

Supporting Your Student During Distance Learning

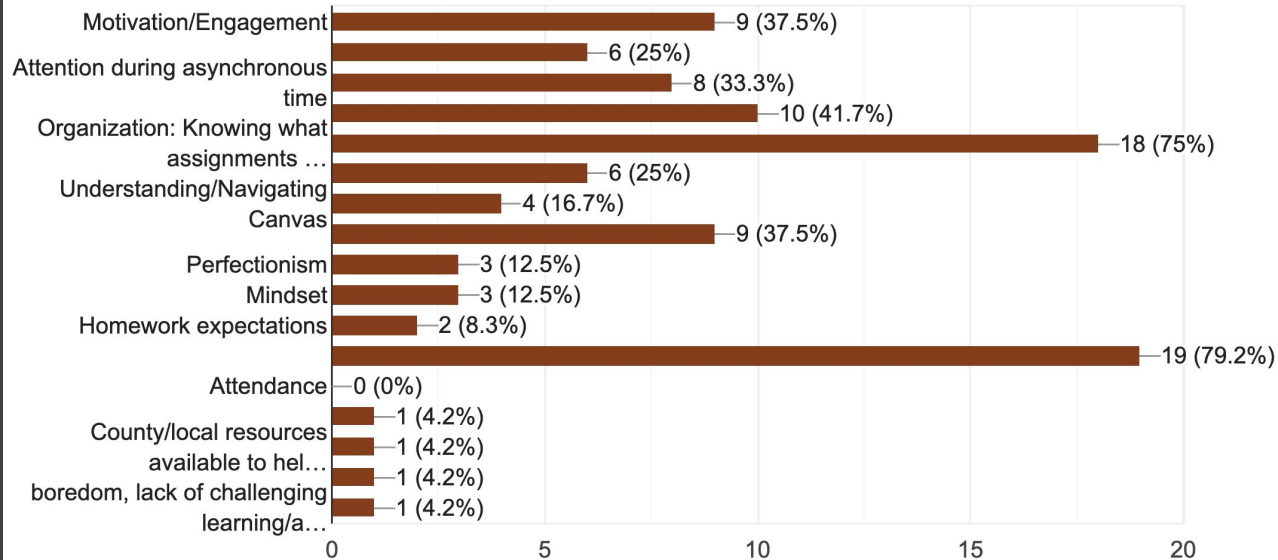


Paul Gardner and Elise Kenney

Parent Survey Responses: Thank you for your feedback!

Check off any areas of concern you would like to learn more information and strategies around:

24 responses



Understanding The Middle School Learner

MIDDLE SCHOOL QUOTES

#3

I always want to get attention, but when I do, I wish I could become a ghost.

Typical Growth Patterns

Center for Responsive Schools Inc: Yardstick: Child and Adolescent Development Ages 4-14

	11 Year Olds	12 Year Olds	13 Year Olds
Social Emotional Development	<ul style="list-style-type: none">- Need reasonable amount of time to talk with peers; heavy users of social media- Can seem impulsive; often talking before thinking- Often behave best when away from home	<ul style="list-style-type: none">- Adult personality begins to emerge; may try on different personalities along the way- Capable of self-awareness, insight, and empathy- May make new friendships with classmates they have not been friends with before- Care more about peers' opinions than those of teachers and parents	<ul style="list-style-type: none">- Pay close attention to peers, who mirror what's in and what's out- Moody and sensitive; may shut down and withdraw, or suddenly flare up in anger- Worry and complain about schoolwork and homework- Often quieter and more secretive than twelves or fourteens- Feel and exert a lot of peer pressure
Cognitive Capacity	<ul style="list-style-type: none">- Would rather learn new skills than review or improve previous work- Enjoy the challenge of reasonably hard work- Becoming more adept at abstract thinking and deductive reasoning- Have trouble making decisions and defensive about mistakes	<ul style="list-style-type: none">- More able to think abstractly about complex moral issues.- Increasingly able to plan, organize thoughts and work, and set short-term goals, and appreciate the need to do so	<ul style="list-style-type: none">- Continued growth in abstract reasoning- Tentative, worried and unwilling to take risks on tough intellectual tasks- Think about many sides of an issue or solutions to a problem

Typical Growth Patterns

Center for Responsive Schools Inc: Yardstick: Child and Adolescent Development Ages 4-14

	11 Year Olds	12 Year Olds	13 Year Olds
Ethics and Self-Direction	<ul style="list-style-type: none">- Increasingly able to see the world from different points of view and perspectives of other cultures- Like to challenge rules, argue and test limits	<ul style="list-style-type: none">- Able to see both sides of an argument, but still like to argue one point of view- Appreciate teachers who listen and respond to their suggestions for changes in routines, when realistic	<ul style="list-style-type: none">- Like to challenge intellectual as well as social authority, often for the sake of argument- Interested in issues of fairness and justice- Highly judgemental of teachers, either positively or negatively
Moving Toward Independence	<ul style="list-style-type: none">- Enjoy arguing and debating; appreciate humor- Imitate adult language- Self-absorbed and interested in imagining themselves in adult role- May show interest in and facility for languages, music, or mechanics; need opportunities to explore these areas- Enjoy challenging tasks, but might need help with time management and homework skills	<ul style="list-style-type: none">- Understand and enjoy word play and sophisticated jokes- Enjoy conversation with adults and peers, gaining confidence in their ideas and options- Will initiate their own activities without adult propting; like to invent games, and will pursue social action both in and out of school	<ul style="list-style-type: none">- Some are very interested in and influenced by popular culture, while others march to the beat of their own drum- Sometimes shut down and answer adults' questions with a single word, but might be just a likely to respond with loud extreme language.- Will challenge teachers by asking "Why do we have to learn this?" but will accept a calm and thoughtful response

Additional Thoughts on Middle Schoolers

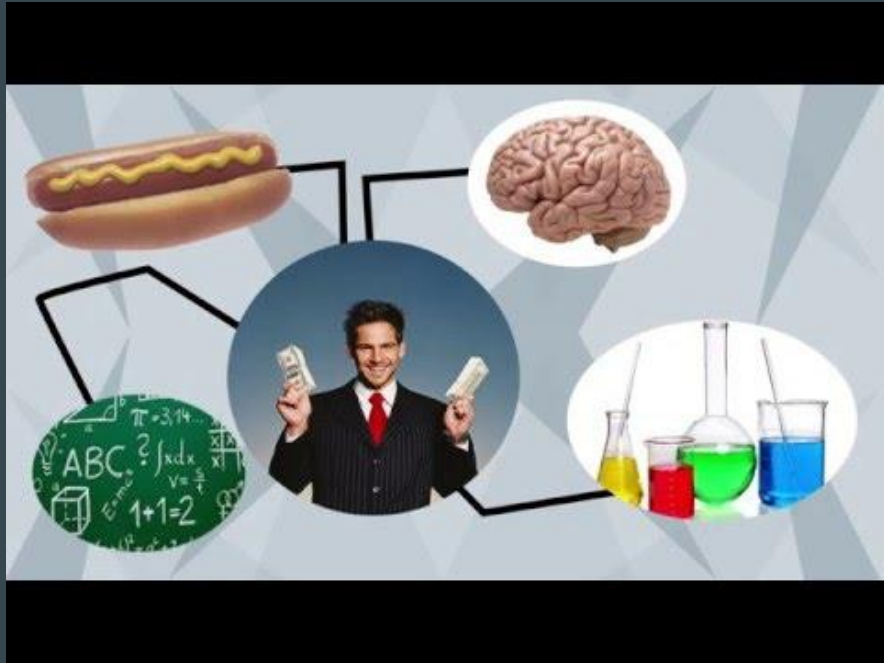
- If you are not sure - reach out to teachers, counselors and administrators
- Let the school be the bad guy (*Middle School Matters)
- “Name it to tame it” - help your child understand emotions by identifying them. Pre-teens and new teens have difficulty with accuracy of emotions.
- Help to depersonalize negative self-talk.
- Help your student get curious about their struggles.
- “You won’t win if you engage in power struggles, but that doesn’t mean you should back off entirely. You can give your child choices, encourage self-advocacy, and set expectations.” - Phyllis Fagell
- “Inspect what you expect” and “We manage what we monitor”

Mindset

Growth Mindset vs Fixed Mindset



Growth mindset is defined as a belief that intelligence is malleable and improvable



Intrinsic motivation is inherent, as it drives the direction of an individual's behavior and self-determination

Motivation

Intrinsic Motivation

VS

Extrinsic Motivation

Habits

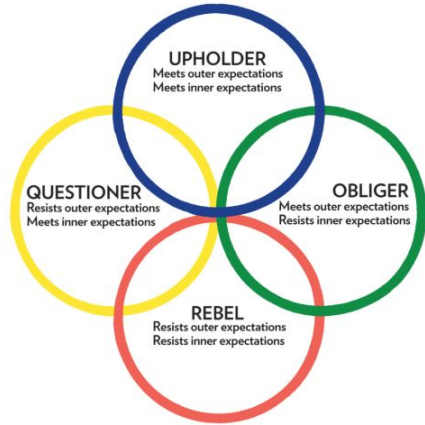
“If you do nothing else, try to prevent the formation of bad habits” - Phyllis Fagell

THE BETTER THAN BEFORE HABITS MANIFESTO

1. What we do *every day* matters more than what we do *once in a while*.
2. Make it easy to do right and hard to go wrong.
3. Focus on actions, not outcomes.
4. By giving something up, we may gain.
5. Things often get harder before they get easier.
6. When we give more to ourselves, we can ask more from ourselves.
7. We're not very different from other people, but those differences are *very* important.
8. It's easier to change our surroundings than ourselves.
9. We can't make people change, but when we change, others may change.
10. We should make sure the things we do to feel *better* don't make us feel *worse*.
11. We manage what we monitor.
12. Once we're ready to begin, begin *now*.

Visit GretchenRubin.com
to order the
New York Times bestseller
Better Than Before





Upholder: “I do what others expect of me—and what I expect from myself.”

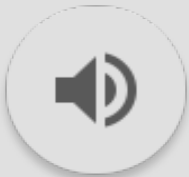
Questioner: “I do what I think is best, according to my judgment. If it doesn’t make sense, I won’t do it.”

Obliger: “I do what I have to do. I don’t want to let others down, but I may let myself down.”

Rebel: “I do what I want, in my own way. If you try to make me do something—even if I try to make myself do something—I’m less likely to do it.”

The Four Tendencies

- Gretchen Rubin



Does Environment Matter?

- Each student is different
- Fidgety students:
 - Wobbly chair or cushion
 - Listen standing up or walking around
 - Caution against laying down or laying in bed
 - Lifting something heavy
- Student tired in the morning
 - Look at bedtime routine: How close to bed are they on the screen? Are devices in the bedroom?
 - Morning routine: doing something that wakes them up or energizes or them in the morning (splash of cold water, 5 mins of jumping jacks, walk the dog, yoga, etc.)
- Learning space:
 - Where is personal device? Is it in view? Do they have a smart watch?
 - What will support positive habit formation and reduce roadblocks?

Let's Get Organized

- Organize your materials
 - Assignments/class info. organize by subject
 - Put physical paperwork in binders, notebooks or folders.
 - If virtual work, utilize desktop folders and school based apps.
 - Reorganize on a routine basis
- Organize your space
 - Somewhere quiet enough to focus
 - Designate a desk/table. Agreed upon work area.
- Organize your time
 - Write down all your assignments and when they're due
 - Break big projects down into smaller parts
 - Mark testing dates
 - Enter other activities on your calendar



Focus, then Refocus

- **Avoid Distractions**

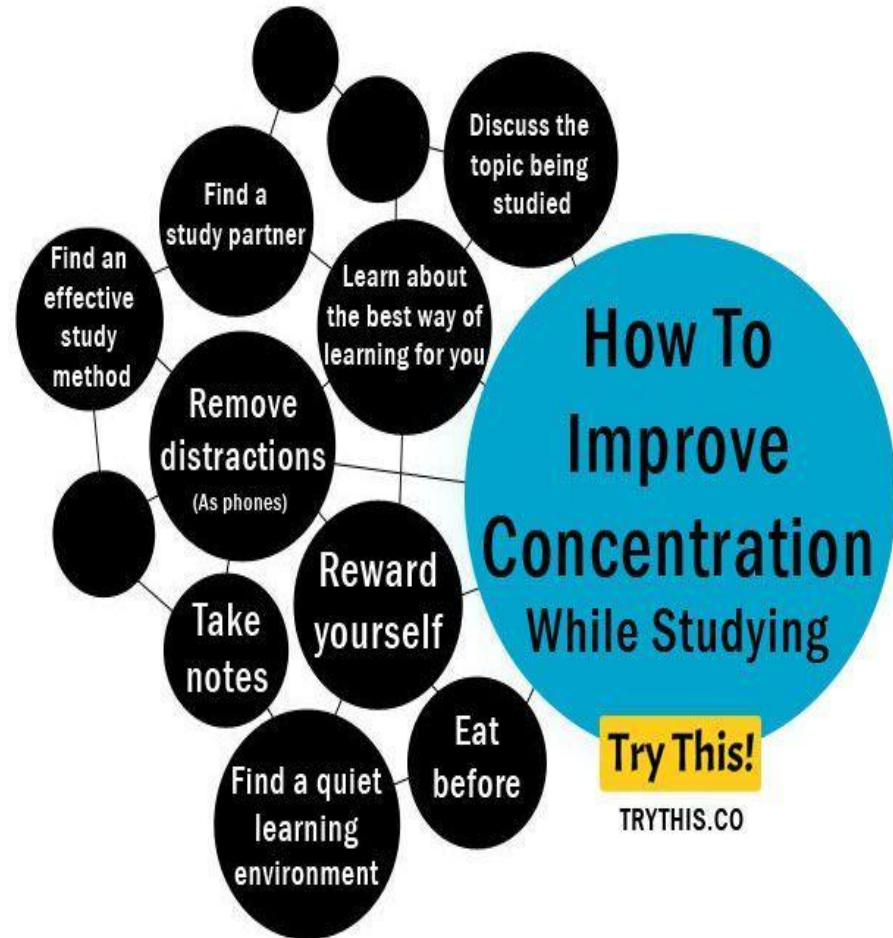
- When you multitask you're less focused, which means you're less likely to do well on that test. Park your devices and only use them after your work is done.

- **Take Breaks**

- Taking a short break between assignments can help your mind stay fresh and focused.
- Get up from your desk, move, stretch or walk around to clean your head. Allow your mind to absorb what you've just studied.

- **Refocus Yourself**

- SEL-Mindfulness exercises



TIME MANAGEMENT

1. Identify Time-Wasters and Set Goals
2. Plan Ahead by Creating a To-Do List
 3. Tackle Small Tasks to Start
 4. Only Do One Thing at a Time
 5. Establish Routines
 6. Use Breaks Wisely
 7. Take Time Off



In Summary, Organizational DO's and Don'ts



- DO know your deadlines.
- Do make a calendar of stages and final due dates.
- DO include social events on your virtual calendar for time management.
- DO understand the assignment and expectations
- DO give yourself a quiet place to study with all material you need.
- DO give yourself brief breaks.



- DON'T put work off until the last minute; you'll be too frantic to focus
- DON'T do your homework late at night or in bed
- DON'T let yourself be bored. Find the aspect of the project or paper that interest you. Reframe the assignment! If you're dying of boredom, something's not right!

Daily Checklist

- Check Canvas for assignments to complete in all classes (including homework or incomplete classwork)
- Check for understanding - Do they understand the directions for each assignment?
If not.....
 - 1. Message the teacher for clarification
 - 2. Text or call a friend from class for assistance
- If they experience technical issues they can problem solve by....
 - 1. Restarting my device
 - 2. Asking the closet adult for help
 - 3. Using another device to complete the assignment(s)
 - 4. Complete a tech help ticket
 - 5. Informing my teacher and establish a date to submit the assignment
- Have they completed the assignment to the best of my ability?
- Did they submit my assignment according to the directions?
- If they have reached this step they are doing great 😊
- Give them a pat on the back/praise and celebrate with a snack!
 - Be sure to start at the top tomorrow ✓**

In Closing

Through providing psychoeducation in regard to operating with a growth mindset we're nurturing and empowering our students to improve their own learning experience. Allowing them to reframe their experiences and meet their own academic wants and needs, initiating and/or maintaining their intrinsic motivation.



Resources

Books:

- *Better Than Before-What I Learned About Making and Breaking Habits* by Gretchen Rubin
- *The Four Tendencies* by Gretchen Rubin
- *Yardsticks: Child and Adolescent Development Ages 4-14* by Chip Wood (Center for Responsive Schools)
- *Middle School Matters* by Phyllis Fagell
- Dr. Daniel Siegel and Dr. Tina Payne Bryson books:
 - *Whole Brain Child*
 - *Brainstorm*
 - *The Yes Brain*
 - *No Drama Discipline*

APS:

- School Counselors: Individual sessions, small group, parent support, consultation with teachers, etc.
- Parent Resource Center - Helpful in finding community resources

Website:

- Dr. Robyn Silverman-Conversations w/ Kids Expert: “How the Four Tendencies of Personality Can Help Us Better Understand Our Kids”
<https://drrobysilverman.com/how-the-four-tendencies-of-personality-can-help-us-better-understand-our-kids-with-gretchen-rubin/>
- Dr. D’Arcy Lyness- “Organizing Schoolwork & Assignments”<https://kidshealth.org/en/teens/focused.html>

Resources

Videos:

- Sprouts: “Growth Mindset vs. Fixed Mindset” https://www.youtube.com/watch?v=KUWn_TJTrnU
- ASCatRIT: “Extrinsic vs Intrinsic Motivation” <https://www.youtube.com/watch?v=kUNE4RtZnbk>

*We cannot give our children what we don't have.
Where we are on our journey of living and loving with our whole hearts is a
much stronger indicator of parenting success than anything we can learn
from how-to books.*

*Who we are and how we engage with the world are much stronger
predictors of how our children will do than what we know about parenting.*



Brene Brown

Feedback Survey in Announcements!

Questions?