

Could not set provider info

UPDATE users SET providerinfo='Mrs. Smith, Counsellor' WHERE code =738



Child Behavior Toolbox

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Suggestions provided by Mrs. Smith, Counsellor

Auditory attention - Strategies for ages 5 to 8 at home

- 1 Avoid unnecessary talking when giving instructions. USE SIMPLE SPECIFIC DIRECTIVES. Focus on telling the child what they CAN DO. (e.g. "Play by the table " vs " "Don"t play by the computer")
- 2 Ask the child to repeat requests, but give a framework. For instance, say "I want you to listen for 2 important things, then I'm going to ask you to tell me what those things are." This encourages good listening skills and ensures that the child understands and remembers what has been said.
- 3 When talking with children it is important to monitor how quickly you are speaking and to control the amount of information you are expecting them to understand. Slow your speech down to a rate which allows them to process information comfortably. Do not overwhelm them with too many directives and explanations at one time.
- 4 Have a five minute "quiet" time when no one is allowed to talk or move around. TV"s, radios, computers etc. should all be turned off. At the end of the five minutes have children tell you about all the sounds which they could hear during this time. (e.g. wind chimes, planes flying over etc.)
- 5 Play a circle game where the first person claps or drums out a brief rhythmic pattern. Each successive player must repeat all of the previously contributed pattern(s) plus adding one of their own. Record the rhythms and play them back once the last player is done.
- 6 Help to focus a child's attention by saying their name at the beginning of your request for them to do something. (e.g. Sean, remember to wait your turn.)
- 7 Have the child close her eyes. Then tap some object in the room or make some other sounds. Ask her to identify the objects and sounds they heard. (e.g. a door opening, a knock on the coffee table)
- 8 Say a series of four words, three of which rhyme and one which does not. (e.g. lunch, crunch, soup, munch) Ask a child to identify the word which does not rhyme.
- 9 Tape oral instructions or information so that children can replay them on a portable cassette player with or without headphones as needed.

Distractibility - Strategies for ages 5 to 8 at home

- 1 Children with attending problems can be frustrating for parents. Try to remain calm when dealing with your child and avoid showing your frustration. Maintain your sense of humor.
- 2 Avoid unnecessary talking when giving instructions. USE SIMPLE SPECIFIC DIRECTIVES. Focus on telling the child what they CAN DO. (e.g. "Play by the table " vs " "Don"t play by the computer")
- 3 When doing homework or other table top tasks, make sure the table is clear and minimize distractions (e.g. phone calls, TV, other kids playing, etc.)

- 4 Ensure that children are given age-appropriate tasks that they are capable of completing. Also be sure that they get meaningful praise and rewards for task completion.
- 5 Redirect wandering attention in a supportive way. Use physical closeness, touch, and visual cues such as gestures and pointing to important features.
- 6 Some children cannot work in situations where there is more than one activity going on at the same time. This may involve modifying the environment somewhat. For instance, have the child use a study carrel, wear earplugs/head phones or work in the library/hallway to screen out distracting information.
- 7 Have the child alternate between physical and mental activities. After working at his desk or table for an appropriate length of time have them engage in an indoor or outdoor game that is physically active. Before starting in with seat work again, allow "cooling down" time. (e.g. to get a drink or sit quietly)
- 8 Provide regular outlets for the release of energy. Give active children time to play and engage in physical exercise. Plan daily activities such as running, sports, or long walks.
- 9 Use gestural cues. For example, point to your own face if the child needs to attend to you, or point to the picture in the book if it is the book the child needs to look at.
- 10 Let the child know that you realize he may have trouble paying attention. Have an agreement that you will give them a secret sign when it is a problem. (e.g. pointing to your ear or nose, thumbs-up etc.)
- 11 Use simple requests and directions. Avoid too much talking. Use only the number of words that are needed to get the point across.
- 12 Avoid fatigue. Overtired children have more difficulties concentrating and can become "hyperactive".
- 13 Consistently praise or reward good attending behavior. Be specific with praise. For instance, say, "I like the way you are looking at me." or "That was a terrific job of listening."
- 14 Some children work well under a contract system. Use a star chart listing the tasks the child is expected to do independently each day. Put the chart on the fridge, and check off the tasks as the child does them. Provide reinforcement for completion of all tasks.
- 15 Make sure that disciplinary actions are not taken when the child's apparent misbehavior or lack of willingness is due to legitimate confusion caused by unclear or mixed messages about expectations.