

O C T O B E R 2 0 1 8

Psych Up Ashford!

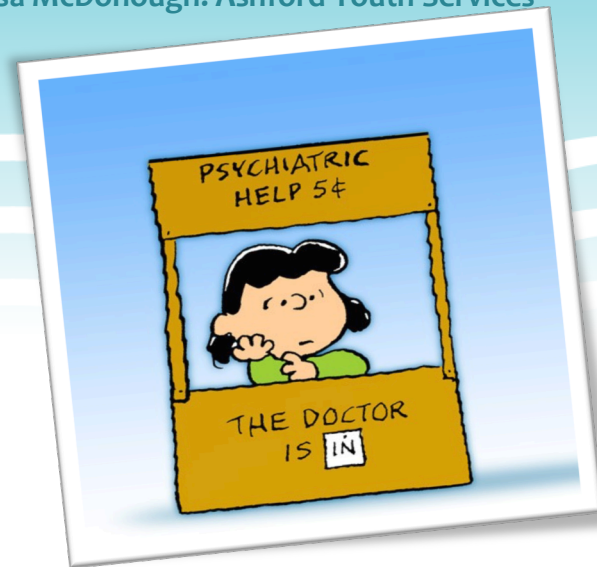
Brought to you by your **Mental Health Squad**:

Emily Deliberto, School Psychologist PK-3rd
Jessica Bernardi, School Counselor 5th-8th

Alicia Marceau, School Psychologist 4th-8th
Melissa McDonough, Ashford Youth Services

An ADHD Poem by Andrea Chesterman-Smith

Take my hand and come with me
I want to teach you about ADHD
I need you to know, I want to explain,
I have a very different brain
Sights sounds and thoughts collide
What to do first? I can't decide
Please understand I'm not to blame
I just can't process things the same
Take my hand and walk with me
Let me show you about ADHD
I try to behave, I want to be good
But I sometimes forget to do as I should
Walk with me and wear my shoes
You'll see its not the way I'd choose
I do know what I'm supposed to do
But my brain is slow getting the message through
Take my hand and talk with me
I want to tell you about ADHD
I rarely think before I talk
I often run when I should walk
It's hard to get my school work done
My thoughts are outside having fun
I never know just where to start
I think with my feelings and see with my heart
Take my hand and stand by me
I need you to know about ADHD
It's hard to explain but I want you to know
I can't help letting my feelings show
Sometimes I'm angry, jealous or sad
I feel overwhelmed, frustrated and mad
I can't concentrate and I loose all my stuff
I try really hard but it's never enough
Take my hand and learn with me
We need to know more about ADHD
I worry a lot about getting things wrong
everything I do takes twice as long
everyday is exhausting for me
Looking through the fog of ADHD
I'm often so misunderstood
I would change in a heartbeat if I could
Take my hand and listen to me
I want to share a secret about ADHD
I want you to know there is more to me
I'm not defined by it you see
I'm sensitive, kind and lots of fun
I'm blamed for things I haven't done
I'm the loyalist friend you'll ever know
I just need a chance to let it show
Take my hand and look at me
Just forget about the ADHD
I have real feelings just like you
The love in my heart is just as true
I may have a brain that can never rest
But please understand I'm trying my best
I want you to know, I need you to see
I'm more than the label, I am still me!!!!



The Monthly School Psych Newsletter: Helping You Help Your Students Socially & Emotionally

This year, Ashford has formed a Mental Health Squad! The benefit to teachers? The Psych Up Ashford newsletter is now more comprehensive in supporting our student's social-emotional needs, offering multiple perspectives and addressing the many ages and developmental stages we work with here at Ashford School.

Save The Date!

ADHD Awareness Month

October

As a classroom teacher, remind yourself what is in a student's control with ADHD. Think about their lagging skills. How can you and your team teach and support those skills?

National Bullying Prevention Month

October

Teach students to self advocate. Help students learn to distinguish the difference between mean/unkind behavior and bullying.

Coming Up: World Kindness Day

Nov 13th

A day for random acts of kindness. Get ideas here:

<https://www.randomactsofkindness.org/kindness-ideas>

The Power of Connection

From your School Counselor, Jessica Bernardi

Think about it for just a minute. Aren't you more likely to go out of your way to please a boss who you feel values you as an individual and treats you with dignity and respect, rather than a boss who communicates a lack of respect for you? When your boss asks about your family, gives you "slack" when there is a personal emergency, or praises you for work well done, don't you develop feelings of regard for this boss and want to do your best to please him or her? Students have the same feelings.



STUDENTS DON'T CARE
HOW MUCH YOU KNOW,

UNTIL THEY KNOW HOW
MUCH YOU CARE.

- JOHN C. MAXWELL

Why Is It Important to Connect with ALL Students?

**No
SIGNIFICANT
LEARNING
OCCURS
WITHOUT A
SIGNIFICANT
relationship.**
Dr. James Comer

Promote Academic Success: Studies have shown that strong relationships between a teacher and his or her students can have a substantial impact on academic success. Students who create a strong bond with their teacher perform better than students whose relationship with teachers involves some sort of conflict.

Avoid Behavior Problems Through Healthy Student-Teacher Relationships:

Positive teacher-student relationships help establish a respectful environment to learn. By building a strong relationship with students, teachers can overcome many behavioral issues by helping students feel like they are part of a group. Instead of feeling like they are outsiders in the classroom, students begin to feel like they are part of a team.

Help Develop Self-Worth and improved Student Mental Health: Positive teacher-student relationships are most beneficial for specific students such as male students, students with learning difficulties, and students with low economic status.

Assist Educators with Professional Growth: Students aren't the only ones who benefit from healthy student-teacher relationships. As teachers/staff work to develop these relationships, they improve their interpersonal and professional skills as well. Working in a school requires the ability to communicate effectively even during stress-induced situations. For some educators, improving their interpersonal communication skills helps reduce stress, which leads to positive student-teacher relationships. An added benefit of improved interpersonal skills includes personal and professional growth, which may be positively reflected in an educator's level of communication with students and the amount of student engagement that occurs as a result of it.



Source: <https://www.apa.org/education/k12/relationships.aspx>



...Making Connections...

From Ashford Youth Services: Melissa McDonough

Looking for More Ways to Connect with a Student?

Here is an easy acronym to remember:

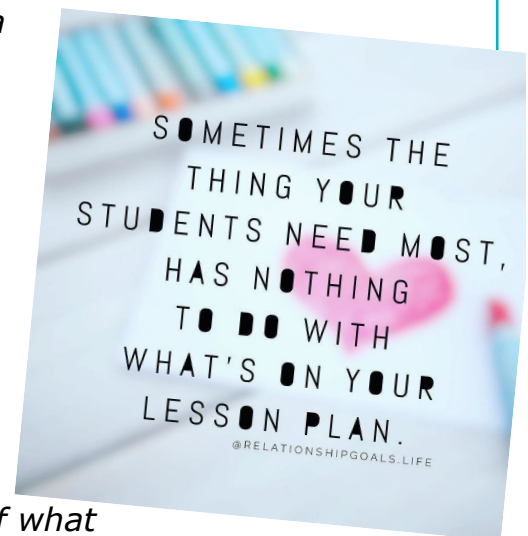
SHARE STORIES FROM YOUR LIFE. Students feel more connected when they feel they know you better! Share something funny or a mistake you've made before. Be real.

TAKE INTEREST IN YOUR STUDENTS' LIFE. A genuine interest! Remember when they have a special hobby or important event and ask them about it after.

ACKNOWLEDGE YOUR STUDENTS' EFFORT. Everyone appreciates acknowledgement not only for the end product but by the effort along the way.

RESPECT YOUR STUDENTS. Follow Ashford's PBIS model and show respect towards your students. Be a role model of what respect looks and sounds like.

START EACH DAY WITH A SMILE. Always remember how much we are communicating nonverbally with our students.



BUILDING POSITIVE Teacher-Student RELATIONSHIPS

EDUCATION ON THE EDGE

@Woodard_julie

#Reed Gillespie

1. Get to *know* your students & accept them for who they are. {Listen}

2. Set **HIGH** expectations for students. {Be the teacher that defends every student others criticize}

3. Be empathetic and **TEACH** empathy. {Recognize student potential}

4. Be positive and energetic. {Be Passionate. Smile and celebrate.}

5. Build trust. {Show your vulnerability. Take risks.}

6. Be **YOU!** {Share you. Give glimpses of who you are.}

Supporting Students with Lagging Skills in Attention & Impulsivity in the Primary Classrooms

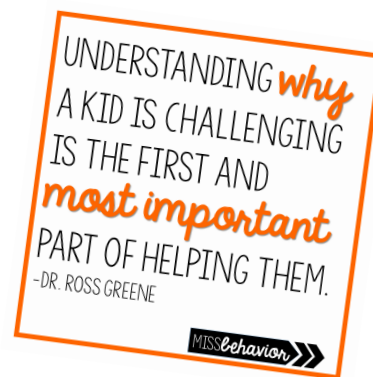
From your Pre-K-3rd Grade School Psychologist, Emily Deliberto



Considering Attention and Hyperactivity from a Ross Greene Perspective

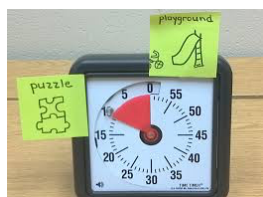
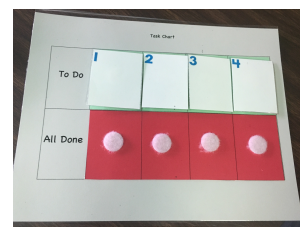
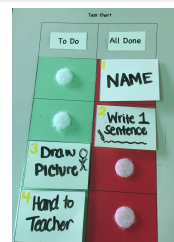
If you are struggling with a student's attention or activity level in the classroom, first consider what the lagging skills may be. Lagging Skills for a student diagnosed with ADHD or similar diagnoses may include:

Difficulty maintaining focus, Difficulty persisting on challenging or tedious tasks, Difficulty considering the likely outcomes or consequences of behavior (impulsive), Difficulty seeking attention in appropriate ways, or Difficulty appreciating how his/her behavior is affecting others. *After determining what times/tasks are predictably challenging, work collaboratively with your student to determine strategies and solutions.*



Possible Strategies

Break Down Tasks... into small achievable chunks and provide an individualized visual to support. These students may need a visual beyond what's on the board for all students. Allow students to feel involved in this by crossing off/checking off steps. **Shout out to Mrs. Ross!** Mrs. Ross made this re-usable visual task list for one of her students (and made extras!)



Visual Timers. Sand timers & timed timers are great if you have them. If not, check out <https://www.online-stopwatch.com/classroom-timers/> for timers you can project on a screen for the class or put on an iPad individually for a student.

Establish a "Low Distraction Zone" in your classroom. This can be a working area with reduced visual stimuli, headphones, privacy boards/study carrels, and can also include simple fidgets or visual timers if appropriate for your student.



GOT FIDGETS?



Fidgets. First, have a specific classroom lesson on fidgets. Many students benefit from distinguishing fidgets as "tools" vs. "toys" "When your eyes are on the fidget and not me, you're using it as a toy." You can create a class-wide anchor chart for Fidget Rules for

REMEMBER! Although you might have Tier 1 strategies in place for your whole class (such as movement breaks), students with lagging skills in these areas require these strategies to a greater degree! They may need movement breaks in addition to those already in your schedule! ☺

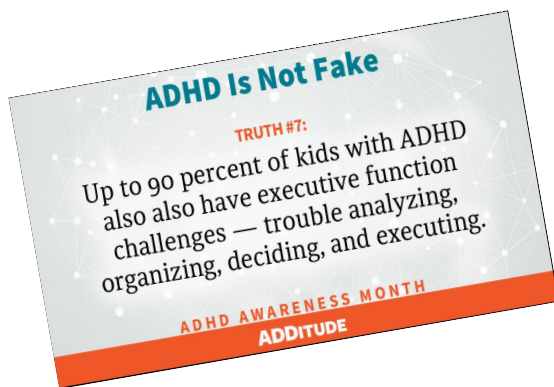


Tackling ADD/ADHD in the Upper Grade Classrooms

From your 4th-8th Grade School Psychologist, Alicia Marceau

The Impact of ADHD on School Success:

- Organization & Study Skills
- Planning for long and short-term assignments
- Completing class work to acceptable grade-level standards
- Following class and school rules
- Remembering instructions, information, what they read, math facts etc.
- Ability to cope with daily frustrations
- Time awareness and time-management skills
- Problem solving and conflict resolution



Critical Elements For School Success:

- Clarity of expectations, structure, and follow through
- Have a collaborative and teamwork approach
- Be flexible and willing to accommodate to the individual's needs.
- Have tolerance and a positive attitude toward the child
- Effective classroom management and positive discipline

Interventions

- **Preferential Seating/Proximity Control:** Keep them close to you, in a location where you can easily make eye contact and cue or signal the student
- **Prioritize Your Focus:** Be tolerant and willing to ignore some minor behaviors that are annoying and irritating. But clearly deal with behaviors that interfere with learning in the classroom and any behaviors that are a matter of safety and infringement on the rights of others.
- **Provide Time/Place:** Give time for the student to regain control, calm down, and avoid escalation of emotions or conflict. Consider creating a “take a break” area in the classroom for this purpose. *Remember that this is not designed to be punitive; it is not meant as a time-out area.*
- **Stimulation:** When they are misbehaving, avoid any explosive and emotional response, which is very stimulating to the child. You do not want your highly charged response to be rewarding and reinforcing for the student's misbehavior.
- **Provide Appropriate Choices:** Choice of where to sit to complete work, choice of which task to complete first. Provide two choices max.

RESOURCES

More Ideas on Connecting with Students:

Connecting with Student Ideas Visual

<https://globaldigitalcitizen.org/30-simple-ways-to-connect-with-students>

ASCD Book Info on Connecting with Students:

<http://www.ascd.org/Publications/Books/Overview/Connecting-with-Students.aspx>

More Information on Supporting Students with ADHD:

ADDitude Website:

<https://www.additudemag.com/teaching-strategies-for-students-with-adhd/>

Classroom Accommodations for Students with ADHD:

<https://www.understood.org/en/school-learning/partnering-with-children/school/instructional-strategies/at-a-glance-classroom-accommodations-for-adhd>

OR...

Always feel free to pop in for a visit with your friendly school psychologists, school counselor or Ashford Youth Services representative or send a quick email if you have any questions on connecting with a challenging student, identifying lagging skills in your students and supporting ADHD in your classroom.

Feeling Inspired?

Share with us a way you've connected with a challenging student or an effective strategy for your students who may have lagging skills in the areas of attention and impulsivity! We may share your strategies or take a photo of a resource you've made in our next newsletter! ☺

Thought of the Month:

“**The STRENGTH** of our
STUDENT RELATIONSHIPS
makes the difference in translating our
passion for teaching
into their
passion for **LEARNING**”

-Beth Morrow