

SEPTEMBER 6, 2017

How Parents Can Build Better Relationships With Teachers

By Ben Glenn

A couple of weeks back I was in Texas, enjoying some outstanding BBQ prepared by the football coach of a school I was visiting, when a few teachers and I had an illuminating chat. It was clear to me from the conversation that the teachers sitting at my table licking Sweet Baby Ray's from their fingers were looking forward to another opportunity to mold and educate the young minds that would soon fill their classrooms. Always curious, I asked, "What are some challenges you as teachers will have to face in the coming months?"

I thought for sure I was going to hear those four letters — ADHD, as in attention deficit hyperactivity disorder, the condition I was diagnosed with as an adult but have lived with all my life — seeing that ADHD can be such a challenge in the classroom. However the condition never came up. It was uncanny that collectively all the teachers agreed that their greatest challenge would not be the students but the parents. Each teacher had a couple of "nightmare parent" stories. [Click to Read More](#)

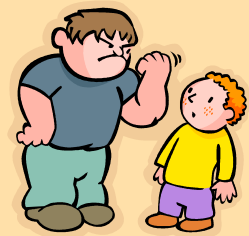
Stop Bullying

Bullying has emerged as a very serious issue in the United States. The following organizations offer info on the prevention and intervention of bullying in schools and cyber bullying. Learn the warning signs and what you can do to prevent future bullying.

Stop Bullying Now!

National PTA

<http://www.pta.org/bullying.asp>



Kids Health

<http://kidshealth.org/parent/emotions/feelings/cyberbullying.html>

http://kidshealth.org/kid/grow/school_stuff/bullies.html

http://kidshealth.org/teen/your_mind/problems/bullies.html

National Crime Prevention Council - Cyberbullying

<http://www.ncpc.org/resources/files/pdf/bullying/cyberbullying.pdf>

National Center for Bullying Prevention - For Kids

<http://www.pacerkidsagainstbullying.org/>

Upcoming Trainings at IFAPA

To register for one of IFAPA's trainings listed below, please call 515-289-4225 or register [online here](#):

Date & Time	Name of Training	Location
Sat., Sep 23 9am-12:15 pm	Everything You Always Wanted to Know About Foster Care Trainer: Bambi Schrader Click here for more info on the training	Ankeny IFAPA Training Center
Sat., Sep 23 1:15—4:30 pm	The Good Enough Parent: Promoting Mental Health in Young Children Trainer: Dorothy Lifka Click here for more info on the training	Ankeny IFAPA Training Center
Sat., Sep 23 9am-12:15 pm	Parenting the Willful Child Trainer: Joann Seeman Smith, PhD Click here for more info on the training	Cedar Falls Hawkeye Comm College
Sat., Sep 23 1:15—4:30 pm	The Magic of Healing the Brain and Fostering a Secure Attachment Trainer: Bambi Schrader Click here for more info on the training	Cedar Falls Hawkeye Comm College
Sat., Sep 30 9am-12:15 pm	Worrywarts..Understanding Anxiety Disorders in Children Trainer: Warren Phillips, PhD Click here for more info on the training	Council Bluffs Holiday Inn Express
Sat., Sep 30 1:15—4:30 pm	I Won't Do It and You Can't Make Me Trainer: Warren Phillips, PhD Click here for more info on the training	Council Bluffs Holiday Inn Express

Demonstrate,
then supervise.

What you can do

Show your child how to do a challenging task such as cleaning a room or organizing a bookshelf. While she's watching, describe how you're approaching every aspect of the task. If possible, take a picture of the end result so your child can refer to the photograph later when trying to complete the task on her own.

Practice the task several times together, and little by little have your child assume more responsibility for completing it. Eventually let her attempt to complete the task independently. But keep in mind that she may need some prompting from you or visual aids such as a photo.

Praise her efforts along the way, and be specific in how you praise them.

[Click here to read more](#)

Explaining Trauma-Related Behaviors to Teachers

Dear Teacher...

I often struggle with how to explain my child's trauma-related behavior to new teachers. Being a teacher myself, I know that we don't have time to review much at the start of the school year. We are too busy reading your children's IEPs and 504 plans while filling out mountains of paperwork. I don't have all the answers, but here is what I wrote to introduce Carl to his teachers. Please comment with anything YOU use at the beginning of the school year.

The Talented and Amazing Carl!

If you are reading this, you have the tremendous honor of teaching the death-defying, brave, and fearless (except for spiders) Carl! Congratulations! (Picture a crowd going wild.)

I'm his mom, and believe me, we got lucky too. I guess you're in good company. We met Carl when he was 8-years-old and in the foster care system. We adopted him, and his younger sister, Mary.

Carl is an amazing kid. He hates spiders and vegetables despite what his mother tells him. He is sensitive to goopy materials, bugs, and the dark. When Carl first came home he couldn't read that well. [Click here to read more.](#)



Small Success: My Daughter With Dyslexia Explained

Why “Diner” and “Dinner” Sound Different

My Parent Journey blog post by The Understood Team

I'm a mom of three kids, two of whom have dyslexia. With my oldest, reading just seemed to happen for her—she had no issues. But my other two kids have struggled with reading, especially my youngest daughter.

My youngest recently began a multisensory, structured reading program. The research says it should help, but I know every child is different. And, to be honest, I didn't want to get my hopes up until I saw real improvement in her reading skills. Every night, I've been saying a little prayer.

Well, last week, my daughter and I were heading out to a restaurant when she suddenly perked up and said, “Hey Mom, do you know why *diner* and *dinner* sound the way they do?”

“Hmm, why don't you tell me?” I replied with interest.

Well,” she said, “the *e* makes the vowel say its name, right? And you know what else? It can't jump over two consonants. So, in *diner* the *i* says its name, and in *dinner* it doesn't!”

I was so happy. To some, this might be just a little rule about a silent *e*, but for her, it's a huge step in her ability to decode words. Not only did she know the rule, she applied it. And that's a big deal for us.

