

## **Tobin School Advisory Council**

**4/26/24**

**8:00AM - 9:00AM**

- **Welcome**

- Jaime welcomes the council and asks for any announcements or opening comments
  - Tension in the district—Tobin feels the outside tension—we worry about initiatives continuing if the Superintendent leaves. We don't need any caregiver support at the moment, but will keep you updated.
  - Erin Gutierrez congratulates Mind Matters Graduates and acknowledges Ms. Sandra

- **Presentation by Alexis Reid( [About Alexis Reid](#) )**

- Executive Functioning skills are necessary to become independent learners
- Alexis did observations in all of the classrooms and the biggest theme she saw—empathy, support and kind supportive teachers
- Alexis wants to help us understand how the developing brain is going through the motions on a daily basis
- Reid Connect—podcast that shares stories of personal journeys with executive functioning struggles
- How do we help students navigate the changing world? Essential Question
- We need to help students become critical thinkers
- Family/Caregiver Reflection—What are your hopes for this morning? How do you continue to have a schedule/expectations in the summer?

- Parent Question: I need parental support around executive functioning and how do you gradually release children safely?
- Scaffolds need to come down
- Adults need to make mistakes so children see
- Erin shared, Stop and ask for help
- Jaime shared a summary of the district learning walk and how the student panel shared about their individual executive functioning skills
- Parents shared that Tweens need safe boundaries. Technology- how do we teach children to use it.
- Technology is a pacifier for emotional regulation—Wait till 8th
- Participants watched a Marshmallow video—patience, self control etc.
- Parents should use your observational skills
- Executive Functioning Skills are integrated into everything you do
- Kids need space to create
- Your Mind wandering is rest—rejuvenate their brains
- Kids need to play, get messy
- REVIEW: ABC's behavior—focus on the antecedent and the consequence—not the behaviors
- Previewing tasks with children decreases anxiety
- Cognitive flexibility is a skill that develops later on
- Pick up your toys– Provide boundaries, 15 mins- before set a timer, Previewing timing, Creating a clear visual schedule, What does it look like to cleanup—prioritizing—scaffolding
- Pushing Boundaries—validate their push back and feelings, also explain why. Sometimes as an adult you need to say this is what you need to do.
- Parent Shared that it is super helpful that Fourth Grade—Ms. Lea told families that students need to pack their own snacks. We need more of this from teachers, it helps caregivers.
- School should send reminders of things that students should be doing—carrying their own backpacks etc.
- Mistakes and discomfort lead to learning
- Encourage students to be mindful (narrating their internal thoughts/feelings).

Student/Child behaviors require these three responses from adults:

- Validation
- Narration
- Evaluation
- Make things that are internal for adults—external for children, provide structure and previewing. Predictability is important for students.

9:20 Closing–Jaime Closed Meeting

**Attendance:**

Jamie Frost

Albert Jimene

Sandra Paunov

Erin Gutierrez

Brittany MacDonald

Lauren Studer

Kirsten Wright

Marcia Hern-Lacey

Marie-Anne Exilhomme

Dharma Dharma

Sefik & Beyza Suayb

Sonia Kowal

Annie Brown

Simon Zelazo

Nelusha Shunmoogam-Gounden

Makpal Kadyrbayeva

Zhanat Zhapparov

Kalmia Smith & Victor Lum

Maria da Costa

Danni Jin & Vincent Stone