

Parenting With A Few **F** Words

Printable Slides

FUEL

your own heart, mind, and soul first!

FOCUS

on learning a few basics about child development.

FOSTER

healthy coping skills, and helping your child feel loved, seen, and known.

FOLLOW

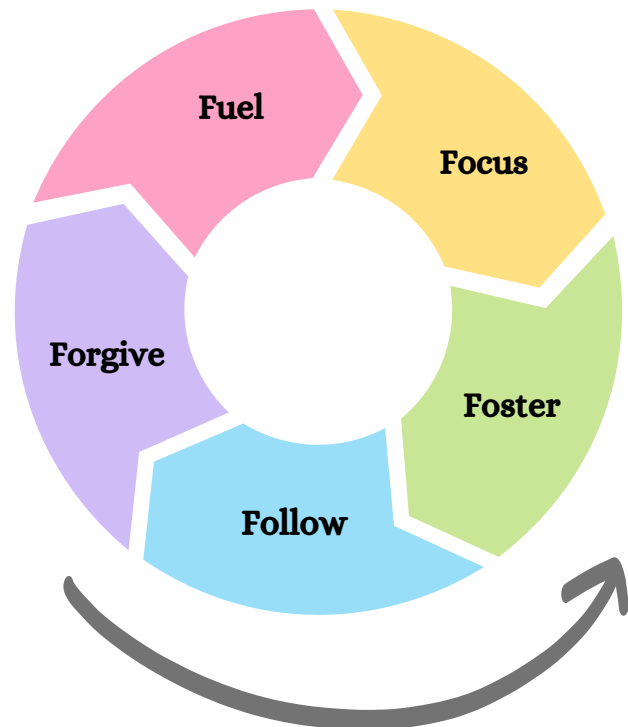
your gut! If you think something is off, it probably is, seek help and guidance.

FORGIVE

freely, forgetting about keep score. Give grace and mercy whenever you can.

Get ready to parent from a new confidence, knowledge, and grace-filled space.

This printable are designed to accompany my book, ***Parenting With A Few F Words***, my one-on-one parent coaching sessions, and my parent class students.



If you are interested in coaching or have questions, please check out my website at **jodiemaddoxcoach.com** for a free consultation.

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Medical Disclaimer: This information is for education purposes only and should not be seen as a substitute for mental health or medical care. If you are struggling with your mental health, please seek medical support.



Knowing your own strengths is a key part of the effective parenting process. It's fun to know your family's strengths, and obviously, you will need to know and identify your child's strengths, but what about your own strengths? Understanding your own strengths enhances your self-awareness, confidence, and effective parenting. Recognizing and leveraging strengths builds a positive parent-child relationship, promotes resilience, and empowers parents to navigate challenges with competence and adaptability. Take some time to evaluate and name your own strengths in the following areas:

Your Strengths



Personality Traits



Passions & Interests






Communication Style



Loving & Caring

Finding Your Strengths

Knowing You!

What gives you energy?	What brings you peace?	
What comes natural to you?		
	What accomplishments are you most proud of?	
What responsibilities do you take on willingly?		


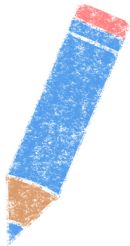
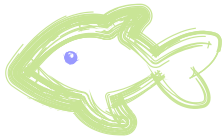
Finding Your Strengths

Knowing You!

How do you care for yourself?	What do you do in your free time?
What challenges have you once over come?	
	How did you over come those challenges?
Which of your attributes do you value most?	

Finding Your Strengths

Knowing You!

How do you show love?	How do you show appreciation?
How do you like to communicate?	
	What would you like to share or teach someone?
What make you special?	



Strength Based Parenting

Unlocking The Possibilities

Strength-based parenting is about helping kids build a growth mindset, know their strengths, and use them to power through difficult situations.

Strength-based parenting breaks patterns of negative thoughts and focuses on what a person can do, before introducing what they need to improve.

Strength-based parenting is about moving from a “fix it” mindset to a growth mindset.

Strength-based parenting is about focusing on your child’s strengths and gifts.

Strength-based parenting is about not comparing your child to others. Parents are encouraged to be mindful of today and the present moment, not using past behaviors to shame children or use the future to “scare change” into the child.

Six Types of Strengths



Executive Functioning Skills



Social Skills



Verbal and Nonverbal Skills



Reading and Written Language



Mathematical Reasoning



Ingenuity and Creativity

Finding Your Child's Strengths

Now let's talk about your kids and identify their strengths. Read over the next two pages. Put a checkmark next to the item(s) that are most like your child. Note the strengths/categories where your child shows **most** of their skills. Use these areas as the foundation for fostering growth and independence.

Your Child's Strengths

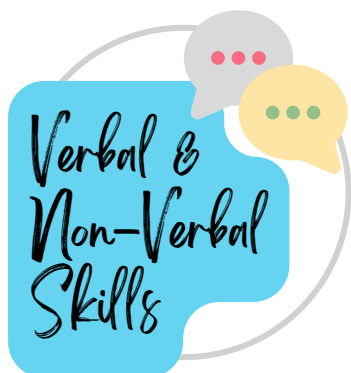


- | | |
|---|---|
| <input type="checkbox"/> Demonstrates curiosity | <input type="checkbox"/> Helpful |
| <input type="checkbox"/> Flexible thinking | <input type="checkbox"/> Regulates own emotions |
| <input type="checkbox"/> Learns from their mistakes | <input type="checkbox"/> Works independently |
| <input type="checkbox"/> Good self-control | <input type="checkbox"/> Self-starter |
| <input type="checkbox"/> Works hard at their tasks | <input type="checkbox"/> Sets goals |
| <input type="checkbox"/> Knows how to prioritize | <input type="checkbox"/> Growth mindset |
| <input type="checkbox"/> Time management skills | <input type="checkbox"/> Problem solver |
| <input type="checkbox"/> Understands own strengths | <input type="checkbox"/> Follows rules and routines |
| <input type="checkbox"/> Age-appropriate behavior | |
-

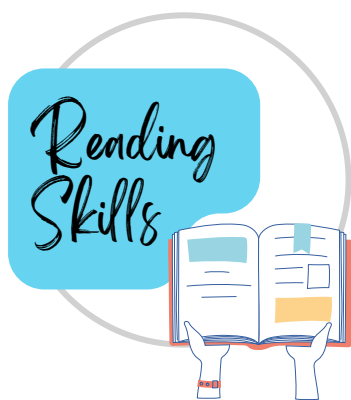


- | | |
|---|--|
| <input type="checkbox"/> Kind, uses good manners | <input type="checkbox"/> Honest |
| <input type="checkbox"/> Makes good eye contact | <input type="checkbox"/> Helpful |
| <input type="checkbox"/> Friendly to strangers | <input type="checkbox"/> Empathetic |
| <input type="checkbox"/> Helpful without direction | <input type="checkbox"/> Resists peer pressure |
| <input type="checkbox"/> Actions are predictable | <input type="checkbox"/> Speaks positively |
| <input type="checkbox"/> Enjoys routine | <input type="checkbox"/> Asks for help |
| <input type="checkbox"/> Sense of gratitude | <input type="checkbox"/> Strong sense of right/wrong |
| <input type="checkbox"/> Practices active listening | |
| <input type="checkbox"/> Makes new friends | |

Your Child's Strengths



- | | |
|---|---|
| <input type="checkbox"/> Tells complete stories with a beginning, middle, end | <input type="checkbox"/> Enjoys listening to stories |
| <input type="checkbox"/> Enjoys learning new words | <input type="checkbox"/> Engages in open discussion at home, school, with peers |
| <input type="checkbox"/> Understands sarcasm | <input type="checkbox"/> Appreciates others' thoughts, ideas |
| <input type="checkbox"/> Uses non-verbal cues | <input type="checkbox"/> Journals thoughts, feelings |
| <input type="checkbox"/> Changes their tone of voice, e.g. when asking a question | <input type="checkbox"/> Asks insightful questions to clarify meaning of unknown topics and words |
| <input type="checkbox"/> Uses words to express ideas, feelings, needs, wants | |
-



- | | |
|--|---|
| <input type="checkbox"/> Enjoys reading | <input type="checkbox"/> Retells stories |
| <input type="checkbox"/> Enjoys writing process | <input type="checkbox"/> Predicts when reading |
| <input type="checkbox"/> Makes connections between reading material and personal experiences | <input type="checkbox"/> Uses expression while reading |
| <input type="checkbox"/> Good memory | <input type="checkbox"/> Follows written directions |
| <input type="checkbox"/> Sounds out unfamiliar words | <input type="checkbox"/> Has good comprehension |
| <input type="checkbox"/> Recognizes sight words | <input type="checkbox"/> Writes good sentences |
| | <input type="checkbox"/> Reads multiple items (fiction, nonfiction) at a time |

Your Child's Strengths



- | | |
|--|---|
| <input type="checkbox"/> Recognizes/understands patterns | <input type="checkbox"/> Enjoys LEGO, constructive games |
| <input type="checkbox"/> Enjoys puzzles, word problems | <input type="checkbox"/> Remembers math facts, simple addition, multiplication easily |
| <input type="checkbox"/> Good memory | <input type="checkbox"/> Compares groups, enjoys categorizing information |
| <input type="checkbox"/> Easily memorizes | <input type="checkbox"/> Plays strategy games, e.g. chess, checkers |
| <input type="checkbox"/> Likes to reconstruct items | <input type="checkbox"/> Enjoys riddles, word problems |
| <input type="checkbox"/> Can do mental math | |
| <input type="checkbox"/> Interested in coding | |
| <input type="checkbox"/> Interested in robotics | |
-



- | | |
|---|---|
| <input type="checkbox"/> Enjoys drawing, painting, coloring, designing 3D art | <input type="checkbox"/> Can play by themselves |
| <input type="checkbox"/> Uses traditional items in nontraditional ways | <input type="checkbox"/> Has imaginary friends |
| <input type="checkbox"/> Creates videos/content | <input type="checkbox"/> Enjoys playing sports for competitive reasons |
| <input type="checkbox"/> Has unique ideas | <input type="checkbox"/> Enjoys playing sports for social reasons |
| <input type="checkbox"/> Interested in musical instruments | <input type="checkbox"/> Enjoys making up games |
| <input type="checkbox"/> Makes their own music | <input type="checkbox"/> Enjoys writing |
| <input type="checkbox"/> Enjoys acting/pretending | <input type="checkbox"/> Self-expresses through clothes, hairstyles, colors |

Love Languages



Love Language	Definition	Actions	Activities	Communication
Words of Affirmation	Appreciates words of kindness, praise, and vocal appreciation.	Say I love, good job, way to go, love seeing you shine!	Write positive words about them on sticky notes & leave them around the house	Encourage, empathize, thank them, acknowledge their actions
Physical Touch	Appreciates hugs, back rubs, snuggling, and cuddles with people and pets.	Hug them, hold hands, snuggle, rub their back, consider buying a pet	Offer foot massages and back rubs, give long hugs that last a full minute!	Use non-verbal body language & facial expressions to show appreciation
Gifts	Appreciates small tokens & gestures like notes, pictures, gift cards, and physical items that show appreciation.	Buy or make thoughtful small treats and gifts that express love and kindness in a big way	Consider printing out pictures and making a special scrapbook of a particular day or event	Give items that allow your child to know you are proud of who they are.
Quality Time	Appreciates focused uninterrupted time with their loved one.	Start a tradition that you do weekly or month together one-on-one with no distractions	Limited audience awareness, content not well-adapted.	No consideration of audience, content irrelevant or confusing.
Acts of Service	Appreciate having tasks done for them and with them	Do chores together; work on projects together	Make a plan to build or create something together.	Ask them how you can help. Clear your schedule to help them

Personality Color Quiz

Instructions: Compare all 4 boxes in each row. Do NOT analyze each word; just get a general sense of each box. Score each of the 4 boxes in each row from most to least as it describes you.

4= Most Like You 3 = A Lot Like You 2 = Some What Like You 1 = Least Like You

Row 1	A Active Variety Sports Opportunities Spontaneous <input type="text"/>	B Organized Planned Parental Traditional Responsible <input type="text"/>	C Warm Helpful Friends Harmonious Compassion <input type="text"/>	D Learning Science Quiet Inventive Competent <input type="text"/>
Row 2	E Curious Questions Conceptual Knowledge Problem Solver <input type="text"/>	F Caring People Oriented Feelings Unique Empathetic <input type="text"/>	G Orderly On time Stable Sensible Dependable <input type="text"/>	H Action Challenges Competitive Impetuous Impactful <input type="text"/>
Row 3	I Helpful Trustworthy Dependable Loyal Conservative <input type="text"/>	J Kind Understanding Giving Devoted Warm <input type="text"/>	K Playful Adventurous Confrontational Open-Minded Independent <input type="text"/>	L Independent Exploring Theoretical "Why" Questions Ingenious <input type="text"/>
Row 4	M Follow Rules Save Money Concerned Procedural Cooperative <input type="text"/>	N Active Free Winning Daring Risk taker <input type="text"/>	O Sharing Getting Along Feelings Inspirational Dramatic <input type="text"/>	P Thinking Solving Problems Perfectionistic Determined Composed <input type="text"/>
Row 5	Q Puzzles Seeking Info Philosophical Principled Rational <input type="text"/>	R Easy-Going Happy Ending Approachable Affectionate Systematic <input type="text"/>	S Exciting Lively Hands-On Courageous Skillful <input type="text"/>	T Tradition Do Things Right Orderly Conventional Careful <input type="text"/>

Total Orange Score

A, H, K, N, S

Total Gold Score

B, G, I, M, T

Total Blue Score

C, F, J, O, R

Total Green Score

D, E, L, P, Q

Personality Color Quiz

Green Personality

Logical

- Innovative and logical
- Seek to understand
- Needs to be competent
- Curious
- Require intellectual freedom
- Question authority
- Push themselves to improve
- See perfection in play
- Are drawn to technical occupations
- Analyze and rearrange systems
- May become intellectually isolated
- Are slow to make decisions
- Value concise communication
- Look for intellectual stimulation
- Enjoy intriguing discussions
- Are sometimes oblivious to emotions
- Are detached
- Believe work is play
- Bring innovation to society
- Focused on the future



Blue Personality

Feelings

- Are in search of themselves
- Need to feel unique
- Must be true to themselves
- Look for symbolism
- Value close relationships
- Encourage expression
- Desire quality time with loved ones
- Need opportunities to be creative
- Compromise and cooperate
- Bring unity to society
- Nurture people, plants, and animals
- Look beyond the surface
- Share emotions
- Make decisions based on feelings
- Need harmony
- Are adaptable
- Are drawn to literature
- Are drawn to nurturing career
- Get involved in causes
- Are committed to ideals

Personality Color Quiz

Gold Personality

Leadership

- Are dutiful and stable
- Need to be useful
- Want to be self-sufficient
- Value organization
- Desire
- Punctuality
- Schedule their lives
- Make and keep commitments
- Measure worth by completion
- Are goal-oriented
- Bring stability to society

- Value rules
- Prepare for the future
- Are inclined to join groups
- Believe work comes before play
- Safeguard tradition
- Prefer order and cleanliness
- Are responsible and dedicated
- Are drawn to respected occupations
- Enjoy positions of authority
- Desire structure



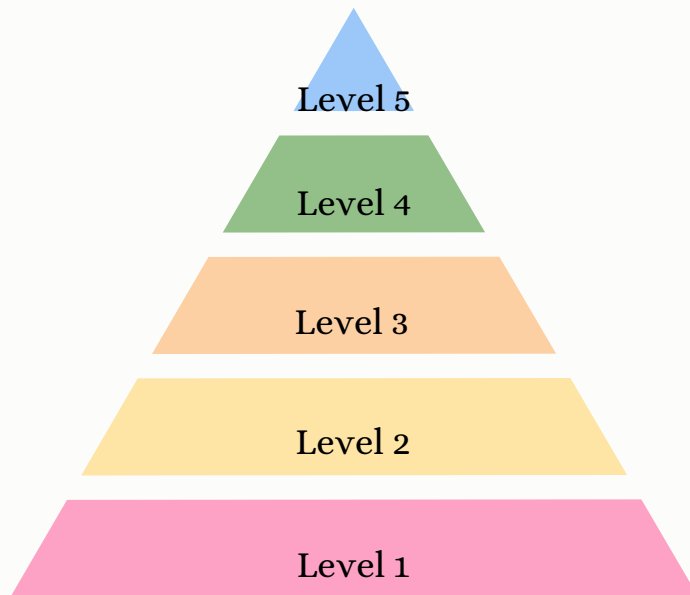
Orange Personality

Freedom

- Are free and spontaneous
- Are impulsive and take risks
- Are active
- Are optimistic
- Resist commitment
- Can become virtuosos
- Thrive on crises
- Are drawn to tools
- Like to be the center of attention
- Have great endurance

- Are drawn to action jobs
- Need variety
- Are dynamic, animated communicators
- Are competitive
- Deal with the here and now
- Are bold in relationships
- Are generous
- Have difficulty finding acceptance
- Like to live in a casual atmosphere
- Bring excitement to society

Maslow's Hierarchy of Needs



Maslow's Hierarchy of Needs is a crucial theory for child development. This theory outlines the essential stages of psychological and emotional growth.

The theory emphasizes that basic needs such as food, safety, and love must be fulfilled before higher-order needs like self-esteem and self-actualization can be addressed.

For children, this implies that a supportive environment, nurturing relationships, and a sense of security are fundamental prerequisites for their holistic development.

By understanding and applying Maslow's framework, caregivers can better cater to a child's foundational needs, fostering a solid base for healthy emotional, social, and cognitive growth.

Level 1: Physiological Needs

The base of our development is anchored to our basic need for survival. For learning to take place children must have their basic needs met first. This includes nutritious food, adequate sleep, and a safe environment.

Level 3: Social Belongingness and Love Needs

This is our need for social connections, love, and a sense of belonging. Social development is rooted in positive relationships, and by having a sense of community. In our current world driven by technology, social skills are developed in a different way than in earlier generations. Limiting screen time is essential when trying to develop social connections.

Level 2: Safety Needs

At the next level of development, individuals seek safety and security. At this level, caregivers must create a sense of security. This is done by establishing clear routines, setting boundaries, and addressing any concerns or fears that may arise.

Level 4: Esteem Needs

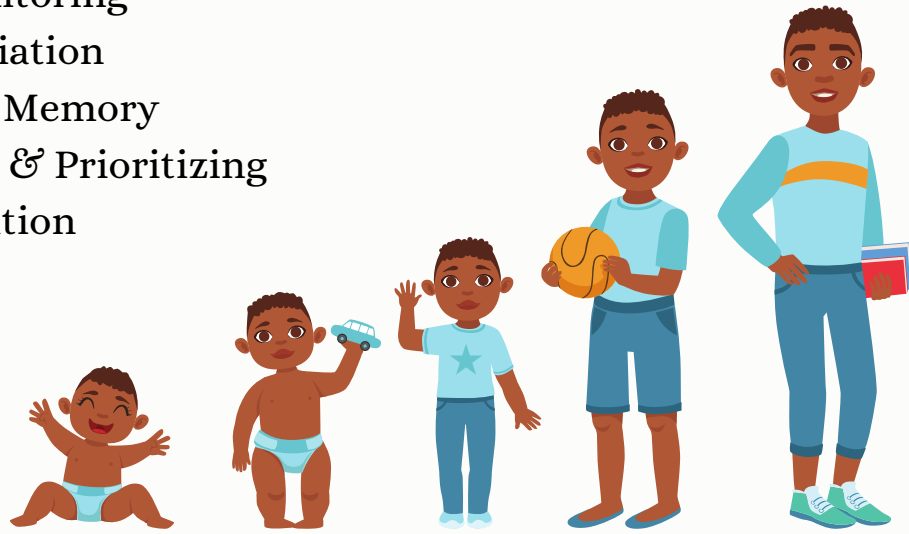
Our human esteem needs to have feelings of accomplishment, recognition, and self-worth. Caregivers can play a pivotal role in boosting a child's self-esteem by providing authentic constructive feedback, recognizing achievements, and helping children develop a growth mindset.

Level 5: Self-Actualization

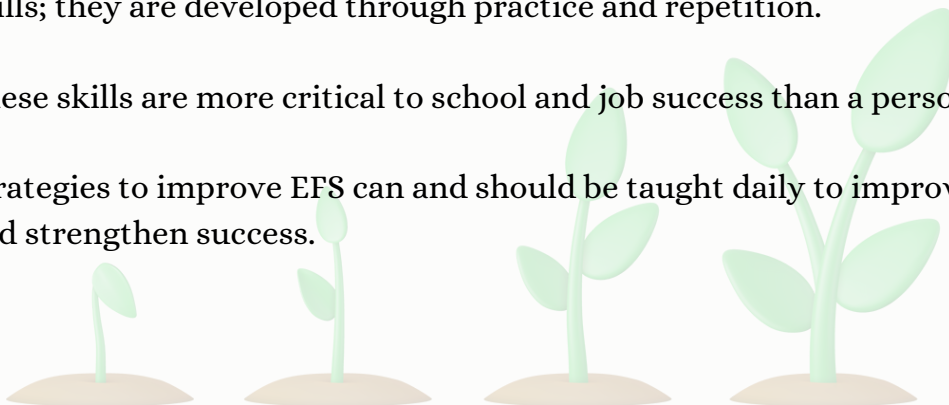
At the pinnacle of Maslow's Hierarchy is self-actualization – the realization of one's full potential. This is where real motivation and learning take place. Caregivers can empower children to reach this level by encouraging autonomy, fostering creativity, focusing on developing their executive function, and supporting individual passions and interests.

Executive Functioning Skills (EFS)

- Emotional Control
- Impulse Control
- Flexible Thinking
- Self-Monitoring
- Task Initiation
- Working Memory
- Planning & Prioritizing
- Organization



- Executive functions are mental skills that help you complete tasks. EFS skills are controlled by areas of the brain called the frontal lobe.
- Neuropsychologists have studied these skills for years and have determined that they are essential to a person's ability to manage life tasks.
- These skills begin developing in early childhood. Full development is not complete until adulthood or the late 20s. Children are not born with these skills; they are developed through practice and repetition.
- These skills are more critical to school and job success than a person's IQ
- Strategies to improve EFS can and should be taught daily to improve skills and strengthen success.



Building & Strengthening

Executive Functioning Skills

Problem Solving

Self Awareness

Memory

Focus

Comprehension

Understanding
Thoughts

Understanding
Feelings

To help children strengthen their executive functioning skills, **ASK QUESTIONS** to gain clarifications on what they are thinking and feeling or to help them problem solve on their own! The best way to help kids learn coping skills, grow their attention span, or learn to problem-solve is to help them engage in the process. When we give them the answers or tell them the solution, we take away their ability to learn, grow, and become independent.

Examples of Questions

- What did you learn from that?
- What do you think you should do?
- How do you think that went?
- What could you have done differently?
- What will you do differently next time?
- Can you repeat what I asked?
- What will you need to complete the project?
- What do you like about that?
- What don't you like about that?
- What did you learn?
- What do you remember?
- Where should you begin?
- How did that make you feel?
- How do you think they felt?
- Who could help you with that?
- What strengths can you rely on to help you get started?



4 Simple Ways To Help Kids ~~Manage~~ Yourself Manage and Maintain Consistency

Less is more

Have less. Say less. Take on less. Rely on less. Less is more for someone who has a delay in executive functioning skills. The neurodivergent brain is easily distracted. The best way to stop the cycle of easily being overwhelmed and failing is to accommodate your brain's need for less stimulation and more consistency.

Lean Into Accessible Support Systems

Utilize support personnel and accommodations at school. Join local organizations with parents who have the same needs and concerns. Utilize calendars, planners, and technology to streamline planning, prioritizing, and organization.

Be Transparent

Be confident about your strengths and abilities. Know where you shine and create opportunities for greatness. In the same breath, I would remind you to, be vulnerable, ask for guidance, and be transparent about areas in which you struggle. Allow for guidance and support when needed.

Be predictable

Set up a routine and rely on it consistently. Be predictably and consistently "you." Invest in tools that can help you think less and, go into autopilot like timers, and apps, or an Apple Watch.

How to ADHD, Jessica McCabe



Helpful Hints For **WORKING WITH TEENS**

F **Forgive and move on**

L **Listen without judgment**

A **Authentically praise and validate their feelings**

T **Trust, but verify their word**

S **Set firm boundaries**

S **Struggling is good. Let them learn tough lessons now; it will make them stronger**



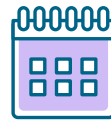
MOTIVATE & MOVE

You cannot control anyone but yourself. The only way to help motivate others, to possibly change or correct their own behavior, is to mirror and model the behavior you hope to inspire. There are 4 simple steps to this process. Each step is revolving, and it will take a lot of time, practice, and patience for everyone involved.



1 Model

Model the
desired
behavior



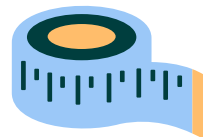
2 Make

Make intentional
space for
adjustments
in your own
performance



3 Maintain

Maintain connection
with the person,
before correction
of any kind



4 Measure

Measure your own
performance
throughout the
process (not theirs)

Behaviors are Needs

I am so alone.



Stay out of my life.
I hate you.



You don't
understand



I feel so worthless.
I can't do anything right.



When your child or teenager's behaviors are continuously sassy, loud, withdrawn, or out of control, there is something else going on.

Remember what we give our energy to grows. Try not to feed into the behavior. Try to focus on what the need might be. Where is the behavior coming from? What is the trigger? Practice being mindful and present and focus on the current situation. What is it your child might need?

I'm in over my head.
There is no way out.



Tantrum or Meltdown



Tantrum

The child is in control of their emotions and thoughts.

Typically directly follows not getting their way.

You are able to distract the child.

What to do? Ignore, walk away, and give no attention verbally or physically. It is not your job to “fix” their feelings.

Meltdown

The child does not appear to be in control of their emotions.

Caused by a need other than simply wanting their way.

What to do? Comfort them. Help express or talk through their feelings. Do not punish or shame them. Help them name their feelings. Give them time and space to regulate their feelings. This helps to build coping skills.






Reminder

Tantrums have no age limit. Tantrums for a toddler may involve screaming, stomping, and crying. Pre-teens, teenagers, and young adults can also experience tantrums: they just look and sound different.

Common Triggers

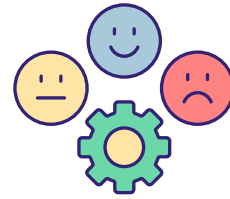
- Fear
- Fatigue
- hunger
- Thirst
- Transitions
- Sensory Needs
- Frustration
- Feeling Left Out
- Communication Challenges

5 Keys to Good Communication

CLEAR 	Keep information clear, consistent, & correct. Less is more. Too many details can be confusing. Listen more than you talk.
CONCRETE 	Stick to the facts. Keep information factual and current. Be mindful of the moment. Stay away from bringing up the past or pretending you can predict the future.
COURTEOUS 	Be courteous and kind. Stay away from sarcasm or put-downs. No name-calling or laughing at someone else's perspective.
COMPASSION 	Show compassion and empathy. Use affirming statements that show you care and are listening.
CONTROL 	Control yourself. Choose your words wisely. Control your body language. Make eye contact. Stay off your device when communicating with others.



Controlling Your Emotions In Conversations



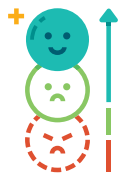
Easy steps to help you control your tone and emotions during conversations.



Slow down your thinking.



Be aware of your thoughts.



State what you see and hear from the other person.

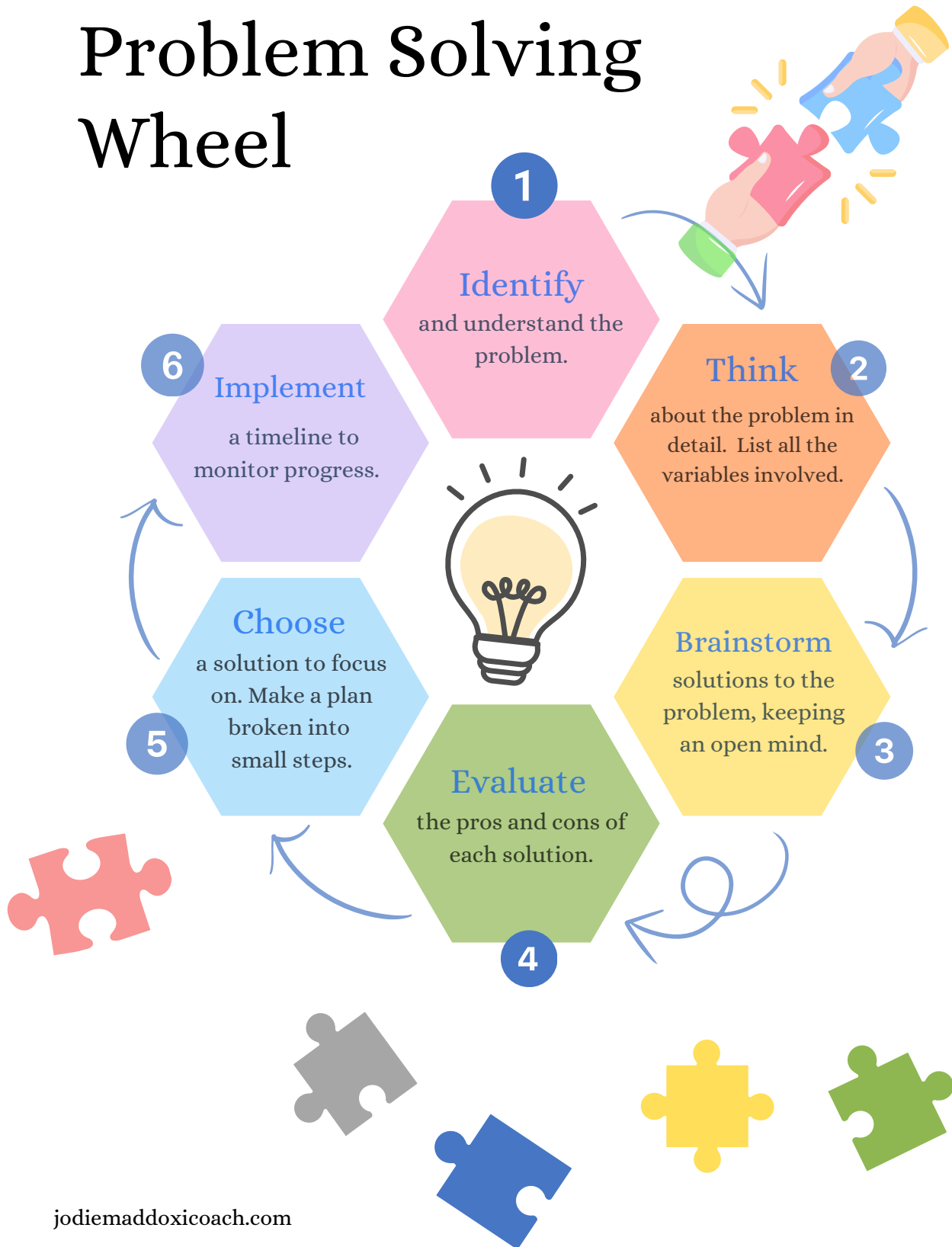


Affirm their emotions.



Tell yourself you are in control of what happens next.

Problem Solving Wheel



An illustration of an iceberg floating in a teal ocean. The tip of the iceberg, which is above the water line, is white with blue shading and contains a list of ADHD symptoms. The much larger part of the iceberg, which is submerged below the water line, is a darker teal color and contains a list of associated conditions. The water is represented by a dark teal background with white wavy lines. There are two small, light green, cloud-like shapes in the sky above the water.

ADHD Iceberg

Trouble Focusing
Fidgeting
Impulsive Behaviors
Disruptive Behaviors

Depression
Poor Sense of Time
Anxiety
Impulse Control
Insomnia
All or Nothing
Mood Swings
Sensory Disorder
Exclusion
Difficulty Making Friends
Poor Communication skills
Hyper Focused
Loneliness

jodiemaddoxcoach.com

OCD Iceberg

**Impulsive
Strict Routine
Repetition
Agitated
Compulsive Behavior**

**Fear
Panic
Depression
Anxiety
Obsessive Behaviors
Aggressive Thoughts
Panic Attacks
Unwanted Thoughts
Guilt
Fear of Losing Control**

Anxiety Iceberg

An illustration of an iceberg floating in a teal ocean. The tip of the iceberg, which is above the water line, is white with light blue speckles. The submerged part of the iceberg, which is much larger, is a darker teal color. The background is a gradient of teal, with stylized white clouds and small white waves on the water surface.

Anger
Negativity
Lack of Focus
Over Planning
Irritability
Sleep Issue
Avoidance

Chronic Fatigue
Low Self - Esteem
Lack of Sleep
Grief
Over Analysis
Sensory Overload
Irrational Thoughts
Worthlessness
Loneliness



Dyslexia Iceberg

Writing Problems
Spelling Problems
Text Problems
Speech Problems

Words Move On Page
Can't Distinguish Sounds
Trouble Alphabetizing
Trouble Memorizing
Confuses Letters
Trouble Rhyming Words
Trouble w/ Multi-Step Directions
Trouble Remembering Common Words
Trouble with Confidence
Self Doubt
Avoidance
Loneliness

Is There a Problem?



Is too much screen time negatively affecting your child's development and mental health? Ask yourself the following questions:

Yes No

- ☐ ☐ Is my child sleeping enough?
- ☐ ☐ Is my child eating a healthy, balanced diet?
- ☐ ☐ Does my child enjoy spending time with our family?
- ☐ ☐ Does my child have healthy friendships?
- ☐ ☐ Does my child seem invested in school? Are they engaged in school?
- ☐ ☐ Does my child have hobbies and interests other than technology?

If you can answer yes to most of these questions, your kiddo is probably leading a healthy, balanced life. Screen time should always be in moderation, but there seems to be little reason to worry.

If not, ask yourself the following questions:

Yes No

- ☐ ☐ Does my child have trouble sleeping?
- ☐ ☐ Has my child lost their appetite or has an unhealthy diet?
- ☐ ☐ Does my child seem isolated or alone? Do they avoid our family?
- ☐ ☐ Does my child have unhealthy relationships?
- ☐ ☐ Does my child seem disengaged at school? Are their grades concerning?
- ☐ ☐ Is my child only interested in spending time alone in their room, online, or playing video games?

If you answer "yes" to most of these questions, there could be several red flags, even signs of depression, to pay attention to. Talk to your child, ask questions, and have an open conversation about your concerns. It might be time to seek outside guidance and support. On the next few pages, you'll find contracts you can use to set expectations for the use of video games, the Internet, and social media/cell phones.

Cell Phone & Social Media Contract



I will be allowed to use my cell phone a maximum of _____ hours per day.

I will not use my cell phone at school unless _____.

I will turn my phone into my parents at _____(time) every night.

No Phone Zones	Apps I May Use	Apps I May Not Use

- ☐ 1. I will not say or do hurtful things on social media. This includes messaging, commenting, posting, or liking mean, hurtful, sarcastic, or degrading content.
- ☐ 2. If anyone ever harasses me or my friends, I will be open and honest with my parents. I promise to trust their judgment and work as a team to stop the harassment.
- ☐ 3. I will not post or share personal information such as my full name, birthday, address, school, parents' name, phone number, or the like.
- ☐ 4. I will not share my passwords with friends or strangers.
- ☐ 5. I understand that my parents have the right to adjust the privacy settings on my phone and will monitor all of my activity.
- ☐ 6. I will turn off my phone at _____ o'clock every night.
- ☐ 7. I will not share inappropriate pictures. This includes pictures of my body (sexting).
- ☐ 8. If I am pressured at any time to share items that make me feel uncomfortable, I will immediately tell my parents.
- ☐ 9. I understand that having a cell phone is a privilege. I agree to the following consequences if any of these boundaries are crossed or broken.

Signature

Signature

Signature

Date

Computer/Tablet Expectations



I will be allowed to use my computer a maximum of _____ minutes per day.

I will use my computer for _____ only.

I will turn all electronics off at _____ (time) every night.

I understand that computers give me access to many things that may not be appropriate for my age. I will use it safely and avoid clicking any inappropriate sites.

Approved Websites	Unapproved Websites

- ☐ 1. I will not share my location while on the computer.
- ☐ 2. I will not use the computer in my bedroom.
- ☐ 3. I will not say or do hurtful things on the computer. This includes messaging, commenting, posting, or liking mean, hurtful, sarcastic, or degrading content.
- ☐ 4. If anyone ever harasses me or my friends I will be open and honest with my parents. I promise to trust their judgment and work as a team to stop the harassment.
- ☐ 5. I will not post or share personal information such as my full name, birthday, address, school, parents' name, phone number, or the like.
- ☐ 6. I will not share my passwords with friends or strangers.
- ☐ 7. I understand that my parents have the right to adjust the privacy settings on my phone, and will monitor all of my activity.
- ☐ 8. I will turn off my phone at _____ o'clock every night.
- ☐ 9. I will not share inappropriate pictures. This includes pictures of my body (sexting).
- ☐ 10. If I am pressured at any time to share items that make me feel uncomfortable I will immediately tell my parents.
- ☐ 11. I understand that using the computer is a privilege. I agree to the following consequences if any of these boundaries are crossed or broken.

Signature

Signature

Signature

Date

Video Game Expectations



I will be allowed to play video games a maximum of _____ hours per day/week.

I may play video games on weeknights for _____ minutes.

I may play video games on the weekend days for _____ minutes.

Game Rating Restrictions	Yes	No
EC (early childhood)		
E (everyone)		
T (teens)		
M (mature)		
AO (adult only)		
RP (rating pending)		

- ☐ 1. I will not share my location while playing video games.
- ☐ 2. I will not be hurtful or mean while playing video games. This includes messaging, commenting, or posting hurtful content.
- ☐ 3. If anyone ever harasses me or my friends, I will be open and honest with my parents. I promise to trust their judgment and work as a team to stop the harassment.
- ☐ 4. I will not post or share personal information such as my full name, birthday, address, school, parents' name, phone number, or the like.
- ☐ 5. I will not share my passwords with friends or strangers.
- ☐ 6. I understand that my parents have the right to adjust the privacy settings on any of my devices and will monitor all of my activity.
- ☐ 7. I will not play video games past _____ o'clock each day.

- ☐ 8. I understand that playing video games is a privilege. I agree to the following consequences if any of these boundaries are crossed or broken:

Signature

Signature

Signature

Date

5 Skills Needed to Manage Emotions and Feelings



Understanding Feelings

Relaxation Skills

Understanding Thoughts

Managing Intense Emotions

Mindfulness

Reference - Child Mind Institute
childmind.org

Mindfulness Activities *For Kids*

Introducing mindfulness at a young age helps children develop healthy habits for managing stress. Mindfulness has been associated with improved cognitive functions such as memory, problem-solving, and decision-making. This can positively impact academic performance, help children build healthy relationships, and develop a growth mindset.

1 Story Reading

Read a story or create one together, ask who, what, why, when questions to promote focus and mindfulness.

2 Gratitude Journal

Encourage kids to keep a gratitude journal where they write or draw things they are thankful for each day.

3 Bubble Breathe

Blow bubbles and have kids practice deep breathing as they watch the bubbles float away, connecting breath with a visual element.

4 Nature Walk Observation

Take kids on a nature walk and encourage them to observe and appreciate the sights, sounds, and textures in the natural environment.

5 Deep Breathing

Introduce kid-friendly yoga poses and stretches, combining movement with breathing. Use soft music to promote concentration.

6 Breathing With Stuffed Animal

Place a stuffed animal on their belly and have kids focus on the rise and fall as they breathe deeply, promoting a sense of calm.



Finding the Trigger



When you want to change a behavior, the first helpful step is understanding what is causing or “triggering” the behavior.



“This Really Bugs Me!”

What sets your child off?

- | | | |
|------------------|----------------------------|--------------------|
| Being confused | Being bullied | Unfair treatment |
| Being hungry | Getting feedback | Being late |
| Being tired | Sarcasm | Anything new |
| Being scared | Someone breaking the rules | Being ignored |
| Having to wait | Bad grades | Being disrespected |
| Hurt or pain | Taking a test | Being separated |
| Being told no | Being treated unfairly | Being touched |
| Being unprepared | Being excluded | Loud noises |
| Being criticized | A new routine | Losing |
| Being lied to | Rumors or gossip | Being left out |

Making a Plan



Once you identify the trigger, you can make a plan to handle it.

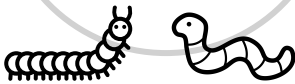
What bugs
me?



If it happens,
I can:



If it happens,
I should tell:



25 Ways to Encourage Kids

You're doing great.

Keep up the good work.

You're so brave.

I'm so proud of you.

You're awesome — you can do this!

You can do anything if you put your mind to it.

Killing it!

I trust your judgment!

The sky's the limit.

I love you no matter what.

It didn't go well, but you learned something important today.

Mistakes are part of the learning process. Don't beat yourself up.

Don't be afraid to ask questions.

Hang in there! Don't give up — you can do this.

Good luck! You're going to do great.

Break a leg! Go out there and wow them.

You killed it! That was amazing.

You had the courage to try something new, and I'm so proud of you.

One step at a time — you're almost there!

Keep at it — you've got this!

I have no doubt that you'll be great with a little practice.

This is tough, but you're definitely tougher.

Trust the process; it'll work out.

Good vibes are coming your way.

I'm here for you no matter what.

Relaxation Activities

For Kids



Mountain or Mole Hill?



Is this a big problem or a little problem?

Sometimes children have a hard time understanding the size of a problem or situation. Help them answer the question, *does my reaction match the size of the problem?*

Use this graphic to help children understand, or gain clarity of the situation.

Ask the child:

Is this a big problem or a small problem? Place a penny/token on the size of your problem. The molehill represents a small problem, the mountain represents a big problem.



Managing Intense Emotions

Our emotions are in our control, but that control takes practice, mindfulness, and clear, focused attention. Our body gives us signals about how we're feeling and when we're about to erupt. When we learn to read our body's signals (e.g. clenched fists, change in heart rate, sweaty palms), we can take ourselves out of the situation, calm ourselves, and start thinking logically.

When you are helping your child learn to work through their emotions, you need to know which strategy to use and when.

Imagine your child's feelings as different zones on a volcano. On the next page, use the worksheet to make a plan for what to do with your child in each zone. When your child is in the explosive red zone, focus on saying less, staying calm, and modeling controlled behavior. Avoid arguing, giving advice, or giving directions. Problem-solve or give advice only when they're in the green zone.



Red Zone: I'm angry!

Orange Zone: My feelings are bubbling...

Yellow Zone: I'm unhappy or upset, but I'm in control.

Green Zone: I feel happy and relaxed! I'm in full control.

Management Plan



RED ZONE

To help my child, I can:

ORANGE ZONE

To help my child, I can:

YELLOW ZONE

To help my child, I can:

GREEN ZONE

I feel happy and relaxed! I'm in full control.



Helping Children Understand Their Thoughts



Not all thoughts are factual or helpful. When trying to help your child understand their own thoughts, teach them to ask themselves questions to process the information.

Skill TARGET



Once you've penned down the skill you want to work on follow the graphic organizer to help your child grow the targeted area.

What skill are you targeting?

What do I/we already do that works as a family?

How are my own routines/habits modeling this skill?

What do I need to adjust?

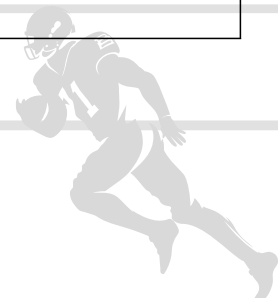
What resources should I provide to support these skills?

What does the child already do well regarding this skill?

Tackling with Strength

Does your child struggle in certain areas, or with specific skills? Want to tackle an executive function that is weak and needs to be strengthened? ***Start by focusing on the areas where your child does shine.*** Identify what he/she can do. Monitor your child's behavior for 4 or 5 days. Keep good notes in the areas where they show independence and self-control. Together we will use these areas to help strengthen and nurture other executive functioning skills.

Emotional Control	Impulse Control	Flexible Thinking
Self-Monitoring	Task Initiation	Working Memory
Planning /Prioritizing	Organization	Other



Self Awareness

Changing our habits can be challenging. We are psychologically wired to resist change. But with strategic effort, consistent reflection, and intentional mindfulness, we can do anything we put our mind and energy towards! Follow this process daily, weekly, monthly ... when you are ready to strategically tackle big or small items that might hold you back!

Start	Stop	Continue
New habits/techniques you want to <u>START</u> doing that are helpful and supportive .	Old habits/techniques that you want to <u>STOP</u> doing that are not helpful or supportive.	Habits/techniques you want to <u>CONTINUE</u> doing because they are helpful and supportive.

Stress Management

What thoughts are holding you back right now? Are these thoughts helpful or harmful?

Start by writing down what you keep thinking about and can't move past. Next, ask yourself: Is this thought helping me or holding me back?" Then list your action steps.

When you are finished filling out the grid, you can also prioritize your action steps in the last column by numbering them in numeric order according to priority.

What is stressing me?	Is this thought helping me or holding me back?	What are my action steps?

Planning & Prioritizing









Let's Get Going!!!

GO-TO PERSON	TASK	TASK	TASK
	"URGENT"	IMPORTANT	IT CAN WAIT
	NEXT STEP	NEXT STEP	NEXT STEP
	COMPLETE BY	COMPLETE BY	COMPLETE BY

Task Mapping For the Week

Name _____ Date _____

	TASK	M	T	W	T	F
						
						
						
						
						
						



Goal for the week

Commonly Used of Special Education Terms

Accommodation - An accommodation is an adjustment made to the environment, instruction, or assessment to provide equitable access and support for students with disabilities. Accommodations do not alter the fundamental requirements of the curriculum but help level the playing field for students with diverse learning needs.

504 Accommodation Plan - A 504 Accommodation Plan is a legal document that outlines the accommodations and support services provided to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Unlike an IEP, a 504 plan does not require specialized instruction but ensures that students with disabilities have equal access to educational opportunities and facilities.

Diagnostic Summary - A diagnostic summary is a comprehensive report that summarizes the findings of evaluations, assessments, and observations related to an individual's diagnosis, learning needs, strengths, and challenges. It provides valuable information to guide educational planning, intervention strategies, and support services for individuals with disabilities.

Individual Education Plan (IEP) - An Individual Education Plan (IEP) is a personalized document developed for students with disabilities who require special education services. It outlines the student's educational goals, learning needs, accommodations, modifications, and support services. The IEP is created collaboratively by a team of educators, parents, and other professionals, and it guides the provision of specialized instruction and interventions.

Modification - A modification involves changing the content, curriculum, or expectations of instruction or assessment to meet the individualized needs of students with disabilities. Unlike accommodations, modifications may alter the essential elements of the curriculum to ensure meaningful participation and progress for students with disabilities.

Special Education - Special education refers to tailored educational programs and support services designed to meet the unique learning needs of students with disabilities. It aims to provide individualized instruction, accommodations, and interventions to help students with disabilities access the curriculum and achieve academic success.

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