

Challenges and Opportunities: Making Home Healthy for Everyone

Elise Wulff, M.Ed.

ewulff@partners.org

MGH Aspire

www.mghaspire.org

MGH Aspire “3S” Model



- Learn and apply skills to interact with others in expected ways across contexts
- Build relationships using shared experiences and common interests
- Improve capacity to identify strengths and develop strategies for challenges
- Engage in self-advocacy



- Develop strategies to manage stress and frustration
- Habitual practice using these strategies in real-life situations

- Recognize that social competency is needed in life
- Understand social strengths/challenges
- Develop social thinking and social skills
- Apply this knowledge in various contexts/relationships
- Show empathy for others
- Form positive relationships, work in teams effectively, deal effectively with conflict

- Understand stress is a part of life, neither good nor bad
- Know, recognize and predict internal and external triggers
- Link thoughts, feelings and behavior
- Manage stress responses (reactively and proactively)
- Develop and utilize a coping tool box of self-regulation and stress management strategies

- Know personal strengths and challenges
- Recognize and express likes, dislikes, passions
- Acknowledge and control habits
- Set goals
- Understand and manage emotions and behavior to achieve goals
- Recognize when effort/perseverance is required and be able to apply it

Prediction



- Preview expectations
- Solve (more) problems before 'the moment'
- Caregiver planning


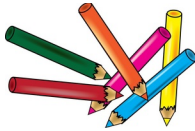






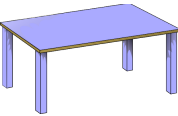
A large dashed rectangular box with a thick black border. Inside the box, the text "Productivity Zone:" is followed by a bulleted list. Below the list, the text "Play/'Preferences' Zone" is centered.

Productivity Zone:

- Minimize distractions
- Minimize transitions

Play/'Preferences' Zone

Sample Schedule

Morning Choice	  
Get Dressed* *Additional Morning Routines	   
Breakfast	
Morning Meeting	
Math	
Movement	
Snack and Read Aloud	
Writing	

Sample Schedule



1. Wake-up and Morning Routine
2. Breakfast
3. Movement (30 minute walk or 30 minute activity)

Choices: _____, _____, _____

4. Math or Science (at the table, no screens)
5. Reading
6. Lunch and Break
- Break can be: _____ or _____
7. Writing (at the table, appropriate screens allowed)
8. Community Project
9. Free Choice Time

Sample Schedule



Time	Activity	Expectations
9:00am	Wake-Up	<ol style="list-style-type: none"> 1. Brush my teeth. 2. Make my bed. 3. Breakfast
10:00am	Walk or indoor exercise	Walk: Minimum of 30 minutes Indoor Exercise options: -Online Yoga -WiiFit -Apps...
10:30am	Snack	
11:00am	Work Time	Social Studies Math
12:00pm	Lunch	
1:00pm	Reading	
1:30pm	Writing	
2:00pm	Break	Break Options:
3:00	Social Time	Family Game Options:
4-6pm	Free Time	Free Time Options:
6:00pm	Dinner	
7-9pm	(Insert Here)	

- **Goal: Maintain Expectations**
- Set up a regular Family Meeting
 - Parking Lot for meeting topics
- Prepare for expected questions ('Answer Books')
- Not everything goes in the schedule, but everything has a place in the schedule:
 - Chores
 - Personal Hygiene routines
- Capture the Conversation
 - Write it down
 - Check for agreement
 - Organization: Make it visual
 - Use the tool, don't rely on memory

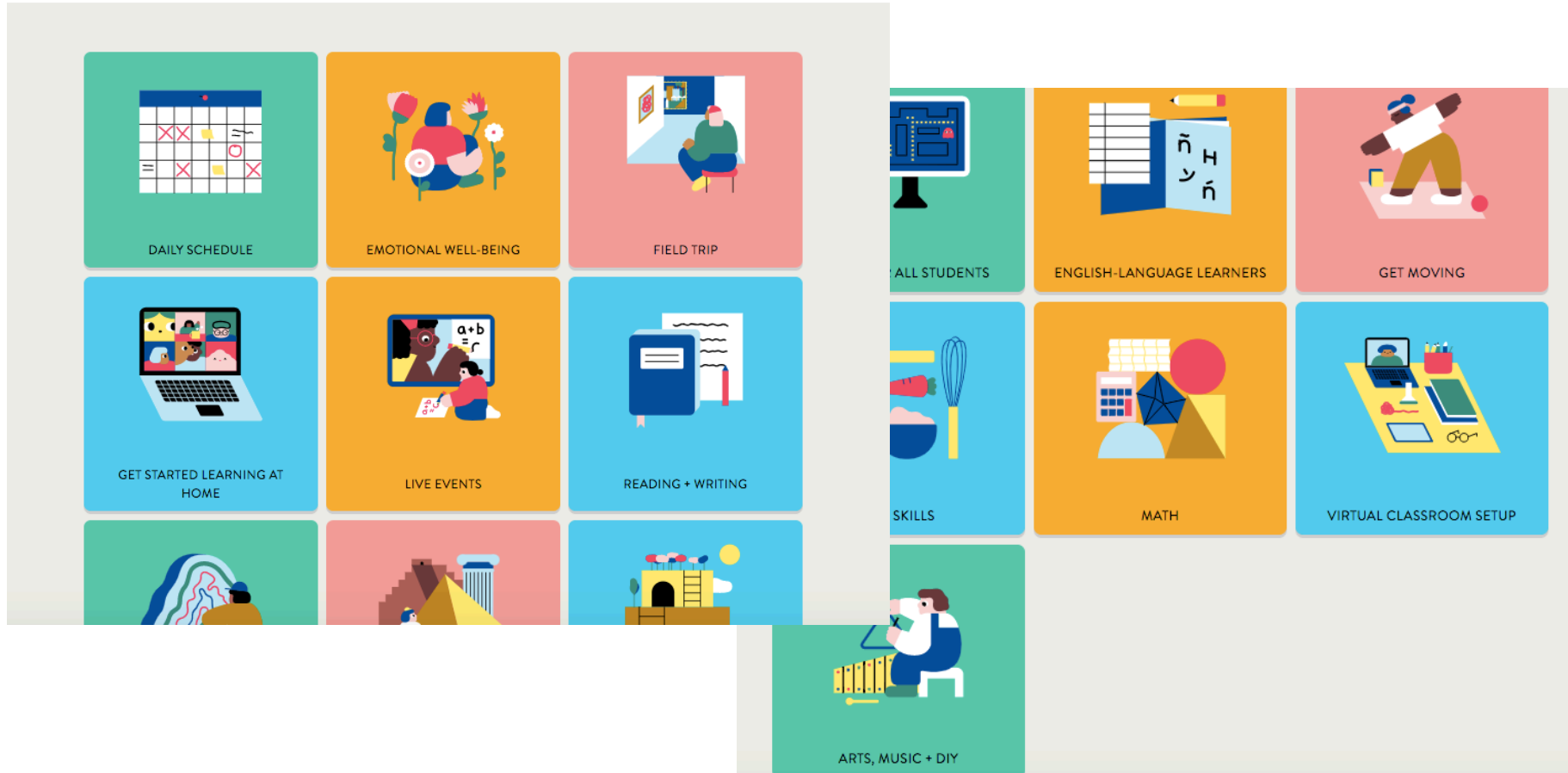
Structuring Motivation

Bribe	Incentive	Visual Progress								
<ul style="list-style-type: none">• Not a natural consequence/ unrelated to the behavior• Given in the moment• Exclusively controlled by the ‘adult’	<ul style="list-style-type: none">• Natural consequence, logically related to the behavior• Discussed ahead of time• Access is a mutual agreement	<ul style="list-style-type: none">• Shows progress towards an outcome• Does not require an additional ‘motivator’• Fosters self-awareness and self-monitoring								
<p>Example:</p> <p>“If you get off the floor of the grocery store, I’ll buy you that cookie.”</p>	<p>Example:</p> <p>“The schedule shows that you have screen time as soon as you finish your chores.”</p>	<p>Example:</p> <table><tr><td colspan="3">Start</td><td>Finish</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Start			Finish				
Start			Finish							

We are a family ▾

looking for

Grades PreK-5 ▾



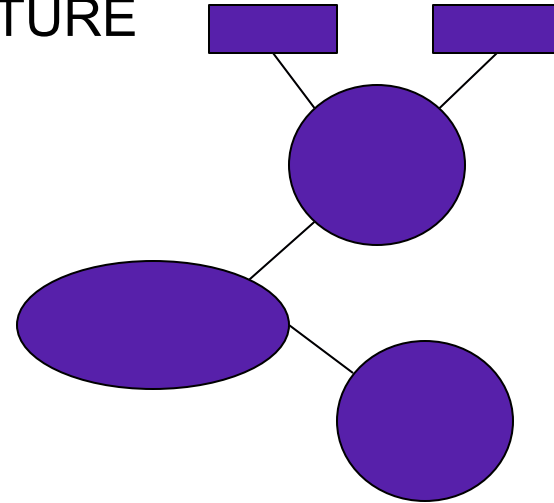
Reading: Quality over Quantity



- Read aloud! (Audiobooks)
- Start with personal interests
- Re-reading is not only ok, it's great!
- Magazines, comic books, newsletters, online forums
- Plays
- Write notes
- Start conversations to make connections
- Model decision-making around reading
- Use the internet!

- **Rhymes**
- Building/Making letters with other materials (Play-Doh, LEGOs, sticks, etc.)
- **Labeling items around the house**
- Inside Scavenger Hunts:
 - Things that look like a letter
 - Things that start with a letter
 - Categories
- Driving Scavenger Hunts:
 - Looking for letters and numbers
 - Identifying common words/symbols associated with meaning (brands)

- Summarize to Organize: The BIG PICTURE
 - 30-second summary
 - Comic Strip summary
 - 3 Images summary
 - Semantic mapping
- Make Connections to Remember:
 - A connection to something else you've learned
 - Something you didn't know before or have now corrected
- Share Your Perspective to Extend:
 - Something you liked and didn't like
 - A question you have now



- Allows you to use preferred interests
- Can highlight strengths and minimize influence of weakness
- Builds Executive Functioning
- Provides flexibility in daily expectations
- To structure:
 - Think about visualizing the product (big picture and short term)
 - Rubrics allow for self-checking

Writing Routines

CURRENT EVENTS

EXTRA! EXTRA! TELL US ALL ABOUT IT!

BIG NEWS IS HAPPENING ALL AROUND US... WE ARE RELYING ON YOU TO SHARE IT WITH THE WORLD. USE THE SELECTED ARTICLE, AND ANSWER THE QUESTIONS BELOW "THE WORLD WANTS TO KNOW YOUR THOUGHTS ON THE MATTER!"

NAME: _____ PARTNER: _____
DATE: _____

1. WHAT IS THE HEADLINE OF _____

2. IS THIS ARTICLE CONTROVERSIAL? (AN ARTICLE IS CONTROVERSIAL WHEN EXPLICITLY STATED WITHIN THE TEXT) _____

3. DOES THIS ARTICLE DEAL WITH A YES _____ NO _____

4. WHAT MORAL QUESTION IS MOST (1 POINT, POSER AS A QUESTION.) _____

5. DO YOU BELIEVE THAT BIAS WAS YES _____ NO _____
(DOES THE AUTHOR INSERT THEIR OPINION? AUTHOR PRESENT BOTH POINTS OF VIEW.)

6. IF YOU ANSWERED YES TO QUESTION 5, BIAS? IF YOU ANSWERED NO, WHY DO I _____

MY 2020 COVID-19 TIME CAPSULE

BY: _____



Daily Writing Prompts:

- Teacher's Corner
- ThinkWritten.com (\$5)
- Daily Teaching Tools
- Older Audience:
dailypost.files.wordpress.com

- Estimating values (prices)
 - Individual items
 - Recipes or whole projects
 - More or Less
- Bulk Buying
 - Is it cost effective? Will you use it? Is it worth it?
- Take out/Delivery costs
 - Is it cheaper than cooking? What is the budget? How could you do this?

Estimated	Actual

Math: Budgets

Children's Budget Worksheet

A beginners budget worksheet for children to teach them how money & budgets work.

Date:

Monthly Income			
	Expected	Actual	Difference
Allowance			
Job			

	Comes in	Goes Out	What's Left
Gifts			
Savings acco			
Other			
Other			
TOTALS			

	Expected	Actual	Difference
Toys			
Clothing			
Entertainment			
Gifts			
Savings			
School/Sports expenses			
Other			
Other			
Other			
TOTALS			
DIFFERENCE btw. income & expenses			

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Teen Budget Worksheet



Monthly Expenses

Item	\$ Amount Budgeted	\$ Amount Spent
College		
Housing/Rent		
Tuition		
Books		


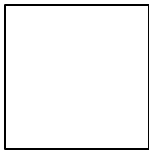

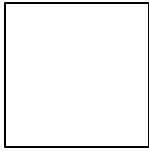


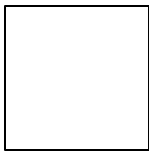



Transportation		
Car Payments		
Gas/Fuel		
Auto Repairs/Maintenance		
Other Transportation		
Total:	\$0.00	\$0.00
Debt Payments		
Credit/Debit Cards		
Student Loans		
Other Loans		
Total:	\$0.00	\$0.00
Entertainment		
Cable TV/Internet		
Computer and Accessories		
Movies/Concerts/Sports		
Music/Videos		
Hobbies		
Cell Phone		
Total:	\$0.00	\$0.00

- Discounts
- Coupons
- Interest
- Tax
- Tipping and splitting tabs

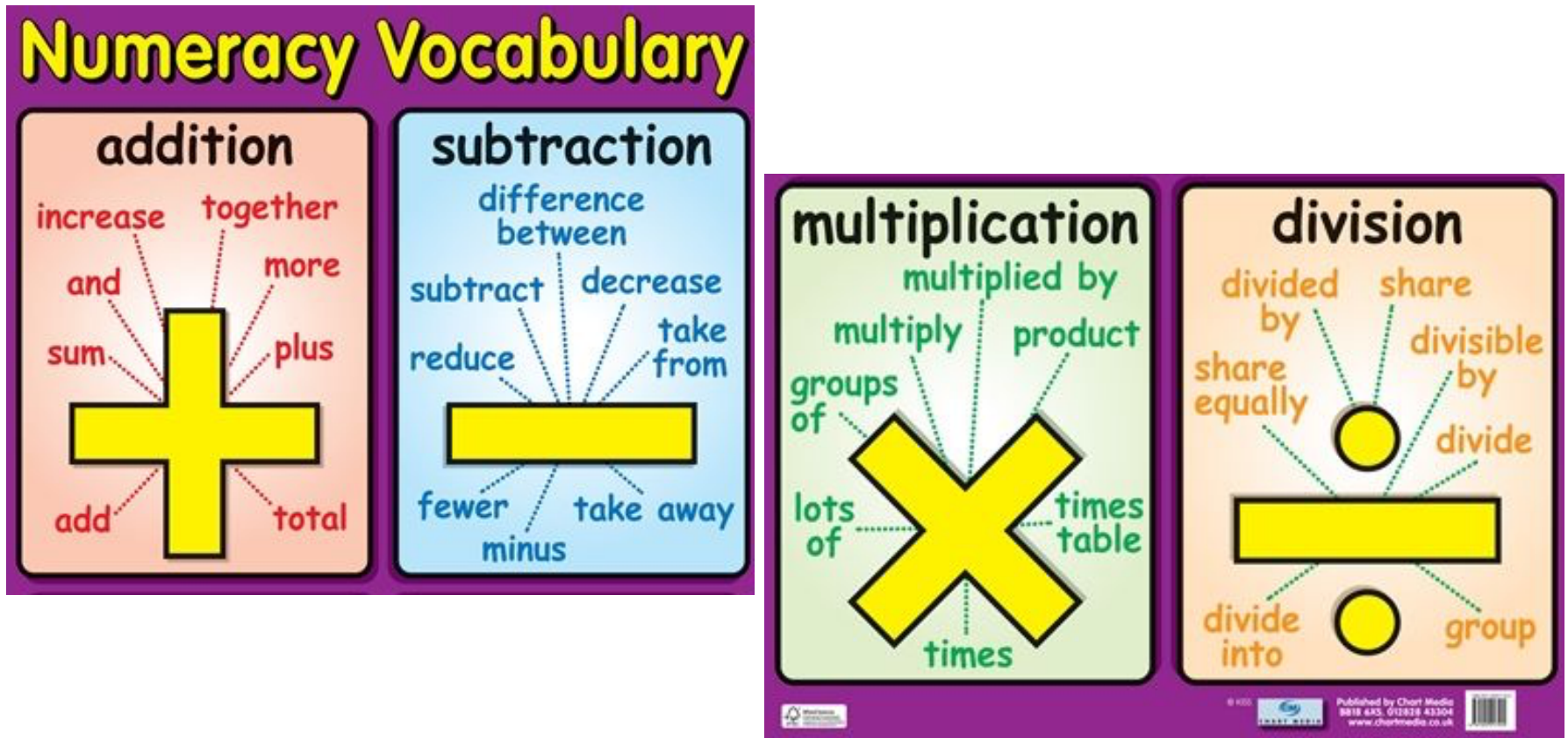


FOOD	\$16.00
LIQUOR	\$6.00
Tax	\$1.95
Total Due	\$23.95
*Suggested Gratuity	
<input type="checkbox"/>	18% is \$3.96
<input type="checkbox"/>	20% is \$4.40
<input type="checkbox"/>	22% is \$4.84
<input type="checkbox"/>	Other _____

- (Executive Functioning: Visualizing the finished product)
 - What does DONE look like?
- Sequencing
- Word problems
- **Fractions**
- **Modifying recipes**
 - Double
 - Half

Original Value	Changed How?	New Amount
	   	
	   	

Use math language when you're talking through problems.



- Build a timeline or family tree (real or from a book or movie)
- Research the origins of your family name(s)
- History of Emotions or Debunked 'Science'
- Create a Constitution for your home and at least 1 other location
- 'Facebook' (contact list) for local leaders and community roles
- Identify a personally relevant cause, create a PSA
- Family Debate Night
- Trace the farm-to-table route of 3 things you eat regularly
- Source the components of a machine in your home
- Explore different currencies, create one for your home
- Carmen Sandiego Fearless Kids
- Build a Greetings Book with gestures and greetings from around the world
- Build a map from a book or movie, your home, neighborhood, school, etc.

1. Each sibling has their own daily schedule, blocks are color-coded to show when we are together as a family and not.
2. If parents can predict which toys, items, or spaces will be fought over, build those in to the schedule for when who gets each item or space.
3. Identify specific 'work' stations for each child and have them build and organize them with the items they will need to be productive.
4. Try alternating days when one sibling is the 'helper' and they teach the other sibling to do something they like to do. For younger children, find specific blocks of time for each sibling within one day so they don't have to wait until the next day. Ideally, for this time, have each sibling prepare what and how they're going to teach the other sibling so there's some executive functioning work and perspective-taking.
5. If (when) there's a disagreement that gets heated, try having a 'problem-solving routine' where everyone takes 2-minute breather/walk/drink/snack/etc., then we regroup in a specific place (like at the table) to come up with a solution. If the solution can wait, or it's a recurring pattern, bring it to a structured 'family meeting' weekly (I suggest Sunday afternoons or early evening).
6. Lastly, having siblings concretely work towards something they've both invested in (a new game, more screen time). Have the family make a list of what earns 'points' and then parents can intermittently reinforce as things go.

www.amazingeducationalresources.com

12 Museum Virtual Tours

Bitesmedia.com

123 Homeschool for Me

BrainPop

ABCdatabasesuite

C-SPAN Classroom

ActivelyLearn.com

CILC.org

Adventures in Family: Virtual Field Trips

GuestHollow.com

American Archive of Public Broadcasting

Heifer International

HelpTeaching.com

An Author's Journey (WWII)

KidsPressMagazine.com

Awesomestories.com

www.iCivics.Org

Betterworlded.org (free trial)

iDialogue.com

Humanities Resources



www.joysunbear.com

Khan Academy

Lakeshore Learning

Madison Country Day School's
Library of US Women's History

Maryland Historical Society

National Constitution Center

GoogleEarth

Newsomatic.org

Newsicle.co

Rocketlit.com

Scholastic (dropbox link)

Sheppardsoftware.com

Social Studies School Service

www.sporcle.com/kids

Storyboard That

Take the Stage (Mass. PBS)

www.TeacherCreatedMaterials.com

<https://teachtopia.com/printable-cut-outs.html>

TeachRock.org

www.nytimes.com/section/learning

Humanities Resources



Time for Kids: time.com/tfk-free

Virtual Farm Trips:
virtualfarmtrips.com

Wisc-online.com

www.geohistorymap.com

Reading and Writing Resources



www.12storylibrary.com

Accelerating Young Minds

Achieve 3000

Actively Learn

American Archive of Public
Broadcasting

Newsomatic.org

Newsicle.co

Rocketlit.com

News ELA

Time for Kids: time.com/tfk-free

Wisc-online.com

Storyboard That

All Digital School

All Kids Network

Audible

InquirED

KOBI- Decoding

Learning A-Z/Raz-Kids

MetaMetrics- Decoding

Monster Phonics- Decoding

Writing Resources



No Red Ink

Quill.org

An Author's Journey

Essay Jack

Mentormywriting.org

Authorfy

Heron Books

Institute for Excellence in Writing

The Four Most Important Beliefs Adults Can Foster in Individuals in Their Care:



A feeling that they are appreciated/liked/valued for their neurodiversity (comprehensively).

What they do is different than **Who** they are.

A sense that they have some control over their lives. Mastery leads to pride.

A sense that they are increasingly autonomous.

Q+A