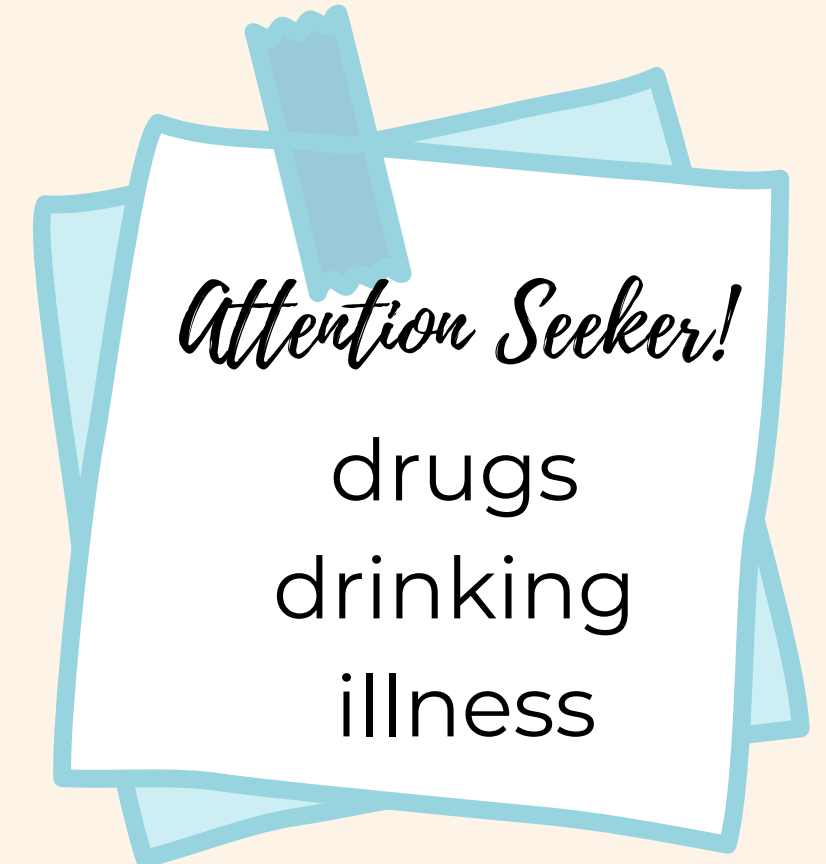
Lazy!
whining
crying
sulker



Not motivated!
screamer



Limit tester!
swearing
school refusal



Attention Seeker!
drugs
drinking
illness

We all prefer to look good
(DON'T WE)

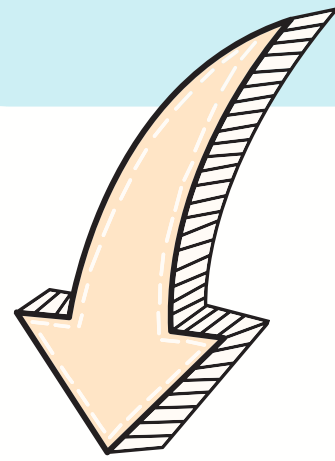
...but if we can't we look

BAD!

Dr Ross

Focus

skill - no
motivation - no



this is what
kids in
prison show
BUT NOT
FOR LONG if
the focus is
on their
lagging skills

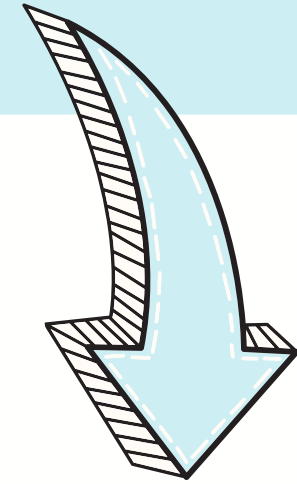
**SKILL - NO
MOTIVATION - YES**



KIDS DO WELL IF
THEY CAN - IS
WHAT WE SEE
MOST OFTEN

let's get to work

skill - yes
motivation - no



this is what
people
THINK they
see

Focus

**are the priorities focusing on
behaviours instead of ...**

skills?

Then the focus is on the wrong area

All challenging behaviours
COMMUNICATE that

*the child doesn't
have the skills to do it better*

Dr Ross

BECAUSE if he /she could
...he/she WOULD

IF we focus on
the wrong areas = no progress
too many skills = no progress
motivation focus = punishment
or performance only = low self worth

we are heading in the wrong
direction

Your turn

Focus

Complete this sentence.

My child has difficulty _____ (verb)

in

_____ (one specific area)

We have moved through
the 3 foundational pieces



to help your child
with unsolved problems at school -
one priority at a time!

Focus

**You will have a
specific issue**

that your child wants
to address

once this is worked
through you can
look at another area
that needs support

This leads to the
final question: how do I

support
my teen?

Range of Support

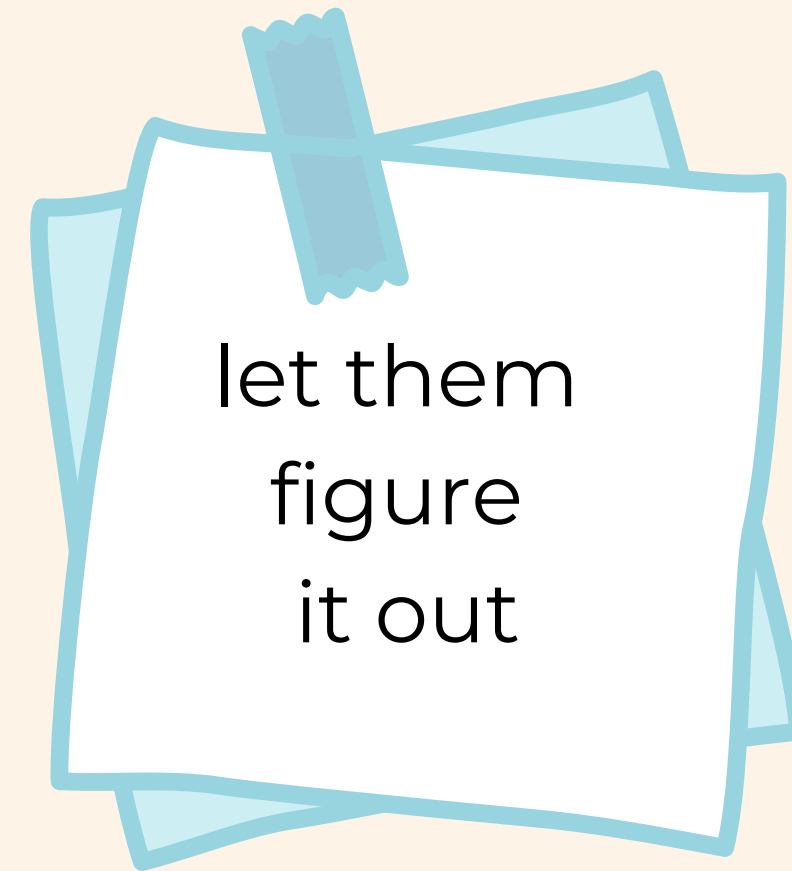
Focus



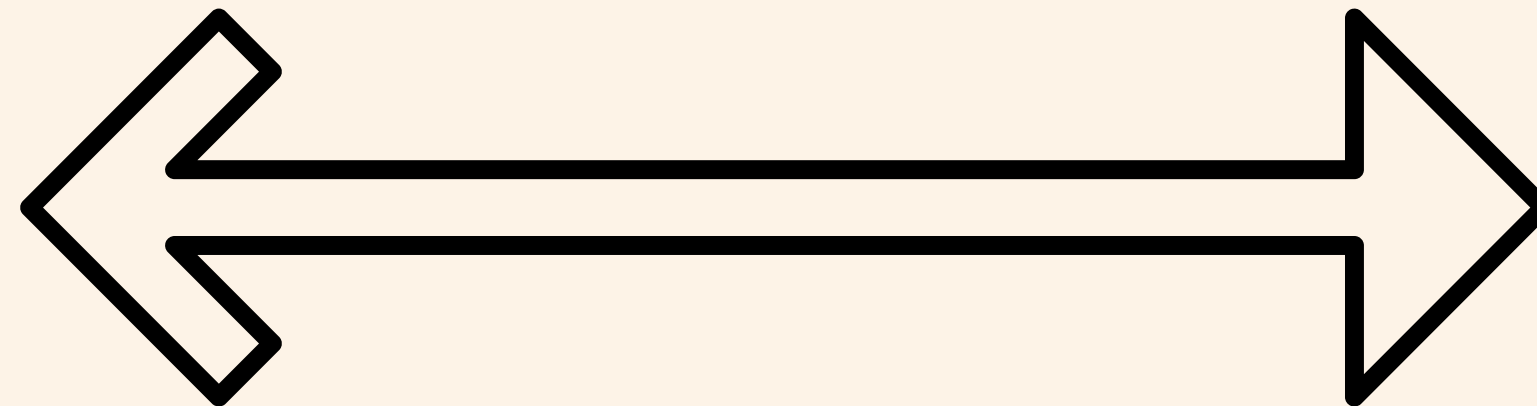
I step in and
do it for them



I check in
and support
when needed



let them
figure
it out



Focus

You can't help if you don't know what's

Getting in the Way

You are listening and observing to find out the real issue. THEN focusing on the REAL priorities

and the OUTCOME WILL BE BETTER



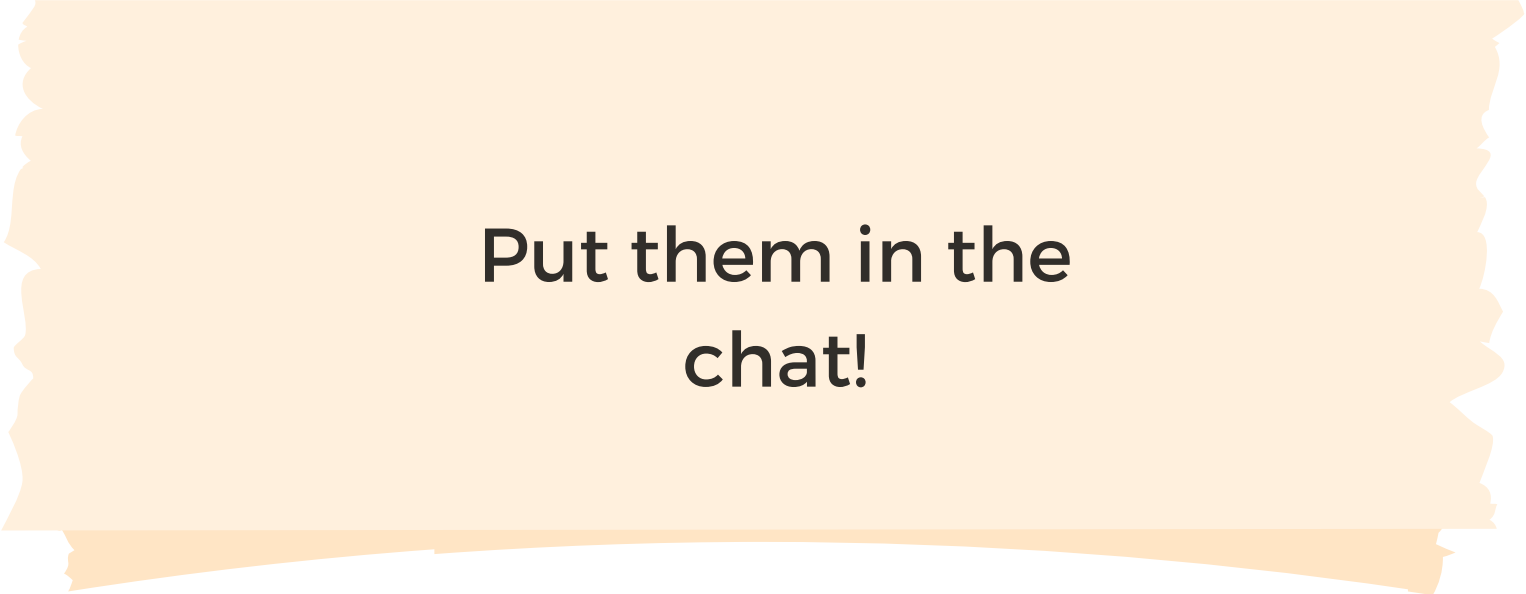
Reflect

What would my child say was
a "good" school year for them?



Any Questions?

or comments



**Put them in the
chat!**

Join us inside our
free

Support Library, Youth Calls
and Live Summit!

www.shiftyourthinkingld.com

Dr Ross Greene resources at
livesinthebalance.org

The wording for the unsolved problem

ALSUP

ASSESSMENT OF LAGGING SKILLS AND
UNSOLVED PROBLEMS.

Difficulty _____ (verb)

in

_____ (one specific area)

the wording is important to help the child
come together to solve the problem

More talks coming!

for a good start!

Tonight
A Good Start

3 foundation pieces
to help figuring
out what your child
is dealing with

January
Working with others

**Making plans +
getting out of mishaps**
to ensure your child
is successful this year

April
Finishing well

**What happened
this year
and
where is your child
heading next year**



thank
you!