



Next Up On Connections Cafe

Back to School (Remote Style)



Set your family up for a **positive, productive school year.**

Join a panel discussion on:



- Academic Motivation-
- Social Engagement-
- Screen Time-
- Work Space-
- Conflict Resolution-

Michelle Kay Anderson

Certified Enneagram Coach & Online Educator

Brandi Bispham

Woodward Middle School Teacher

Susan Constan

Wilkes Elementary School Counselor

Lydia Harrison

Island Educational Services Director

Welcome!

Today's Topic:

Back to School (Remote Style)

Michelle Kay Anderson (Enneagram Coach & Online Educator)

Brandi Bispham (Woodward Middle School Teacher)

Susan Constan (Wilkes Elementary School Counselor)

Lydia Harrison (Island Educational Services Director)

Krzysztofa McDonough (Raising Resilience Board President)

Up Next:

Wednesday, September 23, 2020 @ 7 PM

Family Mental Health Check Up





Raising Resilience supports the Bainbridge Island community and beyond with parenting **EDUCATION**, **RESOURCES** and **CONNECTIONS** to **help families thrive**.

We do this by bringing parents together at acclaimed speaker and documentary events; small-group classes; and panels or workshops where they can learn both from experts and each other.

Online Resources @ www.raisingresilience.org

- Parent Events Calendar
- Parent Corner Blog
- Parent Support Resource List

- This is our online parent support program to **help our parenting community come together** (while keeping their distance) to **process and implement the shift in our daily lives during the pandemic**.
- This is a **SAFE SPACE** to **learn from each other and our carefully chosen speakers**, who are volunteering their time to be with us today.
- We will open the session up for a Q&A after the panelists speak. Feel free to use the chat section during the presentation to direct questions and comments. **When the panelists are finished you may take yourself off mute and join in verbally or our team will read your question from the chat section.** We'll address as many as we have time for.

RAISING Resilience

Connections Cafe: let's meet online



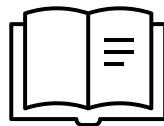
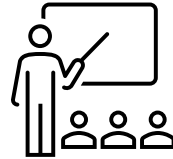
Brandi Bispham: Woodward Middle School Teacher

ACKNOWLEDGE THE IMPACT OF AN UNUSUAL SCHOOL YEAR

- Students
- Parents
- Teachers

ENGAGEMENT

- Priority for all educators
- Time spent on investigating, training for best practices
- Cornerstone for schools this year
 - What you might see: Asynchronous and Synchronous designs
- Need partnership from home



Try to have a new mindset - for student and parent - once in a lifetime chance to be with your kiddo, witness their development in a new way - not just send to school for 7 hours, help take ownership of a balanced design to their school year.

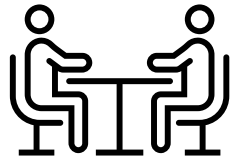
WHAT CAN PARENTS/GUARDIANS DO TO HELP SUPPORT

- Set up a weekly/daily schedule
- Ask a lot of questions - find out what their kids are studying, not just the name of the courses, but really the content. Questions will become more meaningful, help students to stay engaged and help bring new dimensions to students' work.
- Make sure their synchronous lessons are on their schedule and they are "ready" for them. They are awake, dressed, have had breakfast, have materials with them.
- If Questions: reach out to teachers in partnership

REALLY TRY TO CREATE A "PLAN FOR YOU" ATTITUDE

- Think of a balanced approach - builds resilience
 - Academics
 - Fitness
 - "Left brain" activities
 - Relationships
 - One new skill
 - One new interest





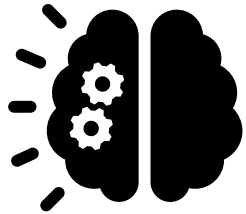
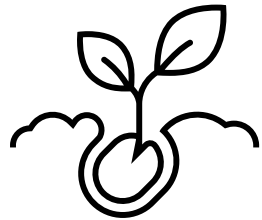
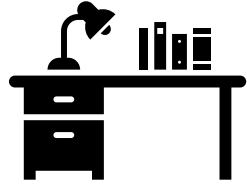
Susan Constan: Wilkes School Counselor

SOCIAL & PHYSICAL ENGAGEMENT

- The impact of social isolation on kids.
 - Acting out isn't just misbehavior - it is communication that something isn't working. An invitation to pay attention and get creative.
- How will schools approach peer engagement?
 - What should parents be aware of when they supplement social engagement outside of school under current guidelines?
- The importance of Brain Breaks and Physical Activity
 - Create opportunities to use the body. Trampoline. Soccer or football while drilling facts, etc. Giving kids a physical outlet for their body.

ACADEMIC MOTIVATION

- Tip: Hold a morning meeting to reduce anxiety about how each day will go.
 - Brainstorm solutions to problems that can be anticipated. The goal is not 100% fidelity to a plan or schedule. Flexibility may be necessary.
- Tip: Talk to teachers about flexible ways to promote learning if you're having trouble or your kid is really resisting something.
 - Is there an alternative way to demonstrate that your kid learned something? Can you transcribe your kids answers if writing is too overwhelming or frustrating? Kids learn the most when they get to express something verbally to an adult - meaningful conversation with an interested adult creates really powerful hooks in their mind and helps them process - can your kid have a quick conversation with a teacher?



Lydia Harrison: Island Education Services Director

WORKSPACE

- How can kids and parents get work done when there are more distractions around?
 - Workspace tips
 - Work in shifts

ACADEMIC MOTIVATION

- Growth mindset: what can parents say when kids are frustrated or shut down?
- Tips to reset the brain
 - Acknowledge what is working and where progress is being made.
 - Avoid spiraling into negativity

PARENT SELF-CARE

- How can I meet my needs so I'm not coming at these situations depleted and frustrated?

Krzysztofa McDonough: Raising Resilience Board President

TIPS FOR SCREEN-BASED DISTANCE LEARNING



- **Use it as an opportunity for media literacy training.** Technology is not an “enemy,” but a tool. Coach and discuss.
- **Relationships and well-being are key.** Remember to plan for special time and connection.

Recommendations for Families Following a School Curriculum or Structured Online Program:

- **Before School Starts - Prepare yourself and your child(ren)**
 - Visit **CommonSenseMedia.org** for tips, pledge/agreement examples & more
 - Have a **family discussion** (include your child’s perspective) & set up **expectations, get excited**
 - Do a **test run** before school starts
 - Practice **independent** work and playtime
- **After School Starts - Support but also allow for independence**
 - **Revise** agreements & “code of conduct” (step in when needed)
 - If possible, begin the day with **physical activity** (i.e. a walk or whole-body active play, OT-recommended games etc.)

- Use **schedules** as reminders (visual schedules helpful for some kids – ask for input)
- **Observe** behavior – some children might need more frequent breaks/movement. Misbehavior is communication. **Connect with teachers or counselors** - ask for help if needed.
- Do not be afraid to **make mistakes, discuss and adjust.**

- **When parents need to work, and the child is done with school (K-4) or is a preschooler**
 - **Together, brainstorm** opportunities for engagement (choose toys, audiobooks etc. - **offer choices** (try a tool by Peggy Koivu), allow for unstructured **play** and **let them be bored** – they will learn!
 - Ask relatives or friends for help – i.e. grandma could “**babysit**” **remotely** or assist with school assignments
 - Remember about local resources - Boys & Girls Club, pods, alternative tag-teaming, after-hours programs

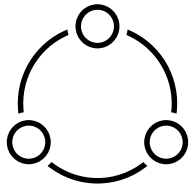
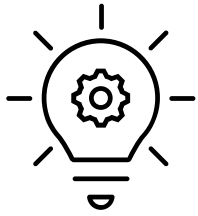
Krzysztofa McDonough: continued

TIPS FOR SCREEN TIME BALANCE

This is an opportunity for media literacy education and tech use self-check for the whole family.

- **Ask questions and model.** Leave room for children's input and **VALIDATE** their feelings about tech (is not the enemy!)
- **Not all screen time is equal – consumption vs. creation vs. connection**
- There is **no magic number** (over the age of 2) for screen time use.
 - **Discuss the limits together** and **why alternatives** to screen time **are important** (playtime, sleep, being active, relaxation, well-being) – agree to a plan together
 - **Follow 3 Cs (child, context, content)** when making a plan. You know your child best and (sometimes by trial and error) you will find what works for your family (flexible agreements vs. budgeting)
- **Focus on relationships**, practice trust and problem-solving over strict control (be open about it when you do).
- **Make plans, make mistakes, adjust and start over** (without the “blame game”)
- **Practical tips** - interact before the end of the game to let the brain disengage; blue light glasses/settings and projectors might be helpful for more sensitive kids; if possible - leave electronics out of bedrooms and off for 2 hours before bedtime.
- **Pay attention to changes in mood, explosive behavior, signs of bullying – ask for help** (BYS & Helpline House - free, therapists, physicians)

See: [Signs of Screen Overload & What to Do](#) (Common Sense Media)



“We build resilience by being exposed to stress and working through it. Too much stress isn’t good for kids or you. So managing stress but also not completely avoiding it is the sweet spot we are striving for.”

Michelle Kay Anderson: Enneagram Coach and Online Educator

WE CAN'T ESCAPE EACH OTHER

Claustrophobia is real and we take out our frustrations on loved ones. The reality of living together in small spaces and how our personality contributes to conflict.

- **Tip:** Understanding your triggers better so you can manage your frustration and reactivity.

WHAT DOES LEARNING LOOK LIKE? (independent of choice you make about which school/option is best)

Essential ingredients in learning:

Triggered interest + meaningful use right now + Immersion in topic.

- Homeschoolers try to apply the same style of learning you use when approaching a hobby to school subjects. We want kids to have that lightbulb moment where something clicks.
- Flow state is a sign of the sweet spot of not being bored and not stressed. Kids naturally find this when they are allowed to follow their interests - they may not be something you are super excited about them going deep on!
- What does learning look like for you? When do you feel most motivated? How do you know when you've learned something? Who measures your knowing? How are you certain of your mastery? Is mastery even the goal? Thinking through this for ourselves can help you reframe how learning could happen in your home in a way that requires less coercion or busywork.

Michelle Kay Anderson: continued...

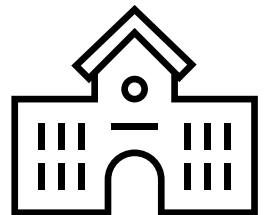
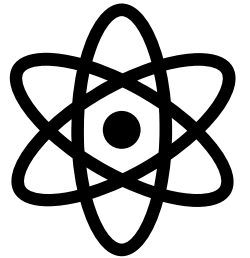
- **COOPERATION VS MOTIVATION**

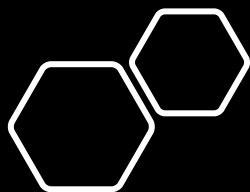
Getting buy-in and *participation* from kids will go a long way. Involving kids in the planning for how this next season will go is really important (VS announcing the plan and expecting *cooperation*). Kids can be super insightful and creative when allowed to help brainstorm ideas - and being involved helps them know they will be satisfied while you are working. Sometimes we adjust assignments - video vs essay, or conversation vs worksheet, etc. Sometimes we change topics because it just isn't landing or we have to find different resources to try to understand (crashcourse, khan, other curriculum). Sometimes it is switching up the learning style - audiobooks or video vs so much reading.

- **Tip:** When you need time for focused work, make the time feel special for kids. Something they look forward to. (special lego set, movie series, etc.)
- **Tip:** Ease into your school year. Adding one thing at a time. Layer in more demanding pieces after routine is established.
- **Tip:** Setup specific spaces that are appealing: Cozy couch, reading nooks, art or puzzle table, forts to study in, hammock, etc. What is the most fun or comfortable way we can do this? Movie nights as literary analysis. Poetry teatime with snacks. Plan snacks ahead of time, prepare in fridge (ice cube tray for littles, or drawer of prepared snacks in fridge where they can reach them, pre-negotiate food ahead of time so not a constant battle)
- **Tip:** The magic of a timer at any age. Pomodoro technique and Michelle's favorite cube timer. (Can use apps too, or YouTube music links that are timed.) For younger kids during workday - can try working in sprints that are synchronized. Like 20 minutes of focused work time, followed by time to connect in way that kids look forward to.

- **DON'T TRY TO RECREATE SCHOOL AT HOME**

It doesn't work. The context of school (building, teachers, bells, etc) is missing and just doesn't translate to home. Instead, try to add home to school - make things cozy, break things up when they need it, spend less time overall on focused tasks (work at home can be more efficient than in a school), move when you need to or eat when you need to, poetry teatime with treats etc. 100% on task for hours on end is not realistic.





Visit us online

www.raisingresilience.org

info@raisingresilience.org

- Parent Corner Blog
- Parent Events Calendar
- Parent Support Resource List

NEW! RAISING RESILIENCE VIDEO LIBRARY

On-Demand Parenting Tools and Strategies to Access When You Need Them Most

The image displays three video library options. The first is 'CONNECTIONS CAFE Spring 2020 Video Collection', featuring a grid of speakers including Jondi Watson, Peggy Kalka, Stephanie Dalton, Ian McCallum, Elizabeth Kennedy, Ashley Mikheeva, Karen Vargas, Spencer Bingham, Sarah Bukar, and Courtney Oliver. The second is 'THE SELF-DRIVEN CHILD Webinar', featuring the book cover and speakers William Steward and Ned Johnson. The third is 'COMBO PACK: Webinar + CONNECTIONS CAFE Videos', featuring the book cover and a coffee cup.

The image shows a screenshot of the Parenting Corner Blog. It features several article thumbnails with titles such as 'How to encourage your teen to go to counseling', 'Validating Your Child's Need For Independence', 'Engaging Teens Without Provoking Them', 'Building Resilience Through Crisis', and 'Parenting During A Pandemic'. The page includes a search bar and a 'Log In / Sign Up' button.

The image is a collage of various RAISING Resilience resources. It includes a 'Bainbridge Island Parent Support Resources' page, a 'Wrapping Up and Looking Ahead' article, and a 'Community Partner Events' calendar listing events like 'Academic Crisis and the Parents Role in Fostering Growth' and 'DEVICED Helping Families Balance Life and Technology'.