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Building Resiliency at Home and School-

Why build resiliency? Resilient kids are happy kids. Dr. Emma Seppala, author of the Happiness Track” and science director of the Stanford University’s Center for Compassion and Altruism Research and Education explains that Happiness forms the foundation of deep meaningful learning, in part because they show up for school more ready to learn; they sleep better; have healthier immune systems; learn faster and are more creative. All that sounds great. But what exactly is Resilience?

Resilience is defined in the Oxford Dictionary as follows:

The ability to be happy, successful, etc. again after something difficult **or** bad has happened:

*Trauma researchers emphasize the **resilience** of the human psyche.*

Merriam-Webster’s Dictionary defines **resilience** as:the capability of a strained body to recover its size and shape after **deformation** caused especially by compressive stress

The American Psychiatric Association states that **Resilience** is adaptation in the face of adversity, trauma, tragedy, threats or stress: family/relationship problems, health problems or workplace/money issues.

The Center on the Developing Child at Harvard University Resilience says, “The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.” These key relationships provide the support and scaffolding to buffer children when things are rough. Children who do well in adverse situation were found to have both a biological resistance

to adversity and the strong relationship(s) with an adult(s) and family and community ties. Both are important in developing resilience.

The Harvard center cites these four factors in building resilience:

1. facilitating supportive adult -child relationships;
2. building a sense of self-efficacy and perceived control;
3. providing opportunities to strengthen adaptive skills and self-regulatory capacities;
4. mobilizing sources of faith, hope, and cultural traditions.

Capabilities that underlie resilience can strengthen at any age. The brain and other biological systems are most adaptive when early in life. Yet it is never too late to build resilience.

You can build resilience in your child, regardless of age by encouraging regular physical exercise, stress-reduction practices, and strategies designed to build executive function and self-regulation.

Why are executive function and self regulation so crucial to resilience? “Executive Function and self regulation make up the mental processes which allow us to plan, focus attention, remember instructions, and juggle multiple tasks successfully “, according to the Center on the Developing Child at Harvard University. These three mental functions, working memory, mental flexibility and self control all play a part in resilience. The working memory is the ability to retain and use distinct pieces of information in the short term memory. While mental flexibility allows a person to adapt to changing demands and shift focus or sustain it, depending on the landscape. Lastly, self control allows a person to set priorities and resist the impulses and distractions that might interfere. The good news is these are learned skills.

Dr. Kenneth Ginsburg, M.D. MS Ed, FAAP, a pediatrician specializing in adolescent medicine at Children’s Hospital of Philadelphia (CHOP), identifies 7 C’s of resilient children. They are Competence, Confidence, Connection, Character, Contribution, Coping and Control.

Competence is comprised of:

- Focus on individual strengths
- Focus any mistakes on specific incidents
- Empowering children to make decisions
- Being careful that your desire to protect your child doesn’t mistakenly send a message that you think your child is not competent to handle the situation
- Avoiding comparisons to siblings or others

Confidence comes from:

- Focusing on the best in each child and letting them see it in themselves
- Clearly expressing the best qualities such as fairness, integrity and so on.
- When the child recognizes he/she has done well and is also recognized by the parent
- Praising honesty about specific achievements, not diffusing praise.

- Not pushing the child to take on too much

Connection is pertaining to :

- Close familial ties and connection to community which creates a solid sense of security that leads to strong values and prevents alternative destructive paths to love and attention. Dr. Ginsburg recommends you help your child connect with others by:
- Building a sense of physical safety and emotional security within your home
- Allowing the expression of all emotions , so the kids will be comfortable reaching out in tough times
- Addressing conflict openly in the family to resolve issues
- Creating a common area where the family can share time (not tv time per se)
- Fostering healthy relationships that will reinforce positive messages

Character- It is important for children to develop a strong set of morals and values to determine right from wrong and demonstrate a caring attitude. Strong Character is built by:

- Demonstrating how behaviors affect others
- Helping your child recognize himself or herself as a caring person
- Demonstrating the importance of community
- Encouraging the development of spirituality
- Avoiding racist or hateful statements or stereotypes

Contribution- Children need to realize the world is better for their being in it, Understanding the importance of individual contribution can serve as a source of purpose and motivation. Teach this by:

- Communicating to children that many people in the world do not have what they need
- Stressing the importance of serving others by modeling generosity
- Creating opportunities for each child to contribute in some specific way

Coping- Learning to cope with life's stressors will better prepare the child to overcome life's challenges. Positive coping can be learned by:

- Modeling positive coping strategies on a consistent basis
- Guiding the child to develop positive and effective coping strategies
- Realizing that it is not effective to tell a child to stop a negative behavior
- Understanding that many risky behaviors are attempts to alleviate stress and pain in kids' daily lives
- Not potentially increasing his sense of shame by condemning the child's negative behaviors

Control- Children who realize that they can control the outcomes of their decisions are more likely to realize that they have the ability to bounce back. Your child's understanding that he or she can make a difference further promotes competence and confidence. You can empower you child by:

- Helping your student to understand life's events are not purely random and that most things happen as a result of one's individual choices and actions.

- Learning that discipline is about teaching , not punishing or controlling ; using discipline to help your child to understand that his actions produce certain consequences.
- Children need strong relationships with an adult or adults in their life who believe in the child and who demonstrate unconditional love for the child. “Kids live up or down to our expectations”

Dr. Ginsburg is the author of “**A Parent’s Guide to Building Resilience in Children and Teens : Giving Your Child Roots and Wings**”

https://www.amazon.com/Building-Resilience-Children-Teens-Giving/dp/1581108664/ref=pd_lpo_sbs_14_img_0?_encoding=UTF8&psc=1&refRID=5SKTQX2CWKCCP75GV50Y

We’ve covered what resilience is and how the mental processes of the brain affect it. You know what the 7 C’s of resilience are. Here are 10 more tips for building resilience. *

1. Don’t accommodate every need- Overprotecting kids only increases anxiety
2. Avoid eliminating all risk- start young and build skills to take on more challenge
3. Teach them to problem solve- ask how questions and brainstorm strategies
4. Teach your kids concrete skills-Ask what skill do they need to learn for that situation- then teach it to them
5. Avoid “why” questions- they can cause shame, confuse kids and do not help
6. Don’t provide all the answers.- say “ I don’t know” and then problem solve with them
7. Avoid talking in catastrophic terms- calmly, use just the facts. Watch what you say around them as much as to them.
8. Let your kids make mistakes. Let them see the consequences of actions to learn a new way.
9. Help them manage their emotions- Let them express all emotions and prepare to ride them out
10. Model resiliency- You can do this by taking care of your own needs- live in the moment ; manage your energy with: sleep, water, clean food, exercise and relaxation; Model disconnecting and relaxing**; Be kind to yourself- watch what you say about yourself and others; Be kind to yourself and others.

*To read the full explanation of these 10 tips go to:

<https://psychcentral.com/lib/10-tips-for-raising-resilient-kids/>

**6 Phase meditation https://www.youtube.com/watch?v=gRhrdm_1afQ

Just think 5- Action Plan -part 1of 3- sample Action Plan at Home-

There are three Environments that affect your child’s education: Home, School, and Community: Last month, the report overviewed 5 steps in each category. This month, the report will flesh out Home Strategies with some tools and resources. Next month, the

report will give tools and resources for School engagement and the report after that will cite community resources.

The 5 Actions National PTA recommends at Home are:

1. Develop a consistent routine for studying and homework:

First determine what kind of learning style your child has. There are 7 learning styles. Which learning style best fits each of your children:

- Visual learners learn best when pictures, images, and spatial understanding is used.
- .Auditory learners prefer using music, sounds or both.
- .Kinesthetic learners prefer a more physical style of learning through using the body, sense of touch and hands.
- Logical learners desire to use reasoning, logic and systems.
- Verbal learners will prefer using words in writing and speech.
- Social learners will prefer to learn with other people or in groups.
- Solitary learners are able to learn best alone.

For more information on learning styles:

<https://www.learning-styles-online.com/overview/>

<https://www.developgoodhabits.com/good-study-routine/>

Once you know the child's learning style you can use that to establish a study timetable and routine. Also, notice how much time they need to transition into the study time, Do they have after school sports or activities, If on Tuesday and Thursday they have something that ends at 4:30pm and you need to wait until after dinner to schedule study time, it might be best to schedule study time the same time after dinner every night. If your child works best right after school after having a snack, so that dinner is the natural break from school and they have the night "off". Then that is when you schedule it. The point is , we don't live in an ideal world, but with some planning and observation, you can set the study time at the time that most often can be consistently met.

2. Discuss your child's school day and homework daily-

-Help your child decompress from the day and then move into the homework phase.

- As noted earlier, consistency counts, so set a regular study schedule and track the results by making a study timetable to track improvement and keep on top of where to spend more time.

Strategize with your child to teach them to look at how much and what homework they have. What is the most important homework that needs to be done first? Maybe it isn't the homework that is due tomorrow. Perhaps, the midterm in their AP class or science exam that is coming up and weighted as half their grade, is the first thing they should tackle.

The study timetable will let the child/teen see the progress and benefit from the consistent habit. Teach your child how to set SMART goals for study and tests- SMART goals stands for: Specific, Measurable, Achievable, Relevant and Timebound. Obviously, as a parent you adjust the language you use and the amount of assistance you give in creating these. For an elementary school child a SMART goal might be to read a particular book in a week. Each night the child reads with you X number of pages. The pages are determined by the size of the book and the child's reading level and whether you are reading to them or they are reading it themselves. The book choice is relevant to what the class is doing at school or the child's interest. The timebound piece is the week deadline or reading so many minutes per day, determined by you and the child. For a high school student, SMART goals are an excellent way to teach one form of project management and time management to get them ready for college. In the case of the high school student, they would come up with everything and you would review it. For a easy to use template for older middle schoolers and high school students you can go here:

<https://www.smartsheet.com/file/smart-goals-template.docx>

3. Provide a quiet, well lit place with basic school supplies for studying-

Based on the type of learning style you determine for each of your children, you may need to set up different locations for their study time. A visual learner will need supplies to make mind maps and pictures, while an auditory learner may need to have a location where they can make rhymes or mnemonics out loud without bothering the sibling. Does your child require a space that has almost silence and little distractions? Do you need to go to a location outside the home, such as a library? If the child is older, can they stay at school and go to the library? Do you need to set up the space at night because they are watched by someone else while you are at work? What are the rules in the "Study Zone"? Is there a place to put finished and unfinished work? A place for anything brought home in the backpack?

Instill Organization skills because they are learned, not inborn. Here are some tips from KidsHealth.org for Easy 1-2-3 Organization: **Get organized. Stay focused. Get it done!**

Get Organized

Being organized means having things needed and knowing where to find them. When organized, the child/teen doesn't have to spend time looking for things and getting sidetracked.

- **Organize your stuff.** Label all binders and folders, and keep school papers in the right ones. Clean out the backpack every day, so only what belongs in there that day

is there. Keep things the child takes to school in the same place every day. That way, it's always easy to find the backpack, shoes, and coat.

- **Organize your space.** Have a place for doing homework. It's best to use a desk or table to spread out the work. Gather any supplies needed before getting started — like pencils, papers, or markers. Don't use the bed for homework. That makes it too easy to snooze, daydream, or play instead of doing your work.
- **Organize your time.** Use a planner to keep track of what needs to be done and when the student will do it. Mark the dates for tests, and schedule dates to study for them. Mark the days when the student has sports practice, lessons, or other activities. Write down homework every day. The student should look at the homework list and the planner every day.

Stay Focused

After everything is organized, it's time to focus on what has to be done. This means putting the attention on the homework. “ The power of one, if fearless and focused is formidable...” Gloria Macapagal Arroyo

- **Get rid of distractions.** Some people try to do homework while listening to music or a favorite show playing in the background. But these distractions make it hard to focus. They will make homework take longer and keep the child from doing his/her best. Remind the child/teen that it's time to do homework. And give your student free time after it's done.
- **Get ready — get started.** Have a plan. have the child talk himself/herself through it. Take each step one at a time. Keep the focus on the step they are on. “ It's the job that's never started as takes the longest to finish.” J.R.R. Tolkien
- **Take breaks.** Small frequent breaks of a minute or 2 are actually very beneficial to retention. Your mind has a chance to absorb what you have learned. Loyola Marymount College Executive MBAs are taught to take mindfulness breaks using a mindfulness bell.
- **Refocus.** “Back to work, Back to work- Brian Tracy. Refocus the child after a short break with mantras, such as the one above or with brief stretching and yawning. If kids need a computer for schoolwork, try to set it up in a common space, not in a bedroom, so you can discourage playing video games, chatting with or emailing

friends, or surfing the Internet for fun during study time. Also consider [parental controls](#), available through your Internet service provider (ISP), and software that blocks and filters any inappropriate material. Find out which sites your kids' teachers recommend and bookmark them for easy access.

Get It Done. . *Nothing builds self confidence like accomplishment.* – Thomas Carlyle

- **Check your work.** Check it once, check it twice. Make sure it's neat and your child's name is on it.
- **Be proud of a job well done.** Savor your accomplishment.
- **Put it where it goes.** A place for everything and everything in its place. Put it in the folder and then put it in your backpack

Organization one, two, three. Get organized. Stay Focused. Get it Done.

4. Assist with homework, but avoid doing for your child-

The amount of assistance a parent gives a child is heavily dependent on the child's age and other needs. Think guidance and support versus pitching in. It's ok for the child to ask questions, but they need to figure out the work. Our job is to help them come up with a way to solve the problems. If it is a math problem, let them do it first and then, give hints as to which step in the problem may have caused them to go off track. If they have worked it a while and aren't getting it, find another similar problem and show them on that and see if they can translate it to the homework.

Review their work for completion, not necessarily correctness. For instance, if your third grader writes a paper, it should be their paper, not yours. Homework is about repetition in some cases and problem solving in others. Solving a problem on your own gives a student confidence and a sense of competence. It also makes learning fun. People who have fun learning become life-long learners.

5. **Praise your child's efforts and encourage them to serve in student leadership positions.** The difference between a fixed mindset and a growth mindset is partly believing that you can improve through your efforts. If productive effort is acknowledged and linked to the positive outcomes, then the student will experience a sense of having more control over their studies and gain confidence.

- **Apply school to the "real world."** Talk about how what they're learning now applies outside the classroom, such as the importance of meeting deadlines — just like adults in the work world — or how the topics in history class relate to what's happening in today's news.

Awards and Grants-

Award in Honor of Jami-Beth Knapp



Family engagement in education is a critical strategy for ensuring students' academic achievement, graduation from high school and overall success in life.

Jami-Beth Knapp believed this to be true. She worked within her school and community to teach and mentor others – the true meaning of family engagement. This award will recognize an individual or group of individuals, who demonstrate innovative and unique strategies to encourage and involve parents as equal partners in their child's education. NYS PTA will bestow this honor on an individual or group of individuals who meets the criteria.

Only a PTA, PTSA, SEPTA or Council in good standing or Region and the NYS Board of Directors are eligible to apply.

Application Date Due: May 15

Video Contest-operation prevention
<https://www.operationprevention.com/#about>

Reflection Winners to be Announced

This is a list of all the entries that have advanced the NY State:

Dance choreography:

Ashley De Maio - Washington Ave Elementary

Bianca Babino - Waverly Ave Pta

Arianna Pizzuto - John Madracchia/Sawmill Intermediate

Julianna Gregory - John Madracchia/Sawmill Intermediate

Ashley Lormestoire - Sagamore Middle School

Ava Makowski - Longwood Middle School

Film:

Martin Kopplman - Bretton Woods Elementary

Jack Southworth - Sunrise Drive PTA

Katherine Pokorvey - Beach Street Middle School

Steven Euvrand - Oldfield Middle School

Clifford Org - Longwood High School

Anna Noto - North Babylon High School

Photography:

Daniel Paolillo - Forest Brook Elementary

Brayden Clancy - Harley Ave Primary

James Loverde - Bretton Woods Elementary

Blake Rowland - William Deluca Jr Elementary

Sophia Marker - Beach Street Middle School

Nathan Zanko - Northport Middle School

Mikayla Henderson - East Islip High School

Kerrick Giambruno - John Glenn High School

Music:

Sydney Zunik - Sylvan Ave Elementary

Owen Snyder - Ocean Ave Elementary

Alexander Garrido - Countrywood Elementary

Byrne Burke - Idle Hour Elementary

Emilia DeLuca - Forest Brook Elementary

Taehee Shim - John Mandracchia/Sawmill Intermediate

Benjamin Hoffman - Minnesaoke PTA

Airlea Deutscher - James Wilson Young Middle School

Sienna Leaver - Stimpson Middle SchoolSchools

Samuel Matter - Sachem North High School

Literature:

Malika Salehmohamed - Otsego Elementary

Luke Anderson - Mt. Pleasant Elementary

Ayla Ocak - Vanderbilt Elementary

Alexander Garrido - Countrywood Elementary

Alanna Wu - Paul J Gelinas Jr High School

Svetlana K Golovneva - Longwood Middle School

Kanna Lew - Walt Whitman High School

Molly Bzttaglia - Nkrth Babylon High School

Visual Arts :

Bryan Tully - Northport Middle School

Sydneyanna Giardini - Longwood Jr High School

Audrey Chacon - Mt Pleasant Elementary

Avrie Eskhaus - Katz - Waverly Ave

Julia Perz - Harborfield High School

Camila Corral - East Islip High School

Erica Chung - Maplwood Intermediate

Suri Sun - Bayview PTA

Any entry that is remaining is to be **picked up by the Reflections chair for their school/District at Winter Workshops January 31, 2019**. If for any reason, the Reflections Chair can not attend Winter Workshop, they must **designate someone from their school to pick up the entries**. Thank you

Dates to Remember

- **Winter Workshops - January 31, 2019** at North Babylon High School, 1 Phelps Lane, North Babylon
- **Reflections - PICK UP AT WINTER WORKSHOPS-** all district/ school art submissions that are not going on to State competition **MUST BE PICKED UP** at Winter Workshops. If the school or district organizer can not attend, you must designate someone else to pick them up. We cannot store them.
- **Thursday, January 31, 2019- Winter Workshops AND REFLECTIONS PICKUP**
- **Sunday, February 10, Monday February 11, 2019- Legislative Summit and Lobby Days in Albany, NY-** see above and under links to register

Monthly Theme to Engage Parents around-

February is **Black History Month-** read the Emancipation Proclamation with your student. Find it here: <http://www.historyplace.com/lincoln/emanc.htm>

Presidents Day is February 18, 2019



Portrait

What is Presidents' Day?

of George Washington by Gilbert Stuart, 1796

President's Day is the popular and commonly used name for the United States federal holiday officially called [Washington's Birthday](#). It is celebrated annually on the third Monday of February.

President's Day honors and celebrates the life and achievements of George Washington, the first President of the United States (1789-1797) and 'The Father of his Country'. The day is, in practice, often used to honor and remember all past US presidents, and in particular Washington, Abraham Lincoln and Thomas Jefferson.

President's Day was created in 1879, first celebrated the following year. It was originally held on Washington's actual birthday (February 22). In 1971 this was changed to the third Monday of February. It was the first federal holiday to be created in honor of an American citizen.

Source: <http://www.calendarpedia.com/when-is/presidents-day.html>

Important Advocacy Calendar Notes

February 10-11, 2019 Legislative Summit /Lobby Days- Albany New York (see below)

RESOURCES and LINKS-

NYSPTA 2019 Priorities- <https://nyspta.org/2018/11/28/nyspta-2019-legislative-priorities/>
learning styles:

<https://www.learning-styles-online.com/overview/>

<https://www.developgoodhabits.com/good-study-routine/>

Apps for building Resilience in Children and Adults-

Pacifica Stress and Anxiety -4.4stars

Mindfulness Coach-gives tools for getting to sleep- 4.6 stars

HappiMe- 5.0 Stars- free and in app purchases

6 phase meditation- https://www.youtube.com/watch?v=gRhrdm_1afQ

Other Resources-

NYSED updated ESSA website:

<http://www.nysed.gov/news/2018/state-education-department-announces-updated-resources-every-student-succeeds-act>

Child's Plan-Improving the Social and Emotional Well Being of New York's Children and Their Families

https://www.ccf.ny.gov/files/5013/7962/7099/childrens_plan.pdf

Parent Partnership Kit-

<https://www2.ed.gov/parents/academic/help/parentpower/booklet.pdf>

Link to PTA Leadership webinars-

<https://nyspta.org/home/pta-leaders/trainingmaterials-webinars/>

Parent Workshop toolkit link-

<https://www.engageny.org/resource/planning-a-parent-workshop-toolkit-for-parent-engagement>

Link to Common Core Standards-

<http://corestandards.org/the-standards>

Prevent Opioid abuse

<https://www.operationprevention.com/#about>

New ESSA website and explanatory letter:

<https://mail.google.com/mail/u/1/#inbox/FMfcgxwBTsXXqxCRwWHpSPdTQJSttFdJ>