



DJL Parent Student Conference

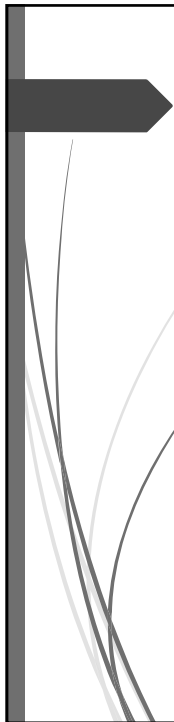
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Supporting our dyslexic children's social-emotional development

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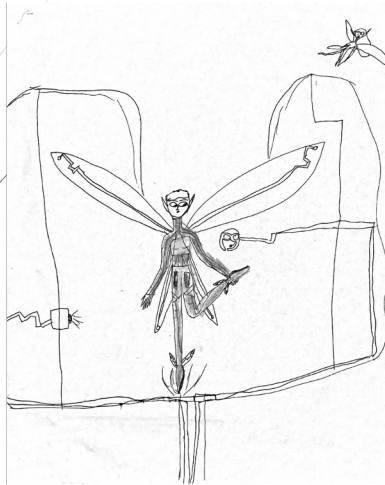


What we will cover – educating ourselves and our children

- Dealing with our **expectations**
- Increasing our insight into the **stress response** for ourselves and our children
- Rethinking the **Adolescent Brain**
- Building **regulation skills** in ourselves & our kids
- Validate → Advocate → Accommodate
- Develop an **IPP**

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When we finish, I hope you...



- Know you are not alone
- Feel validated
- Can identify positive aspects of adolescent development
- Reflect on a few strategies you might like to try

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Learning
Disorder...

Learning
Difference

- “Natural variations in brain functioning that predict unexpected difficulties in acquiring skills valued by the culture” –Emerson Dickman
- Rethink “disorder”, put in context, “different type of order”

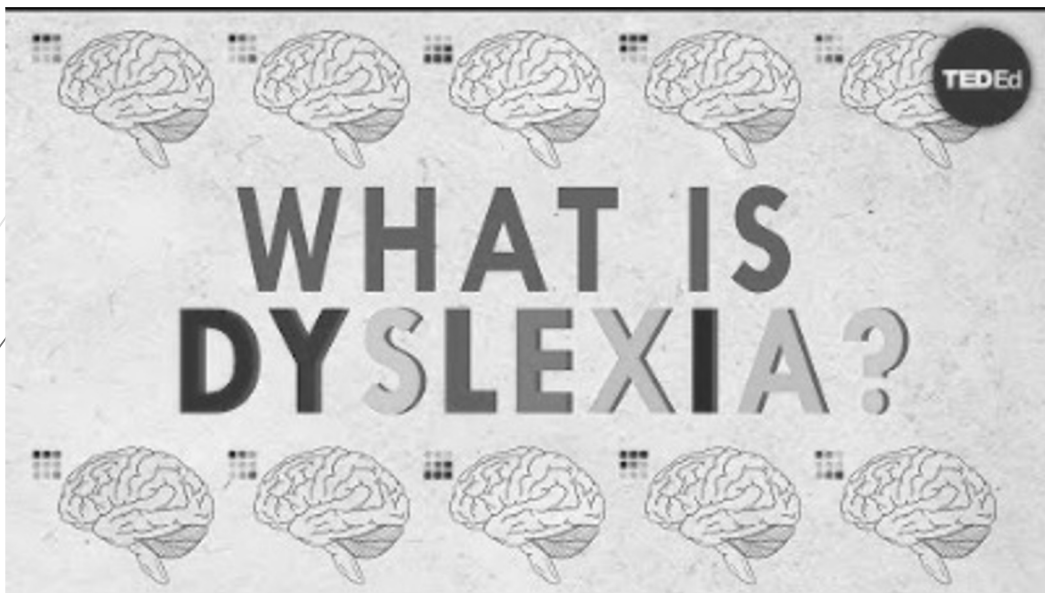
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Celebrate Neurodiversity!



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**WHAT IS
DYSLEXIA?**



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Expectations vs Reality



Professional me... Mom me

Our own school experience priming our expectations

Expectations based on our child's age or intellect

Put aside our stuff... for the unique and wonderful person we are parenting

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Do you feel wobbly parenting your child?

Good! It means you have goals...

Let's educate ourselves and our children to develop these goals

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Bad and Good Stress

Stress – body & brain's reactions to keep us out of harm, formulates a body response over time based on past events

- BAD: When we feel we have no control over the outcome = stress overwhelms the system = FIGHT, FLIGHT, or FREEZE

"I can never do this! It's too hard!"

- GOOD: When we feel we can control the outcome = stress helps us take on the challenge = we feel safe and calm faster

"I can do this!"

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"We can do this!"



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Reflect – from “bad” to “good” stress

- ▶ When did you feel overwhelmed, without the necessary tools to handle a challenging situation?
- ▶ How did the stress shift once you had the strategies?
- ▶ How do you look back on the experience now?

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“Thinking about Thinking”
Higher Reasoning
Executive Function

Prefrontal Cortex

9 Functions of the Prefrontal Cortex

1. Empathy
2. Insight
3. Response Flexibility
4. Emotion Regulation
5. Body Regulation
6. Morality
7. Intuition
8. Attuned Communication
9. Fear Modulation

Limbic Brain

1. Fight, flight, freeze stress response
2. Thinks, "Am I safe? Do people want me?"
3. Emotions live here

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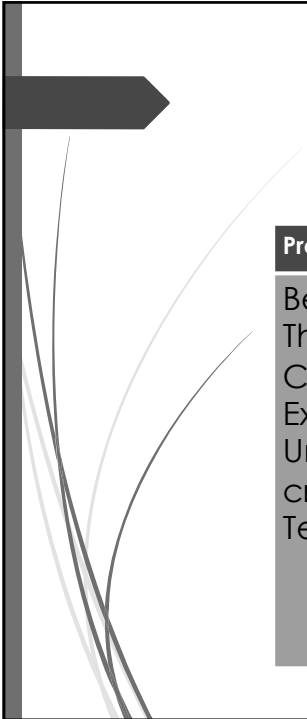
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Our kids experience heightened stress more frequently

- If THEY and WE don't have helpful tools to regulate stress – they/we live more in the primitive part of the brain
- If THEY and WE have tools to manage – we have more access to our higher-level functioning
- The more you use it, the stronger it gets

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What does too much stress look like in our kids?

Preschoolers	School-Age	Teenagers
Bed wetting Thumb-sucking Clinging to parents Exaggerated fears Uncontrollable crying Temper tantrums	Whining Fearfulness Nightmares Bed wetting Refusing to eat Overeating Tics Daydreaming Frequent illness	Aggressive outbursts Withdrawal and sadness Insomnia Excessive sleep Depression Hypochondria Uncontrollable emotions

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Reflect – stress response in your child

- Identify the activities or events that produce an overwhelming “bad” stress response for your child.
- Does your child have the tools to manage?
- How can you help your child access the tools to shift this from “I can’t” to “I can”?

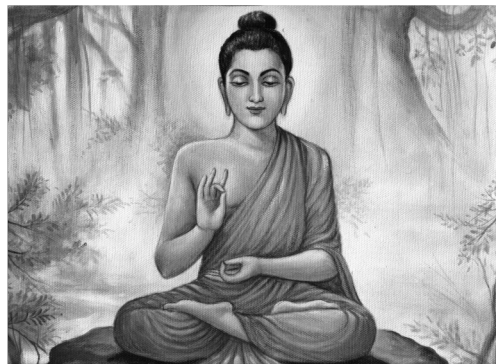
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Adolescent Brain



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Crocodile Brain...Buddha Brain



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Reflection

- What situations provoke your child's primitive "crocodile" brain response?
- What tools help them shift out of this state?
- What activities enable your child access to their "Buddha" brain?

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How Can we Help Manage the Stress?

“We cannot solve problems with the same thinking that created them.”

– Albert Einstein? Ram Dass?



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Building Regulation Skills! In Our Children and In US

- **Identify** the emotional state and need
“name it to tame it”
- **Regulate self** before we can help regulate our child
- **Match solutions** to the DEV state – not the CHRON age
- **Beware!** Parent logic might not be the best match

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Regression is real – and a clue to attend to lower-level needs



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Reflection - Think of a recent stressful time for your child

- How could you tell your child was stressed? What was their behavior?
- What age range did the behavior fall under?
- How did their stress impact you? What emotional age range were you functioning from?

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Identify the Need – *CHILD and PARENT*

- Identify the need – Maslow's pyramid
- Recognize the development shifts (BOTH OF US!) when stress/emotions are high
- Staying in a state of survival ≠ feeling desperate, not allowing for a reset, not available for learning



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Regulate Yourself



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Reflection

- What are **your triggers**?
Internal state, external state, hungry, tired
- **How do you know** you are dysregulated?
Physical, behavioral, thoughts
- How will you **stop yourself**?
Lizard alarm, mantra, object
- What will you **do**?
Movement, phone call, breathing, prayer

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Validate



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Allow Time to Cool-Off/Reset

Rupture and Repair
are part of a healthy
relationship!



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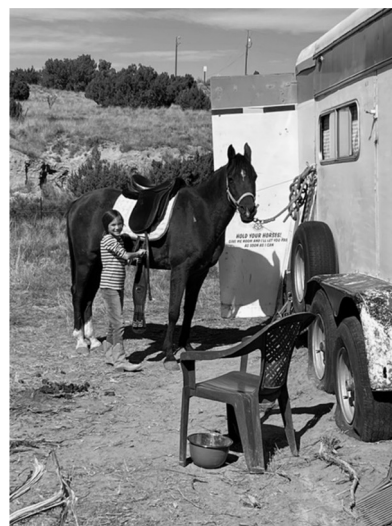
Problem Solve What does my child/I need?

- Self-monitoring skills – Scale 1-10
- Recall the NEED
- Match your interaction to the **DEVELOPMENTAL** stage – not the CHRONOLOGICAL
 - ... **but be crafty about it!**
- Collaborate with possible solutions “**let’s work together to figure out what might help**”

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The 5 R's (Bruce Perry, MD, PhD)

- Rhythmic
- Repetitive
- Rewarding
- Relational
- Relevant

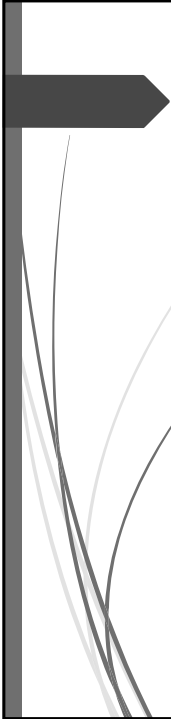


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Regulate through the Senses

VISUAL	AUDITORY	TACTILE	TASTE/SMELL	VESTIBULAR/ PROPRIOCEPTIVE
Drawing	Listen to Music	Hugging	Favorite food	Rocking
Painting	Sing	Massage	Favorite smell	Walking, running
Favorite pictures	Audiobooks	Playdoh	Lavender lotion	Swinging
Puzzles	Read alouds	Barefoot outdoors	Drinking, chewing	Jump rope
	Nature sounds	Soft blanket		Ball play
		Legos		Drumming

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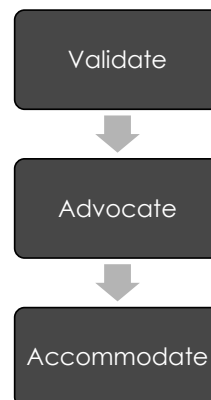
Reflection - How can you add regulation to your daily life?

- What **sensory activities** best calm your child?
You?
- How can you schedule these in?
- Advocate for **sensory breaks** in your child's school plan
- You know your child/yourself best!

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Supporting our adolescent dyslexic children in school



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Build Advocacy Skills! In our children and in us

1. **Use the word *dyslexia***, and use it a lot. Define it before someone else does. Help them discover some role models with dyslexia.
2. Develop an IPP – **Ignorance Preparation Plan**
3. Go through your child's **IEP/504 plan** and make sure they understand how/why it works.
4. **Role Play**, even if it feels goofy!
5. Determine the best **accommodations**. Practice and normalize.

<https://www.edutopia.org/article/how-better-support-middle-and-high-school-students-dyslexia>

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Develop the IPP – Ignorance Preparation Plan

- Discuss and craft a response when someone is confused - NOT malicious – about your reading/writing
- Discuss situations this might occur
- Role Play



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Develop the IPP – Ignorance Preparation Plan

- Discuss and craft a response when someone is teasing or malicious
- Discuss situations this might occur
- Remind your child to always tell you if they feel bullied
- Role Play many times – having a canned response when dysregulated is very important



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10 Tasks of Adolescent Development

<https://hr.mit.edu/static/worklife/raising-teens/ten-tasks.html>

1. Adjust to sexually maturing bodies/feelings.	6. Understand & express more complex emotional experiences.
2. Develop & apply abstract thinking skills.	7. Form friendships that are mutually close and supportive.
3. Develop & apply a new perspective on human relationships.	8. Establish key aspects of identity.
4. Develop & apply new coping skills – decision-making, problem-solving, conflict resolution.	9. Meet the demands of increasingly mature roles and responsibilities.
5. Identify meaningful moral standards, values, belief systems.	10. Renegotiate relationships with adults in parenting roles.

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5 Basics of Parenting Adolescents

<https://hr.mit.edu/static/worklife/raising-teens/five-basics.html>

1. Love and Connect
2. Monitor and Observe
3. Guide and Limit
4. Model and Consult
5. Provide and Advocate

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Recommended Resources – Live groups

- Upcoming Annual Conference FEBRUARY 2023
- Ongoing SWIDA Parent Support meetings
- The name of the local dyslexic family Facebook group is **Dyslexia Family Support New Mexico:**
<https://www.facebook.com/groups/1024688491075215/>

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Recommended Resources – Webinars, Websites

- ▶ Promoting Self-Esteem and Reducing Anxiety in Children Who Have Dyslexia, webinar by Dr. Roberto Olivardia, <https://www.youtube.com/watch?v=s8Ur1a-qml8&t=3820s>
- ▶ Brief article on IDA webpage: <https://dyslexiaida.org/social-emotional/>
- ▶ Fairfax, Va Public Schools great brief article: <https://www.fcps.edu/academics/academic-overview/special-education-instruction/high-incidence-disabilities-team-k-12-5>
- ▶ From The Yale Center for Dyslexia & Creativity: <http://dyslexia.yale.edu/resources/parents/what-parents-can-do/talking-with-your-child-about-dyslexia/>
- ▶ Dyslexia: First 100 Days <https://www.dyslexiafirst100days.com/>

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Recommended Resources – Books

- ▶ Brainstorm by Dan Siegel
- ▶ The Dyslexia Empowerment Plan by Ben Foss
- ▶ The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain by Brock Eide & Fernette Eide
- ▶ The Illustrated Guide to Dyslexia and Its Amazing People by Power, Forsyth, et al.
- ▶ The Out of Sync Child Has Fun Carol Stock Kranowitz

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