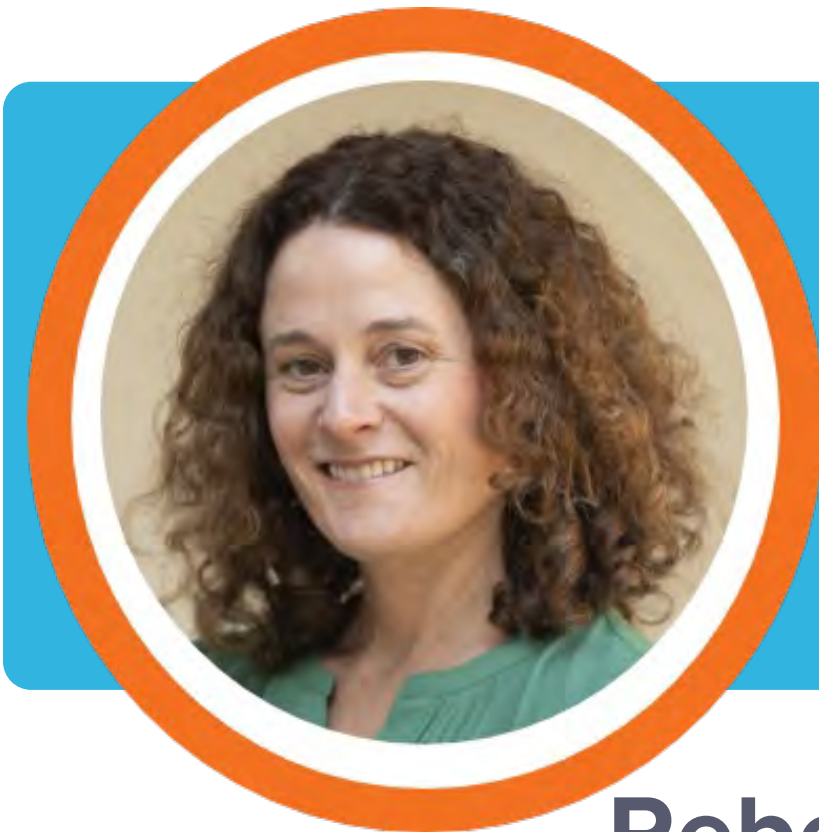




Scaffolding! The Key to Engaging ALL Families

Not Just in
School, but
Everywhere
Else, too

Who We Are



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What Is Scaffolding?

WHY Does It Matter?

Scaffolding: A technique that establishes a firm framework of foundational knowledge and support before gradually building upon that framework.



Scaffolding Is Proven to:

- Enhance information retention
- Create a bridge between foundational knowledge and new concepts
- Boost student engagement and self-agency
- Minimize student frustration and subsequent negative effects on self-confidence
- Encourage communication between teachers and students



Parents Need Scaffolding, too

Scaffolding helps parents and caregivers:

- Navigate and engage within complex systems
LIKE school
- Form strong relationships and communities
- Access community resources such as
healthcare, financial resources, and housing
- Build agency
- Develop self-efficacy
- Take on leadership roles within their schools
and communities



GOALS



- Understand how **scaffolding helps adults create agency.**
- Investigate the often invisible foundations necessary for families to engage—like **trusting relationships, access to basic needs, language support, and technology.**
- Learn **practical strategies for scaffolding family engagement** across a wide range of environments, including **school and community** .

Trusting The Builder



The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



People



Things

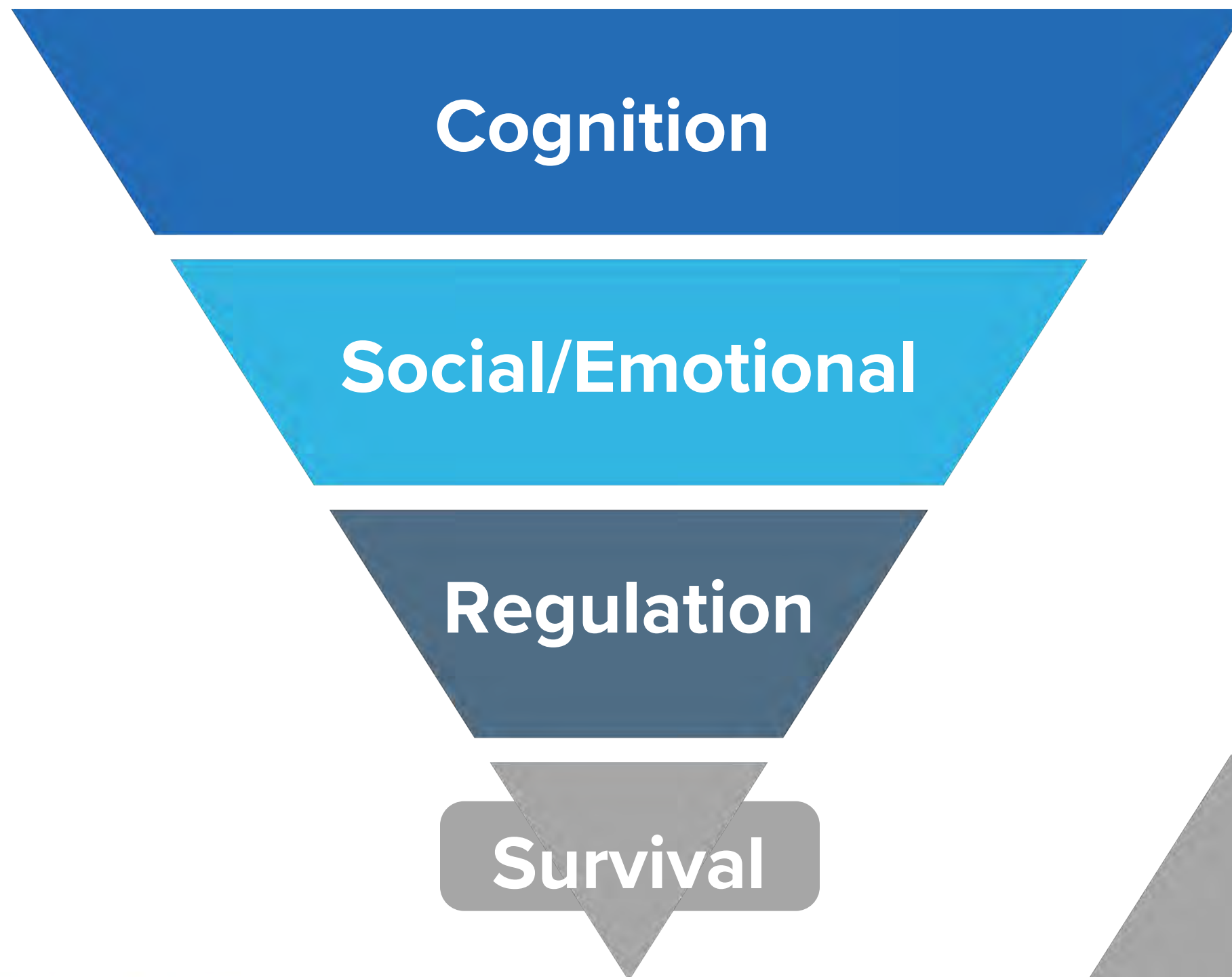


Places

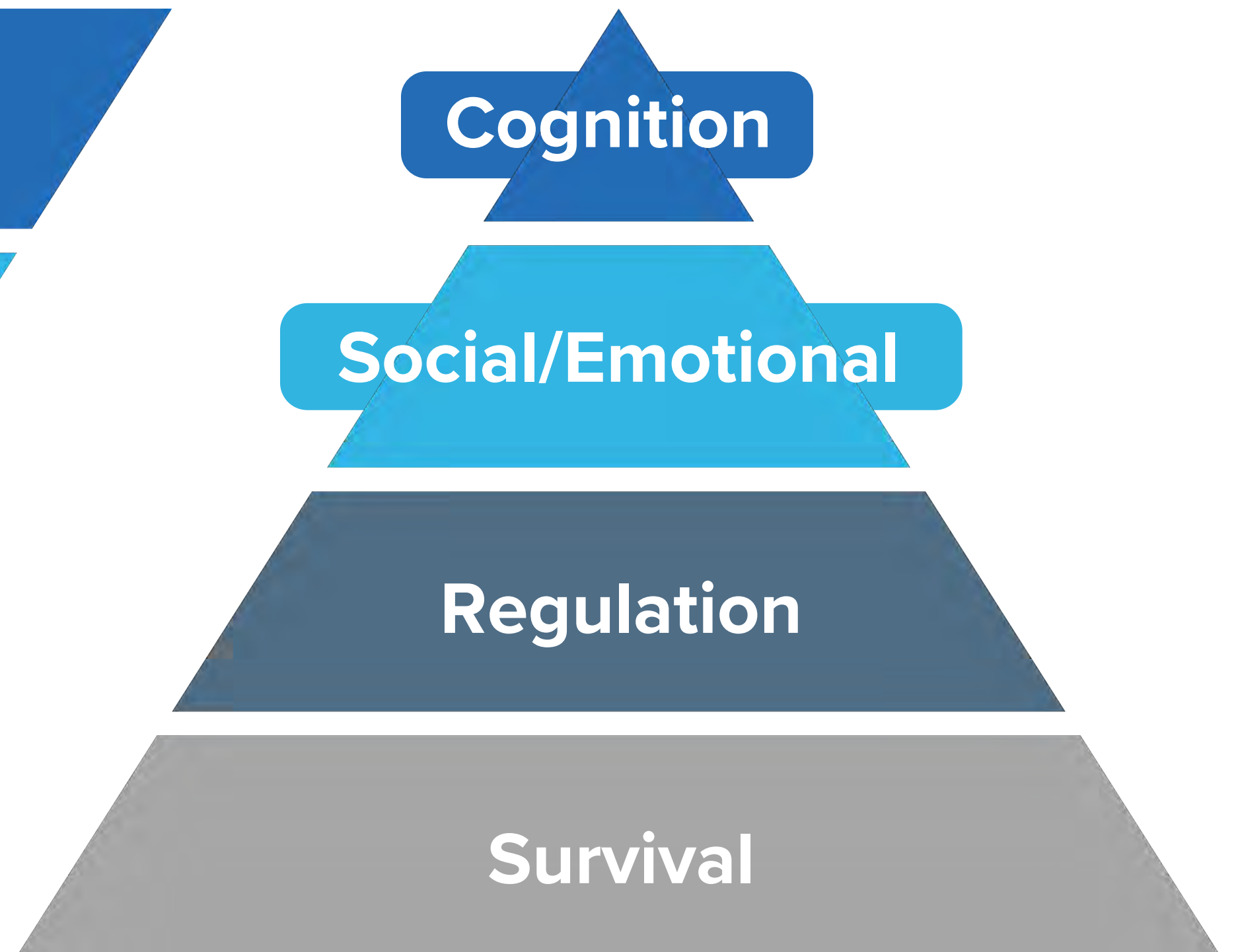


*All should work to bring down a person's stress as much as possible.

Brain Energy Allocation When Regulated



Brain Energy Allocation When Experiencing Harm



Questions to ask ourselves

to help ensure we're creating a trusting environment:

When a family enters this space
will they feel:

- Safe?
- Welcomed (this space is for me, I deserve to be here)?
- Included?
- Seen?
- Heard?



Entrances

- Signage in different languages
- Clear instructions on how to enter if it's locked
- Thoughtful positioning of security guards
- Clear navigation on where to go once inside



Organization of Space

- Remove the glass
- Kid centric
- Comfortable seats with variety of sizes
- Thoughtful seating arrangements
- Water



Tools for Quick Communication

- Signs for language support; how to ask for an interpreter
- Pictures of staff with their roles
- Posters with messaging or announcements



Representation

Can families see themselves in your space?



- Artifacts of culture: leverage your known cultures
- Artifacts of learning
- Flags/maps/posters



Person-to-Person

Quick Tips

- Immediate acknowledgement, i.e. eye contact, smile, etc.
- Stand up; move away from the desk
- Welcome statement in multiple languages
- Be available or let them know when you will be available
- Patience

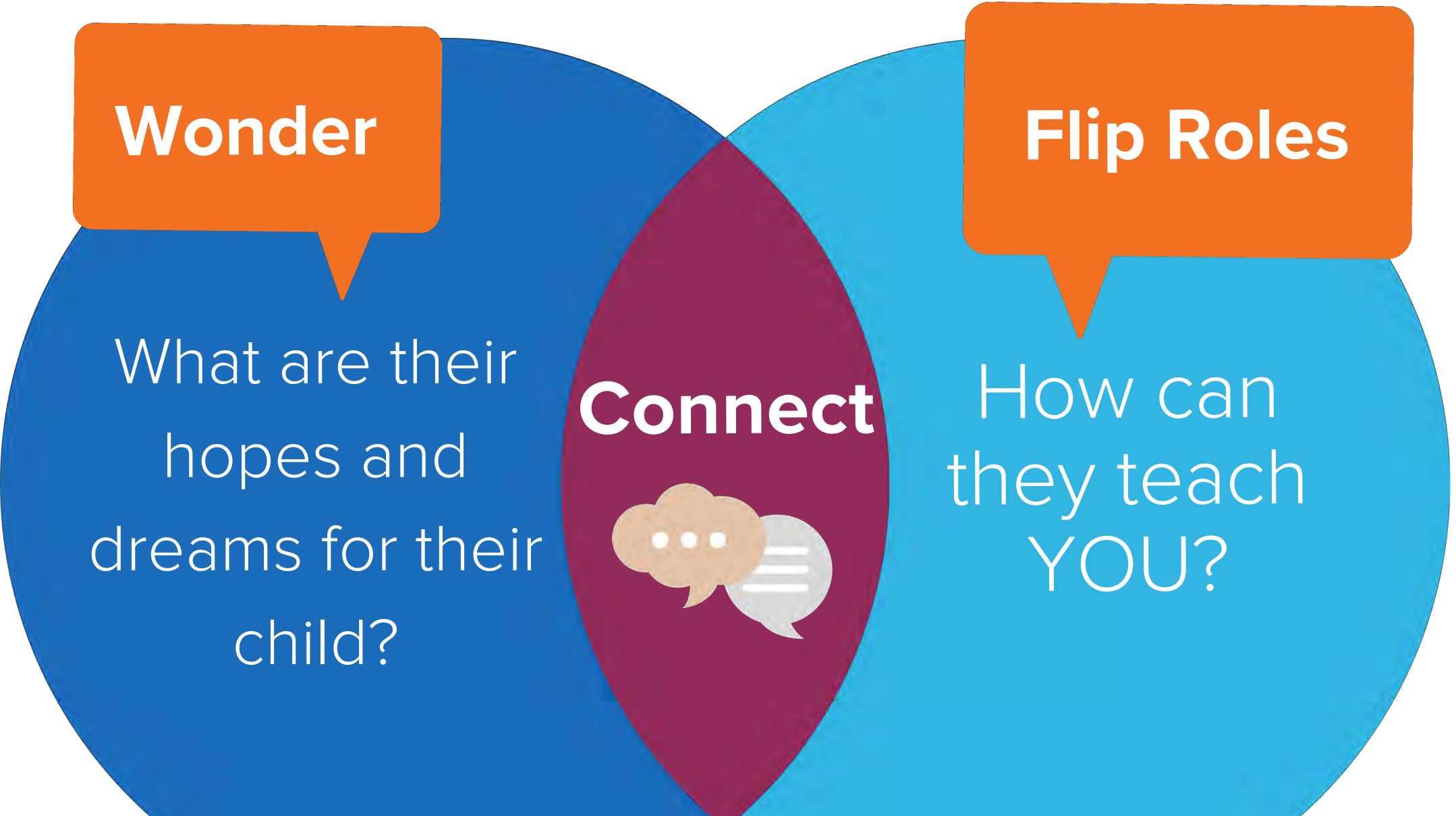


Strong Listening = Trusting Relationships

- Offer full attention
- Give physical cues, e.g. nods, eye contact (when appropriate)
- Notice if you start to lose focus or become stressed. Breathe to re-focus.
- Repeat back some of what you heard
- Ask, “Did I get that right?”



Curiosity Is Critical



ABOVE ALL: Assume all families want to be engaged.

People want to share experiences and have their story heard.

Transparency Is Key

When asking families to share information with us:

- Be clear on purpose
- State needed confidentiality rules
- Say what the information is going to be used for
- Let them know your role
- Set clear expectations





**Look for Ongoing
Opportunities to Listen**

Front Desk



Teacher Newsletter



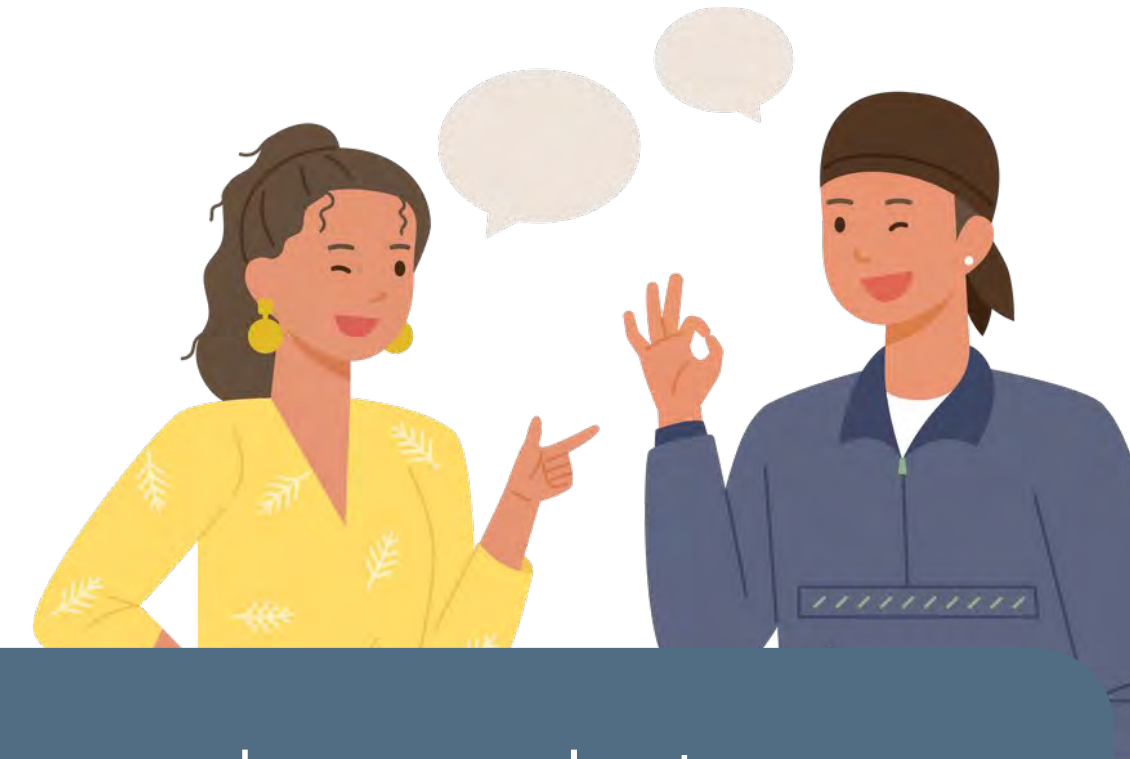
Homework



Family Workshops



Demonstrate That What You Heard Matters



- Because we learned _____ we made/did/changed _____. Let us know how it's working.
- You asked _____. Here's how we'll follow up_____. Here's when we'll follow up_____.
- You asked for _____. Here's how we can meet this need _____.

*It's also always important to say when you CAN'T make a change or offer a service and why.

Families Need the Basics to Start Climbing

Health, Safety, Basic Needs

Key factors impacting mental health of new arrivals:

- Economic security—jobs, housing, etc.
- Change in social roles
- Discrimination


It's imperative that we set families up for success to allow them to regain agency.



Know Your Resources

- Understand what resources ACTUALLY exist.
- Details on how they operate:
 - Who is eligible AND who is not?
 - How do you qualify?
 - How do you actually access it?
- Who are the trusted people who sit at that resource?
- What barriers will your families face?
 - What are the workarounds?
- Advocate when you receive feedback from families.

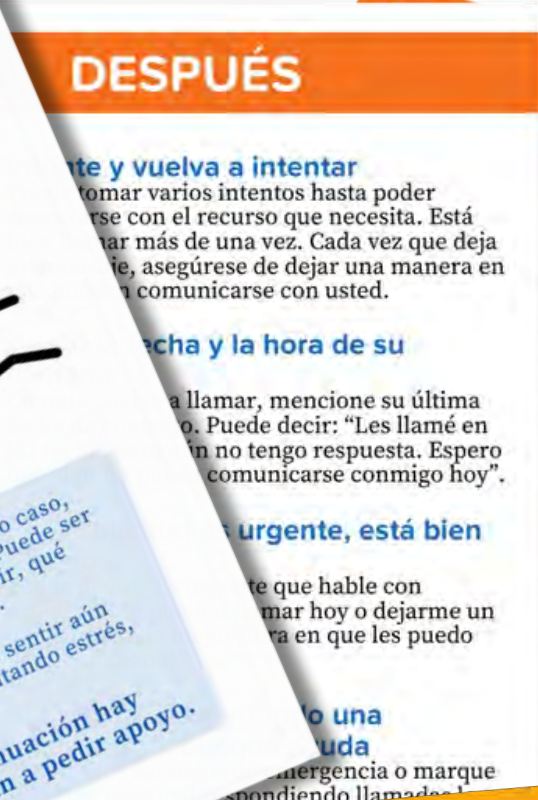
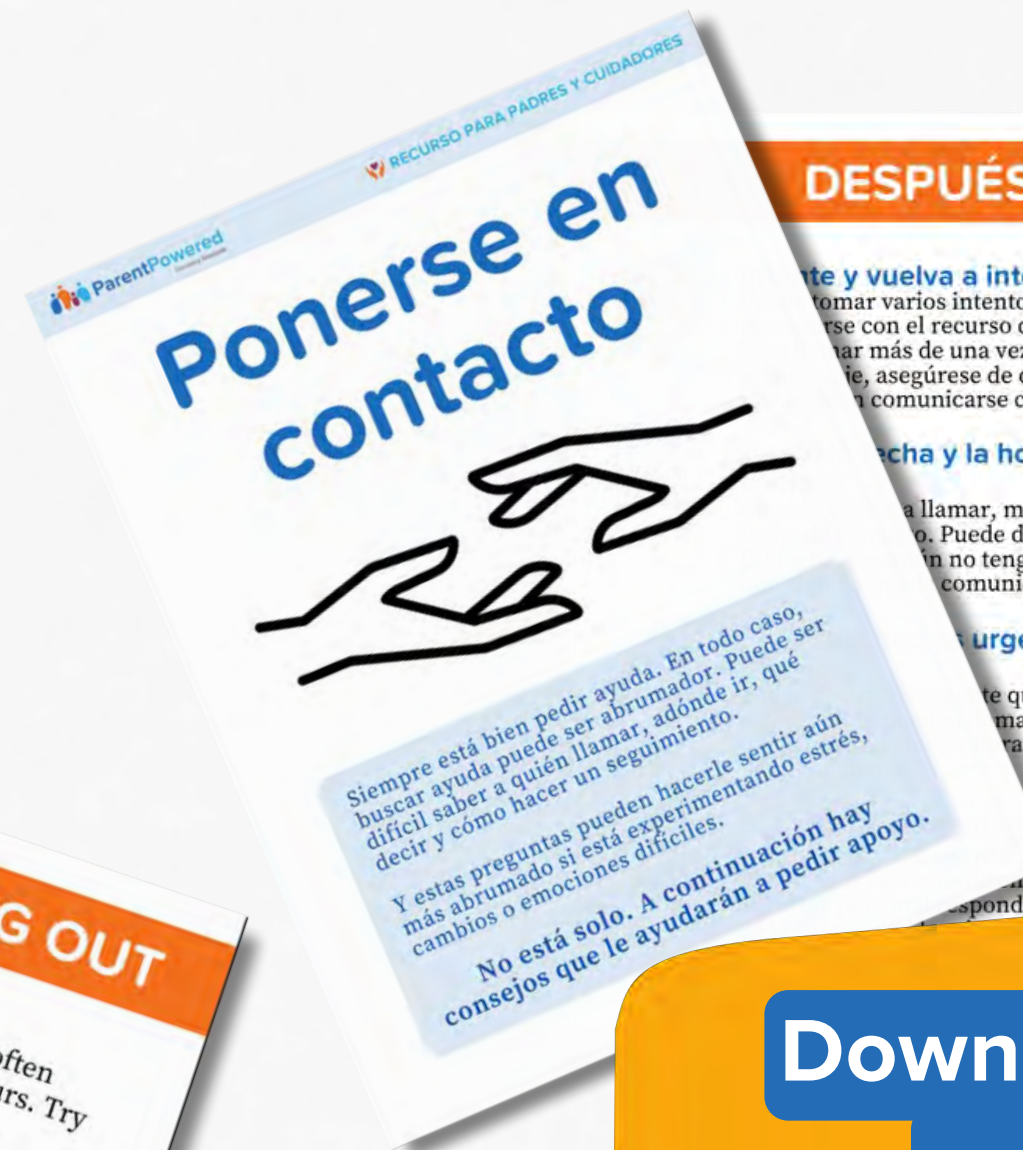
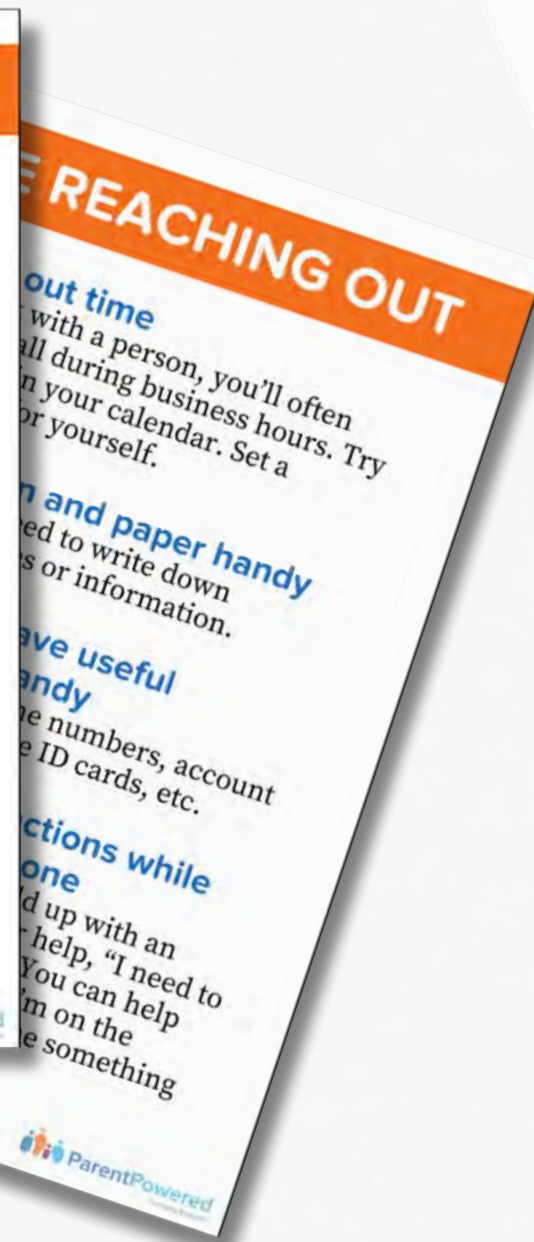
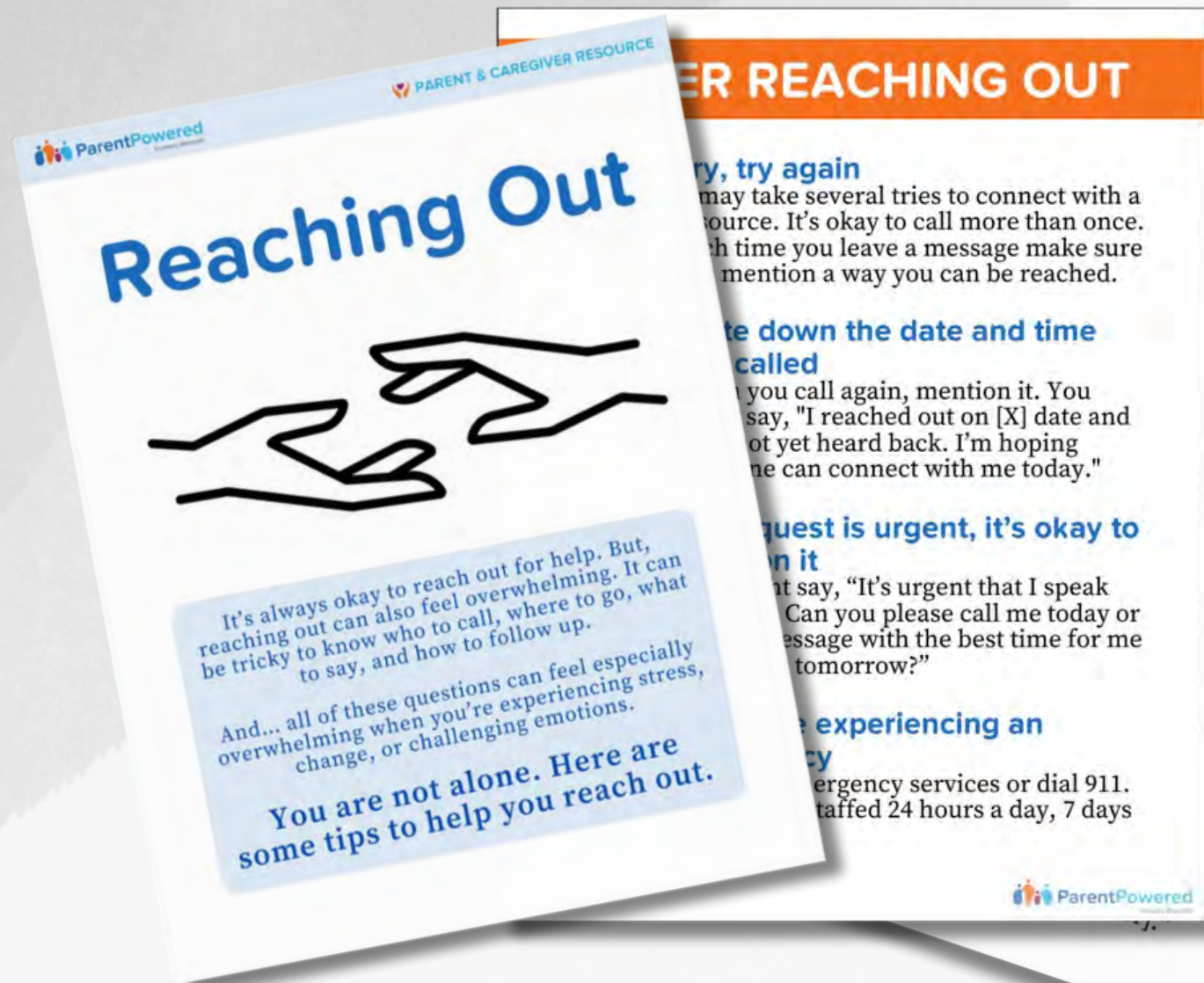




**What challenges have
you faced when
connecting families
with essential services?
How have you
overcome them?**

Reflect

Take Away



Download in English and Spanish



Up, Up, Up



Reflective Questions

What am I **ACTUALLY** asking this family to do? What's involved?
Really unpack it!

- What are all the steps involved?
- What are all the materials involved?
- What are all the logistics?
- What are all the required competencies?

Reflective Questions

Is the “ask” **ACTUALLY DOABLE?**
Or is more support necessary?



- Will they know about it in the first place- will they receive the ask? Is it in their home language? At an accessible reading level? Free of jargon?
- Do families have the background knowledge to understand and act upon the thing(s) I’m asking them to do?
- Is the” ask” culturally responsive and strength based?
- Do they have the required materials or a way to get them?
Transportation? Time?
- Do they have a person they can ask for help?



RELYING ON PARENTS TO SUPPORT ATTENDANCE

PARENTS

- Ensure access to transportation
- Support health and wellness
- Attain essentials- clothing, housing, food
- Track requirements & expectations
- Support routines
- Support personal motivation
- Support transitions
- Partner when challenges arise
- Ongoing communication about school



BEFORE



Subject: Absence

Hello it's MBE,
Your child is marked as absent today. Please contact us as soon as possible to let us know the reason for your child's absence.



Is the “ask” ACTUALLY DOABLE? Or is more support necessary?

- Will they know about it in the first place—will they receive the ask? Is it in their home language? At an accessible reading level? Free of jargon?
- Do families have the background knowledge to understand and act on the task (s) I’m asking them to do?
- Is the” ask” culturally responsive and strength based?
- Do they have the required materials or a way to get them? Transportation? Time?
- Is it clear how to ask for help if needed?



AFTER

Subject: Absence

Hello it's Milton Brook Elementary.
Your child is marked as absent today. Please call 413-238-0967 as soon as possible. Leave us a message with your child's name and the reason for their absence.





AFTER

With Scaffolding

Hello it's Milton Brook Elementary.

Your child is marked as absent today. Please call 413-238-0967 as soon as possible. Leave us a message with your child's name and the reason for their absence.

We are here for you. If it ever becomes difficult to get your child to school please reach out. There may be ways we can help. Call 413-238-7789 and ask to speak with Will. If you need an interpreter let us know "I need a [Spanish] interpreter."



Family Reading Log

Student Name: _____

Reading together every night will support your child's literacy development, their ability to comprehend different texts and further critical thinking skills. Most importantly, it will foster a love of books and help them to better understand the world around them more than ever before.

Happy Reading!

Day of the Week	Title of the Book	Minutes of Reading	Family signature	Comments, Questions, or Concerns
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				



What do you notice?



- We don't say what a reading log is and how to use it.
- If the parent does not have books, they can't do it.
- If they don't have books in their home language, they can't do it.
- If they aren't home EVERY day, they can't do it.
- If a parent can't read, they can't do it.
- We ask for comments but don't say what kind or give multiple ways to share for a parent with low literacy.
- We give no way to reach out should a parent need assistance.

Read together with your child every night. It helps them grow in every way. Reading with you, boosts your child's understanding of stories. It increases their thinking skills! It helps them learn about the world around them. Most importantly it helps them build a love of books!



4th grade
reading level



“

It's okay to read in any language you like. You can read just by describing what you see in the pictures. Listening to audiobooks together is great, too! Time with you makes books special.”

If you'd like books to keep at home, here's how to get them!
(provide a direct number or person to talk to).



Time to Share!

Let's keep scaffolding

How would you scaffold traditional in-person Family Engagement events like:

Conferences

Meetings

Workshops

The ultimate goal of scaffolding is parental efficacy.

Efficacy leads to leadership.



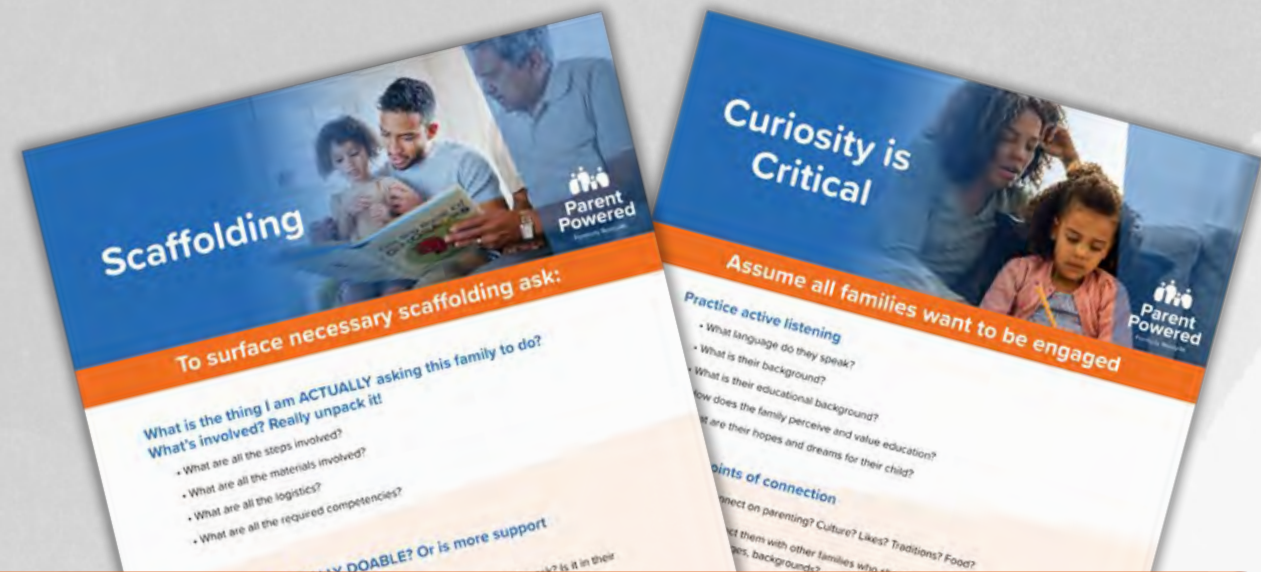
How do we scaffold opportunities for parents and caregivers to:

- Take on leadership roles?
- Join policy councils?
- Co-design content?
- Participate in decision making?

Tips to Increase Participation & Collaboration

- Consider flexibility in what participation can look like
- Compensation is key
- Language access is critical
- Co-design opportunities WITH parents





Download Now!



Download the Slide Deck, a Key Take Away Infographic & More Resources



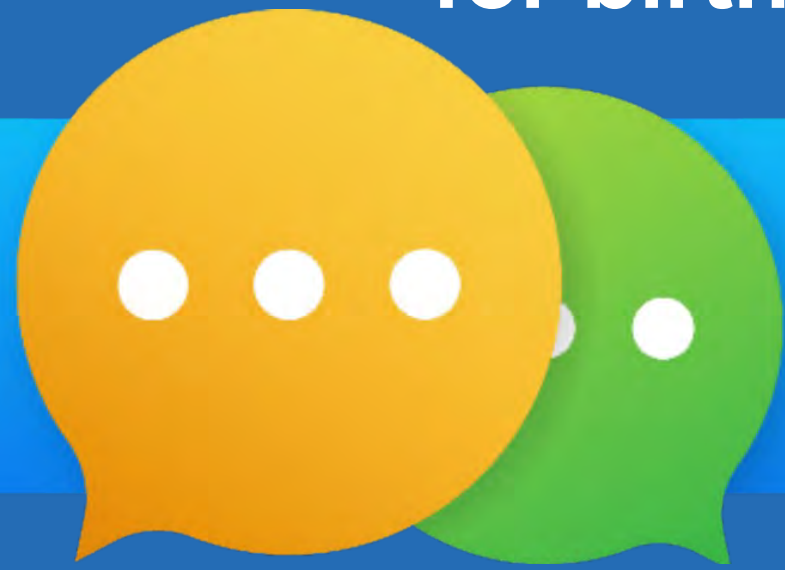
<http://bit.ly/3LdSoal>



Questions?



Interested in learning more about
ParentPowered's evidence-based
family engagement program
for birth through grade 12?



LET'S TALK!



http://

bit.ly/contact-parentpowered



FACT: Technology can be a big part of a teen's life. Just noticing how your teen uses technology and talking about it, helps build positive habits.

TIP: Pause and notice when your teen is engaging with a screen. Cue into how and when they're using technology. Can you tell how it makes them feel?

GROWTH: During a calm moment, check-in with your teen. Try asking, "What do you enjoy doing online? Does it ever feel overwhelming? Surprising?"