

PARENT  
*University*<sup>2</sup>



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# Neurological Levels

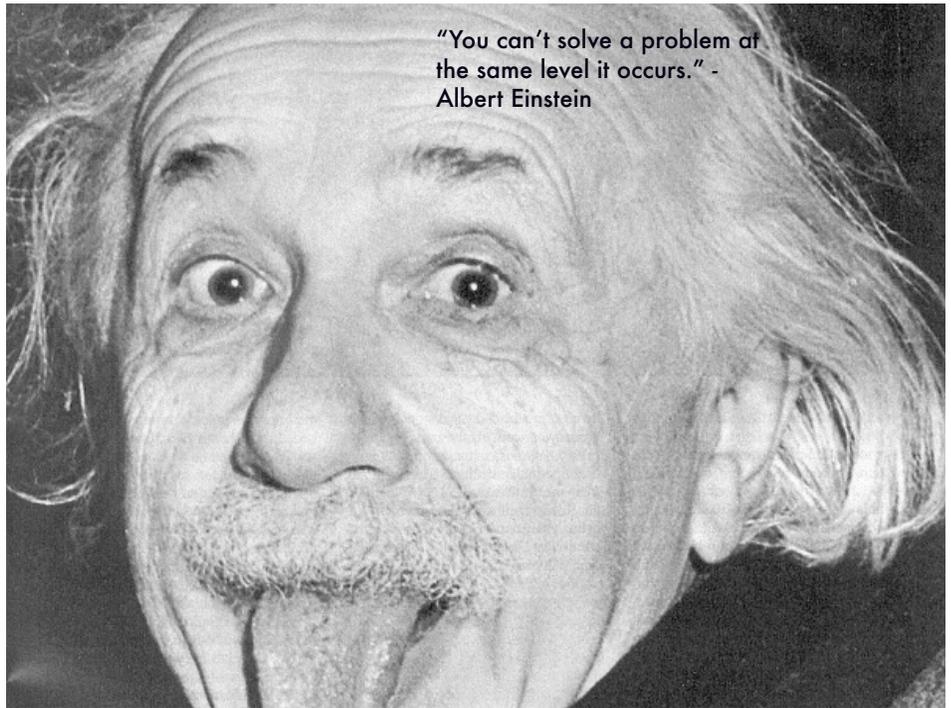
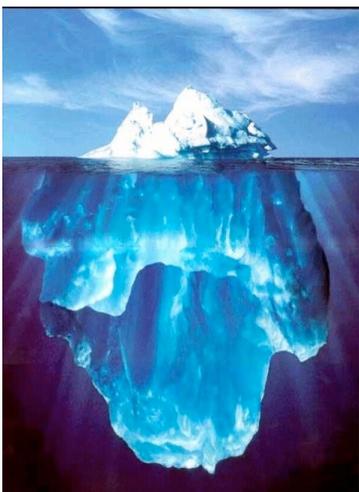
**Identity** - Who am I?

**Beliefs/Values** - Why do I do it? (motivation & permission to support or deny our capabilities.)

**Capabilities** - How do I do it? (knowledge and skills)

**Behavior** - What do I do?

**Environment** - Where, When & With Whom?



## Neurological Levels of Learning and Change

The Neurological Levels of Learning and Change are Robert Dilts' adaptation of the work by Gregory Bateson. Congruence or alignment of these levels in an individual is necessary for everything from effective communication to achieving goals.

The beliefs which are most influential are generally those of which people are the least conscious - like the water in which a fish swims.

To clarify the statement above: A person's or a system's behavior is driven by beliefs. Often, these beliefs are clearly articulated and then, just as often, they are hidden. The one thing that is always visible are the behaviors that these beliefs generate. Sometimes the beliefs are empowering and add to the success of the student and the work being done, and sometimes, the beliefs can be limiting, and detract from the work (academic or behavioral) attempting to be done.

Albert Einstein said, "You can't solve a problem at the same level that is occurs." Often, when faced with negative behaviors of self or others; many work at that level to effect change (think behavior modification), and usually end up frustrated at the lack of progress. Using the Neurological Levels of Learning and Change to work at the belief level, one may effect change that is positive and long lasting.

## CONFLICT RESOLUTION

In families, conflict is inevitable. Like any other opportunity for growth, conflict can first be sensed as uncomfortable. Having a model or tool to utilize at those times paves the way for a more productive conversation/ dialogue around the issue at hand. Good parenting asks us to model the behaviors of conflict resolution as well as teaching our children how to resolve their own.

We suggest making a copy of the following model and keeping it at arm's length

***“Leadership has a harder job to do than just choose sides. It must bring sides together.”***

***-Jesse Jackson***

MUTUAL SUPPORT  
TRUST  
CARING  
EXPERIMENTATION  
RISK-TAKING  
CREATIVITY  
GROUP SYNERGY

LEADERSHIP, CONTROL  
POWER STRUGGLES  
COMPETITION  
GROUND RULE  
INFORMATION EXCHANGE  
OPEN COMMUNICATION

MEMBERSHIP  
IMPORTANCE  
EXPECTATIONS  
GROUP ROLES  
VALUES  
COMMITMENT

# Making the Grade



***Goal setting directs students' attention and energy in a forward direction, in addition to motivating them toward positive outcomes.***

## **Making the Grade in School**

1. What work have I done well in my \_\_\_\_\_ class?
  - a.
  - b.
  - c.
  - d.
2. What work do I need to do better?
  - a.
  - b.
  - c.
  - d.
3. I was/was not satisfied with my grade in \_\_\_\_\_ last marking period.  
1st \_\_\_\_ 2nd \_\_\_\_ 3rd \_\_\_\_  
midterm \_\_\_\_\_
4. What grade do I realistically believe that I can earn this marking period in \_\_\_\_\_ ?
5. What will I do in my \_\_\_\_\_ class to earn that grade?
  - a.
  - b.
  - c.
6. What will I  
see  
hear  
feel  
when I achieve this goal?
7. How will I monitor my progress towards this goal?
8. What could get in the way of this goal?
9. Is this goal in my control?

# Planning to Control Impulsivity: Direct Teaching Procedural Self Talk

## Suggestion #1 Step Sheet

STEPS	AMOUNT OF TIME
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

## Suggestion #2 Planning Backwards

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Monday

Tuesday

Wednesday

Thursday

Friday



## Common Sense Media: Graphite — 9 Good Apps and Sites for Executive Functioning: <https://www.graphite.org/top-picks/best-apps-and-sites-for-improving-executive-function#>

<p><b>My Video Schedule</b> 11.99</p> <p>My Video Schedule is designed to help those who struggle with structure, time management, and motivation. With a teacher's careful use, its photo and video modeling of scheduled activities and behavior, along with its reward system, can help kids cope with many important parts of daily life.</p>
<p><b>FTVS HD - First Then Visual Schedule HD</b> 14.99</p> <p>FTVS HD - First Then Visual Schedule HD is a simple but powerful multi-sensory tool designed to engage kids in learning and practicing independence, self-direction, and following through on scheduled activity sequences. The easy interface and choice of presentation formats make it accessible for most kids.</p>
<p><b>Goalbook</b></p> <p>Goalbook, a comprehensive tool for building and setting student learning goals, is intended for classroom teachers, special education coordinators, and administrators. Its specific, time-related goal-setting language supports IEP and UDL, and promotes a school's ability to meet the learning needs of all children.</p>
<p><b>Remember The Milk</b> free</p> <p>Even though it wasn't created specifically for learning, Remember the Milk's easy user interface allows teachers and students to use it as a tool for task management, prioritizing time, and categorizing items within a system.</p>
<p><b>Time Timer</b> 2.99</p> <p>Time Timer is a productivity app that can help kids (or adults) focus on timed tasks as well as manage transitions and waiting. The customizable timers act as clear, colorful visuals to help kids represent such concepts as having a limited amount of time to complete a task or needing to wait for a certain amount of time.</p>
<p><b>MindMeister</b> free</p> <p>MindMeister is a mind-mapping website with some great bonus features. Its dashboard immediately catalyzes creativity with pre-made sample mind maps and templates that range from basic brainstorming, To Do lists, and pre-writing to SWOT analysis, website planning, and meeting notes.</p>
<p><b>Corkulous</b> free &amp; 4.99 for pro</p> <p>Corkulous turns a mobile device into a virtual corkboard that can be used to brainstorm, list, and present ideas, projects, and presentations. Just like a traditional corkboard, Corkulous also allows users to organize photos, sticky notes, notecards, and lists.</p>
<p><b>Evernote</b></p> <p>This Cloud-based storage system allows users to create notes, snap images, make checklists, or record audio on one device and then make the information available on any other device. The interface is easy to use, especially for the touchscreen generation.</p>
<p><b>Notability</b> 3.99</p> <p>This flexible app features multiple note-taking tools as well as sharing and organization options. On a single page of notes, for example, students can type, write, draw, highlight, record audio, cut, paste, and even insert multimedia content captured from website.</p>

# Sleep Matters!



Drowsiness impairs judgment, vision, hand-eye coordination, and reaction times just like alcohol and drugs. One study found that after 17 hours of being awake, a person has the same impairment on performance tests as someone with a blood alcohol concentration (BAC) of 0.05. With accumulated sleep debt, similar fatigue can occur in less time.

**Fatigue can be as deadly as alcohol.** *Combining sleepiness with driver inexperience can be dangerous - more than half of all fall-asleep crashes involve drivers aged 25 years or younger*

**Teens need 9 hours of sleep per night.** Children's brains are a work in progress until age 21. Much of the work done is during sleep

Half of all adolescents get less than seven hours of sleep on weeknights. Only 5% of high school seniors average eight hours. On average – today's children get an hour less sleep a night compared with children thirty years ago.

*Dr. Avi Sadeh, Tel Aviv University:* A slightly sleepy (one hour less) sixth grader will

perform in class like a fourth grader. "A loss of one hour of sleep is equivalent to the loss of two years of cognitive maturation and development."

*University of Minnesota's Study of 7,000 students:*

Teens who received A's averaged about fifteen more minutes sleep than the B students, who in turn averaged fifteen more minutes than C's and so on.

An extra hour of sleep could also improve attention levels, reduce mistakes and

performance according to another study in the April edition of the *Journal of Clinical Sleep Medicine*.

So, just one more hour of sleep can make a big difference in how teens drive, and perform in school.

Even more alarmingly: Some scientists are making a correlation between lack of sleep in adolescence to increased ADHD, childhood obesity and increase vehicular accidents.

### 3-2-1 Relaxation Response

1. State your goal in positives. See it, hear it, feel it.
2. Take three deep cleansing breaths, exhaling through your mouth, feeling any tension leaving with the out breath.
3. Fixate your eyes comfortably on a spot in front of you. At any time if you feel a need to close your eyes, you may do so.
4. Name THREE things you can SEE, in a slow and steady voice.  
take a cleansing breath.
5. Name THREE things you can HEAR.  
cleansing breath
6. Name THREE things you can FEEL.  
cleansing breath.
7. Now, repeat the process, this time naming TWO things you can see, hear and feel that you didn't name before.  
cleansing breath
8. Repeat above, naming ONE thing each time.  
cleansing breath
9. Now, CLOSE your eyes and name ONE thing you can SEE, one thing you can HEAR, one thing you can FEEL. Focus on your breaths in and out to relax yourself even further.
10. When you're ready, you can reorient yourself, feeling refreshed, or you may allow yourself to drift off to sleep.

## Bibliography and Suggested Readings:

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Great reading website:  
<http://www.lexile.com/fab/>

## Powerful Parents

Raising children to think increases their ability to be safe.

Behavioral change happens **WITH** children not **TO** them.

"Kids do well if they can." - Ross Greene

"Self control is worth ten times as much as self-esteem." - Roy Baumeister

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