

Success for Distance Learning



Cajon Valley Union School District
#youbelongCV
#inthistogetherLS

Slideshow available
using bitly code below

<https://bit.ly/3dW7dvs>

Interpretation

Interpreter 1 ✕

***** (not joined)

🇺🇸 English ⇌ 🇪🇸 Spanish

Interpreter 2 ✕

***** (not joined)

🇺🇸 English ⇌ 🇫🇷 French

Interpreter 3 ✕

***** (not joined)

🇺🇸 English ⇌ 🇷🇺 Russian

Spanish

French = Farsi

Russian = Arabic

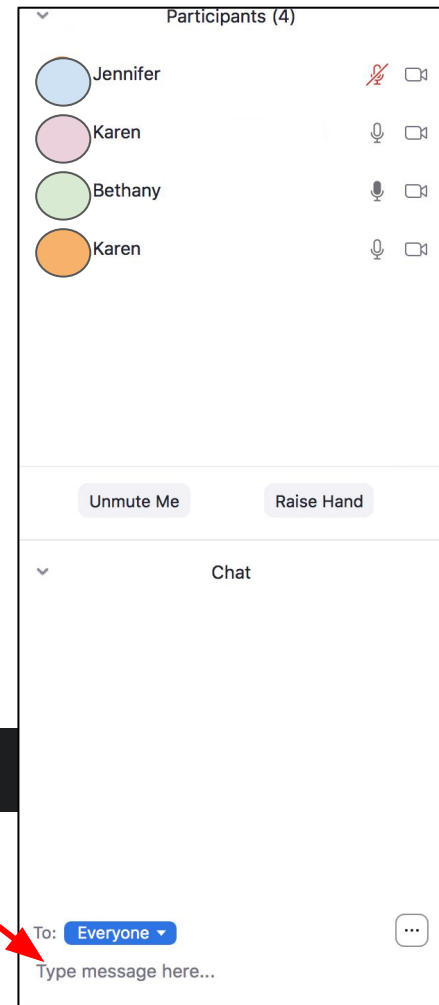
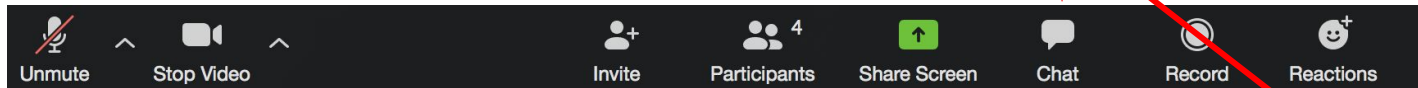
You can click **Interpretation** for simultaneous live interpretation.

Join Audio ^ Start Video ^ Security 1 Participants ^ Chat ^ Share Screen ^ Polling ^ Record ^ Breakout Rooms ^ Interpretation ^ End

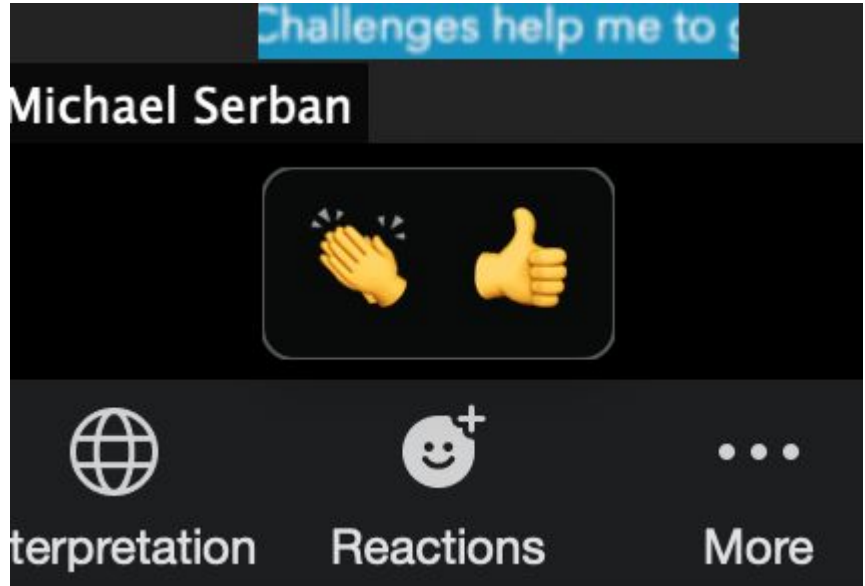
Ask Questions with Chat

Chat moderator will answer questions in Chat box or ask presenter during a pause in the presentation.

Click to open the **Chat** box. This will allow you to chat with Hosts and Participants.



<https://bit.ly/3dW7dvs>



Questions

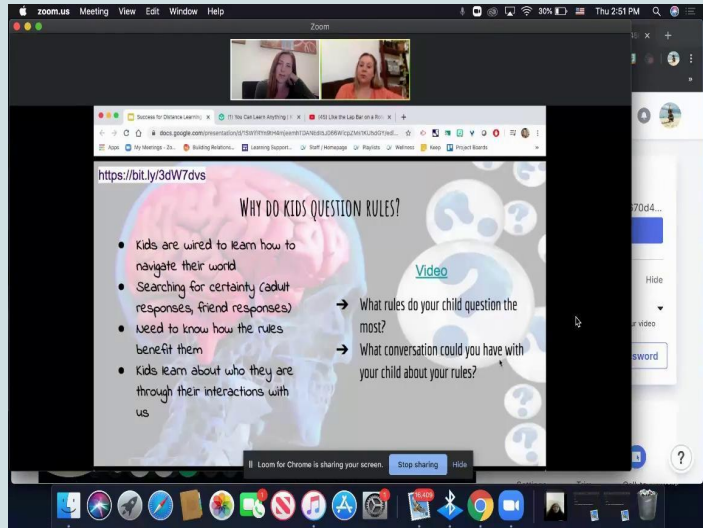
Email smith@cajonvalley.net

FAQ will be emailed out later this week

<https://bit.ly/3dW7dvs>

Session One

The Power of Success



The screenshot shows a Zoom meeting window. At the top, there are two video thumbnails of participants. The main content is a slide titled "WHY DO KIDS QUESTION RULES?". The slide features a brain graphic on the left and several question mark icons on the right. The text on the slide includes:

- Kids are wired to learn how to navigate their world
- Searching for certainty (adult responses, friend responses)
- Need to know how the rules benefit them
- Kids learn about who they are through their interactions with us

Below the list, there are two questions with arrows pointing to them:

- What rules do your child question the most?
- What conversation could you have with your child about your rules?

A "Video" button is visible on the slide. The Zoom interface includes a top menu bar with "Zoomus Meeting View Edit Window Help", a system tray at the bottom with various icons, and a right-hand sidebar with a "Hide" button and a "password" field.

What's going on
with my kid?

WHY DO KIDS QUESTION RULES?

- Kids are wired to learn how to navigate their world
- Searching for certainty (adult responses, friend responses)
- Need to know how the rules benefit them
- Kids learn about who they are through their interactions with us

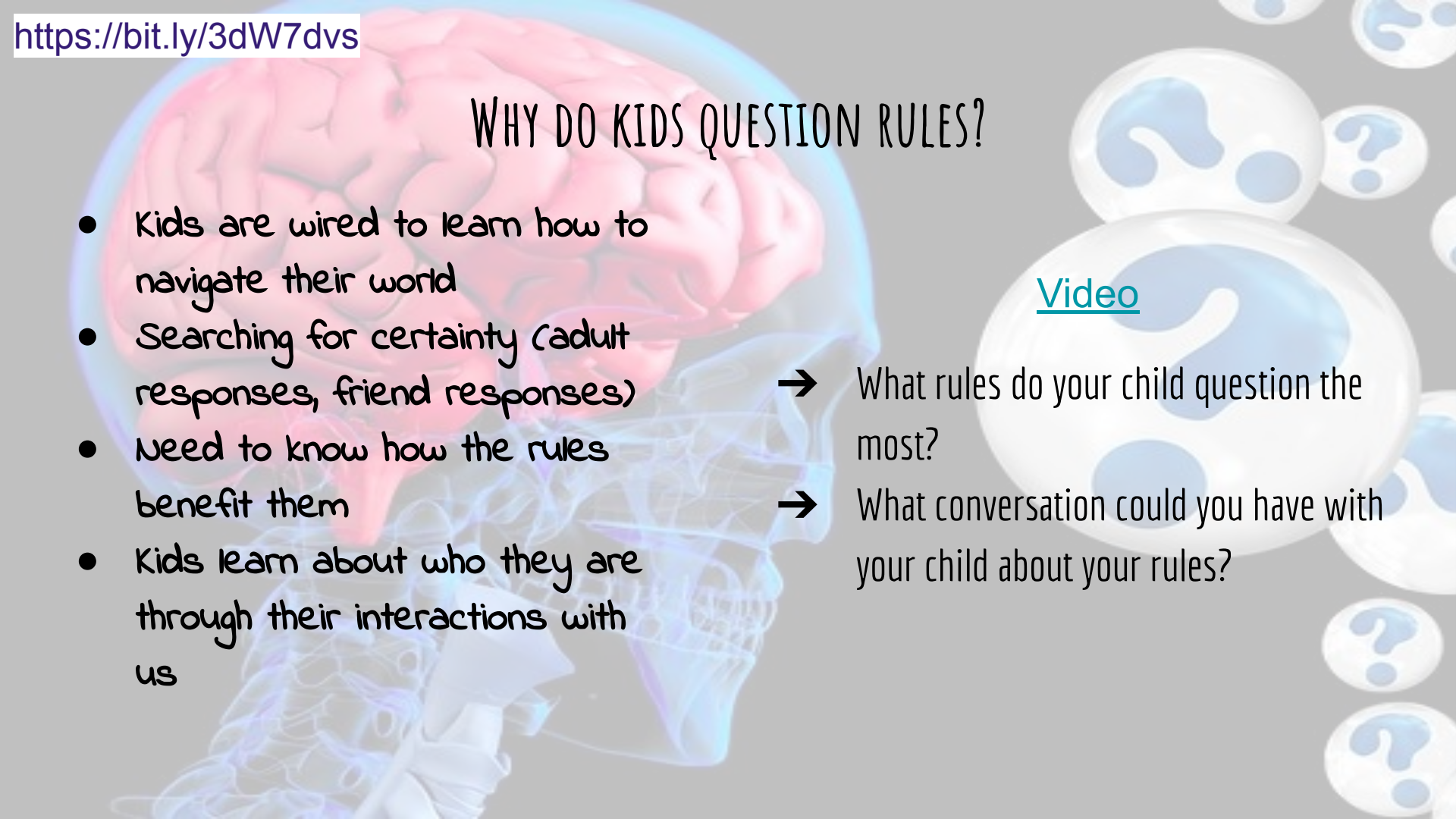


What rules do your child question the most?



What conversation could you have with your child about your rules?

[Video](#)



The Power of Success

<https://bit.ly/3dW7dvs>

- When we feel successful, we are motivated to keep trying
- If we allow students to experience success, they are more likely attempt challenging tasks



Behavioral Momentum: Start out with tasks that your student has already mastered. If they feel successful, they are more likely to move on to more challenging tasks.

<https://bit.ly/3dW7dvs>

#youcanlearnanything

[Watch this video](#)

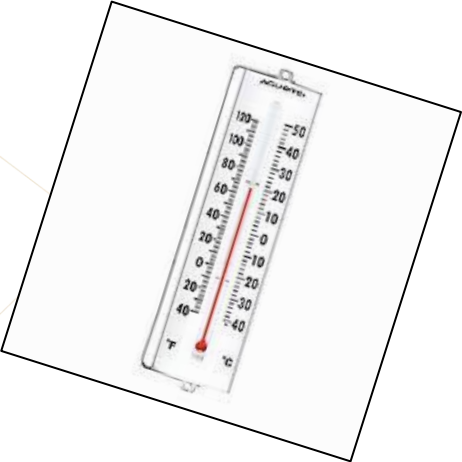
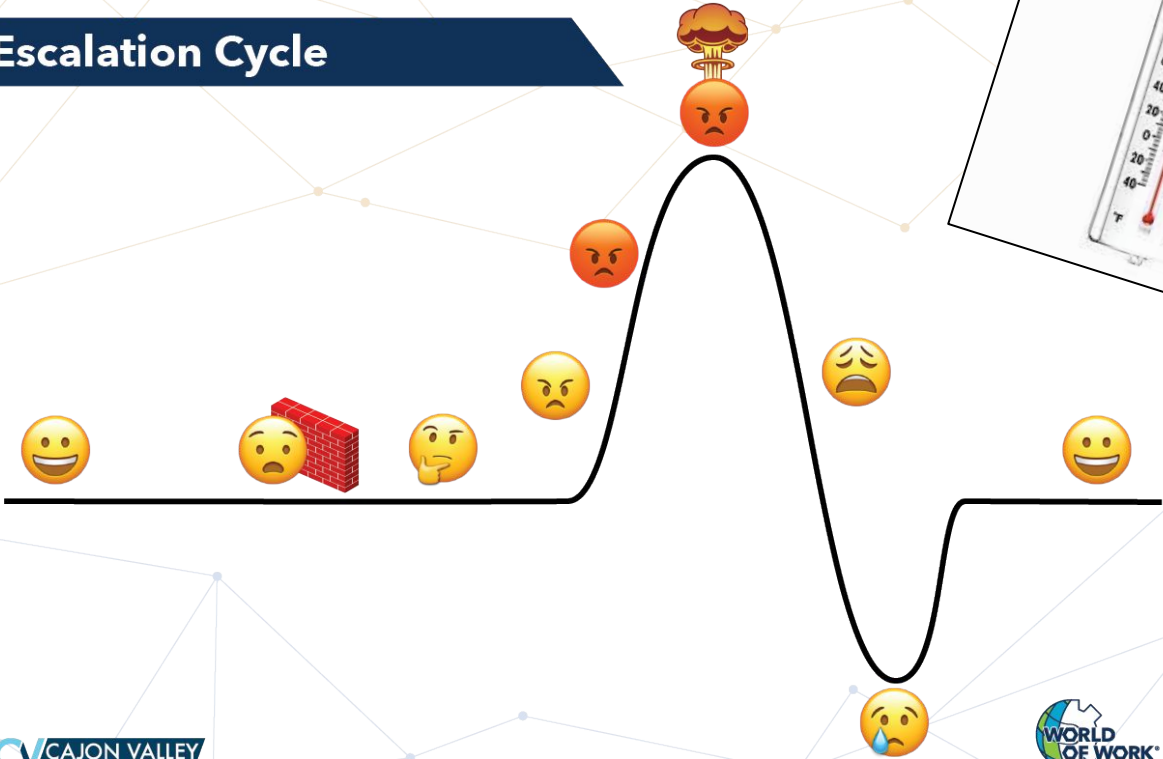
Behaviors can be
taught with consistency

Mistakes are
opportunities to grow!



Does this look familiar?

Escalation Cycle



BE THE THERMOSTAT
NOT THE THERMOMETER

How big is this problem?

Glitch - Challenge - Threat

GLITCH



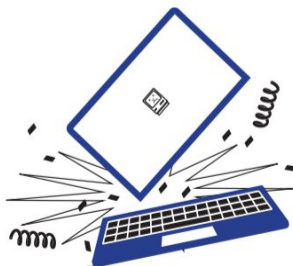
I may be able to fix this by myself
It will only take a short time to fix/solve
No one is injured or hurt
It won't cost any money to fix



CHALLENGE



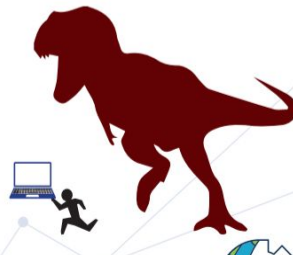
This may be difficult to fix/solve
I may need help or tools
Someone may be slightly hurt physically or emotionally
It may cost some money or take some time to fix/solve



THREAT



Someone is seriously injured
I definitely need help from an adult
This will take a lot of time to fix/solve
This will cost a lot of money to fix/solve



Is my situation a
Glitch,
Challenge,
or Threat?

Start Here

Feelings
Identification:
What's happening
inside my body when
I have a big emotion.

Feelings Expression:
The Power of Words

Helpful vs Unhelpful
Thoughts

Flexible Thinking: Is
this a Glitch,
Challenge, or
Threat?

Problem Solving

Goal Setting

Reframing: Positive
Self-Talk

Creating Balance

Hope

10 Growth Mindset Statements



What can I say to myself?



INSTEAD OF:

TRY THINKING:

I'm not good at this.

1 What am I missing?

I'm awesome at this.

2 I'm on the right track.

I give up.

3 I'll use some of the strategies we've learned.

This is too hard.

4 This may take some time and effort.

I can't make this any better.

5 I can always improve so I'll keep trying.

I just can't do Math.

6 I'm going to train my brain in Math.

I made a mistake.

7 Mistakes help me to learn better.

She's so smart. I will never be that smart.

8 I'm going to figure out how she does it.

It's good enough.

9 Is it really my best work?

Plan "A" didn't work.

10 Good thing the alphabet has 25 more letters!



The Secret Sauce

Step one: Expect that your child will question rules that they don't understand.

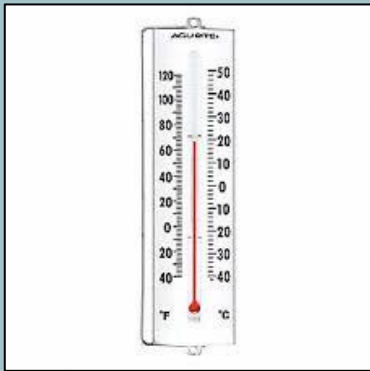
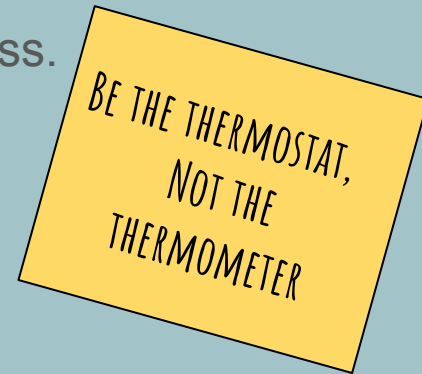
DISCUSS THE IMPACT

Step two: What task is your child likely to complete independently and successfully?

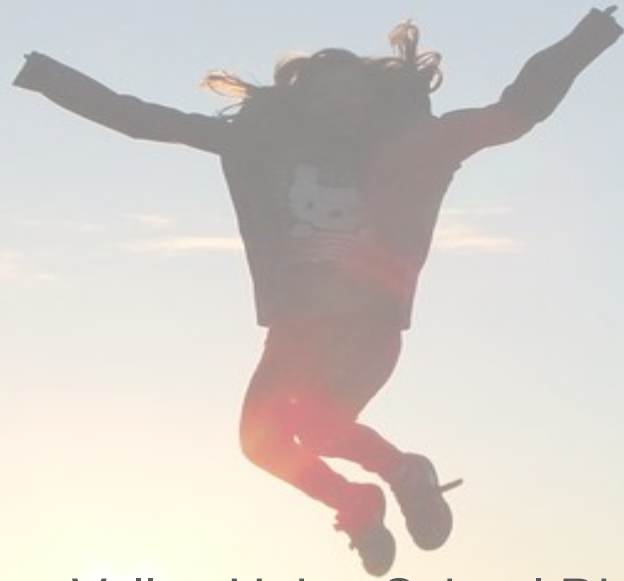
START WITH SMALL SUCCESS

Step three: Expect mistakes are a part of the process.

KEEP CALM AND TRY AGAIN



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Session Two

Steps to Success

How do I help
my child thrive?

Quick Review of First Session

Step one: Expect that your child will question rules that they don't understand.

DISCUSS THE IMPACT

Step two: What task is your child likely to complete independently and successfully?

START WITH SMALL SUCCESS

Step three: Expect mistakes are a part of the process.

KEEP CALM AND TRY AGAIN

The Secret Sauce

What's going on with my kid?

Steps for Success

1. **Clear** expectations
2. Agree to a **plan**
3. Choose a **strategy**
4. Stay **consistent**



1. Clear Expectations

What tasks need to be completed?

What help do they need?

What does finished look like?

Children feel
motivated when they
know

what to do and

how to do it

2. Agree to a Plan Define the steps to completing the task and choose the reward.

Completing the task

- Checklist, charts, etc.
- Plan in breaks



Examples:

“In order to **earn** TV time **you need** to

- 1) Complete homework and have it checked and
- 2) Do your chores (pick up room, take a shower, backpack near door)”

Choose the reward

- Access to devices
- Time with family member
- Playing board games
- watching TV
- Play outside
- video chat with friends or family
- Treat or snack

Rewards

vs Punishment

Earning something for an action or behavior

“If you finish your work, then you can earn TV time.”

Effects

- Child gains confidence and are more likely to attempt challenging tasks
- Child is developing the critical life skill of managing themselves
- Child feels they're contributing
- Child is less likely to question the rules

Losing something for an action or behavior

“You lose your phone until this work is done.”

Effects

- Child loses confidence and is more likely to avoid tasks in the future
- Child is learning how to be managed instead of learning how to self manage
- Child is more likely to argue and “disobey” the rules
- Child develops a “defeated” attitude (“I already lost video games, so why even try?”)

Thoughts about Positive Reinforcement

[Watch this video](#)

We repeat actions that give a positive result

Repeating the reward strengthens good behavior



3. Choose a Strategy

Children learn about who they are through their interactions with the world!

- **Chunking Strategy:** break up tasks into manageable parts
- **Training Strategy:** offer to show them step by step the first couple of times
- **Modeling Strategy:** when you face a challenge, talk out loud so your child can hear your process

The Secret Sauce

How do I help my child thrive?

1. **Clear** expectations
2. Agree to a **plan**
3. Choose a **strategy**
4. Stay **consistent**

Take 5

Take 5 while the questions are translated :)



Session Three

Consistency and
Growth Mindset

What now?

Quick Review of Session One and Two

*The
Secret Sauce*

Session One:

What's going on with my kid?

Expect that your child will question rules that they don't understand.

DISCUSS THE IMPACT

What task is your child likely to complete independently and successfully?

START WITH SMALL SUCCESS

Expect mistakes are a part of the process.

KEEP CALM AND TRY AGAIN

Session Two:

How do I help my child thrive?

- **Clear** expectations
- Agree to a **plan**
- Choose a **strategy**
- Stay **consistent**

4. Stay Consistent

When you are consistent:

- Kids learn how to navigate their world
- Kids hear message of certainty
- Kids learn how the rules benefit them

Stick to the plan
Remind them what they are working for
Track their success!

If...Then... Statements

"IF you read for an hour
THEN you earn one hour of video games"

1. Agree to a plan
2. Set the reward
3. Child gains access after expectation is met

Start small
Stay consistent

Growth Mindset Statements

Growth mindset
when we believe our intelligence and abilities can be improved upon with effort and the right strategies

Fixed mindset when we believe our intelligence and abilities cannot be changed

HOW TO ENCOURAGE STUDENTS

Growth Mindset

What to say:

"When you learn how to do a new kind of problem, it grows your math brain!"

"If you catch yourself saying, 'I'm not a math person,' just add the word 'yet' to the end of the sentence."

"That feeling of math being hard is the feeling of your brain growing."

"The point isn't to get it all right away. The point is to grow your understanding step by step. What can you try next?"



Fixed Mindset

What not to say:

"Not everybody is good at math. Just do your best."

"That's OK, maybe math is not one of your strengths."

"Don't worry, you'll get it if you keep trying."*

*If students are using the wrong strategies, their efforts might not work. Plus they may feel particularly inept if their efforts are fruitless.

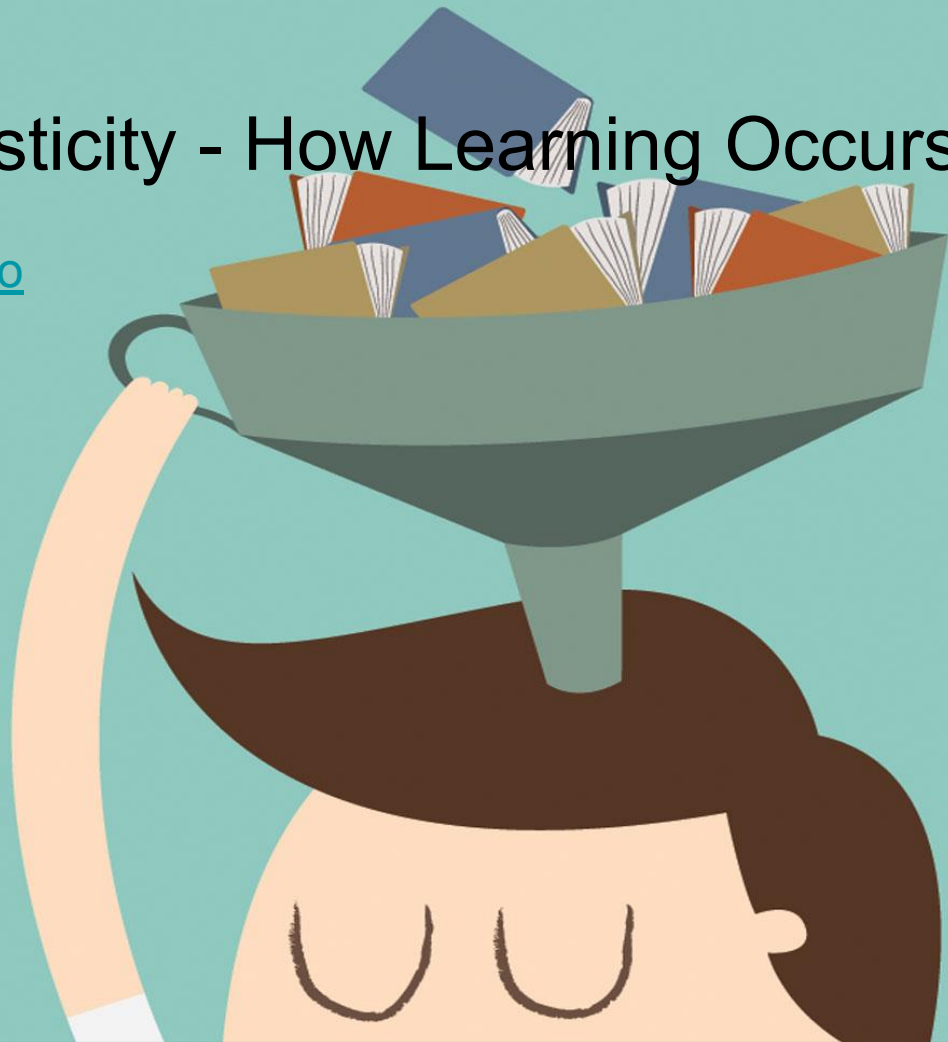
"Great effort! You tried your best!"*

*Don't accept less than optimal performance from your students.



Neuroplasticity - How Learning Occurs

[Watch this video](#)



Start Here

Feelings

Identification: What's happening inside my body when I have a big emotion.

Feelings Expression:
The Power of Words

Helpful vs Unhelpful
Thoughts

Flexible Thinking: Is
this a Glitch,
Challenge, or
Threat?

Problem Solving

Goal Setting

Reframing: Positive
Self-Talk

Creating Balance

Hope

[Link to TK - 1 Grade](#)
[Link to 2nd - 3rd Grade](#)
[Link to 4th - 5th Grade](#)
[Link to 6th - 8th Grade](#)

FAQ

Frequently Asked Questions