

Welcome!

- Introduce yourself in the chat
 - Your name
 - Your role at your organization
 - What you hope to learn from this session

Take a moment for yourself: *Equipping children and families with coping strategies within a place-based context*

Disclaimer

This presentation may contain examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S Department of Education. The U.S Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsement.



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Zoom Norms

- Please Mute Your Line
- Use Video in Breakout Rooms
- Be Present
- Be Respectful



In this session...

- *Mashopolis* Family Program
- Executive Function Skills
- Self-Regulation Strategies
- Impact of Covid-19 on Executive Function

*Mashopolis**

- New animated series and community outreach program from Twin Cities PBS
- Research-based programming
- Educational tech opportunities
 - Digital and hands-on activities

**Mashopolis is a working title at this moment*

The Big Idea

- Building critical executive function skills for children grades K-2, while exposing them to diverse careers in the 21st century workforce



Family Program

- Providing families and caregivers with tools and strategies to enhance their child's executive function skills at home.
 - Intergenerational resources
 - Educational technology opportunities
 - Opportunity for families to build a network of support

Who Are Our Audiences?

- Target audience
 - 5-8 years old children and their families
 - Underserved communities
 - Families experiencing housing insecurity

Outcomes of Family Program

- Children and families will be able to:
 - Identify and explain executive function skills
 - Understand and utilize self-regulation strategies

Family Program Activities

- Tv episodes
- Digital games & experiences
- Hands-on activities
- eBooks
- Resources & strategies

INSPECT AND SKETCH

Paper Game



Use the Remember Success Skill to inspect and draw a house.

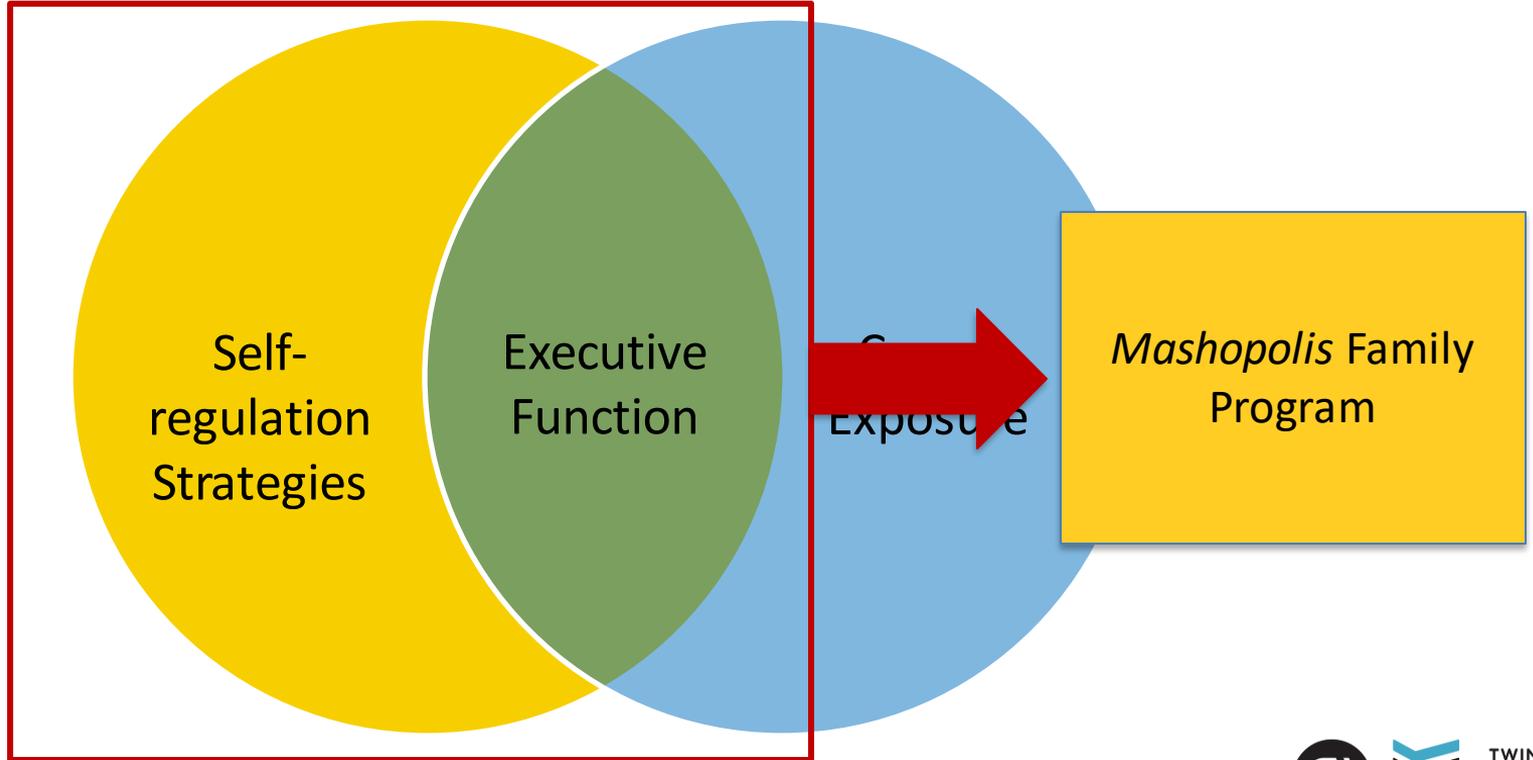
TIME 20-25 minutes	CAREER BUNDLE Building
STRUCTURE Large group, small groups, pairs	CAREER House inspector
MATERIALS <ul style="list-style-type: none">• House Cards (1 set per group of players)• Paper and tools for drawing• Something to cover the cards (folder, notebook, etc.)	SUCCESS SKILL Remember: Hold new information in your mind to use when you need it.
PREPARE AHEAD OF TIME <ul style="list-style-type: none">• Print out as many cards as you need.	

ASL SUCCESS SKILL SIGN
Use this sign when talking with children. This is a tool to help them learn the Success Skills.

Remember: Take your dominant hand and hold an imaginary "key" between your thumb and index finger. Bring it up to your temple and twist it (as if you are turning a key in a lock).



Curriculum Pillars



Poll

Do you know what executive function is?

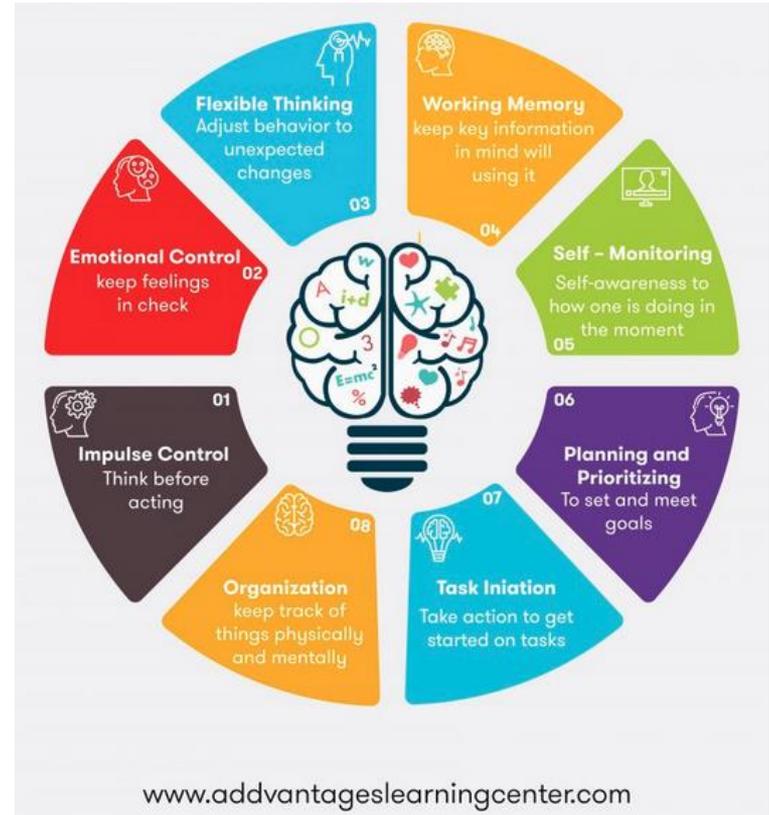
Executive Function

"...neurocognitive skills involved in goal-directed problem solving."

(Zelazo et al., 2017)

Executive Function

- 8 executive function domains
 - Impulse Control
 - Flexible Thinking
 - Emotional Control
 - Working Memory
 - Self-Monitoring
 - Planning and Prioritizing
 - Task Initiation
 - Organization



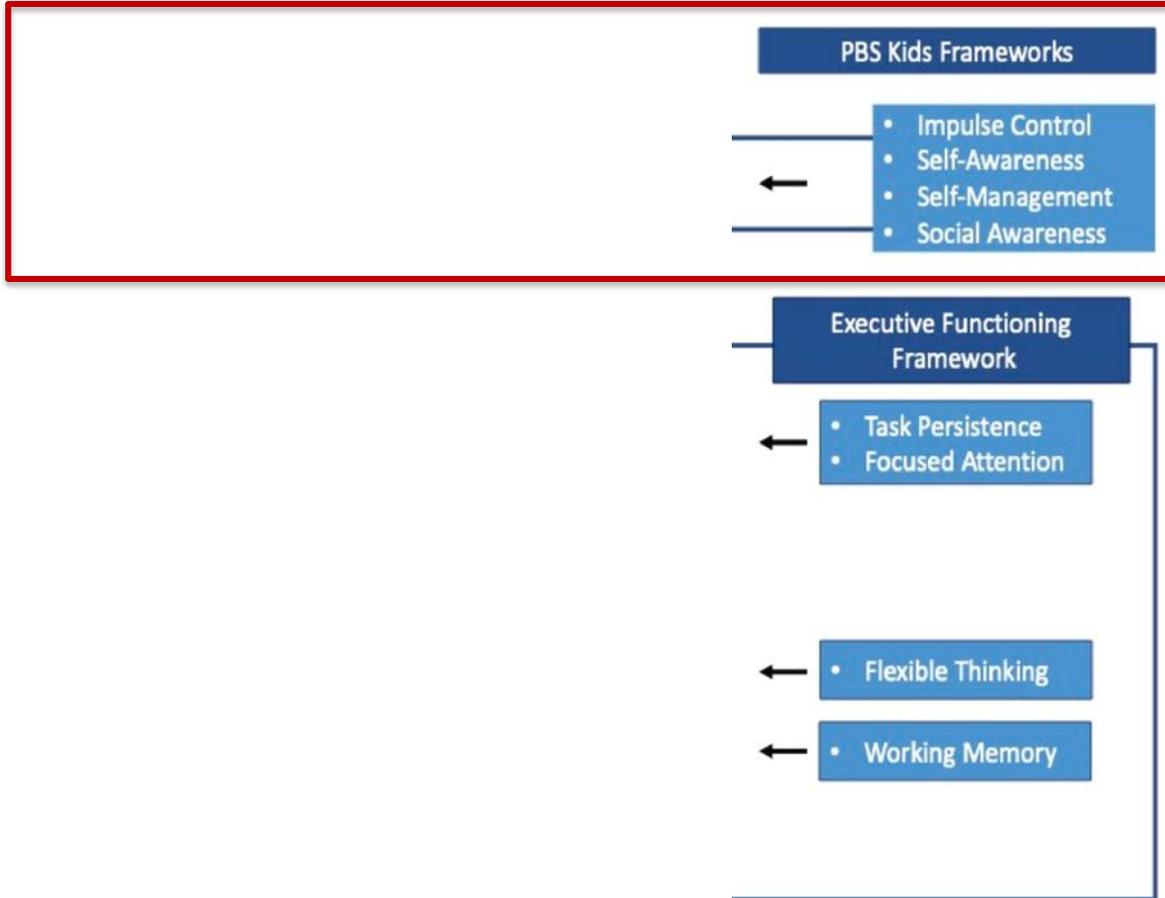
Why is Executive Function Important?

- School achievement
 - Multi-step instructions, avoiding distractions, and persist at problem solving.
- Positive behaviors
 - Develop multiple skill sets like leadership, teamwork, critical thinking, and adaptability.



(Center on the Developing Child, 2012)

Success Skills Framework



Scenario

Sofia must complete her homework at the dining table. From the dining table, Sofia can see the cartoon show that their sibling is watching in the next room. Sofia watches the show instead of completing her homework.

- Step 1: Sofia take a “pause” to recognize that she is not doing their homework because she is distracted by the show.
- Step 2: Sofia recognize that she needs to “focus” to complete her homework. Sofia moves to a different seat away from the viewing angle of the tv.

MASHOPOLIS FRAMEWORK

PAUSE

Self-Monitoring
Impulse Control
Emotional Recognition

5 SUCCESS SKILLS

FOCUS

Paying attention to something, even when there are distractions happening around you

Task Initiation & Persistence

ORGANIZE

Keeping track of different information and belongings

Planning and Prioritizing & Organization

REMEMBER

Holding new information in your mind to use when you need it

Working Memory

THINK DIFFERENTLY

Trying new things and finding creative ways to solve a problem, or learning from your mistakes and making changes

Flexible Thinking

FEEL

The way we check and show our emotions

Emotional Regulation & Expression

Poll

- Do you use a self-regulation strategy in your life?

Self-Regulation Strategies

- Coping mechanisms an individual use in a stressful situation.
 - Thoughts
 - Actions



Self-Regulation Strategies

	Executive Function Skills	
Strategy	Primary Function	Secondary Function
Journaling	Emotional thinking	Self monitoring
Step away from distraction	Task initiation	Self-monitoring
Play I Spy	Impulse control	
Play a memory game	Working memory	
Do a puzzle	Task initiation	

Self-Regulation Strategies

Coping Strategy Building Blocks		
5 year olds	6/7 year olds	8 year olds
Deep Breaths	Breathing Wand/Balloon	Muscle Relaxation
Walk	Listening Walk	Sensory Walk
Draw	Create World Cloud	Journal
Listen to Music	Sing a song	Write a poem
State Feelings w/ Chart	Use I Statement	State Positive Affirmation
Sit criss cross on the ground	Sit in silence	Meditate/Mental Vacation
Count to 10	Count to 20	Count to 60
Small puzzle	Medium puzzle	Large puzzle
Look at Picture Book	Read Easy Reading Book	Read Longer Book
I Spy	Word Search	Crossword
Hop	Run	Exercise

Careers

- Exposing children to new careers
- Understanding how success skills connect to workforce readiness



Why now?

*"Before the pandemic, the kids were more **group-focused**, more **empathetic**, and were better at **supporting one another** and reminding others. After the pandemic, the kids were **isolated** and were more **individually-centered**. They lacked socialization because they were isolated... We have a lot of work to do as a group."* - Informal educator survey response

How does this quote resonate with you?

Effects of Covid-19

- Trauma and stress negatively impacts executive function
 - Children are less likely to regulate their thoughts and emotions
 - Children are less likely to be able to mentally plan and complete a task

Why Success Skills?

OVERALL SAMPLE

For each of the following skills or behaviors, note whether it is something your child finds easy or difficult to do.

TOP 3 EASIEST

My child can:

- Follow one-step directions (70%)
- Get along with others (60%)
- Remember the content of a story (52%)

TOP 3 HARDEST

My child:

- Responds well to disappointments (50%)
- Can self-correct their behavior (38%)
- Can manage their emotions (38%)



Results from caregiver survey (phone interview)

Brain Boost (Self-Regulation Strategy)

Breathing Brain Boost

Let's **PAUSE** and do a **Breathing Brain Boost**. To do this, we will pretend to blow petals off a dandelion. Let's do this a couple times together.



Quiet Time Brain Boost

Let's **PAUSE** and do a **Quiet Time Brain Boost**. To do this, let's close our eyes and sit in silence for one minute.

Movement Brain Boost

Let's **PAUSE** and do a **Movement Brain Boost**. To do this, we can {insert movement activity here: *jump, dance, stretch, run, etc*}



Positive Affirmation Brain Boost

Let's **PAUSE** and do a **Positive Affirmation Brain Boost**.

Can you think of something...

- You did today that was hard?
- You are proud of?
- That makes you feel happy?
- Something special about you?

Brain Boost

- How would you use the Brain Boost exercise in your classroom?

Breakout Rooms

Room 1 – Paper Games	Room 2 – Virtual Field Trip
Feeling Faces Inspect & Sketch	Visit a Bike Repair Shop

1. Go to your assigned Breakout Room
2. Participate in an assigned activity
3. Return after 15 minutes
4. Switch to your second Breakout Room

Poll

- Which of the three activities do you think would most excite your children?

Discussion

- What challenges do you foresee in doing these activities?

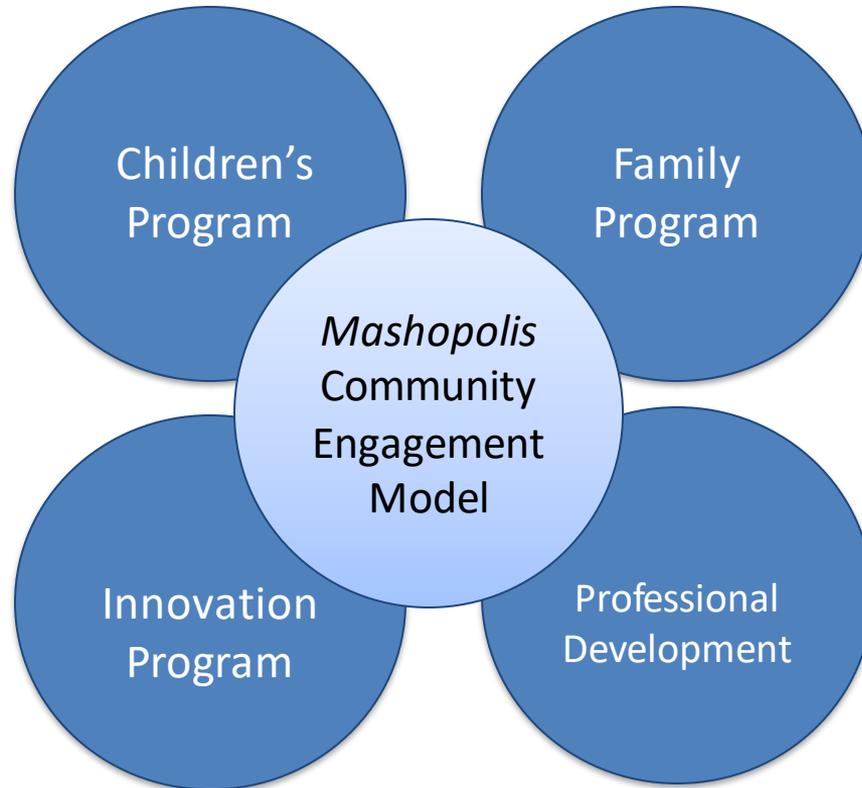
Discussion

- How would you modify the activities for your students? For you families?

Discussion

- How can you see this program benefiting the needs that caregivers have identified following the pandemic?

Mashopolis Community Engagement



Mashopolis Programs

Children Program

- Cohort 1 program start fall 2022
- Looking for organizations interested in Cohort 2
 - Program implementation fall 2023



Family Program

- Cohort 1 implementation spring 2023
- Looking for organizations interested in participating in pilot Family Program



Benefits

- Free digital resources
- Support stipend
- Technology
- Online training and ongoing support from *Mashopolis* staff

Partner Requirements

- Serve 50%+ low-income children
- Provide services to K-2nd grade children

Let's connect!

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To learn more about the whole project, visit:
readytolearn.tpt.org/2020