



CST CHATTERBOX

ADHD Teaching Strategies Can Help All Learners!

1. Focus on short-term goals.

Reduce feeling overwhelmed with long term goals and focus only on completing assigned tasks one day at a time. Write down the goals and share with others that need to be on the same page. Note details about what needs to be done and when it should be completed by. State how you know the goal will be completed.

2. Rewards work.

Set up positive rewards. Rewards can include preferred activity time, stickers, high fives, cheers, a class read aloud, a compliment, or a special assignment as a helper.

3. Play music.

Minds focus better when hearing the rhythms and patterns of music. It helps minimize other distractions.

4. Learn about the brain.

Find out more about the brain and how it thinks and controls the rest of the body. Knowing which parts of the brain are responsible for certain functions helps with understanding how to regulate a response.

5. Allow time to calm down.

When emotionally dysregulated, their brain is flooded with emotions and cannot process conversation. Have a conversation after allowing about 15 minutes to calm down by taking a mental break before discussing the incident.

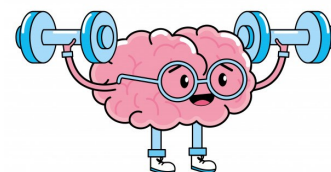
6. Include mindfulness activities.

Just being told to calm down or relax or focus isn't helpful. Encourage the use of mindful meditation to help control emotions and be able to focus. There are many great mindfulness apps and programs to check out to improve mental self-regulation.

Summer 2021

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[\[Free Resource: Mindfulness Techniques for Stronger School Focus\]](https://www.additudemag.com/my-teaching-strategies-classroom-tips-adhd-students/?utm_source=eletter&utm_medium=email&utm_campaign=school_march_2021&utm_content=033121&goal=0_d9446392d6-fced9cf42e-293829617)

Updated on November 22, 2019

https://www.additudemag.com/my-teaching-strategies-classroom-tips-adhd-students/?utm_source=eletter&utm_medium=email&utm_campaign=school_march_2021&utm_content=033121&goal=0_d9446392d6-fced9cf42e-293829617

Transitioning Back to School

Parents can make all the difference! What happens at home sets the tone!

Here's some tips for helping with reducing anxiety with the transition to school:

back



- Visit the school before the school year starts
- Start daily routines a week or two before the first day of school
- Build in rewards for accomplishing certain tasks
- Be reassuring that transitioning may be tough at first but gets easier each day
- Set up mealtime routines
- Talk about what needs to be done to be ready for school
- Use a family calendar to track events and discuss details together
- Pack up supplies, backpack, etc. the night before and place by the door ready to go
- Go through the backpack each day to check for notices, help with organization, clean out the junk
- Set out clothes for the next day
- Stick to a bedtime routine- going to bed at a certain time and getting up in the morning at a certain time
- Set up a work space in the home with basic supplies like paper, pencils, copies of schedules, etc.

Community Resources!

Teen Support Group: Coping with anxiety and depression

Newbridge Services is offering a group, Tuesdays at 4 PM via secure telehealth, for teens ages 13-17 years old

It is beneficial for teens experiencing symptoms of anxiety and depression. Teens will work on developing positive coping skills. They will gain support and normalize challenges teens face.

Call 973-316-9333. Ask for the Access Department.

Teen Talk: Spanish Edition

Center for Evaluation and Counseling (CEC) is running this group through telehealth. It will be facilitated by Spanish speaking clinicians.

The group ranges in youth from the ages of 12 to 18. Teen Talk is FREE to Morris County residents. Teen Talk, like CAP, is group therapy. The interactive approach allows adolescents to connect and provide emotional support for one another. The group is facilitated by two group counselors, but is mainly driven by the interactions of the youth as a whole.



Group members are encouraged to explore issues they are struggling with and appropriately challenge each other with questions and advice. It's not easy for adolescents to share personal challenges they are facing, but Teen Talk allows them to grow beyond their comfort zone in a safe and supportive environment.

Contact: Preeti Patel, 972-829-6960 or preeti.patel@centerforeval.org.

Mending Arts Group for Teens

June 29-August 24, Tuesdays 6-7 PM
Online Group via Zoom
Teens ages 13-17

Groups are facilitated by a licensed clinician and an artist. Some topics will include: coping skills, social media challenges, communication skills, depression, and anxiety. This is an open group; teens can join anytime.

Contact Kathy Acosta, 973-586-5243 or Katherine.acosta@centerffs.org

Free Parenting Classes (Curriculum in Spanish)

Administered by Morris County Family Success Center and The Center for Family Services

We invite you to our parenting group where you can learn new parenting ideas, meet other parents, and receive support and encouragement.

In 6 classes, you can learn ways to:

- Become a proactive parent
- Strengthen family relationships
- Strengthen family communication
- Encourage and motivate
- Resolve conflicts effectively
- Prevent and address misbehavior
- Reduce family stress

Next Classes Scheduled for parents of 5-12-year-olds in Spanish: Coming in September – Fall 2021

Contact: Karina Garcia, Family Outreach Worker karina.garcia@centerffs.org or 973-908-7093 Or Erika Correa, Morris County Family Success Center ecorrea@partnershipmch.org or 973-620-9711

What Is Applied Behavior Analysis (ABA)?

Applied Behavior Analysis (ABA) is a scientific approach to understanding behavior. ABA refers to a set of principles that focus on how behaviors change, or are affected by the environment, as well as how learning takes place. The term behavior refers to skills and actions needed to talk, play, and live. While these principles impact everyone each day, they can be applied systematically through interventions to help individuals learn and apply new skills in their daily lives.

ABA requires the implementation of established principles of learning, behavioral strategies, and environmental modifications to improve and teach new behaviors. In practice, implementation must be systematic so teachers can identify how behavior can be changed and understand how learning occurred. The ultimate goal of ABA is to establish and enhance socially important behaviors. Such behaviors can include academic, social, communication, and daily living skills; essentially, any skill that will enhance the independence and/or quality of life for the individual.

What are the basic principles of ABA?

The basic principles of ABA consist of environmental variables that impact behavior. These variables are antecedents and consequences. Antecedents are events that happen right before the behavior, and a consequence is the event following the behavior. The fol-

lowing figure demonstrates the behavior change contingency and provides an example. It is through systematic application of antecedents and consequences that target behavior will maintain, increase, or decrease -- this is how learning will occur!

A comprehensive ABA plan needs to address all the component areas: antecedent, behavior, and consequence.

Where and by whom is ABA used?

The interventions that have been developed using the principles of ABA are used in every walk of life and every profession. Different types of people use ABA in their jobs and in their lives. Parents, teachers, psychologists, managers, and a wide variety of others use these principles in education, weight loss, animal training, gerontology, industrial safety, advertising, medical procedures, marketing, automobile safety, sports, and a host of other fields and activities. Applied Behavior Analysis is used in both general and special education classrooms. For example, teachers use ABA to manage classroom behavior, teach group reading skills, and help the class memorize multiplication facts.

These principles have also been studied and developed to be used with special populations of individuals in recent years,

including those with Autism Spectrum Disorder (ASD). ABA techniques can be especially useful in teaching behaviors to children with ASD who may otherwise not “pick up” these behaviors on their own as quickly as other children might. A wide variety of ABA techniques have been developed for building useful skills in learners of all ages. These techniques can be used in both structured situations, such as formal instruction in classrooms, and in more natural everyday situations, such as play or mealtime. They are used to develop basic skills like attending, listening, and imitating, as well as complex skills like reading, conversing, and taking the perspective of others.

How are Applied Behavior Analysis principals and methods used?

The principles and methods of ABA can be used to support individuals in at least five ways. 1). ABA can be used to increase behaviors, such as attending to a speaker or greeting a peer. 2). The principles and methods can be used to teach a student new skills, including using a spoon and learning addition. 3). ABA can be used to maintain behaviors, for example, reading sight words that were learned previously. 4). ABA principles and methods can be used to help a student generalize or transfer behavior from one situation or response to another. For instance, a student may learn to generalize completing assignments in the resource room to completing them in the general education classroom. 5). ABA can be used to reduce interfering or challenging behaviors.

Summer Activities for Kids

Enjoy Nature- Outdoor activities

Take advantage of long sunny days by exploring the natural world (just don't forget the sunscreen).

- **Go bird watching.** Take photos and keep track of your sightings. Use an app or guidebook to identify feathered friends.
- **Grow fresh herbs in containers.** Use old coffee cans, milk jugs, mason jars, plastic cups, or anything else you have around the house. Keep your herb garden on a patio or windowsill.
- **Look for shapes in the clouds.** Put a blanket in the grass and stare up at the sky. Take turns talking about what you see in the clouds.
- **Make a bird feeder.** Watch birds visit your yard and add to your list of bird sightings.
- **Make fairy houses.** Use moss, bark, and leaves to create a dwelling fit for Thumbelina.
- **Pick your own.** Find a farm with blueberries, strawberries, raspberries, veggies, or flowers
- **Plant a butterfly or hummingbird garden,** or create a backyard wildlife habitat.

Rainy Day Activities

- **Build a fort.** Put pillows in the living room or cardboard boxes in the yard.
- **Build a Lego castle.** Clear off a table and make it a family project. Work on it all summer.
- **Camp in.** Put the sleeping bags on the floor and have a family slumber party.
- **Experiment with new hairdos.** Let the kids try out non-permanent colors, braids, or a spiked, gelled look.
- **Get an origami book and fun paper.** Create fun animals and shapes. Give them to friends or family members as gifts.
- **Have breakfast in bed.** Take turns being the server and the served.
- **Hold marble races.** Use an old pool noodle as the track. Simply cut it in half, making two tracks of equal length. Then, race the marbles down the tracks to see who has the fastest one.
- **Make paper airplanes.** See whose airplane goes the farthest.
- **Play a card game.** Choose from crazy eights, spoons, go fish, or even poker. Take your pick. Or buy a [board game](#) for the family to enjoy.
- **Rearrange the furniture.** Give the kids graph paper and have them draw out a plan first.

Shared Services Child Study Team

Wharton Borough Schools
973-361-3010

Mine Hill Township School (CAS)
973-366-0590

Rockaway Borough Schools
973-625-8601



The Shared Services Child Study Team has made it a goal to increase communication and Special Education knowledge with parents as well as teachers and administration within the three school districts. As part of this goal, you will now be receiving newsletters from the team three times a year filled with information on special education practices/law, community resources, special needs tips, etc. We hope you find this helpful!

Leslie Mozulay, LDTC

Stephanie Dzikowski, LDTC

Stacy McCoy, School Psychologist

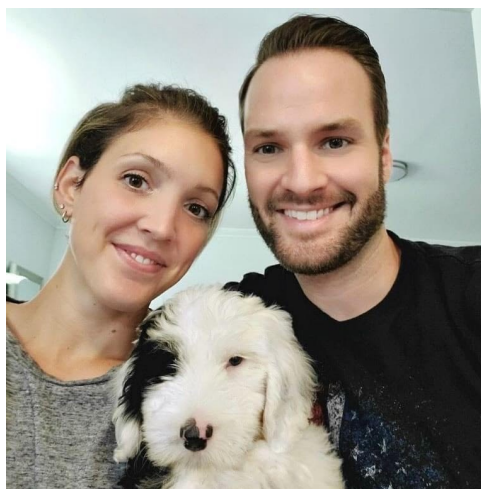
Brooke Hanenberg, School Psychologist

Armi Clancy, School Social Worker

Get to Know Your CST

Stacy McCoy, the School Psychologist, has been a part of this shared services Child Study Team since 2011. He graduated with a master's degree in 2010 from Fairleigh Dickinson University. Stacy was originally hired part time, but he was asked to come on board full time in 2012.

Before attending Fairleigh Dickinson, Stacy attended Montclair State University and majored in psychology with a minor in criminal justice. Stacy has completed an internship as part of the Juvenile Conference Committee in Trenton, NJ and helped to provide support for juvenile minor offenders. It became clear to Stacy that many of the students he worked with showed signs of unaddressed learning needs



Stacy McCoy, School Psychologist, with his fiancé and puppy

which is how he first became interested in becoming a school psychologist. He now works to identify learning concerns and helping to set children up for success by providing an appropriate program and services for their individual needs.

Stacy has consistently been the victim of his female coworkers' relentless questions about when he is getting engaged. Stacy can now proudly announce that he DID get engaged in October 2020! He will be officially tying the knot on November 19, 2021. They are looking forward to their honeymoon in Tulum, Mexico! Stacy and his fiancé also adopted a puppy Sheepadoodle, Banksy, in July 2020. At least there were some positive events that came out of the COVID pandemic!

