PARENT University^3

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New Behavior Generator

This simple process is designed to help parents work with their children to achieve positive behaviors. In addition, using this process models, for your children, important conflict resolution behaviors. Further more, using this tool helps your children acquire pro-social skills and to develop their ability to effectively use those skills in real-life and academic situations. More specifically, the New Behavior Generator seeks to develop children's executive function or self-control thereby avoiding social problems such as substance abuse, violence, and school failure.

Ideally, the New Behavior Generator needs to be done calmly, without interruption of other family members. The whole process takes about twenty minutes.

NEW BEHAVIOR GENERATOR

1. Get Rapport
2. Ask: “What did you do specifically?” Get detailed information.
3. What rule did you violate?
4. What can you do differently next time?
    a.
    b.
    c.
5. Do you need help from anyone?
6. Are you going to do this? (Commitment)
7. Practice, practice, practice (Go for small changes in behavior at first)
    a. See
    b. Hear
    c. Feel
8. Futurepace - have your child imagine being in the context of the potential problem state while practicing the alternative behavior.
9. Revise plan, if necessary

Neurological Levels

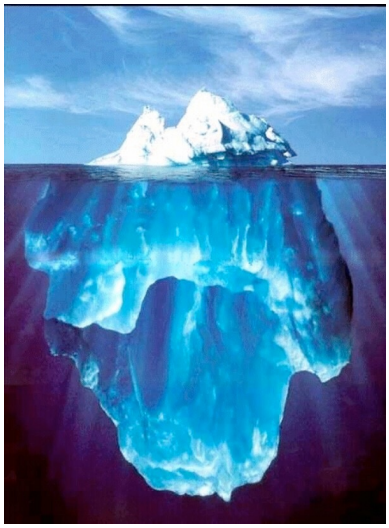
Identity - Who am I?

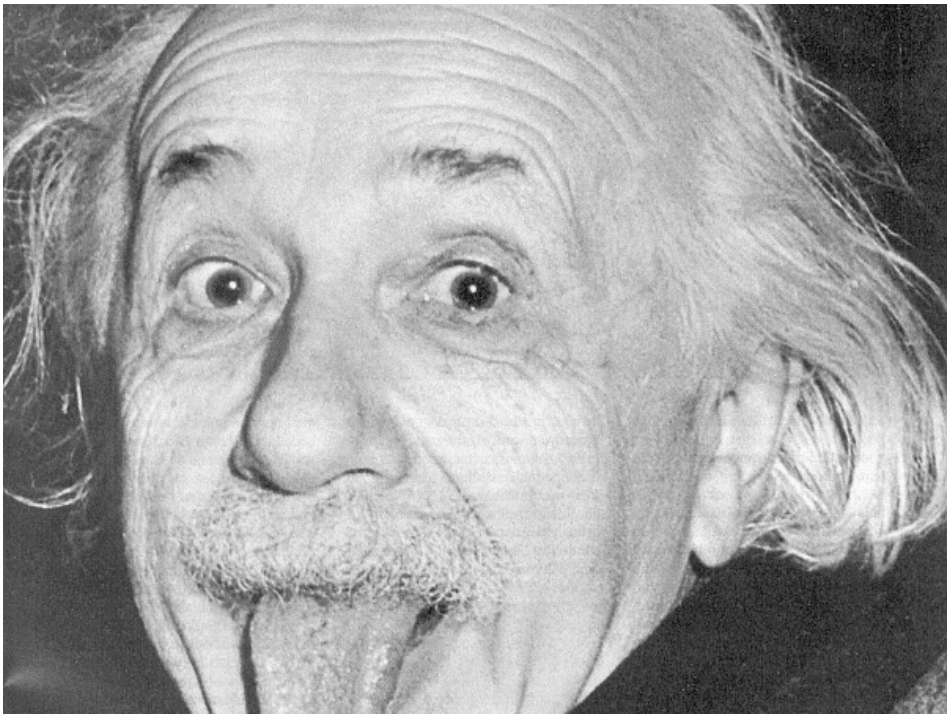
Beliefs/Values - Why do I do it? (motivation & permission to support or deny our capabilities.)

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

Behavior - What do I do?

Environment - Where, When & With Whom?





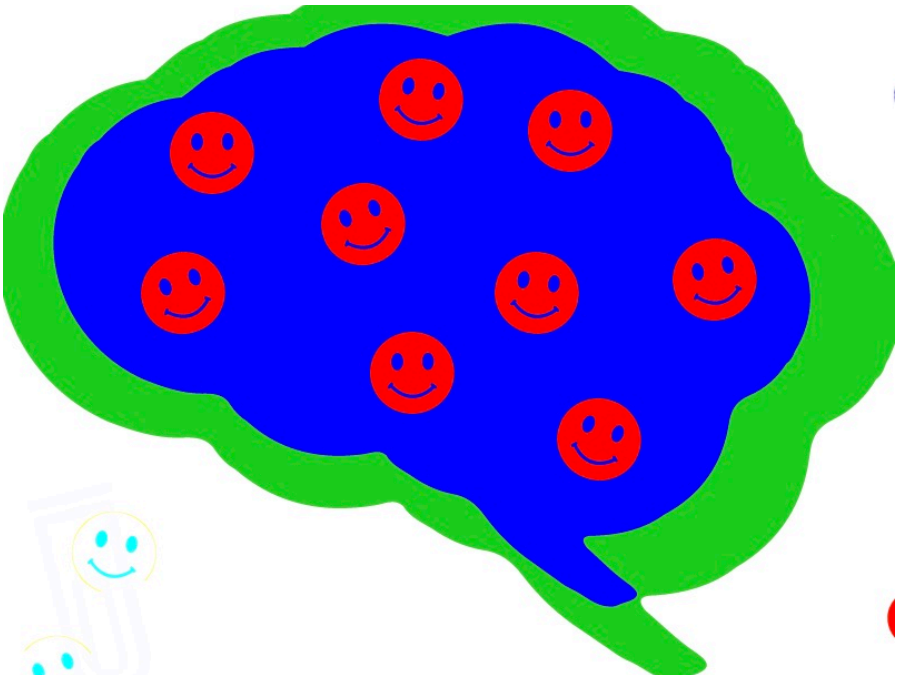
Neurological Levels of Learning and Change

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.



Our children bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints

Neurotransmitters are a Parents' Best Friends!

The evolving field of educational neuroscience - the intersection of cognitive psychology, education and neuroscience gives us concrete information that we can consciously use to increase our children's participation in the family. Raising children with the brain in mind, there are things we can say or do that deliberately release positive neurotransmitters - dopamine, serotonin, oxytocin and endorphins. Finally, we can use what marketers and game designers have used to keep us buying what they want to get our children to "buy what we're selling"!

Dopamine

Dopamine is the neurotransmitter that controls the brain's reward and pleasure centers. As such, it is an parent's best friend - it is the chemical of family engagement!

To intentionally release dopamine in your children, ask them to make a prediction. Whether they are right or wrong, they will be rewarded with a squirt of dopamine. Fortunately for us, dopamine is the chemical that motivates and inspires us. It also gets activated when your children set goals and achieve them. By breaking big goals into pieces - we get more dopamine! This is why it is so powerful to have your kiddos set their goals (whether learning, material or behavioral) and track their progress toward those goals.

Good to know: laziness has been linked to low levels of dopamine. I like to refer to dopamine as the "save button" in the brain. When dopamine is present during an event or experience, we remember it; when it is absent, nothing seems to stick.

Serotonin

Serotonin gets activated when we feel like we feel important or significant. This ties into recognizing your children's achievements. Also, when we express gratitude, we increase serotonin output. And... currently in the US 1 out of 5 children suffer from depression or anxiety. Depression occurs when serotonin is low. By increasing its output, we support our kiddos' inoculation against depression.

Endorphins

Endorphins rise in our response to pain - they help reduce anxiety and depression. We know this neurotransmitter as a runner's high. It produces the feeling that "all is well". Exercise, laughter and chocolate boost production of endorphins. Endorphins help us to feel

- Focused
- Overall in a better mood
- Pleasure

These positive kinesthetic responses help the brain to form memories and drop the lessons of your family into long-term memory.

Oxytocin

Oxytocin is the hormone of trust. Its nickname is the "cuddle hormone". It also helps reduce cortisol levels and with the number of anxiety and stress ridden children these days, this is significant!

Oxytocin is released when we engage in deep hugs. A weighted vest helps those who don't like to be touched to make and release this important chemical. Other ways to release this hormone of well-being is to:

- Play with a dog. (no wonder so many of us can't resist meeting and petting pups!)
- Laughter. There are so many ways to bring this into your family. Humor is a great addition to any task - it is a sign of intelligence as well as language sophistication.
- Walking outdoors. Running will release endorphins, but taking a walk in the sunshine releases this feel good hormone just as much.
- Listening to music - it's easy to play soothing music in the background of your home.
- Breathing - the simplest exercise is to sit and breath in for a count of four, breath out for count of six. Do that for a minute or two, four times a day. ten minutes a day. Your children's oxytocin comes out to play during these moments. In addition, by exhaling longer than you inhale, you elicit the parasympathetic nervous system which will decrease your heart rate, blood pressure and cortisol production.
- Yoga asanas - some of the physical poses in Yoga are conducive to the release of oxytocin thereby increasing the feeling of safety and trust. Child's Pose is a powerful oxytocin releaser.

Reflect:
What behavioral markers will you use to note the efficacy of parenting with an awareness of neurotransmitters?

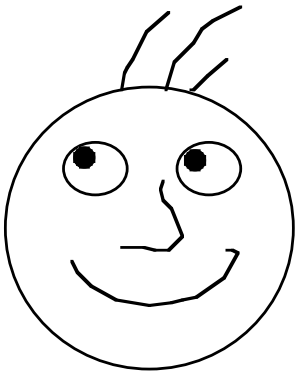
How can you become aware of your own manufacturing of these brain chemicals? Have you felt the release of endorphins? Of oxytocin? When and where?

Educational Neuroscience - is an emerging scientific field that brings together researchers in cognitive neuroscience, developmental cognitive neuroscience, educational psychology, educational technology, education theory and other related disciplines to explore the interactions between biological processes and education.]

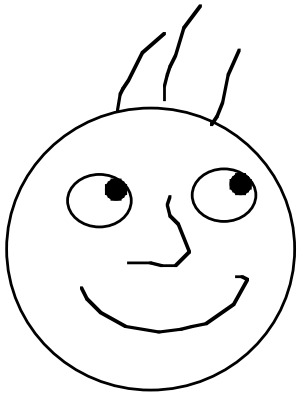
Importantly, when you have children set goals and track their progress to them to activate dopamine production, you are also supporting that kiddo's growth of executive function, so necessary in self-regulation. (You magician, you!)

EYE PATTERNS

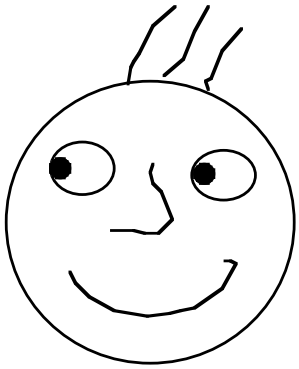
These faces are as if you are looking at the other person



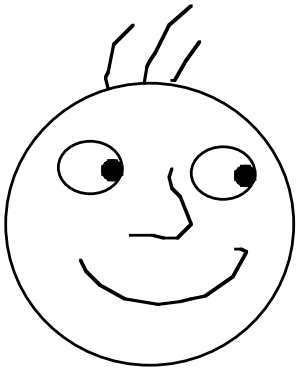
VISUAL CONSTRUCT -
Seeing an internal image for the first time.



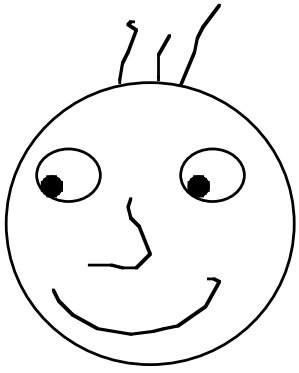
VISUAL REMEMBER -
Seeing an internal image that has been seen before



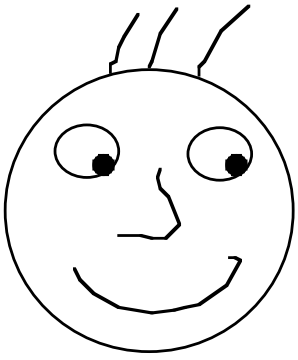
AUDITORY CONSTRUCT -
Sounds not heard before



AUDITORY REMEMBER -
Sounds heard previously.



KINESTHETIC -
Feelings and emotions. Physical.



INTERNAL DIALOGUE -
Self talk

Raising Great Kids Who Know HOW to Learn

VISUAL LEARNING STRATEGIES

Over the last several years, great strides have been made in discovering how the brain learns. One monumental discovery was that students who have many academic successes are visual learners. While we will always need to honor the learning styles of auditory and kinesthetic learners, we need to "even the playing field" by showing kids how to learn visually. Some kids intuitively know this, some don't. For those who don't, it is fairly easy to "install", or teach them how to use visual strategies for their basic subjects such as, Spelling, Math, Vocabulary, Facts and Data, and Reading Comprehension.

Another important finding was that many ADD kids have pictures running rampant in their brains and can be taught to control those pictures, thus improving their accomplishments and behaviors.

SPELLING STRATEGY

All excellent spellers spell words from a very clear internal image of the word. The strategy below teaches students how to do what good spellers do: see a picture of the word in their mind.

1. Create a positive learning environment

2. When first teaching this, get students into a visualizing mode by having them imagine something very familiar such as a friend, family member, famous person, favorite food, etc. Check for integrity of image.

3. Either you or the student write the word divided into syllables. Hold the card up in the students' visual field (remember eye patterns) and have them "take a picture of it". Sometimes it helps the student if they picture some sort of screen in their mind's eye on which to place the word.

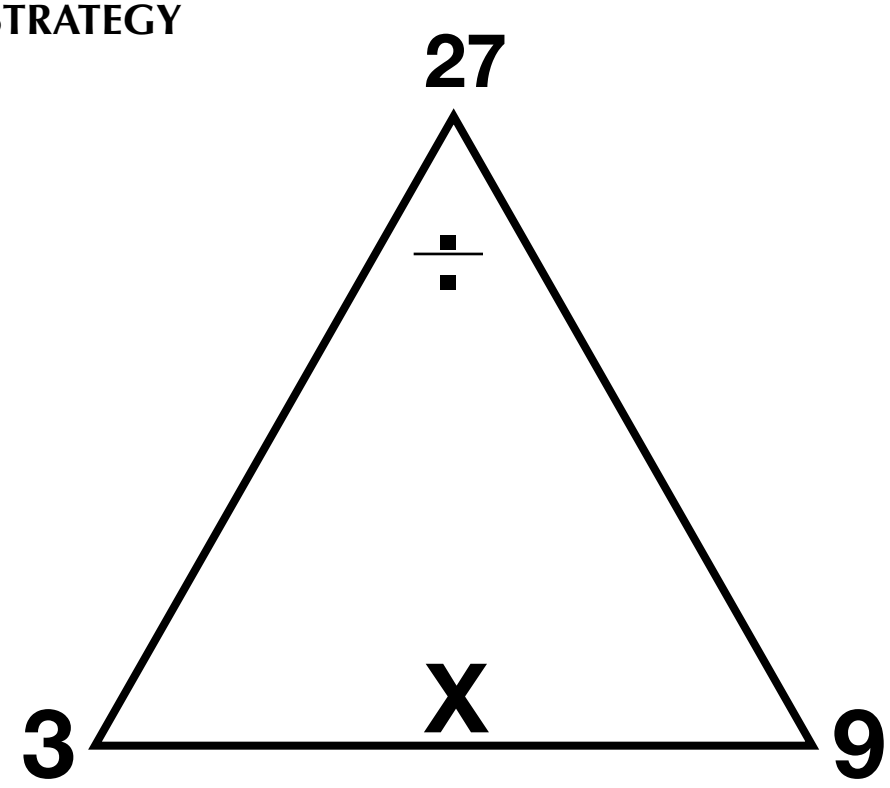
4. Take the card down and have the student spell the word forward from his/her internal image. Next, have them spell the word backwards (from right to left). This ensures the student has a good picture. Have them do it several times.

5. Once s/he can spell it backwards have him sound the word out while looking at the internal image of the word. This "hooks" the sound of the word to the internal image of the word.
6. Have them spell it left to right off the internal image.
7. Practicing the words several times over time will drop the words into long term memory.

SPELLING STRATEGY PRACTICE

Choose one of the words from the slide and teach the word to your partner, using the spelling strategy.

MATH FACTS STRATEGY



As you are well aware of, for students to be successful in higher level math, they need to have their facts “hard-wired” into their brain.

1. Hold the triangle flash card up in the student’s visual space. Have the student get a good image of it. Student should trace the triangle with their eyes, noting the position of each element, including the multiplication and division signs.

2. Now lay the triangle down and trace the triangle in the air and point to where the numbers and operational signs would be if the card was still there until students can call out the position of each of the elements from their memory of the image.

3. Using your finger as a pointer, visually sequence the math facts (both multiplication and short division) while the students call out the facts. For instance, point to the lower left corner of the triangle, they should “see” and say the number that is in the air. Next, point to the multiplication sign in the mid-bottom of the triangle. Move on to the number on the lower right of the triangle, let them see and say that, and finally, point to the number at the top of the triangle. They should be saying a whole math fact such as, 9x3=27. Then follow with pointing in the appropriate places so that the students say 27 divided by 9=3; 3x9=72; 9 divided into 27=3; 27 divided by 3=9; and 3 divided into 27=9. Keep doing this with them until they can respond without any hesitation. It’s extremely important that they call out the answer even if they have to do it slowly.

4. Change to the next math fact and repeat the process.

Algebra and Geometry can also be thought of visually.

VISUAL VOCABULARY STRATEGY

Abstract thinking requires visualization

Learning vocabulary words requires cognitive connections among the sight of the word, the sound of the word, and the meaning of the word. The meaning of the word needs to be represented visually.

1. Read the definition of word and form a visual representation of the **meaning** of the word. The picture can be realistic, symbolic or metaphoric. It can be complex or simple. It could even be a movie. What is important is that every nuance of the definition be represented in the visual representation of the word and that the picture accurately portrays all the subtle meanings of the word.

2. Somewhere in the student's visual representation, have them imbed the sight of the word. Make the word nice and big and easy to read. Use any visual tricks necessary to make it stick. If the student is having trouble imaging the word, tell them to spell it backwards a few times.

3. While looking at the picture with the vocabulary word imbedded in it, sound the word out. It is **EXTREMELY IMPORTANT** to be looking at the picture while you say the word. This is what makes the cognitive connection between auditory and visual.

4. Now, **while the student "looks" at the picture**, they say the word and describe the picture. Repeat this several times.

5. Practice step 4 6-8 times over time to drop into long term memory.

Note: If your child is to know the definition verbatim, make sure they recite the definition exactly.

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THANKS

YOU!

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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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