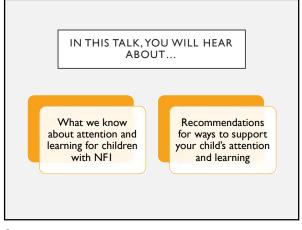
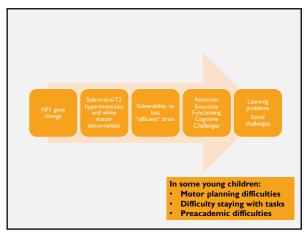
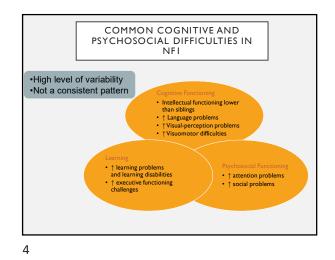
	SUPPORTING LEARNING AND ATTENTION IN CHILDREN WITH NFI
	Virtual Neurofibromatosis iNFo Fair    - 3-2
II-I3-21 Bonnie Klein-Tasman, Ph.D. Professor Department of Psychology 414-229-3060 <u>bklein@uwm.edu</u> https://sites.uwm.edu/bklein/	







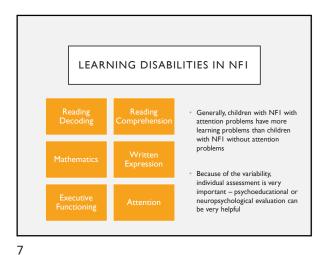


EXECUTIVE FUNCTIONING AND ATTENTION
 Attention difficulties

 Rates of ADHD range from 30-50%
 More with some attention difficulty symptoms
 Evidence that inattentive type may be more common

 Executive functioning difficulties:

 Even those who don't have attention problems, may have executive functioning difficulties
 Set of processes that all have to do with managing oneself and one's resources in order to achieve a goal - mental control and self-regulation (www.idonline.org)
 Cognitive flexibility, organization, planning, set-shifting, inhibition





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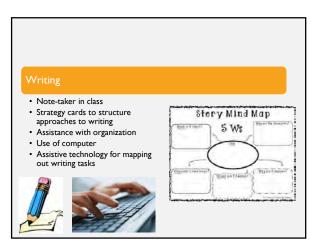
# Pre-math

- Count! (past 10)
- Talk about quantities (more, less, full, empty)

## **Mathematics**

- Shorten mathematics assignments
- Develop strategy cards to guide problem-solving
- Extended time for mathematics tasks
- Specially lined paper
- Focus on real-world context

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### Pre-reading

- Read to your child, especially rhyming books
- Practice phonics
- Sing rhyming songs together
- Point out how different words sound the same or different
- If you are seeing language difficulties, seek out a Speech Therapy evaluation

#### Reading

- Additional reading instruction with focus on phonetic approaches
- Vocabulary enhancement
- Assistance with development of strategies for tackling reading comprehension
- Extra time for reading-related assignments
- Books on tape for content management

- · Gradually build up time at a table doing a task Alternate between tasks the child enjoys and tasks
- that are of less interest
- Remove distractions
- · Seat toward front of class I:I time to work on academics
- Assistance with attention to detail
- Have teacher sign homework notebook at check book bag
- Encourage checking of work
- Reminders

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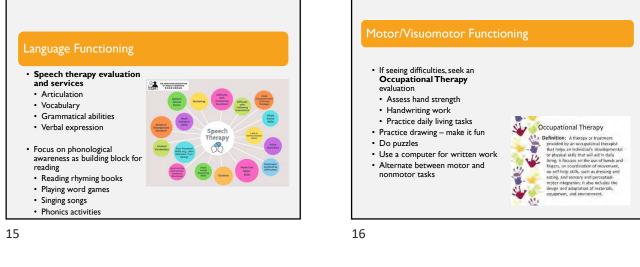
- Gradually extend the amount of time on less preferred tasks
- Reinforcement system

 Simplify · Break tasks down into their components ine to Ca Routinize • Make step-by-step plans for tackling tasks • Phone alarms can be helpful Organize Structure time • Use a planner

- · Provide organizational schemes (e.g., bins, different color folders)
- Talk through how you approach tasks

Fantastic Resource: Dawson, P., & Guare, R. (2010). Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention.

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## Other Considerations

- Set achievable goals
- Focus on and celebrate successes
- · Not all strategies will work for every child; requires trial and error
- Consider using assistive technology
- · Consider tutoring: more formal, less formal
- Build independence and agency: Children need help learning strategies in the beginning, but we want them to be able to internalize and use these strategies by themselves
- · Collaborate with your child
- · Children can help us understand what might be getting in their way Behavior change and learning is most likely when child is an active participant in developing goals and deciding how to reach them



Funded in part by CTF Young Investigator Award to Sara Pardej

Thank you to the children with NF1 and their families for participating in our research. 



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and CTF, with Dani Glad and Sara Pardej

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Funded by NF Midwest, NF Northeast