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# Montessori Parents in Action (MPIA)

— The Middle School Experience —

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February 5, 2021

# Characteristics of Adolescents



# Time Frame of Adolescence (Age 10-23)

## The Challenges:

- Shows difficulty articulating his/her thoughts
- Organizing challenges
- Solving Complex Problems
- Search for Self

## How Parents Can Help:

- Don't compare to other children
- Keep high standards & expectations
- Support kids in reaching these expectations

# Physical Changes

## The Challenges:

- Hand growth causes back tracking in written work
- Feet grow too - causes clumsiness and falling
- Accident prone - rapid bone growth

## How Parents Can Help:

- More sleep and rest
- Minimize the stimulus & distractions
- Provide additional snacks for hungry growers

# Social Changes

## The Challenges:

- Personal Fable
- Imaginary Audience
- Misread tone and facial cues
- Subtle nuances of mature relationships
- Speaking in absolutes

## How Parents Can Help:

- Provide feedback about your adult relationships
- Model appropriate self talk
- Teach about boundaries
- Don't fuss - ask questions
- Unreliable self-narrators, trust them, but verify

# Technology

## The Challenges:

- False perceptions of others
- Finding balance
- Oversharing information
- Stating online what they wouldn't share in person

## How Parents Can Help:

- “Friend” your child
- Help your teen find balance
- Ask questions - encourage teens not to compare with others
- Set rules on technology usage
- Model appropriate use
- Follow the age guidelines

# Reach Out to the Teachers

## The Challenges:

- Teens have limited perspectives, but can sound convincing
- The grass is always greener...

## How Parents Can Help:

- Approach us directly
- Frequent collaboration and communication ensure student success

# **Developmentally Appropriate Middle School Behaviors**



# Typical Behaviors

Late Assignments

Technology issues

Lose temper one time

Disregard redirection

Trip/accidentally break something

Dishonest

Overstep personal boundaries

Conceal candy, phones, toys

Be curious about sex, drugs, alcohol

# Unacceptable/A-typical Behaviors

Refusal to alter habits

Defy class/homes guidelines

Disrupt class, students

Cause harm to self, others

Be in possession of illegal substances

Regularly target and disrespect an adult

Purposely damage things

Repeatedly cheat, lie

Touch someone when they have been asked to stop

Show aggression through physical means

Conceal weapons

# Setting Limits

## Boundaries:

- Start with love
- Be consistent
- Clear and consistent
- Expectations should be known

## Consequences:

- Consequences should be known ahead of time
- Remain calm, avoid shaming
- Earn rather than Lose
- Natural Consequences
- Logical Consequences
- Opportunities for Restitution

# Independence Scale

Academic Skill	<p>1. <u>Student is</u> operating <i>significantly</i> below grade level in one or more academic areas. There is concern for the student's academic success at the high school level working towards a high school diploma.</p> <p>Areas of difficulty:</p>	<p>2. <u>Student is</u> operating <i>slightly</i> below grade level in one or more academic areas. There is concern for the student's academic success at the high school level working towards a high school diploma.</p> <p>Areas of difficulty:</p>	<p>3. <u>Student is</u> functioning on grade level most of the time, but is experiencing <i>slight</i> difficulty with the content of a particular subject.</p> <p>Areas of difficulty:</p>	<p>4. <u>Student is</u> functioning on grade level all of the time.</p>	<p>5. <u>Student is</u> consistently functioning above grade level in one or more areas.</p> <p>Areas of strength:</p>
Academic Behaviors	<p>1. <u>Student is</u> experiencing significant difficulty with note-taking and study skills. Accommodations are regularly used such as note-taking partners, copies of teacher/student notes, etc.</p>	<p>2. <u>Student is</u> experiencing some difficulty with note-taking and study skills. Accommodations such as note-taking partners, copies of teacher/student notes, etc are sometimes used.</p>	<p>3. <u>Student is</u> experiencing a few instances of difficulty with note-taking and study skills. Accommodations such as note-taking partners, copies of teacher/student notes are provided, etc are rarely used.</p>	<p>4. <u>Student is</u> experiencing little to no difficulty with note-taking and study skills. Accommodations such as note-taking partners, copies of teacher/student notes, etc are not needed.</p>	<p>5. <u>Student is</u> demonstrating above average skill with note-taking, study skills. Accommodations such as note-taking partners, copies of teacher/student notes, etc are not needed and student models these skills for others.</p>

# Independence Scale

Organization	1. <u>Student does not</u> record important dates and details and <u>has difficulty</u> following a work plan.	2. <u>Student sometimes</u> does not record important dates and details and sometimes <u>has difficulty</u> following a work plan.	3. <u>Student most often</u> records important dates and details and rarely <u>has difficulty</u> following a work plan. There are a few instances of errors in this area.	4. <u>Student records</u> important dates and details and <u>follows a work plan</u> effectively.	5. <u>Student records</u> important dates and details and <u>follows a</u> work plan effectively.
Social Development	1. <u>Student is</u> experiencing serious difficulty making social connections with peers. <u>Student exhibits</u> inappropriate or extremely withdrawn social behaviors that make these peer connections difficult. <u>Student has</u> difficulty accepting personal responsibility in social interactions. <u>Student may</u> exhibit a lack of respect for or extreme lack of	2. <u>Student is</u> experiencing some difficulty making social connections with peers. <u>Student exhibits</u> some inappropriate or withdrawn social behaviors that make these peer connections difficult. <u>Student may</u> have difficulty accepting personal responsibility in social interactions. <u>Student may</u> , at times, exhibit a lack of respect for or lack	3. <u>Student is</u> demonstrating a few instances of difficulty making social connections with peers. <u>Student exhibits</u> a few inappropriate social behaviors that make these peer connections difficult. Student may have demonstrated a few instances of difficulty accepting personal responsibility in social interactions. <u>Student rarely</u> exhibits a lack of respect for classmates.	4. <u>Student is</u> demonstrating no difficulty making social connections with peers. <u>Student demonstrates</u> appropriate social behaviors that make peer connections easy to maintain. <u>Student accepts</u> personal responsibility in social interactions. <u>Student demonstrates</u> respect for	5. <u>Student is</u> demonstrating above average skill in making social connections with peers. <u>Student demonstrates</u> appropriate social behaviors that make peer connections easy to maintain. <u>Student accepts</u> personal responsibility in social interactions. <u>Student demonstrates</u> respect for classmates. Student



# Independence Scale

Responsibility	<p>1. Student demonstrates significant difficulty contributing to community tasks and completing assigned classroom duties. Student may be frequently unprepared for school (lunch, assignments, PE uniform, etc.) Student requires daily reminders to complete duties and assigned tasks.</p>	<p>2. Student demonstrates some difficulty contributing to community tasks and completing assigned classroom duties. Student may at times be unprepared for school (lunch, assignments, PE uniform, etc.) Student requires weekly reminders to complete duties and assigned tasks.</p>	<p>3. Student demonstrates little difficulty contributing to community tasks and completing assigned classroom duties. Student is rarely unprepared for school (lunch, assignments, PE uniform, etc.) Student needs few or no reminders to complete duties and assigned tasks.</p>	<p>4. Student demonstrates no difficulty contributing to community tasks and completing assigned classroom duties. Student is prepared for school (lunch, assignments, PE uniform, etc.) Student completes duties and assigned tasks without reminders or assistance.</p>	<p>5. Student demonstrates no difficulty contributing to community tasks and completing assigned classroom duties. Student is prepared for school (lunch, assignments, PE uniform, etc.) Student completes duties and assigned tasks without reminders or assistance. Student models these behaviors for others and assists others in completing tasks.</p>
Problem Solving Ability	<p>1. Student requires regular, direct assistance to find solutions when presented with a challenge, academic or otherwise. Student may also have difficulty choosing from possible solutions or</p>	<p>2. Student requires regular, indirect assistance to find solutions when presented with a challenge, academic or otherwise. Student may also have a few instances of difficulty choosing from possible solutions or</p>	<p>3. Student requires little assistance to find solutions when presented with a challenge, academic or otherwise. Student has little difficulty choosing from possible solutions or recovering from frustration on the rare occasion when he or she is given</p>	<p>4. Student requires no direct assistance to find solutions when presented with a challenge, academic or otherwise. Student does not have difficulty choosing from possible solutions or recovering from</p>	<p>5. Student appears to enjoy finding solutions when presented with a challenge, academic or otherwise. Student does not have difficulty choosing from possible solutions or recovering from</p>

# Questions...

If you are concerned about something, or unsure of the policy or expectation, always ask.

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