Value Code Shifting
Enhancing
Family Collaboration

By Maria Sargent
Free materials and resources for teachers and families!
1. Write your name in cursive

Maria Sargent
Right Handed

- Cross right leg over left
- Circle hanging foot (R) counter-clockwise

Left Handed

- Cross left leg over right
- Circle hanging foot (L) clockwise
Value Code Shifting
Mesh with the child’s individual value system
Religious & Spiritual Code

Right or wrong
Traditional / Family Code

How we traditionally behave
Legal & Civic Code

The “law” or rule

Mrs. Mutner liked to go over a few of her rules on the first day of school.
Personal Code

What we think is the best thing for us personally…
Pragmatics of Behavior

transition between environments
<table>
<thead>
<tr>
<th>Category</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relig./Spirit.-</td>
<td>It is wrong to hit someone</td>
</tr>
<tr>
<td>Trad./Fam.-</td>
<td>We are not allowed to hit people</td>
</tr>
<tr>
<td>Civ./Leg.-</td>
<td>It is against the rules/law to hit people</td>
</tr>
<tr>
<td>Per.-</td>
<td>I can’t hit people because ____________</td>
</tr>
</tbody>
</table>
Application to Families

Relig./Spirit.-  It is wrong to kill hamsters

Trad./Fam.-  Our children have never killed hamsters

Civ./Leg.-  It is against the rules/law to kill hamsters

Per.-  I care that my child is killing hamsters
Application to Diverse Value Systems

Spiritual- Our belief system sees a problem...

Traditional- Our family is concerned...

Legal- The child will get into trouble...

Personal- This will keep them from.......
Value Code
Shift:
Program
Involvement
<table>
<thead>
<tr>
<th>Category</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relig./Spir.</td>
<td>It is right / wrong to be involved</td>
</tr>
<tr>
<td>Trad./Fam.</td>
<td>My parents were always involved</td>
</tr>
<tr>
<td>Civ./Leg.</td>
<td>It expected/required that I am involved</td>
</tr>
<tr>
<td>Per.</td>
<td>I think I should/should not be involved</td>
</tr>
</tbody>
</table>
Manicure Night! (TARGET-violent media)

Massage Night! (TARGET-children and stress)

Enhancing Your Child’s Athletic Potential (TARGET-anger management)

Gourmet Meals on a Budget (TARGET-math skills)
Two Variables To Consider…

1 2 3

how often?

how close?
Examples of **Low Contact**
How personal to get a response???

- Group----Not Personal
- Group----Personal
- Individual----Global Request
- Individual----One Time
Adults

Solitary-Level Grouping

Parallel-Level Grouping

Associative-Level Grouping

Co-Operative-Level Grouping
Solitary

Co-Operative
Create Value for Play Development
Take Photos of Previous Structures
Provide a Model
Provide a Model
Read a Book
BLOCK CITY
POEM & ACTIVITIES

WHEN I BUILD WITH BLOCKS

WRITTEN & ILLUSTRATED BY NIKI ALLING
How to build an A

An alphabet book by Sara Midda

including 11 blocks to build an alphabet

T is for tree
Provide Pictures to Inspire New Ideas
Management of Block Area

- Add a dramatic play to encourage role-playing
Provide “Known” Props
Think & Learn Code-a-Pillar

Cool sounds & lights

Learning toy encourages experimentation while developing important skills like problem solving, planning & sequencing and critical thinking.

Kids connect the segments to make Code-a-pillar
Create Value for Behavior Skill Development
apple
Symbol
Black/White
Silhouette
Colored Picture
Photo
Not-to-Scale Imitations
Real-Size Imitation
Concrete Object
Stop momentarily on cue

“Stay” stopped so cleaning possible

Put item away anywhere

Put item in correct general area

Put item in correct area AND location

behavior

Cleaning Up
Stop momentarily on cue

Stay stopped so cleaning possible

Put item away anywhere

Put item in correct general area

Put item in correct area AND location
Stop momentarily on cue
Clean Up... Clean Up
Stop momentarily on cue

“Stay” stopped so cleaning possible
Stop momentarily on cue.

“Stay” stopped so cleaning possible.

Put item away anywhere.

Put item in correct area AND location.
Stop momentarily on cue

“Stay” stopped so cleaning possible

Put item away anywhere

Put item in correct area AND location
Stop momentarily on cue

“Stay” stopped so cleaning possible

Put item away anywhere

Put item in correct general area

Put item in correct area AND location

Cleaning Up
Create Value through Viewpoint Expansion
Beyond Talent...
LEADERS MUST BE DIFFERENT

ONLY LONG-TERM GOALS LEAD TO LONG-TERM SUCCESS!

NO ONE CAN "OFFEND ME" OR "MAKE ME ANGRY"
I CONTROL MY OWN EMOTIONS

I SHOULD BE FAIR TO MYSELF
I AM NOT THE BEST...
BUT I ALSO AM NOT THE WORST
I Must Focus Only on Making Progress

Stopping and Thinking Will Help Me Make Good Decisions

Dreams Do Not Always Come True
..I Must Have a Plan “B”

[Diagram showing hierarchy with Self at the center, followed by Family, Community, Country, and World]
IMPULSE CONTROL
USE SILENT THINKING
Create Value for Academics
Stress the “School” Connection

*College requirements
*The need for a Plan “B”
If Academics are a Struggle...

*Extreme Intelligence
*Hidden Processing Issues
Show Them a Different World

Space Mountain Front Row Nightvision HD Magic Kingdom Walt Disney World
iThemePark
2 years ago • 3,387,267 views
Take a POV (Point of View) ride on the front row of Space Mountain at the Magic Kingdom at the Walt Disney World resort in Lake ...

Disney's Frozen on Ice
Food and Family Fun
1 year ago • 2,396,455 view
Footage of Frozen on Ice - S loved it! I would totally rec
Virtual Tours of Museums, Exhibits and Points of Special Interest

These Sites present over 300 Museums, Exhibits, Points of Special Interest, Virtual Reality and Real-Time journeys which offer online multimedia guided tours on the Web. Most of the following offer text and pictures, others in addition transmit sound and an occasional movie.

http://www.virtualfreesites.com/museums.reality.html

https://www.google.com/edu/expeditions/

http://www.mnh.si.edu/panoramas/

https://www.thesphere.com/
Invisibility Cloaks

Artificial Limbs
That “Feel”

Newest Robots

Holograms

Mind-Controlled
Computer Games

Artificial Eyes

Magnetic Levitation

Artificial Eyes

How It Works

1. Volunteers were wired to an fMRI brain-scanner while watching video images to study brain activity.

2. Image converted from brainwaves.

3. Volunteer watches a different film and computer-generated images based purely on their brainwaves.
Live Webcams

Watch Old Faithful Geyser erupt, lookout from various locations in park
https://www.nps.gov/yell/learn/photosmultimedia/webcams.htm

Bears, wildlife and underwater webcams in Katmai National Park
https://www.nps.gov/katm/learn/photosmultimedia/webcams.htm

Glaciers, goats and other scenery and wildlife at Glacier National Park
https://www.nps.gov/glac/learn/photosmultimedia/webcams.htm

Webcams at all volcanoes in Hawaii’s various national parks
https://www.nps.gov/havo/learn/photosmultimedia/webcams.htm
**Webcams of various animals (panda, ape, elephant, polar bears, etc.)**

http://kids.sandiegozoo.org/animal-cams-videos

**Webcams of various farms animals and pets (goats, chickens, bunnies, horses, dogs, cats, bees, etc.)**

http://farmanimalcams.com/

**Black Eagle webcam in South Africa**


**Webcams at various locations (Ireland, New York, London, Brazil, parks and other sites in the world)**

http://www.earthcam.com/
Santa’s official reindeer webcam
https://reindeercam.com/

Webcam of an ant colony
http://www.stevesantfarm.com/

Time lapse videos of construction (stadium, dam, hotel, store, etc.)

Cats and dog at the Humane Society
<table>
<thead>
<tr>
<th><strong>Webcam at aquarium</strong> (jelly fish, penguins, sea otters, sharks, etc.)</th>
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<th><strong>Webcam at the South Pole</strong></th>
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<tr>
<td><a href="http://www.usap.gov/videoclipsandmaps/spwebcam.cfm">http://www.usap.gov/videoclipsandmaps/spwebcam.cfm</a></td>
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<th><strong>Webcams from over 5,000 ski and tubing locations in the world</strong></th>
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<td><a href="http://www.snoweye.com/">http://www.snoweye.com/</a></td>
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<tr>
<th><strong>Thousands of sites (pyramids, sports training facilities, art studios, cruise ships, amusement parks, insects, animals, castles, construction sites, space…you name it, they have it!)</strong></th>
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<td><a href="http://www.camcentral.com/">http://www.camcentral.com/</a></td>
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Reality...
The Person I Helped

Their Children

Their Grand-Children

Their Great Grand-Children
Website

Free materials and resources for teachers and families!

**PROCESSING**
- Auditory Processing
- Visual Processing
- Dysgraphia (Writing)
- Dyscalculia (Math)
- Sensory Integration

**TEACHING**
- Sequences
- Play & Interventions
- Literacy Support
- Co-operative Groups
- Motivation & Goals

**THE ARTS**
- Academics
- Processing
- Social Skills
- Behavior
- Goal Setting

**BEHAVIOR**
- Impulse Control
- Behavior Support
- Gang-Proofing
- Intervention Plans
- Aggressive Play

**FAMILIES**
- Teaching Skills
- Teaching Behaviors
- Family Support
- Developing Values
- Academic Struggles
PDF Files

VISUAL PROCESSING DISORDERS

WHEN 20/20 VISION IS NOT ENOUGH!

By Maria Sargent
10-15 Minute Videos
Maria Sargente, Ph.D., Ashland University
sargefam@aol.com or//
NeuroTeachResources@aol.com
(330) 903-2456