

# Episcopal's Parents U-Knighted

How to Garner Parental  
Collaboration in Schools  
January 2022

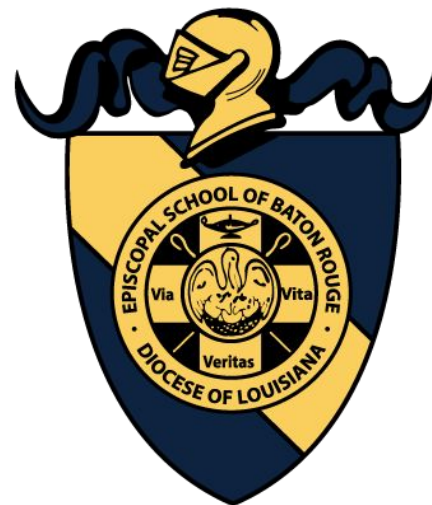


EPISCOPAL  
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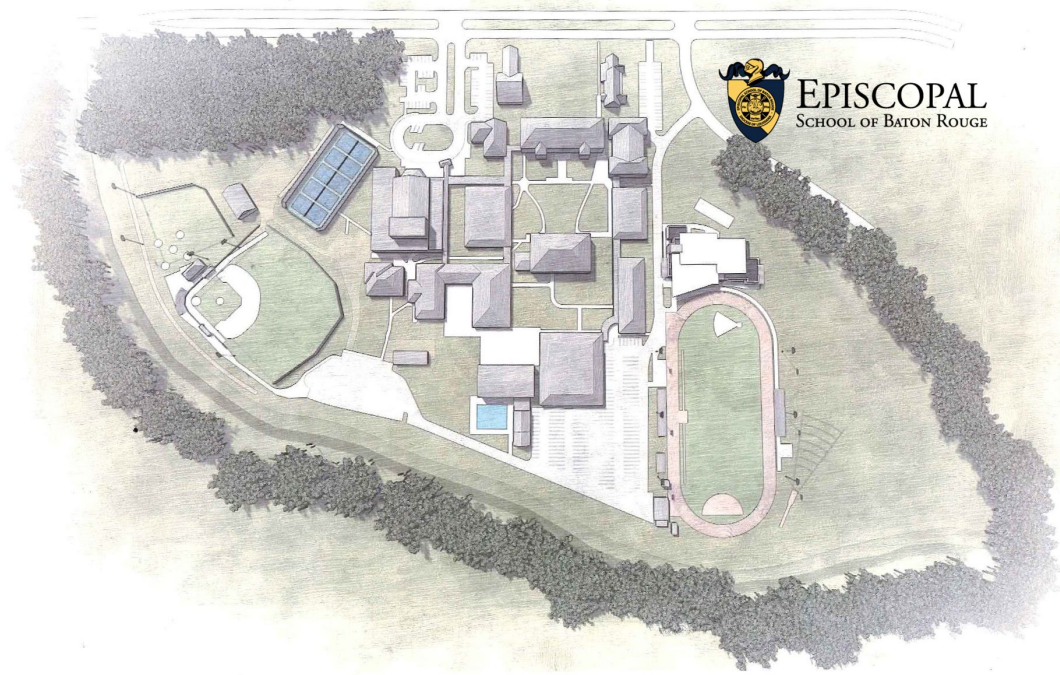
**Presenters**  
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**&**

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**EPISCOPAL**  
SCHOOL OF BATON ROUGE



# Episcopal School of Baton Rouge Louisiana PreK 3 to 12 Grade



# Goals for our Time Today:

- Present ideas for parental involvement in academic support
- Show sample group topics and content
- Feature *Make It Stick* book
- Introduce OYES group
- Collaboration/share outs/Please jump in!

Every Parent  
Can Do It



# **School-Wide Initiatives**

Parent Book Studies (Fall and Spring)

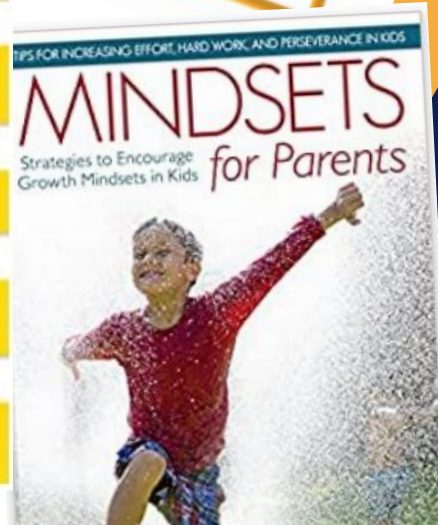
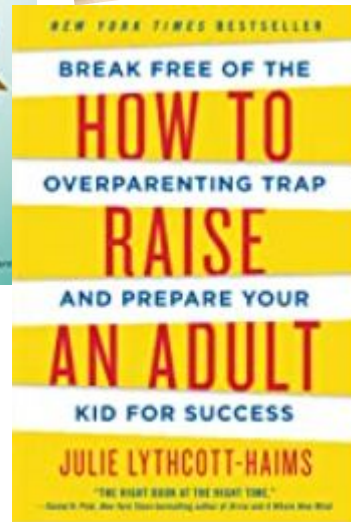
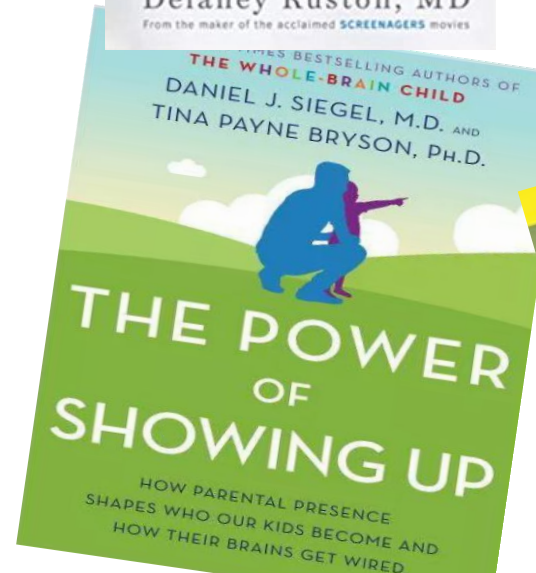
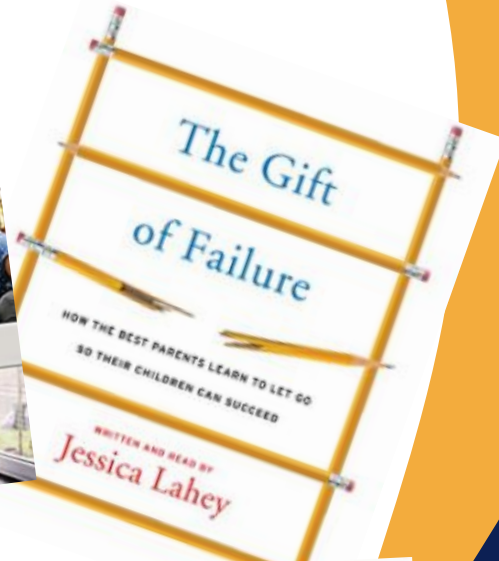
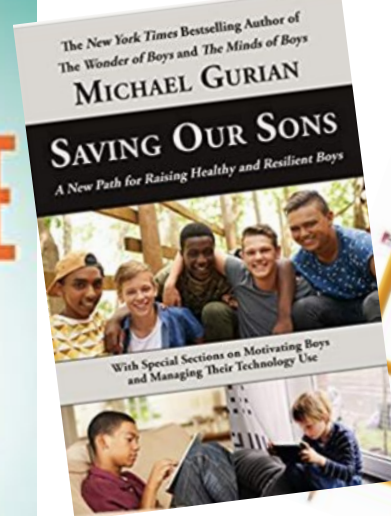
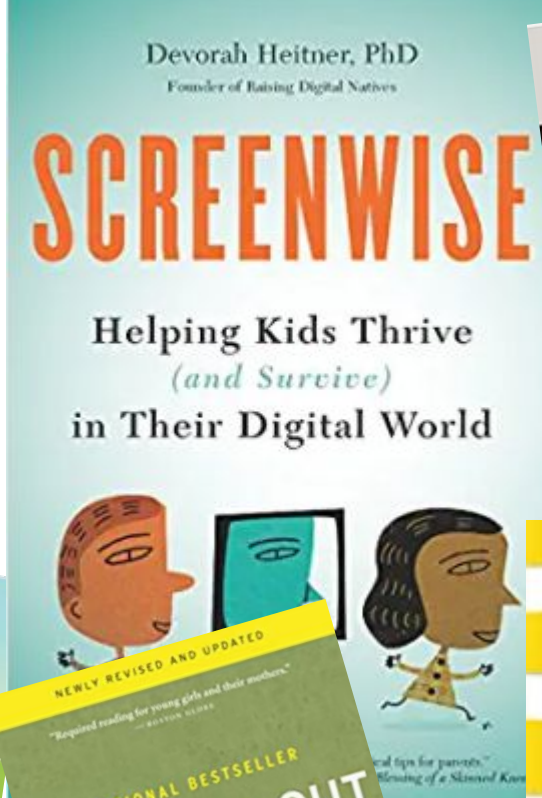
Technology Safety Parent Events

Counselor Coffees

Counseling Newsletters (Quarterly)

Parents U-Knighted (Quarterly)





# Recent Parent Book Studies

*Parenting in the Screen Age* by Delaney Ruston

*The Power of Showing Up* by Daniel Siegel, Ph. D & Tina Payne Bryson, Ph. D

*The Gift of Failure* by Jessica Lahey

*How to Raise an Adult* by Julie Lythcott-Haims

*Whole Brain Child & Brainstorm* by Daniel Siegel, Ph D

*Screenwise* by Devorah Heitner, Ph D

*UnSelfie* by Michele Borba, Ed. D.

*Mindsets for Parents* by Mary Cay Ricci and Margaret Lee

*Odd Girl Out, The Hidden Culture of Aggression in Girls*  
by Rachel Simmons

*Mindful Parenting* by Kristen Race, Ph. D.

*Saving Our Sons* by Michael Gurian



# **Parents UKnighted Group**

# Past Topics

- **Video gaming and the ADHD Brain**
- **Time Management Skills/"Time Robbers" and how to address them**
- **Six factors for resiliency in students with a learning difference**
- **Parent mentoring**
- **How to have difficult conversations and avoid negative cycles**
- **Tips for helping your child manage stress**
- **Setting up good Homework Routines**
- **Learning and Memory Strategies**
- **Transition to College--What next?**

# Parent Testimonial:

“In fact, many of the tools and programs that they provide prove helpful for all EHS families.”

“Parents of older students often suggest strategies that parents of younger children can use to help them accomplish tasks or acquire skills.”

“Through Parents-U-Knighted, they provide a venue in which parents not only learn from the counselors but also share experiences, tips, and support.”

**Please join us for:**  
**Parents U-Knighted**

**A parent networking group for parents with children  
with attention or learning differences**

**8:00 a.m. – 9:00 a.m.**  
**Alumni House Parlor Room**

Please join us to network, share resources and hear from local professionals with other  
parents in a confidential, supportive setting.

**Meeting dates:**

**September 14<sup>th</sup>, 2018**

**November 9<sup>th</sup>, 2018**

**January 18<sup>th</sup>, 2019**

**March 14<sup>th</sup>, 2019**

**May 3<sup>rd</sup>, 2019**



**For more information please contact:**  
**Robin Talamo, Learning Support Services Coordinator**  
**Sara LeBlanc, Lower School Counselor**  
**Alicia Kelly, Middle School Counselor**  
**Jodi Manton, Upper School Counselor**

# **Sample Flyer Given out at Parents Night in August**

# Flow of Meetings for the School Year

- August/Sept--Welcome, Establish norms; Transitions to new school year; tips on how to start off well.
- October/November--Study Skills/EF Skills/Guest Speaker
- December--Test Anxiety/Exam Prep/Managing Stress
- Jan/Feb--Learning Support/Make it Stick, EF skills
- April/May--OYES presentations; parent mentors; addressing summer slide



# Planning & Logistics

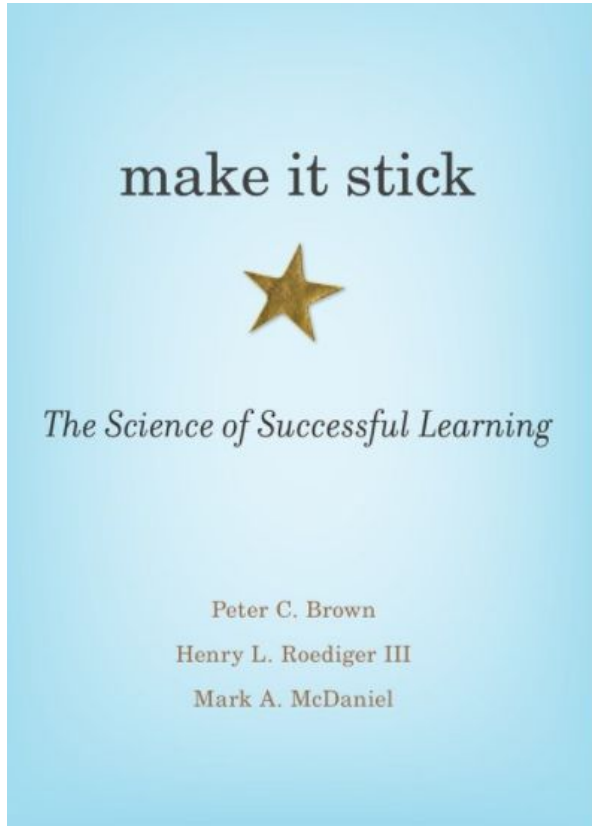
1. Reserve space on campus
2. Promotion of event through email, Instagram, School Social media
3. RSVPs from parents
4. Bring pens/nametags/flyers for other upcoming events of interest
5. Guest speaker--prep for topic, handouts, technology needs, gift for speaker, bio
6. Addressing negativity
7. Give questionnaire at end



## Parents' U-Knited Questionnaire

2021--2022

1. Please identify topics that you would like to discuss in our meetings.
  - ☐ Study skills
  - ☐ Helping with Homework
  - ☐ Time Management & Organization
  - ☐ Information on specific learning differences. Specify: \_\_\_\_\_
  - ☐ Note-taking skills
  - ☐ ADHD
  - ☐ Medication updates
  - ☐ Anxiety/Stress Management
  - ☐ Reading strategies
  - ☐ Emotional impact of having a learning difference
  - ☐ Social issues related to learning disabilities and ADHD
  - ☐ Self advocacy skills
  - ☐ Motivation
  - ☐ Other: \_\_\_\_\_
  
2. Would you like MORE speakers in the future and if so, what topics?
  
  
  
  
  
  
  
  
  
3. Do you have any suggestions on encouraging more parents to join us? I'd like to make sure that we are reaching out to parents in all divisions.
  
  
  
  
  
  
  
  
  
4. What do you appreciate most from our group meetings? Does any particular topic, speaker, or discussion stand out as particularly helpful?



# Sample Parent Meetings

*Make It Stick: The Science of Successful Learning*  
by Peter Brown



# Make it Stick--Study Skill Development



## Key Concepts:

1. Rereading text notes is #1 strategy, but is found to be most **ineffective**.
2. Metacognition
3. Retrieval practice
4. Mix it up--Interleaving retrieval practice.
5. Massed practice vs. spaced practice



# Make It Stick Continued...



## Desirable Difficulties:

1. Growth mindset vs. fixed mindset thinking patterns
2. Parents/teachers need to reinforce that “hard doesn’t always mean bad” when it comes to learning material. The myth of “errorless learning” can lead to anxiety.
3. Develop “hooks”—mnemonics—5 types

# Make It Stick Continued...

**Four Steps involved in learning new material:**

1. Encoding
2. Consolidation
3. Retrieval
4. Reconsolidation—mental models

# Make It Stick Continued

## Other Helpful Learning Strategies:

- Transfer of learning–variation
- Reflection–“brain dump”
- Avoid Illusions of Knowing/Memory Distortions
- Frequent low stakes quizzing helps to calibrate judgment
- Structure building–mental models
- Share teacher strategies periodically

# The Learning Scientists

<https://www.learningscientists.org/>

1. Learning is an action
2. Writing vs. Typing
3. Attention and Multitasking--we aren't as good at it as we think
4. 6 Great Habits:
  - a. Spaced practice
  - b. Interleaving
  - c. Elaboration
  - d. Dual Coding
  - e. Concrete examples
  - f. Retrieval practice

# Another example: Video Games & the ADHD Brain

- Concept of Hyperfocus
- Safer world than social world for them
- 8-18% fall into “pathological gamers” category
- Benefits of gaming—diminish when usage exceeds 60 minutes
- Signs of overuse
- How to break the cycle

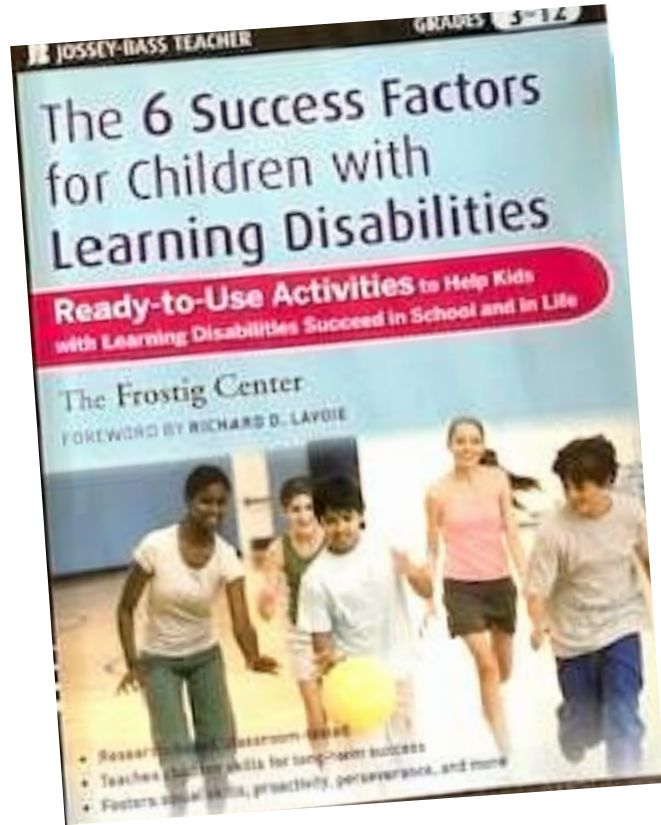


# 20-Year Longitudinal Study



Frostig *Center*

- Self-awareness
- Proactivity
- Perseverance
- Goal setting
- Use of social support systems
- Emotional coping strategies



**Workbook  
developed as a  
result of study to  
build skills for  
long-term success.**

# OYES & Senior Presentations

## Owning Your Educational Success

- Group for high school age students with LD or MH diagnosis
- Focus on self-awareness/metacognition, and building positive relationships with teachers/adults
- Seniors present to peers, families, past and current teachers, administrators, etc. their personal journey
- This is used as a teachable moment for faculty
- AND... here is a sample one...

# GOING THE DISTANCE

A presentation by

# My Learning Differences

- ADHD

- ? *Attention Deficit Hyperactivity Disorder*

- ? A learning difference that makes it hard for me to focus and gather my thoughts

- GAD

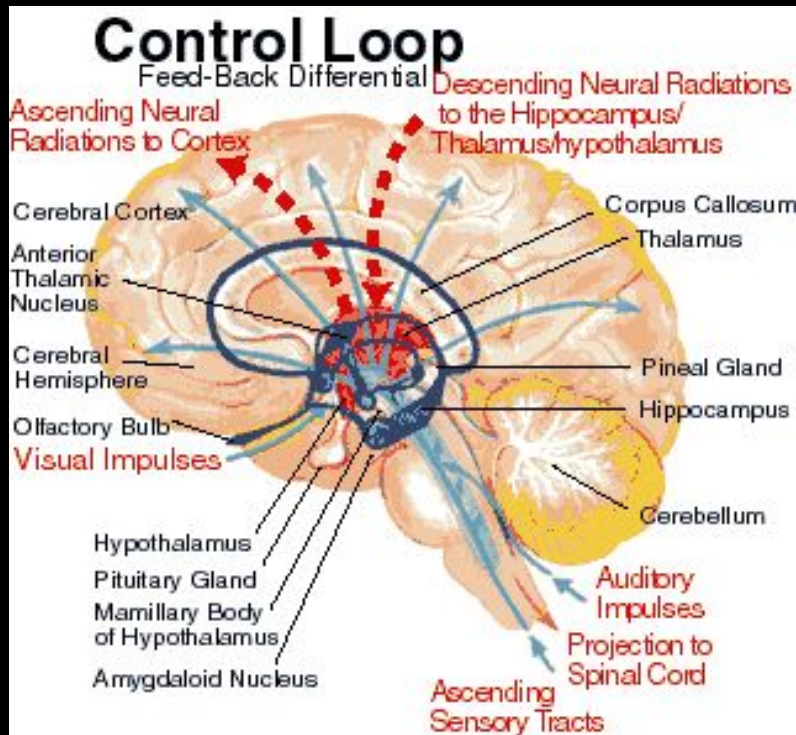
- ? *Generalized Anxiety Disorder*

- ? A disorder that gives me prolonged or exaggerated anxiety with no clear source



# My Story...

- Attention problems in 4<sup>th</sup> grade
- Anxiety attacks
- Diagnosed by Dr. Fry
- Slowly learning to overcome! 😊



# Diagnosis: Weaknesses

- ? Multitasking
- ? Organization
- ? Focusing
- ? Math



# Diagnosis: Strengths

- ? Ability to learn new information
- ? Verbal comprehension
- ? Writing skills (for fun!)
- ? Artistic ability/creative
- ? Altruism/empathy
  - Mission trips
  - Service work
  - Friend help



# How do my learning differences affect my schoolwork?



- Sometimes *too* anxious to work
- Tend to over-stress about small assignments
- Physically and emotionally taxing



# Welcome to my brain!

- Often spacing out, dreamy
- Fidgeting a lot
- Lose focus easily
- Trouble keeping up with a lot of assignments at once
- Lack of organization

# Going the Distance

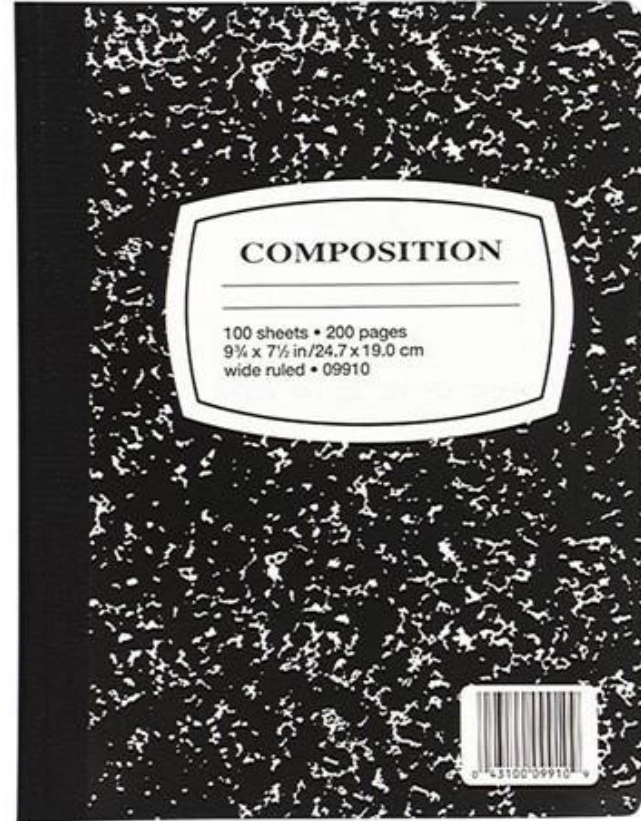


- Breaking things down
  - ? Lists
  - ? Formulas
  - ? Study guides/notes
- Making things interesting!
- Organize
  - ? Computer
  - ? Phone
- Keeping tuned in
  - ? Auditory learner



# Things that help me in class

- Conversation
  - ? Class discussion
  - ? Debate
- Lots of examples
- Variation of teaching styles
- Engaging lectures
- Visual projects
  - ? Stuff that allows me creative outlet



# A Bright Future...

- Study illustration at a university
- Possible minor in creative writing?
- Work with a design firm
  - ? Record label
  - ? Publishing firm
  - ? Advertising agency





# **OYES Presentations Takeaways...**



# What is working at your schools to get parents involved in events ?



# References:

Brown, Peter C., et al. *Make It Stick: The Science of Successful Learning*, The Belknap Press of Harvard University Press, 2014.

“Every Parent Can Do It”, *YouTube*, Uploaded by PTO Today, September 20, 2019,  
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“Life Success for Children with Learning Disabilities”, Frostig Center, Marshall Raskind, Ph. D., Roberta Goldberg, Ph. D., Pasadena, California, 2003. [www.LDsuccess.org](http://www.LDsuccess.org)

The Learning Scientists <https://learningscientists.org>

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