

Scaffolding! The Key to Engaging ALL Families

Not Just in School, but Everywhere Else, too

# Who We Are



Formerly Ready4K



DATO: A los niños les emociona aprender sobre sí mismos. En cuanto más aprenden, más autoestima y confianza tienen para progresar en la escuela.

CONSEJO: En la mañana, mírense en el espejo y túrnense para nombrar las cualidades de su hija: Tienes los ojos de color café, eres amable, inteligente y rápida.

CRECIMIENTO: Siga ayudando a su hijo a conocerse! Mientras se miran en el espejo, compartan cosas sobre su familia, por ejemplo dónde viven y sus costumbres

#### **Rebecca Honig**

Chief Content and Curriculum Officer ParentPowered



Vi Volunteers in Medicine BERKSHIRES

### **Ilana Steinhauser**

Executive Director Volunteers in Medicine Berkshires

# What Is Scaffolding?





**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

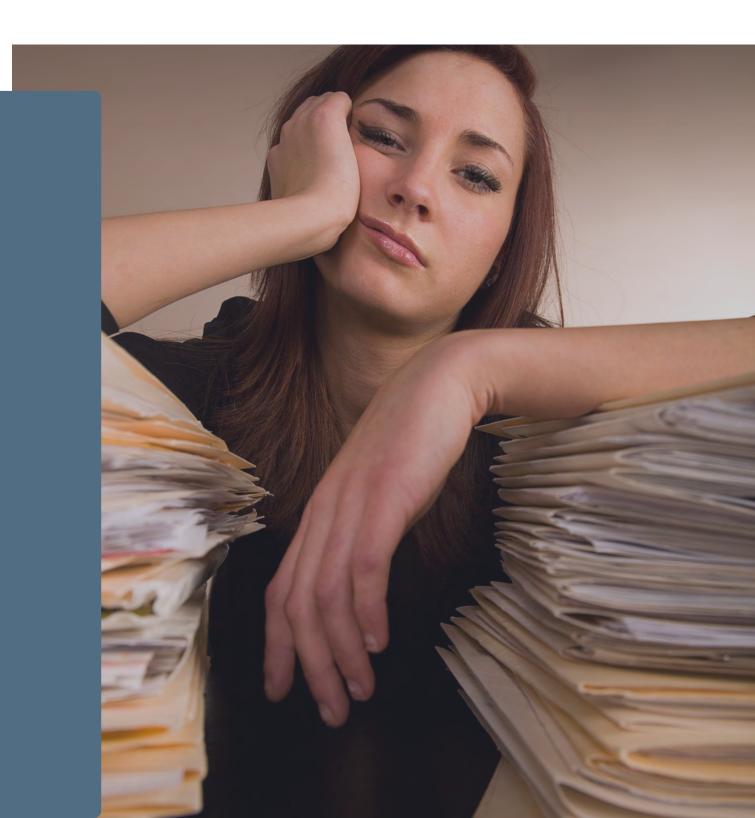




# Parents Need Scaffolding, too

#### 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





- 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.





# The Builder





### The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



#### **Capacity Outcomes**



#### Educators are empowered to:

 Connect family engagement to learning and development Engage families as co-creators Honor family funds of knowledge Create welcoming cultures



#### Families engage in diverse roles:

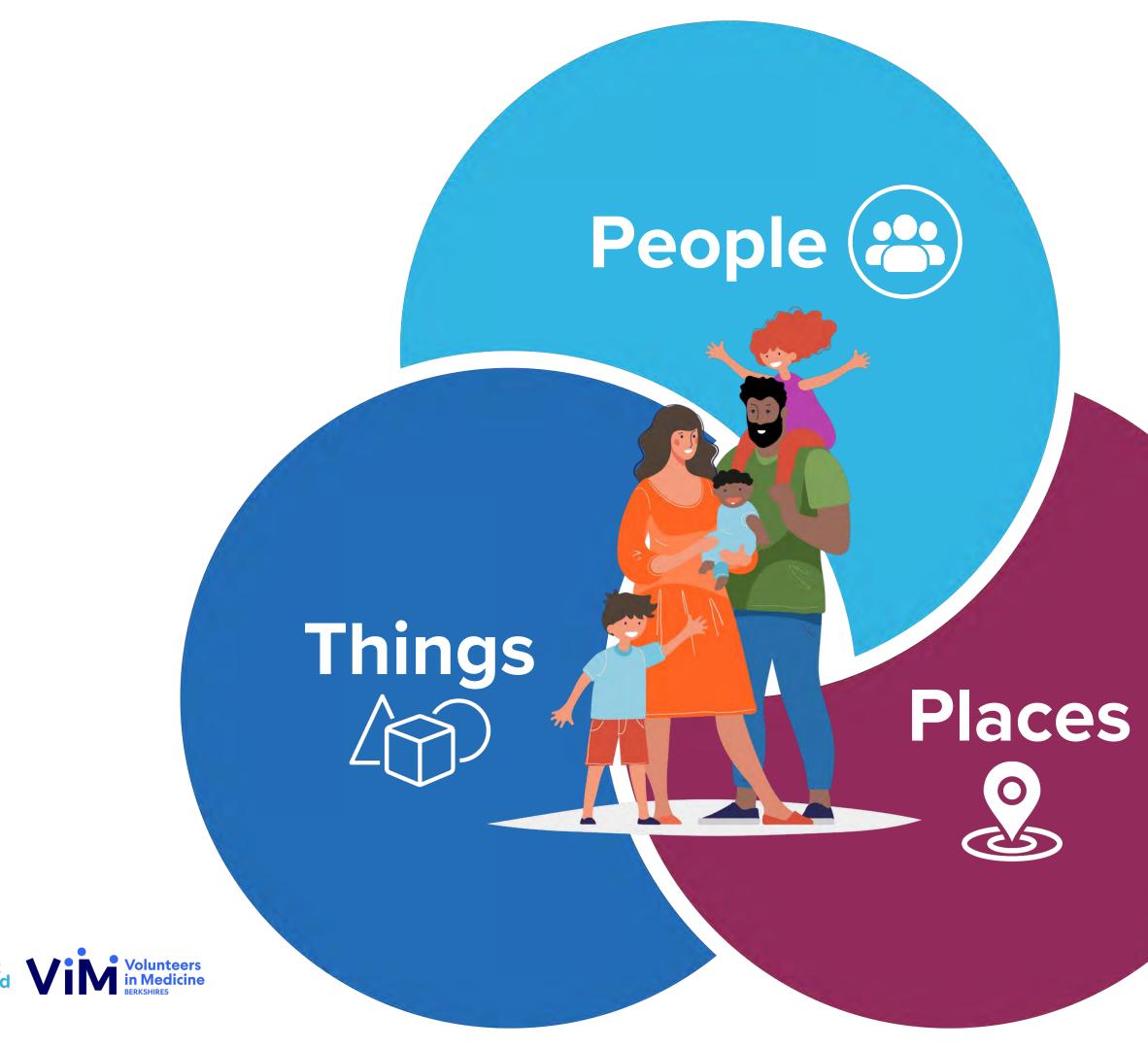
- Supporters
- Encouragers
- Monitors

 $\nabla$ 

- Advocates
- Models

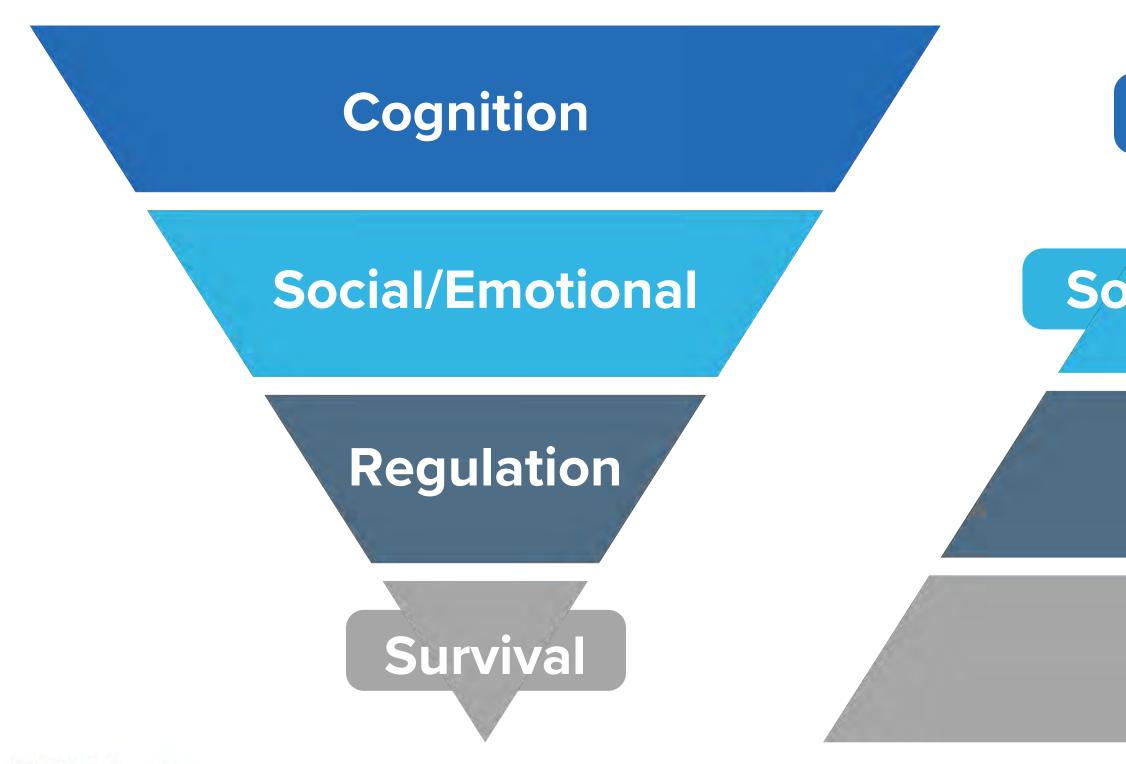
Effective partnerships that support student and school improvement

Second Street



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

### Brain Energy Allocation When Regulated





Adapted from Holt & Jordan, Ohio DoE based on Perry, B. (2006); Courtesy of Leora Wolf-Prusan, Pacific Southwest MHTTC

### Brain Energy Allocation When Experiencing Harm

### Cognition

### Social/Emotional

### Regulation

### Survival

# **Questions to ask ourselves** to help ensure we're creating a trusting environment:

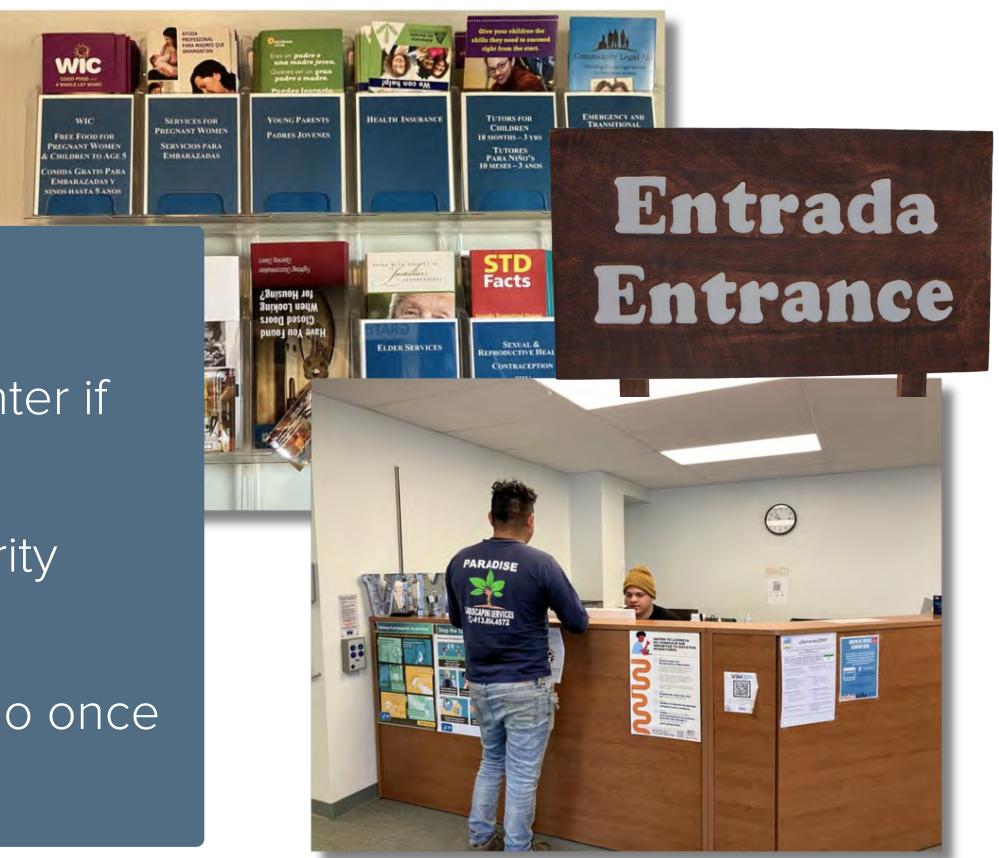
When a family enters this space will they feel:

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





# Entrances

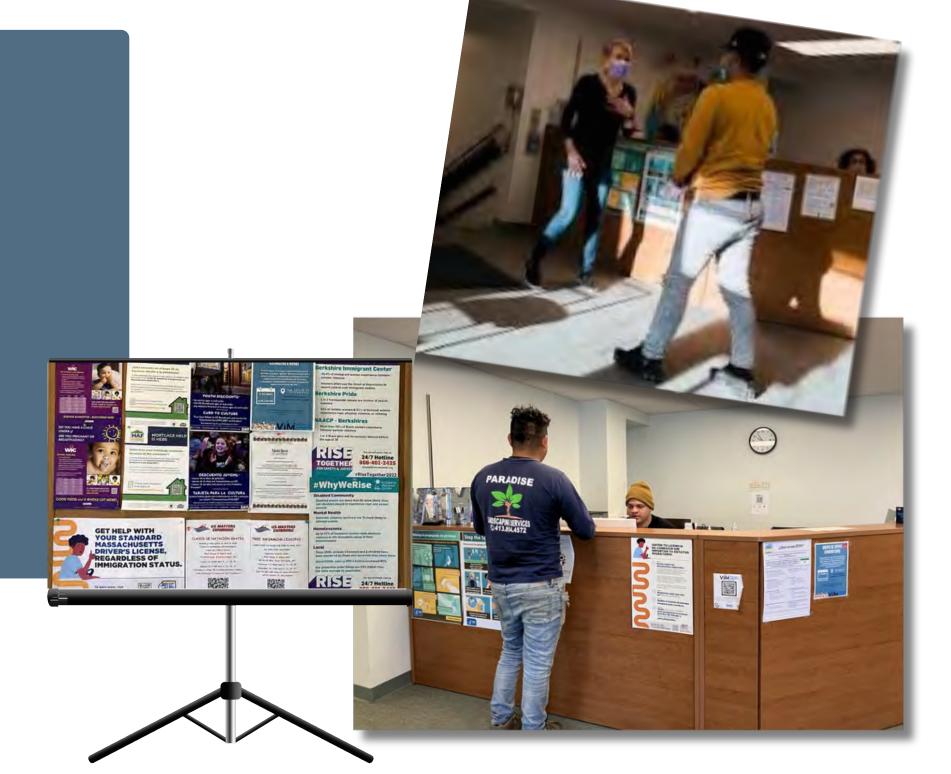


- Signage in different languages
- Clear instructions on how to enter if it's locked
- Thoughtful positioning of security guards
- Clear navigation on where to go once inside



# 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





### **Our Patient Services Staff**

Nuestro personal de servicios a los pacientes



Patient Services Director Gerente de servicios a los pacientes



America Community Health Worker Trabajadora communitaria de salud

=11

Hola!



Diana Community Health Worker Trabajadora communitaria de salud



Marcel Community Heal Trabajadora com de saluc

## **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. Breath to re-focus.
- Repeat back some of what you heard
- Ask, "Did I get that right?"







# **Curiosity Is Critical**

What are their hopes and dreams for their child?

Wonder

Connect

**Flip Roles** 

How can they teach YOU?

**ABOVE ALL: Assume all families want to be engaged.** 

People want to share experiences and have their story heard.





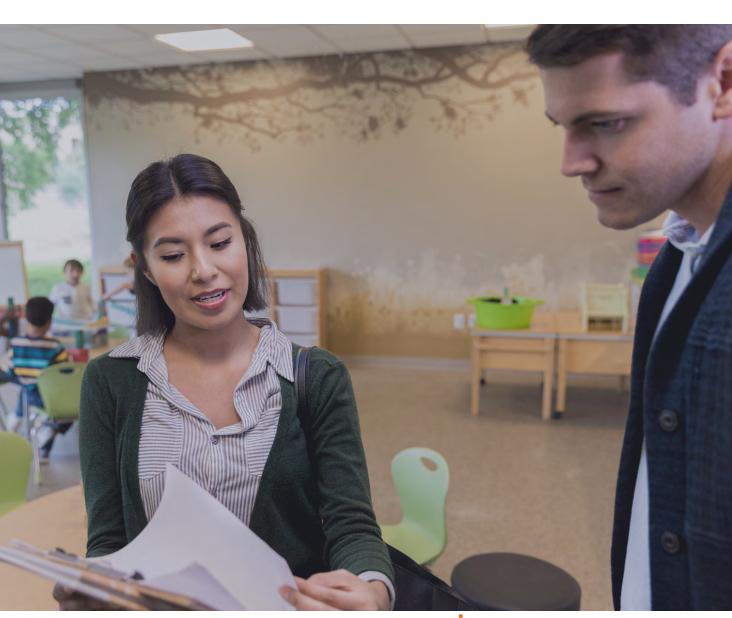




# **Transparency Is Key**

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

Subscribe to our newsletter for free:

Enter your e-mail

SUBSCRIBE





# Homework



# Family Workshops



Volunteers in Medicine BERKSHIRES

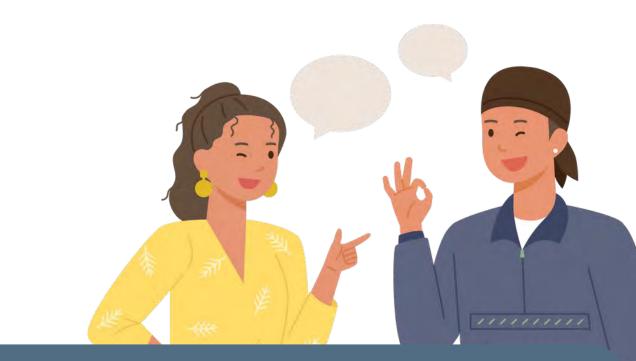


# **Demonstrate That What You Heard Matters**

- 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

PARENT & CAREGIVER RESOUR

**Reaching Out** 

It's always okay to reach out for help. But, reaching out can also feel overwhelming. It can be tricky to know who to call, where to go, what to say, and how to follow up.

And... all of these questions can feel especially overwhelming when you're experiencing stress, change, or challenging emotions.

You are not alone. Here are some tips to help you reach out.

ParentPowere

#### **ER REACHING OUT**

#### ry, try again

nay take several tries to connect with a ource. It's okay to call more than once. h time you leave a message make sure mention a way you can be reached.

#### e down the date and time called

you call again, mention it. You say, "I reached out on [X] date and ot yet heard back. I'm hoping ne can connect with me today."

#### uest is urgent, it's okay to n it

nt say, "It's urgent that I speak Can you please call me today or essage with the best time for me tomorrow?"

#### experiencing an

ergency services or dial 911. taffed 24 hours a day, 7 days

ParentPowered

REACHING OUT out time with a person, you'll often ul during business hours. Try

ed to write down or information.

re useful ndy

numbers, account ID cards, etc.

ctions while

Parenti

up with an help, "I need to ou can help m on the something

## Ponerse en contacto DESPUÉS

y vuelva a intentar mar varios intentos hasta poder e con el recurso que necesita. Está más de una vez. Cada vez que deja e, asegúrese de dejar una manera en comunicarse con usted.

#### cha y la hora de su

llamar, mencione su última Puede decir: "Les llamé en no tengo respuesta. Espero municarse conmigo hoy".

#### urgente, está bien

que hable con nar hoy o dejarme un a en que les puedo

una gencia o marque

### EMPIEZA A PEDIR AYUDA COMIENZO ... ede preguntar si la llamada es plo: "Hola, antes de compartir me gustaría saber si esta llamada es /ede preguntar: "¿De qué ción? ¿Con quién será Hay un hable

### No está solo. A continuación hay consejos que le ayudarán a pedir apoyo. **Download in English** and Spanish











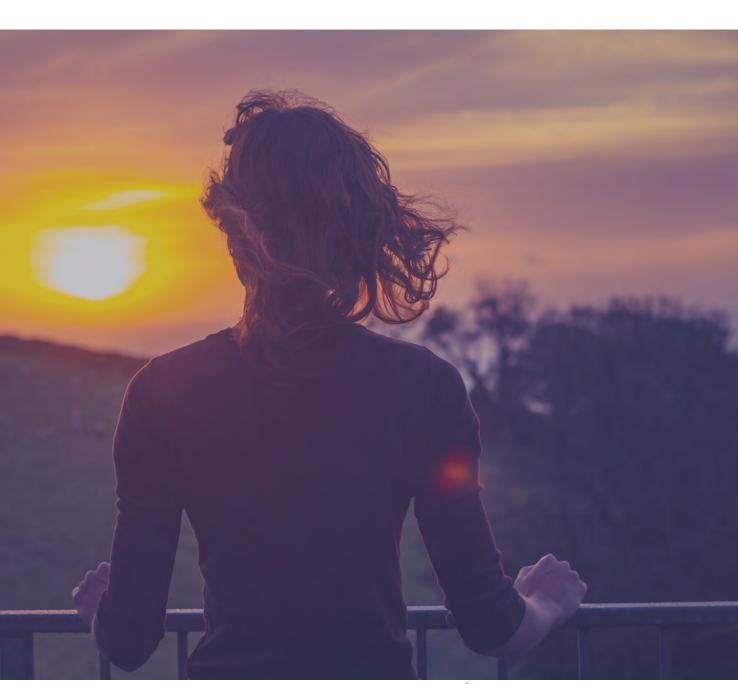


# **Reflective Questions**

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 personal motivation
- Partner when challenges arise
- Ongoing communication about school

### 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.

BEFORE

### Is the "ask" ACTUALLY DOABLE? Or is more support necessary?



• Will they know about it in the first placewill 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



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

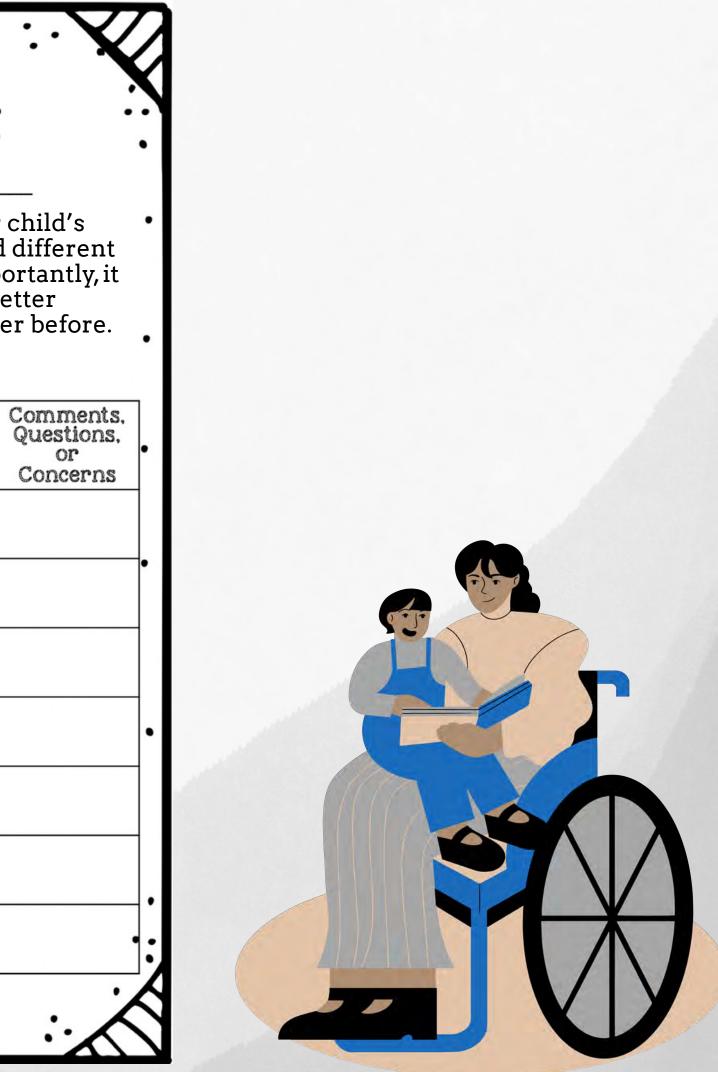
Student Name:

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
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			





# What do notice?





- 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.

#### • We don't say what a reading log is and how to

What else?

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:



### Workshops

### Meetings



The ultimate goal of scaffolding is parental efficacy.

### **Efficacy leads** to leadership.



- Join policy councils?
- Co-design content?





• Take on leadership roles? • Participate in decision making?

# **Tips to Increase Participation** & Collaboration

- can look like
- Compensation is key
- Language access is critical

#### • Consider flexibility in what participation

• Co-design opportunities WITH parents





#### **Download Now!**





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

bit.ly/3LdSoal







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

# 



#### bit.ly/contact-parentpowered



the GR

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

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.

ParentPowered

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?

