



Developmental Learning Solutions

Everyone has the innate ability to learn, and the inherent right to the pursuit of knowledge.™

How Strategic Planning Helps with Homework Today... and Tomorrow (beyond school, college)

Practical Ideas from Educational Therapy

February Workshop
Tues. Feb 23rd: Using Vocabulary and Spelling to Improve Learning From 1st grade to grad school!
See details, last page

Have you ever found yourself wondering: Is my learner's education giving them what s/he needs? Is there more I should be doing to prep them for the future vs. the here and *due now*? Then this month's tips can help. They're designed to help alleviate conflict and worries you may have about providing what is needed now and planning for what is needed for a successful future.

EXPECTATIONS: OUTCOME or PATH?

Change the words to change the feelings

CLARIFICATION OF STRATEGY FOR SUCCESS

Develop a Strategic Plan for support and flexibility

WHAT IS THE OUTCOME, WHAT IS THE PURPOSE

Review the plan, adapt the plan

To Start: *Expectations* as starting points for changing our feelings.

Words are used to cause action, to lead to change. Starting with expectations, consider: Do I need to rethink my expectations? What words do I use to describe my expectations? **Expectations** can be about judgment, trust, beliefs, anticipation... If you change the word, can you change the feeling in the learner (and in yourself?)

Are your expectations based on learning? Is the expectation for your learner to "read for 45 minutes" or is it to build vocabulary,

whether as synonyms or as descriptions of a story. Are you there because you "expect" your learner "sit for 45 minutes" or are you there to help in whatever way is best for them?



Even before an upside-down year of learning from home or in masks with social distancing, concern about a learner's trajectory – and whether they would be prepared for their next big step – is a common worry.

These techniques from educational therapy, which guide you to look at expectations, motivation, and conflict, will also share a way to release some of the worry to create a plan for success.

“Motivation” is such a loaded word. I try not to use it, because each of us defines it differently (as do academic researchers) – instead, let’s shift the direction of the question *to the support*.

– John Fleming, Founder, DLS

Instead of *motivation*, can you change the word to help change the feeling – and the results of the word?

It’s important to try to really understand where the learner is. A learner will sometimes say they’re “not motivated,” but this is often caused by discouragement, by negative thinking in reaction to others’ judgment. It may be a learner responding to what other people expect, and it doesn’t help promote learning.



PRO TIP: Try a non-judgmental discussion, with a replacement word for “motivation,” to change the way you may think about it.

Are different expectations or ideas of *motivation* causing *conflict*?

Used as a judgment word less often than expectation or motivation, **conflict** still describes a place where hopes aren’t working, and where fear has often taken its place.

PRO TIP: Anxiety, friction, stress, and confusion are the result of conflict. Taking time to reflect on how words can affect our learners can help us find different ones, change our thinking, and move on to creating a positive strategic plan for the future.

PRO TIP: This strategic planning form presents a way to analyze your thinking, and helps outline big picture/holistic needs for your learner. (Email us at info@dls-learning.com, or go to our website under Workshops-Training / newsletters for a downloadable version of this form.)

Moving from expectations and motivation to a holistic, strategic plan

With better understanding of our learner’s own needs, we can move to looking at the *whole* of their needs and a plan for their future success. The key to moving on to this stage is:

- supporting your learner in **the process** (*not* the end-product)
- releasing **your beliefs** about what they are doing / should be doing / aren’t doing
- concentrating on **the environment** and **the support** they need

**When developed with purpose and understanding,
we create a strategic plan in harmony with the learner**

**Developing a 5-10 Year Strategic Plan:
Clarity of Purpose & Items to Include**

In our work with learners, we focus on developing a purpose for learning. From it, a strategic plan is created. Try our techniques for writing out a strategic plan with your learner.

Learner: Ask your learner to imagine what five to ten years from now will look like – after high school, college, current career. Do they see graduation, first job, retirement?

Parent: What is most important for your learner, e.g., being able to compete, being able to do what they want, understanding what they can do, finding something they love to do, being able to have flexibility (or money, job, etc.).

Ways to strategize:

- 1) In 5 years, how do you want to feel about something?
- 2) How does that look (visualize in your mind)
- 3) Try to explain it with words
- 4) How do you want to move on the path – from now through the next 5/10 years to be a path I take with joy, happiness, excitement, curiosity, independence.....

PRO TIP: These different ways of strategizing can help spur thinking about the future.

PRO TIP: Use this strategic plan template to outline *why* you're doing something. This is different from *what* you're doing and from *what you should be* doing....

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My Strategic Plan

Use your strategic plan to outline *why* you're doing something
(This is different from what you're doing; different from what you should be doing...)

Things to clarify:

What is your desired end path? This is your "Learner's Strategic Plan"	My experience in the next 5 years will benefit me by giving me the experiences to help me enjoy learning, gain flexibility, and feel accomplished.
How will you follow that path? Identify the ways you can use. These are your "Areas to promote flexibility"	I'll "accessing and reviewing assignments in a way that allows me to plan and not jam."
What areas of support will help you on your path? List. This is your "Support for Strategic Plan"	I'll develop systems with my team to help support my development to initiate projects
How will you implement and adapt as you follow your path? This is your "Plan of Action, & Implementation", and then your plan for adapting as needed.	I'll allow assistance in clerical work to help implement consistency in reviewing and planning assignments. If I start missing assignments, I'll ask for support from my parents in getting them turned in. If I start falling behind, I'll meet with or communicate with my teacher on a daily basis or 3 times/week until I'm caught up.

See these examples, top of next page

A strategic learning plan should include these elements:

- The learner's strategic plan
- Areas that promote flexibility for the learner
- How learner and team will support the strategic plan
- An action plan for adapting when needed

Email us (info@dls-learning.com) for the related January workshop slides, with additional detail about this set of techniques and methods. See video of the workshop here: <https://tinyurl.com/1ic4ycl2>

When to Use the Strategic Plan?

Written and printed out, the plan is very useful as a reference, including at these times:

- A new class
- A new semester
- A new job
- A new year/new school year
- Important new project
- When things aren't moving to support the strategic path (difficulties with assignments, grades, tests, projects)

How to Update the Plan *with examples for areas of the plan*

When it's time to update, be sure to:

- *Review* Your Purpose in Learning
- *Ask:* What is the end product and ideal feeling for the learner and their support team (you).
- *Ask:* What things are required (leave out the term 'motivation,' as most of us have been there, even with ourselves).
- *Ask:* What tools, what type of support (clerical, cheering, celebrating elements) are needed?

Examples:

For Review of Learner's Strategic Plan statement: "My experience in the next 2 years will benefit me by giving me experiences that help me enjoy learning, gain flexibility, and feel accomplished."

For Review of Areas to Promote Flexibility:
"Accessing and reviewing assignments in a way that allows me to plan and not jam."

For Developing Systems to Support ...:
Do a review of your resources:
"Allow assistance in clerical work to help implement consistency in reviewing and planning assignments."

For Plan of Action/Implementation:
Use "If" statements, e.g. "If I start missing assignments, I'll ask for support from my parents in getting them turned in"
- or -
"If I start falling behind, I'll meet with or communicate with my teacher on a daily basis (or 3 times/week), until I'm caught up."

Join Us for a workshop on Tuesday, February 23rd, 6:30pm

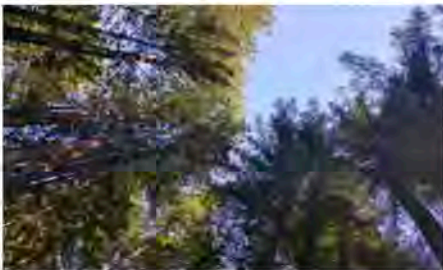
Using Vocabulary & Spelling to Improve Learning, from 1st Grade to Grad School

Learn techniques to build curiosity, creativity and success in all types of learning

Join DLS Founder John Fleming, Board Certified Educational Therapist, for this workshop, where he will cover:

- How to use your current knowledge to build new skills in spelling, multiplication, & more
- How your creativity can be applied to make retrieval of spelling and vocabulary easier
- How knowing a word's "past" can help you solve problems today

Free. Zoom link to register & add to your calendar: <https://tinyurl.com/1i2n7wwj>



- DLS offers individualized educational purpose, strategic planning, and organizational support with 1:1 educational therapy
 - Add extra coaching and check-in sessions
 - Tutoring and Study Halls with EF scaffolding
 - Coaching for parents supporting their learners
- Now also offering limited appointments for in-person assessments. Contact us to learn more.*

