



**New Family Transition Meeting
Helping Your Child Succeed**

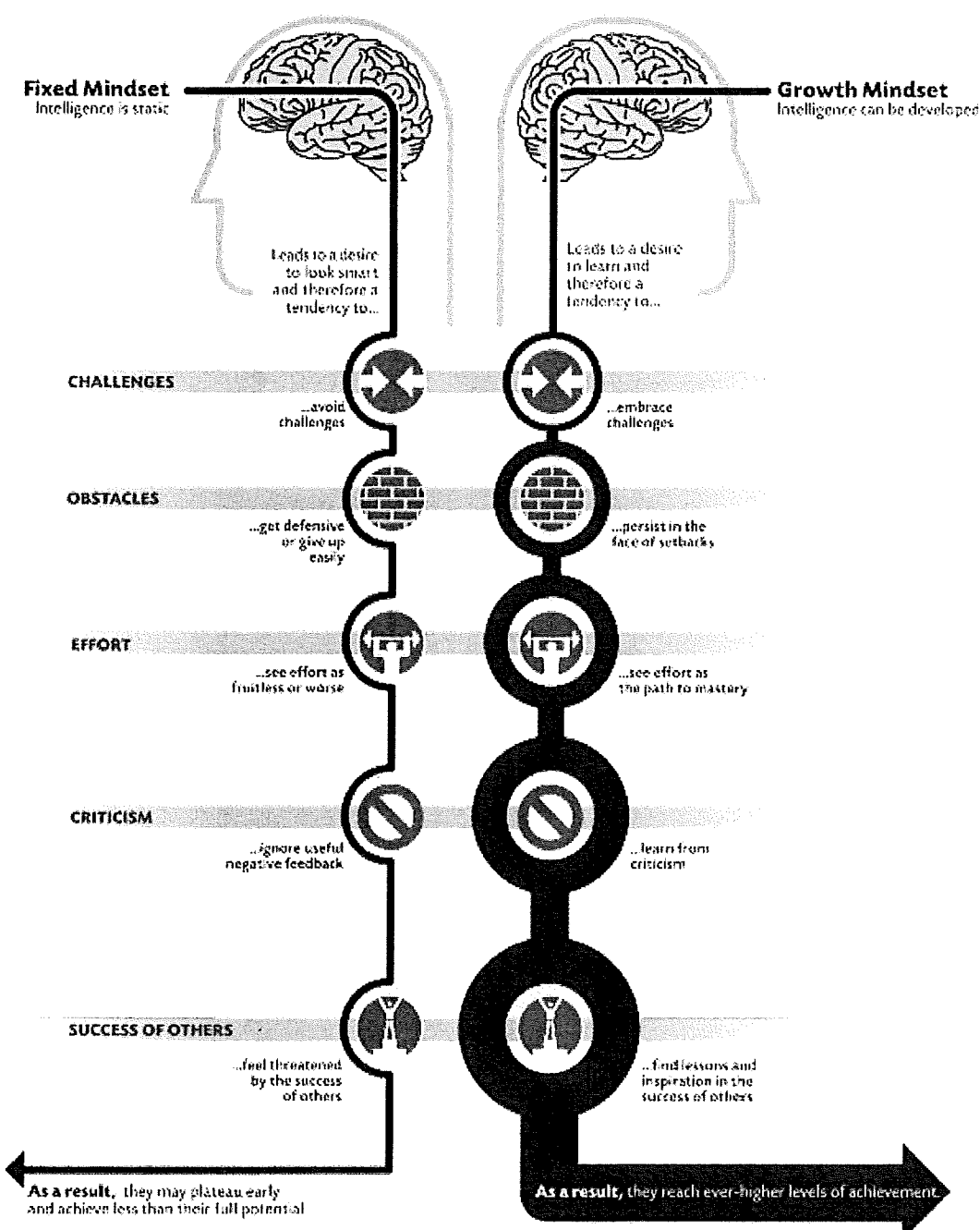
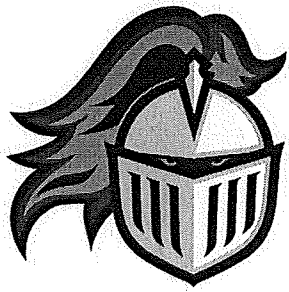


DIAGRAM OF MINDSETS BY NIGEL HOLMES



Parent Tips for Student Success

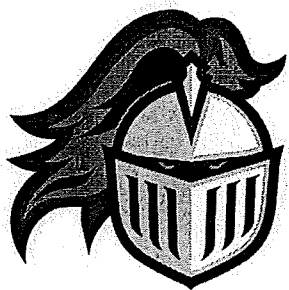
A list of strategies to help your child succeed!

Important items your child should do during the school day and at home:

- Take careful notes;
- Ask questions, ask questions, ask questions;
- Review their notes and rewrite them if necessary;
- Use daily class warm-ups to help study for exams;
- Get help during SUCCESS;
- Use SUCCESS effectively! Time well spent helps to balance the evening workload;
- Use your planner correctly—write down all assignments, due dates, etc.
- Organize your binder;
- CLEAN your binder;

You can help your child at home by engaging in the following:

- Check your child's agenda on a daily basis.
- Organize a set study-time for your child.
- Allow your child to have their own study area. Remember, everyone learns and studies differently.
- E-mail your child's teacher with any concerns you might have regarding a class. If your email address changes, please let your child's teachers know.
- Monitor outside activities and ensure your child has time to complete their school-work.
- Help your child learn from their mistakes so they can avoid similar instances in the future. All children make mistakes. Learning from mistakes and living with appropriate consequences helps to eliminate poor patterns.
- Visit ACP's website often. Be aware of upcoming assessments listed on our website
- Being in school on a daily basis is extremely critical. Please try to schedule vacations and doctor's appointments during quarterly breaks or after school.
- Help your child to learn to advocate for themselves—encourage them to be proactive. Please remember, our staff will assist your child with this skill.
- Be patient! It will take time for your child to make the transition to ACP.



Using Your Student Planner

Tips to help you effectively use your student planner.

1. On the first page of the planner complete all information in the "Property Of" box.
2. Enter homework assignments on both the day that the assignment is given as well as the day it is due.
3. Within the subject row, you should enter the specific subject pertaining to the subject when writing homework assignments (e.g. Science: "AP Chemistry")
4. In the column you should enter the description of the assignment as well as the Due Date. **This is critical!** Do not simply write "Math—HW," you need to be specific; e.g., Math, do even questions 2-12 on pg. 47. Then flip forward in their planner to the due date and again fill in the subject of the assignment and indicate the assignment is due that day.
5. Consider using different pen colors to denote when assignments are given, and when assignments are due.
6. For larger assignments and tests with longer due dates, you should put a reminder in the "Notes" section on the right-hand page of the week in which the assignment is due.
7. When informed of a test or quiz, you should enter this information on the date in the planner that the test or quiz will be given. Enter the subject (e.g. Geometry), followed by the text "TEST" or "QUIZ" and a description of the material to be covered. It is important for students to also denote the test or quiz in the "Note" section on the right-hand page.
8. It is important for you to journal ALL of the events in your lives in their planner. You need to see that you have soccer practice the night before an exam in order to schedule your time accordingly in the days prior to their exam.
9. Cross-out activities as they are completed. This has two effects: 1) you can readily see what assignments remain, but 2) this exercise creates a sense of accomplishment and pride for having completed the assignment.
10. Review the planner DAILY. The key to the planner's success is this step. Each morning before you for school, it is important for you to briefly review what will be happening that day, that week, and the following week. Studies have shown that this simple 5 minute exercise saves more than one hour of wasted time each day!
11. Enter classmates contact information. In the event that you miss a class, you can contact a friend to receive homework and other pertinent information.
12. Set goals. Each week you should enter goals you would like to achieve. This area is found in the on the right-hand page. The act of writing down goals causes you to visualize the attainment of these goals which increases the likelihood that the goals are achieved.
13. Keep track of your planner. Replacement cost for a new planner is \$5.

Studying with SQ3R

Studying for a course can be a stressful experience for even the most well-prepared students. SQ3R can help! Here's how it works.

SQ3R

SQ3R gives the student a tool in reading their textbook which greatly aids memorization and comprehension. This method can work with any material that you need to study in any course!

The method works as follows:

S SURVEY title headings, subheadings, and captions under pictures. Ask yourself what you already know about this topic.

Notice how the chapters are divided into sections.

Look for vocabulary in bold print.

Read any summaries or questions at the end of the chapters.

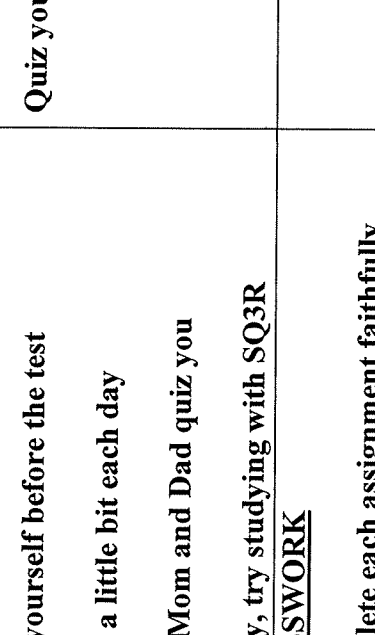
Q Write down QUESTIONS you think might be answered by reading the test from the chapter.

Turn subheadings into QUESTIONS that you try to answer as you read.

R

1. READ the text, looking for answers to your questions. Make notes.
2. RECITE your answers to prepare for a test
3. REVIEW the information you have obtained from the reading, preferably with someone else.

Arizona College Preparatory Study Tips

<p><u>TESTS</u></p> <p>Create flashcards Regular use of flashcards can and will help increase your memory for test taking</p> <p>Rewrite notes from your original notes</p> <p>Utilize the study guides Before every test, you will receive a study guide which talks about everything that will be on it. Make good use of it!</p> <p>Quiz yourself before the test</p> <p>Study a little bit each day</p> <p>Have Mom and Dad quiz you</p> <p>Finally, try studying with SQ3R</p>	<p><u>QUIZZES</u></p> <p>Be prepared that quizzes are given at least once every other week!</p> <p>Pay attention throughout the week</p> <p>Review the information that day when you get home</p> <p>Take good notes (Cornell notes)</p> <p>SQ3R notes</p> <p>Quiz yourself!</p>	<p><u>PROJECTS</u></p> <p>Remember to be organized and don't wait until the last moment Know when you have a project due.</p> <p>Remember – effort counts! Projects are graded mostly on the effort you put into them.</p> <p>Have a plan Ask yourself important questions: What materials do I need? Where can I get the information? Where can I get help?</p> <p>Put your name on it! Make sure everything you turn in has your name on it so that you can get the points you deserve.</p>
<p><u>CLASSWORK</u></p> <p>Complete each assignment faithfully</p> <p>Put your name on it!!</p> <p>Remember to turn in only your best work – rewrite or retype if necessary</p> <p>Remember to always check the assignment calendar on the board – that will tell you what is due and when</p> <p>If class time is given to work on assignments, use it wisely!</p> <p>If you have questions, ask!</p>		<p><u>CLASS PARTICIPATION</u></p> <p>It's ALL in the effort! If you participate in class faithfully, you will have a 100% for that part of your grade.</p> <p>Plan to participate in class!</p> <p>Be prepared for all class activities.</p>

Get to Work

When you start your homework, tackle the hardest assignments first. It's tempting to start with the easy stuff to get it out of the way, but you'll have the most energy and focus when you begin, so it's best to use this mental power on the subjects that are most challenging. Later, when you're more tired, you can focus on the simpler things.

If you get stuck on a problem, try to figure it out as best you can — but don't obsess and spend too much time on it because this can mess up your homework schedule for the rest of the night. If you need to, ask an adult or older sibling for help or call or email a classmate for advice. But don't pick someone you'll be up all night chatting with or you'll never get it done!

Take a Break

Most people's attention spans aren't very long, so take some breaks while doing your homework. Sitting for too long without stretching or relaxing will make you less productive than if you stop every so often. Taking a 15-minute break every hour is a good idea for most people. (But if you're really concentrating, wait until it's a good time to stop.)

Once your homework is done, you can check over it if you have extra time. Be sure to put it safely away in your backpack — there's nothing worse than having a completed assignment that you can't find the next morning or that gets ruined by a careless brother or sister. (And no teacher still believes that "chewed by the dog" line — even when it's true!) Now you're free to hang out.

Get Help When You Need It

Sometimes even though you're paying attention in class, studying for tests, and doing your homework, certain classes seem too hard. Although you may hope that things will get easier or that the explanation to the geometry theorems will magically appear in your dreams, most of the time this doesn't happen.

What does happen for many people is that they work harder and harder as they fall further and further behind. Naturally, this makes them hate a class and everything to do with it. If you need extra help, the most important thing to know is that there's nothing weird or embarrassing about it. No one is expected to understand everything, and people have very different learning styles.

The first place to turn for help is your teacher. He or she may be able to work with you before or after school and explain things more clearly. But what if you don't feel comfortable with your teacher? If you're in a big enough school, there may be other teachers who teach the same subject. Speak to a guidance counselor or to the other teacher directly and you may be in luck. Sometimes it just helps to have someone new explain something in a different way.

Make Homework Less Work! – Short term assignment tips

Do algebra problems 15 through 25. Conjugate the verbs on page 50 of your French workbook. Read pages 12 through 20 of the Shakespeare play, and when you're finished with that, don't forget to fill in the missing chemical symbols on the Periodic Table of Elements worksheet.

Sound like a roster of your homework for the next few nights — or maybe even just for tonight? Homework is a major part of going to school: It's your teachers' way of evaluating how much you understand of what's going on in class, and it helps reinforce important concepts.

Create a Homework Plan

Luckily, you can do a few things to make homework less work.

1. Be sure you understand the assignment. Write it down in your notebook or day planner if you need to, and don't be afraid to ask questions about what's expected. It's much easier to take a minute to ask the teacher during or after class than to struggle to remember later that night! If you want, you can also ask how long the particular homework assignment should take to complete so you can budget your time.
2. Use any extra time you have in school to work on your homework. Many schools have study halls that are specifically designed to allow students to study or get homework done. It's tempting to hang out with friends during study periods or unstructured time, but the more work you can get done in school, the less you'll have to do that night.
3. Pace yourself. If you don't finish your homework during school, think about how much you have left and what else is going on that day, and then budget your time. Most high-school students have between 1 and 3 hours of homework a night. If it's a heavy homework day and it seems like you've got an assignment in every subject but gym and lunch, you'll need to devote more time to homework. It's a good idea to come up with some kind of homework schedule, especially if you are involved in sports or activities or have an after-school job.

Watch Where You Work

When you settle down to do homework or to study, where do you do it? Parked in front of the TV? In the kitchen, with the sound of dishes being cleared and your brothers and sisters fighting?

These places may have worked when you were younger and your assignments didn't require as much skill and concentration. But now that you're older, a bedroom, study, or any other room where you can get away from noise and distractions is the best place to get homework done. But don't study on your comfy bed — opt for a desk or table that you can set your computer on and is comfortable to work at. It doesn't need to be large, just big enough to spread out your stuff.

Short Term Assignments

You might also be able to get some help from another student. If there's someone you like who's a good student, think about asking that person if you can study together. This might help because you'll be hearing the information from the perspective of one of your peers. However, keep in mind that this might not get you the results you need. Lots of people understand something perfectly without being able to explain it.

Another option for extra help is a tutor, either after school, on weekends, or in the evening. You'll need to talk to an adult about this because it costs money to hire a tutor. Tutors sometimes come to your home, but there are also tutoring centers across the country. A tutor may have broad knowledge of many things or may be trained in just one subject. Tutors work with you one on one, helping review and further explain things taught in the classroom. The advantage of having a tutor is that it gives you the opportunity to ask questions directly and work at your own pace.

If you're interested in a tutor, check the internet or the yellow pages of your phone book, or get a referral from a teacher, a friend, or classmate who has a tutor. And if you live in or near a town with a college or university, you may find tutors there. Often college students will tutor high school students in their areas of study to help cover the costs of school.

Reviewed by: Steven Dowshen, MD

Date reviewed: October 2010

Originally reviewed by: Chris Cortellessa, M.Ed, NCC

Long-Term Assignment Plan

Whether you have to write a term paper or complete a project for the science fair, you should plan your schedule so you'll complete the assignment on time, rather than waiting until the night before to do it all.

STEPS IN PLANNING YOUR LONG-TERM ASSIGNMENT

1. Divide the assignment into three or four major tasks.
2. Divide each task into small steps. Each step should be clearly defined so you will know exactly what and how to do it.
3. Estimate the amount of time necessary for completing each step.
4. Working back from the due date, set your own deadlines for completing each step.
5. Write down each step and its deadline. You may also want to further divide into sub-steps those that seem more complex. Set deadlines for those, too.
6. Next to your deadlines write in detail what you need to do, where you need to go, which books you need to read, and how many pages you need to write.
7. Check off each step as you complete it.
8. Leave some time at the end for proofreading and review. You should complete an assignment at least two days ahead of the deadline. Put your work aside for a day and then go back and review one last time.

LONG-TERM ASSIGNMENT PLAN (You may use the worksheet below to plan your long-term assignments.)

Name: _____ Course: _____ Date: _____

Assignment: _____ Due Date: _____

I. (Task) _____ Deadline: _____

A. _____ Deadline: _____

B. _____ Deadline: _____

C. _____ Deadline: _____

II. (Task) _____ Deadline: _____

A. _____ Deadline: _____

B. _____ Deadline: _____

C. _____ Deadline: _____

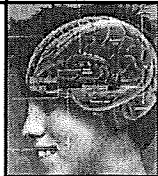
III. (Task) _____ Deadline: _____

A. _____ Deadline: _____

B. _____ Deadline: _____



Rebels with a Cause: Inside the Teen Brain



Brenda Vallana

Timeline of Brain Development

- **Birth to 3** -- Time of rapid intellectual, emotional & physical growth of brain & brain "wiring"
- **By age 6** -- 95% of brain development completed
- **Preteens (10-12 years)** -- 2nd major brain growth spurt
- **Adolescence (13-20s)** -- Pruning and organizing, especially in frontal cortex

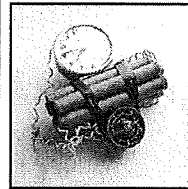
10 Is the New 15 As Kids Grow Up Faster

Some child development experts say that physical and behavioral changes that would have been typical of teenagers decades ago are now common among "tweens" (8-12).

- Some of them are going on "dates and talking on their own cell phones.
- They listen to sexually charged pop music, play mature-rated video games, and spend time gossiping on MySpace.
- More girls are wearing makeup and clothing that some consider beyond their years.

<http://www.nmabc.msn.com/id/15905527/>

The Teen's Brain:



- Is a work in progress
- Develops in fits and starts
- Different regions develop on different timetables
- One of the last parts to mature is in charge of making sound judgements and calming unruly emotions

The Puberty Files

Physical

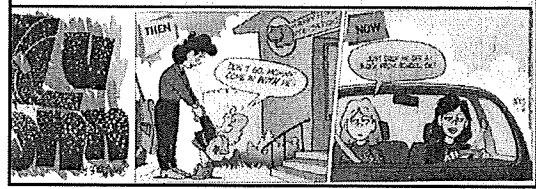
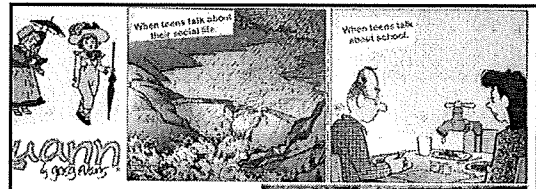
- Raging Hormones
- Lasts from about ages 11-17
- Growth spurts
- Nutrition
- Changing body clocks

Social

- Identity Formation
- Peer influence
- Cliques
- "Imaginary Audience"
- "Personal Fable"
- "Top-Dog Phenomenon"
- Dating
- Role models

Emotional/Mental

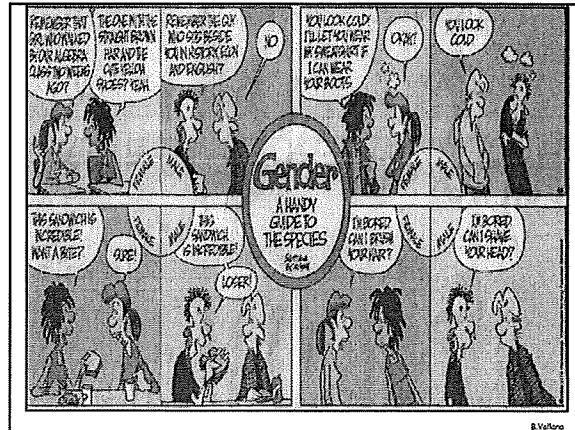
- Mood swings
- Formal
- Operational
- Thought
- Stress Management



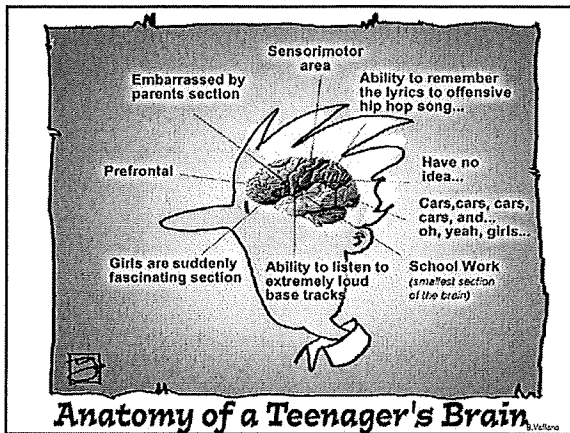
Tasks of Teenagers

- Achieving new and more mature relationships with age mates of both sexes
- Achieving a sexual identity
- Accepting one's physique
- Achieving emotional independence from parents
- Acquiring a set of values and an ethical system as a guide to behavior
- Selecting and preparing for an occupation
- Achieving economic independence

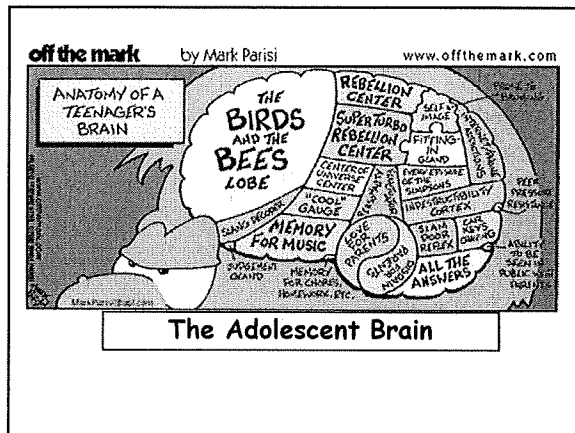
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Anatomy of a Teenager's Brain

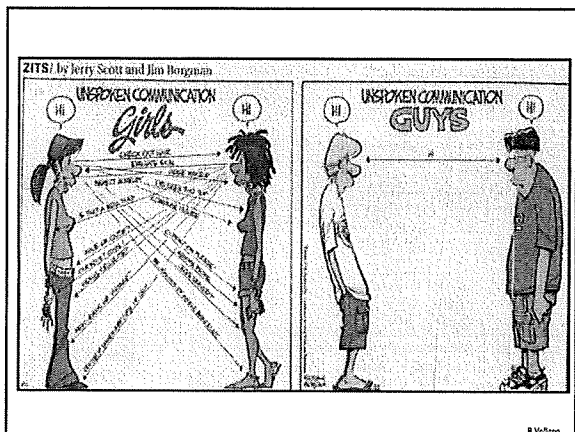


The Adolescent Brain

Remember...



The emotional brain is often in charge in teens.



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Robert Sylwester



- Brain is about a motor system
- Psychological movement - teen to adult
- Brain becomes intuitively aware of what needs to happen re: movement
- Not only have to deal with natural time & space, now have to deal with cyber time & space
- Play & games is how humans learn about things
- Only place we do not play is called **SCHOOL**
- The brain wants to break out of parameters - called **ADOLESCENCE**

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Kids who exercise their brains by learning to activate their thoughts, to measure their impulses and to understand abstract concepts, are laying the neural foundations that will serve them for the rest of their lives.



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New research shows that most children emerge from adolescence physically and emotionally intact - although their parents will probably never be the same.

© Vellema



In the 5,000 days of adolescence, every teenager is trying to leave home. The only way they can leave home is if they first **LEARN TO KNOW WHO THEY ARE!**

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A Profile of Today's Adolescent

MAY BE...	YET MAY...
Technological "Savvy"	Lack skills to organize, evaluate, synthesize data
Multicultural, Multilingual	Feel stymied by one culture's ideas & language
Used to Fast Access	Lack motivation to persevere for task completion
Socially Active	Lack the skills for purposeful interaction
Peer Oriented	Need assistance with interpersonal relationships

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Profile

Intellectually Capable	Be unpracticed in higher cognitive thinking
Future Oriented	Lack the skills for self-management and regulation
Exposed to Experience	Struggle with moral judgment and ethical decisions
Information Rich	Be limited in opportunity to explore broader issues
Independent-Minded	Be personally vulnerable to peer and societal lure
College/Work-Bound	Be limited in content and practical knowledge

© Vellema

Teen Lingo

ACRONYM	MEANING
2NITE	Tonight
ADR	Address
ASL	Age/Sex/Location
AWGTHGTGTTA	Are We Going To Have To Go Through This Again
B4	Before
B4YKI	Before You Know It
BC	Because
BRB	Be Right Back
CIAO	Goodbye (in Italian)

<http://www.netlingo.com/top50teens.cfm>

©Vollaro

Teen Lingo

ACRONYM	MEANING
CWYL	Chat With You Later
CYA	See You
CYT or SYT	See You Tomorrow
GTG	Got to Go
HAK	Hugs And Kisses
J/K	Just Kidding!
KEWL	Cool
KOTL	Kiss On The Lips
L8R	Later

<http://www.netlingo.com/top50teens.cfm>

©Vollaro

Teen Lingo

ACRONYM	MEANING
LMIRL	Let's Meet In Real Life
LMK	Let Me Know
LOL	Laugh Out Loud
MorF	Male or Female
N-A-Y-L	In A While
NALOPKT	Not A Lot Of People Know That
OMG	Oh My God
P911	Parent Alert
OTP	On The Phone

<http://www.netlingo.com/top50teens.cfm>

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Teen Lingo

ACRONYM	MEANING
QT	Cutie
ROTFL	Rolling On The Floor Laughing
RU	Are You?
RUMORF	Are You Male Or Female
RUOK	Are You OKay?
SWDYT	So What Do You Think?
THX, TX, or THKS	Thanks
TLK-2-U-L-8-R	Talk To You Later
TMI	Too Much Information

<http://www.netlingo.com/top50teens.cfm>

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Teen Lingo

ACRONYM	MEANING
TOM	Tomorrow
TTYL	Talk to You Later
WTG	Way to Go
WYCM	Will You Call Me?
KWIM	Know What I Mean?
PRON	Porn
KPC	Keeping Parents Clueless
143	It means "I Love You"

<http://www.netlingo.com/top50teens.cfm>

©Vollaro

Teen "Talk"

Kickin'	Dawg	Bling-bling	Macking
Boo-yah!	My bad	Cool	Parlayin'
Dead presidents	Represent	Scrub	Flashing
Emo	Smak	Boo	Word up
Let's roll	Word	That's phat	Snap/Snare
Peace out	What it is	Awesome	Whaddup?
Poser	Sick	Hatin'	Hot whip

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Why Teens Need More Snooze Time



- ① Circadian timing system
- ① Almost impossible for teens to sleep before 11
- ① Most teens need 9 hours and 15 minutes of sleep a night
- ① The average teen's brain isn't ready to wake up until 8 or 9 in the morning
- ① Melatonin levels elevated during school day
- ① Miss out on phase of sleep that boosts memory and learning (REM)

B. Vellora

Sleep Important for Learning

- z z z z Consolidate what has been learned
- z z z z Prepares brain to take in new information
- z z z z Learn new tasks faster
- z z z z Retain newly learned information

Some Teens Likely Losing Sleep Over Technology

- Some sleep researchers think today's teen are loading up on "junk Sleep" - the sleep equivalent of junk food - because they sleep with so many distracting devices:
 - Cell phones tucked under their pillows.
 - Handheld computer games on the bedside table.
 - TVs or music playing in the background.

American teens are getting more gadgets and less quality sleep.

In a 2006 poll by the National Sleep Foundation, 97% of teens said they have at least one electronic item, such as a television, computer, phone, or music device in their bedroom. On average, 6th graders reported having more than two electronic gadgets in their room, while high school seniors said they have 4.



B. Vellora

Kids' Brains Are Different

At the first annual Brain Expo sponsored by Eric Jensen, significant changes were noted by Jane Healy, noted author and educator, in how kids brains are different from the way they were 20 or 30 years ago.



Kids today:

- ➔ Use less language.
- ➔ Are more visual and less text-oriented.
- ➔ Have diminished attention spans.
- ➔ Have different motivational patterns and responses to learning.

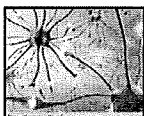
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Teen Brain Needs Proper Care and Feeding

Aaron White (Duke University Biological Research)

A 10-year-old brain is like an overgrown garden that needs to be pruned.

Kids launch into their teen years with "hundreds of billions" of brain neurons that are pretty unruly. They make a lot of unnecessary or inappropriate connections.

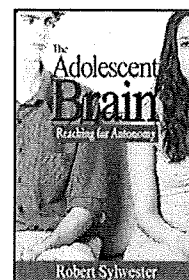


"These cells talk to everybody - and everybody talks to everybody else."

B. Volfson

→ Many of the nerves connecting different processing centers in the brain don't finish myelinating until the early 20's.

→ Nerves that become sheathed during adolescence connect areas of brain that regulate emotion, judgement, and impulse control.



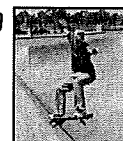
B. Volfson

- Prefrontal cortex, is practically asleep.
- The limbic system is entering hyperdrive state.
- Not adept readers of social signals such as facial expressions.
- Prefrontal cortex needs to be pruned to make good judgments.
- Can't keep track of multiple thoughts and critical memories.



B. Volfson

- May have trouble organizing several tasks.
- Tendency to leap before looking.
- Thrill of the new taps into so-called reward system producing feelings of intense pleasure.
- Thrills stimulate brain's dopamine system.
- Levels of serotonin appear to decline making them act more impulsively.
- Sex hormones change the brain's architecture.



B. Volfson

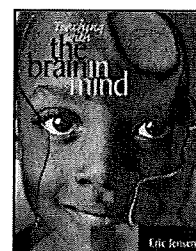
- Testosterone swells the amygdala and may account for the rise in aggressiveness and irritability.
- Increased levels of estrogen at puberty are responsible for sudden growth of the hippocampus.
- Anorexia and bulimia are now thought to be related to changes in the brain that occur at puberty.



B. Volfson

4 Main Categories of Things That Trigger or Focus the Attention of the Human Brain:

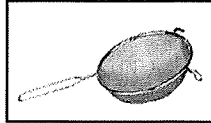
- physical need
- self-made choice
- novelty
- your name



B. Volfson

Attention

When it comes to paying attention, the brain is much more like a sieve than a sponge!



B.Veloso

Attention

There are two factors that strongly influence whether or not the brain pays attention to incoming stimuli...

1. Whether or not the information has meaning,
- and,**
2. Whether or not the information has an emotional component or hook.

B.Veloso

Meaning

Our species has not survived by taking in meaningless information!

The brain is continuously trying to make sense out of its world, attempting to determine what is meaningful in what it experiences.

Every encounter with something **new** requires the brain to fit the new information into an existing memory category, or network of neurons.

If it can't, the information will have no meaning.

B.Veloso

If we want to make something meaningful to our children, we have two options:

1. Find the experience they've had and hook the new information to it,

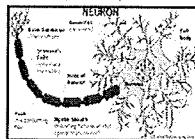
or

2. Create the experience with them.



B.Veloso

- Although scientists still believe that (for the most part) humans cannot grow new neurons, they now believe that the brain can and does grow new dendrites - the connections between neurons that create memory and learning.
- "Intelligence depends on the connections among the nerve cells - and those connections depend (at least in part) on the quality of the educational environment."



B.Veloso

Other Resources

- *Adolescent Brain Development: a Framework for Understanding Unique Vulnerabilities and Opportunities*
Ronald E. Dahl, MD, Professor of Psychiatry & Pediatrics, University of Pittsburgh, PA <http://www.wccf.org/projects/2003brainconference.htm>
- *Inside the Teenage Brain: A Guide For Parents*
Frontline Program 1/31/02, Sarah Spinks, Producer
<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain> *The Secret Life of the Brain*
- *Program Three, The Teenage Brain: A World of Their Own*
PBS, David Grubin Productions & Thirteen/WNET New York
www.pbs.org/brain
- *The Primal Teen: What the New Discoveries About the Teenage Brain Tell Us About Our Kids*
Barbara Strauch, 2003. New York: Doubleday