

# **Practical Advice for Helping Students Learn at Home**





# Our Presenters



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# **"The Format Has Changed, But The Expectations Are Still The Same"**

**Buildings are  
closed until  
the end of the  
year**

**Approximatel  
y 4-5 weeks  
left**

**What is the  
point? Why  
does it  
matter?**

**Let's take a  
look at not  
doing  
homework as  
the symptom**



# **They Don't Care What You Know, Until They Know That You Care**

- Be real, Be authentic
- They want to see you, not your slides
- Use what you have, low tech is good
- Keep educational instruction or direction limited, targeted and focused
- Create models of expectation
- Share your feelings and experiences



# Maybe The Work is Not The Only Problem

**PERMA** (Schlechter/Lerner)

Identify **P**ositive emotions

Create **E**ngagement

Look for **R**elationships

Find **M**eaning

Celebrate **A**ccomplishments



# The 7 C's

(Ginsburg, K. 2011)

*Control*

*Competence*

*Coping*

*Confidence*

*Connection*

*Character*

*Contribution*





# **Addressing Struggling or Noncompliant Behaviors in Adversity**

- Direct v Indirect Open Discussion
- Find what will make our kids feel positive
- Give them a running start
- Micro moments of engagement
- Conversations while engaged in positive  
not during outbursts or frustration





# **Small Steps In Managing**

**Finding Small  
Wins To  
Highlight**

**"Negative"  
Emotions  
Provide  
Information  
and Guidance**

**Identify  
Character  
Strengths**

**Find The  
Interests**



A small, bushy green plant with several bright red flowers is growing out of a bed of light-colored gravel and sand. The plant has multiple thin stems with small, oval-shaped green leaves. Some stems are topped with clusters of red buds or small flowers. The background is a uniform, light-colored granular surface.

**What is  
Resilience?**





# **Creating Resilience Through Their Values**

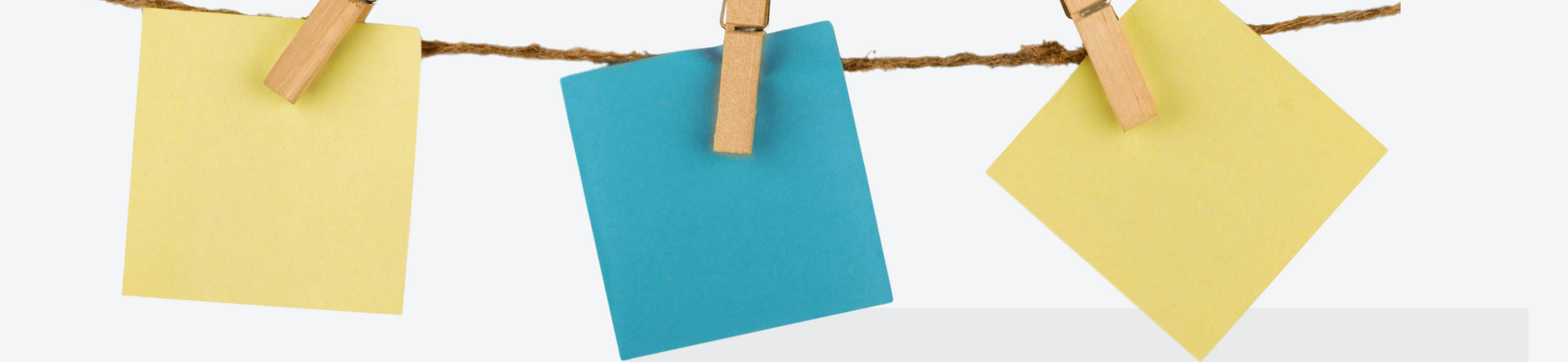
**People caring**

**Small gestures**

**Find meaning in something**

**Fail early and fail often**





## **Activities to Promote Resilience**

- While eating a meal: Best Worst Best
- Identify favorite adult and tell me why
- Grateful for \_\_\_\_\_ today notes in a jar
- Leaving notes for others to appreciate/acknowledge/thank
- New traditions: recipes w Gpa, fishing w Auntie, family history telling hour
- New skills

# Mental Health First



*Control and opportunity*



*Resilience*



*Better able to handle  
stress*



*More present*





# Daily Schedule and Routines

OR

How do you eat an elephant?

One bite at a time!!!



# Logistics of Being at Home

- Space
- Technology access
- P & Q
- Your bedroom:
  - Place of rest
  - Place of work
- Dining room table
  - Place of work
  - Place to eat/congregate
  - Place to teach







# Where to Go

***Colleagues, cast the net widely: Parents' friend, nurse, custodian, secretary, cafeteria workers***

When trying to manage school work, between adults or students and adults: explain the work that you are doing, the accommodations and/or the modifications that you will need to complete the work, negotiate respectfully

## ***Internet Resources***

- pbs.org.
- kidshealth.org
- www.cdc.org.
- mayoclinic.org
- Childmind.org



# Remember...

- Celebrations are different but the achievements are still the same
- Take the time to acknowledge these (it doesn't have to be a parade)
- Build Resilience, for yourself and children
- Small steps to regain your footing
- This too shall pass



# Resources

Flow, Mihaly Csikszentmihalyi

Building Resilience in Children & Teens, Kenneth R. Ginsburg

Grit, Angela Duckworth

Authentic Happiness, Martin Seligman

The Optimistic Child, Martin Seligman

Schlechter/Lerner, NYU Langone Child Study Center

The Anxious Child, The Atlantic