

Mary Miele ([00:03](#)):

Welcome to Be Evolved, a podcast for parents and educators who prioritize developing possibility and expansion within the total educational process for themselves and their children or students. We invite you to listen to the podcast with your child or student in mind and with yourself at the center of the learning experience. Ultimately, our goal is to bridge the gap between educational expertise and research, translating it into practical action. Gaining knowledge plus taking action is what it means to be evolved.

([00:40](#)):

Hello everyone. It is June. This is The Evolved, our podcast at Evolved Education Company. I'm Mary Miele, and I'm here today with Becky Reback and Caitlin Hasson. We have some exciting announcements to make and also some information to give everyone who's listening, especially as you turn your attention towards the summer. And we have some ideas for you that we know will make a big impact on your children's learning life. First of all, a couple of amazing announcements. As you know, we are always evolving and listening to our clients and being responsive to what you all need. And one of those things is certainly attention around your child at the stage that they're at. So if you have a three-year-old, you're kind of interested in knowing what can I be doing at this stage of my child's life to make sure they're learning?

([01:34](#)):

Well, if you have a middle school student, you might have the same question. The answer is going to be different because of that particular age group. And then of course, as you get into high school and then college, and even as adults, people come into evolve to learn different things such as how to have stronger executive functioning or how to help their children through an application process or going through Becky's collaborative and proactive solutions training, things like this. So we have a lot to offer, really anywhere from one to 21, and we wanted to create two positions that would really allow you all are clients to come into our company and ask questions at any stage of that continuum of one to 21 to be able to say, Hey, we have a question. Who can we come into your company and ask that question of?

([02:24](#)):

So I'm excited to announce that Caitlin Hasson is our director of early childhood and elementary school programs, and Becky Reback is our Director of Middle School, High School and College & Adult programs. So today we're going to get into a little bit of what that is, and then I promise you we're going to go right into what you can be thinking about in the summertime. So first of all, Becky, Caitlin, thank you for being here. Happy to be here. Thanks for having us. Thanks for having us. All right, so let's just talk about these new positions that you we're always evolving here. I think that's something you guys are really understanding as part of our work here, right? It's almost like every three months there's something else going on that we're pivoting or jumping into, which is just so fun. But also, it's great that you both have so much to give and that you can jump into a position such as this and provide a lot of value. So why don't we start a little bit, Becky, you could perhaps kick us off, but just tell us more about why these positions are so important for our mission, which you remember is to ensure students learn and live well.

Becky Reback ([03:31](#)):

Sure. So I think when we talked about this and divvied these up, we really wanted to make sure that we were serving everyone in the best way possible. And we've always been able to reach families and support families. We have assessments, we have tutoring, we have consulting. We have so many different ways that we can connect with families, but we wanted to be able to make sure that we were supporting them in the best way possible and overseeing their -year-whole entire learning process. So having us in these positions really allows us to connect with families that have children in every single age group and provide services and a space for families to feel safe and they're taken care of and resources that really support our mission and ensuring that the whole child learns well. We're very holistic. We're really 360 here. And so even if your child comes in for tutoring, we're really looking at the entire piece of the puzzle.

Do they need an assessment? Is the school the best fit for them? There's so many different pieces to this. So by focusing on the age groups, we can really tailor our support and make sure that we're meeting the developmental and academic needs of all the students more effectively and making sure that everyone's just really well taken care

Mary Miele ([04:39](#)):

Of. Absolutely. And Caitlin, why don't you talk a little bit about what this position allows you to do for early childhood and elementary school families?

Caitlin Hasson ([04:49](#)):

So I think that this position has been really an exciting change. I think beyond just helping families with school changes or admission support, which we've been doing kind of to Becky's point, we really want to look at students and their holistic growth. So I think that this will allow us to work with families and talk about the whole picture of their child's learning. So I can work with families with say, two or three year olds, and we can talk about what they can do to support their child's learning at home, and whether that's through developmental checklists or working on daily practical skills, language skills, pre-academic skills, so we can provide resources across the board, not only in terms of school admissions, too, but just in every aspect of a child's learning.

Mary Miele ([05:31](#)):

Absolutely. I mean, it's super exciting for me to be a part of this too because I am so passionate about that learning process and how well it can go, and I do think that our company has such a deep bench of knowledge and experience and resources. I know as a parent myself this year in particular, I had an elementary school student, I had a middle school student, I had a high school student, and I couldn't help but connect with each of you around different areas of my kid's own learning. When I had a question that came up or I wasn't sure, I just wanted to crosscheck something. I just think it's really important because, and I speak about this all the time, but I say to parents, you're the leaders of your child's learning life. No one knows them like you do, and no one is going to carry the information of them from year to year to year like you do.

([06:19](#)):

So in any role that's so big like that, you need support. You're not going to, for example, lead a company without having some support in your development of doing that. You're not going to lead a school without support. You're not going to really do anything that remarkable without some kind of resource or support. So we really want to be that for families, and we are really excited about offering these new positions to, Becky said, take excellent care of people. So I'm excited too. So with that, summer is coming up faster than we can even imagine. I know this past weekend was Memorial Day, of course, there's your child, weekend here in New York. It was sunny and very summer. So I was definitely reminded that it is here, and it always sort of dawns on me that it is so important to take a minute and figure out ways that your student needs to be supported in the summer.

([07:15](#)):

So there are some general things that are true for any age group, and then of course there's your child and what's best for your child is going to be actually pretty unique and pretty individualized and tailored. So there are some general things that are true for any age group, and then, of course, there's your child, and what's best for your child is going to be actually pretty unique and pretty individualized and tailored as there's no one like your early childhood educator and a parent of two little ones, I also know that there's a really important need for both structured, red as there's no one like your child. They have a unique brain. So I think that's fun about this is that we'll tell you a little bit about what each age group can be doing, and then you have permission to look at your child and take those ideas and apply them in the best

way for them. So Caitlin, let's talk a little bit about our youngest age group. So anywhere from one to four years old or so is in the early childhood range. What are some things that families can be thinking about in the summer for the early childhood age group?

Caitlin Hasson (07:59):

Sure. I think first and foremost, summer is definitely about having fun and incorporating play into everything you do. But I think also coming from the perspective of both a early childhood educator and a parent of two little ones, I also know that there's a really important need for both structure and unstructured time in a little one's life. So some things you can be doing to help your little one grow might include play dates are, It's really important that everything we do is rooted in developmentally appropriate activities and also provides that individualization that is so important because not every child is going to be developing in the exact same way. So we want to really look at everything on a continuum. So what about our elementary school-posted this morning on social, and I've been having a little fun with some of that teaching, but it, so they have plenty of socialization signing up for age appropriate camps or classes and even incorporating some learning activities into your daily routines to help bolster independence, whether that's getting dressed in the morning or getting ready for meals or getting yourself out the door. There's lots of opportunities for learning there. If you're looking for a little bit more structure, you can always include a tutor in your summer routine just to keep up any skills that your child may be learning in preschool, and we can certainly provide that for you if you're busy, you want that level of expertise and we just want to ensure we're just continuing to bolster your child's foundational skills along the way.

Mary Miele (09:00):

Yeah, absolutely. And it's really important that everything that we do is really rooted in developmentally appropriate activities and also providing that individualization that is so important because not every child is going to be developing in the exact same way. So we want to really look at everything on a continuum. So what about our elementary school age group families? What can they be thinking about?

Caitlin Hasson (09:23):

So in elementary school, we definitely need to keep up the skills that they've worked so hard on throughout the entire school year. So I know as a former elementary school teacher, the summer slide is definitely real, so we want to make sure that we're keeping up their skills across literacy, math, writing, especially when kids aren't being exposed to daily writing, math, reading all day in school. So we want to make sure that we're keeping up on those skills and Becky's assessments can be a great way to help us know any areas of strength as well as areas of development so we can focus our time and energy to support these skills throughout the summer effectively.

Mary Miele (09:59):

Absolutely. That sounds really, really great, and I'm definitely on board with that. I find as long as I know it's on the calendar and someone's kind of paying attention to it, then I've done my job as moms. So I think it's just a matter of keeping it up. I just did a post this morning on social, and I've been having a little fun with some of that teaching, but it really is true. I was saying, listen, if we adults spent the entire summer chilling, lounging, sitting on our couch watching Netflix having a great time, and then somebody got you up in September and asked you to run every morning for four miles Monday through Friday and then go through your entire day by week two or three, you're going to be - and floored. And so the idea is instead of that, let's just keep things up during the summer, maybe do it two times a week or one time a week.

(10:45):

A little bit goes a very long way. You can really understand that analogy. So the kids just start to feel better when they enter school, they're more successful and they can really build on that confidence because it's rooted in skill. When kids don't have the skills, they tend to have an experience that they don't prefer, and that can sometimes lead into overwhelm or anxiety or just not really wanting to be there, and we don't really want them to have to overcome those things, can they? Yes. But ideally, if you're looking ahead and planning ahead, you can just keep things going as much as possible. So Becky, let's go up to our older kids. You can just kind of go through it. So middle school, high school, and then our college kids. What are some things that we can be thinking about in the summer?

Becky Reback (11:28):

Sure. Honestly, for all ages, preschool, elementary, middle, high school, less so college just because they're a little bit more independent, but I always recommend setting up a 15 minute phone call at the end, the last couple of weeks of school with your child's teacher and just asking them, what are you seeing? What should I be working on? Can you send a copy of that home with them so I can do that over the summer, I just did this with my daughter's teacher and I got four things that we really need to practice over the summer, not only to maintain her skills, but also to bolster skills in some areas that she needs bolstering. So I think that's always a really good recommendation is just reach out to your teacher. They're happy to talk about your kid. It doesn't need to be a long thing, 10, 15 minutes on the phone with them.

(12:12):

You're really going to get a lot of information for older students. The name of the game here is Keeping up your s-grade transition, I think, -grade transitions are really, really big ones; I would say sophomore to junior year isto handle not only the academic demands but also the social-seventh and eighth grade that help us prepare to make sure that over the summer, : makekills, making sure that they're ready for the next grade level. So we can do that in a couple of different ways. Of course, you can have someone that is professional that comes in and sits with them at this age, middle school, high school. They really don't want to work with mom and dad. They have no interest in hanging out with you, or maybe they go away to camp or multiple camps over the summer and you're not expecting them to read and practice their Math Times tables and all that while they're away. So when they get home or before camp or after, it's really good to have someone that's kind of their designated person take a look at the curriculum that they're going to the next year and see areas they need to bolster and where they're solid in and how they could preview any potential skills.

(13:00):

So they walk into school in September feeling really good about what they're doing and being able to meet the expectations of the next grade rather easily. We know as the kids get older, the grades really ramp up quickly as the grades go on, especially that sixth to seventh grade transition, I think is a really, really big one. The eighth to ninth grade transitions are really, really big one, I would say sophomore to junior year are really, really big ones. So making sure that kids are really ready on all accounts, not only to handle the academic demands, but also the social emotional demands of having all the academics and all the extras that they do outside of school. We always want to be thinking about the college preparation. We have assessments that we do with kids as young as in seventh and eighth grade that help us prepare to make sure that over the summer they're doing work that might get them ready for a college application.

(13:51):

Rising seniors can definitely work with Mary or Avra on their college applications. You can get started on your personal statement. Then juniors, like I said, we have the college starter series and the application assessments, and so we really get to know the kids and making sure that we are getting them on the right track and kind of the earlier you start that, the better. You definitely want to be thinking about that probably even before junior year, but definitely by the time junior year rolls around. So that would be what I would say for the older kids, making sure you're ready for that next step in what you're doing.

Mary Miele ([14:25](#)):

Those are all really great pieces of advice, and I also like to use some of the things I learned in your collaborative and Proactive solutions course, Becky, that Dr. Ross Green developed is that when you can involve your child also in the way, it's always a good idea. So I like using things like non-negotiable, negotiable that we read three books this summer, but it's negotiable which or it's negotiable when you read the books, just you let me know when that's happening so I can hold you accountable or we have to preview this subject because it's really going to be a big ramp up. How you do it is really up to you. I'll hold you accountable. So it's really about you holding students accountable for what they're saying they're going to do, but then also using some of that collaboration with them. I know that's not exactly using the model to its exact form, but I find when I learned about the model that I tend to involve my kids in a lot more discussion around their planning. Becky, you want to piggyback on what I just said and give it a little bit more integrity?

Becky Reback ([15:31](#)):

Yeah, the model is specific, but I think that the general theme is just making sure that your kids have a say in their own lives, and especially as you get into the high school level, you want to teach them those independent skills so that way when they get to college, they have the independent skills because you are not going to call their professors when they're in college, and I will amend a little bit about what I said of reaching out to your child's teacher in the high school level. You can really have your child do that, have them send an email, set up a meeting with their teachers at the end of school and ask them what they can do to get ready for the next grade or what skills they should be focusing on maintaining over the summer. You can be there, you can not be there. That's definitely a conversation to have with your child, but everything from the youngest to the oldest, the more collaborative you are, the better.

Mary Miele ([16:16](#)):

It's always helpful, and if you need more skills, because I certainly did and so did my husband, you can be with Becky and get trained up because it will last you the rest of your parenting lifetime, trust me. Okay, so just let's summarize. Let's give kind of a one concept anchor here for parents. So Caitlyn, I'll start with you and then Becky, I'll go to you. So if you have to advise parents on just one thing to focus on this summer when it comes to supporting their students to learn, well, what would you advise?

Caitlin Hasson ([16:42](#)):

So you can always call us and we'll help you figure this out, but I think you should definitely be intentional as we've been saying throughout this talk, just set some goals at the beginning of the summer and make plans for how you're going to accomplish that, whether it's putting in your calendar, whether it's putting up a visual calendar for your child and saying, okay, on Monday and Thursday we're going to work on X, Y, and Z. It might help them, and we know that's going to depend on the age of your child, how much you want to engage them in that. The summer can go by so fast, it's full of a lot of fun things, but just we want to make sure that you're working intentionally on your goals, and I think for the younger ones, you can My biggest thing is that do it in a really fun and engaging way so that it doesn't feel like hard work for them. There's so many fun ways that you can incorporate games and hands-on activities to engage them and help bolster their learning. So we are here to help with any of the above, so please feel free to reach out.

Mary Miele ([17:33](#)):

Becky, what would you say?

Becky Reback ([17:35](#)):

I would say that my biggest thing is a little bit goes a As I said, at this age, middle school and high school usually do-long way. So 10 minutes a day, five minutes a day, it does make a difference, and the more in a routine you are, the more it's actually going to happen. Be sure to have your child partner with somebody, a trusted adult. Like I said, this age, middle school, high school usually does not want mom or dad to be the trusted adult. So you can always reach out to a professional that can come in and really support them and make sure that their learning is continuing to move forward. Usually they are assigned summer work, so sit down at the beginning of the summer, look with them at what work they're going to have, and like Caitlyn said, make a calendar and hold them accountable to that calendar so that way they actually got the work done prior to two days before school starting back in September. Like I said, 10 minutes a day goes a really long way. Keep learning structured, keep it effective over your summer break.

Mary Miele ([18:30](#)):

I love that piece of advice. And I would just say too, that we teach this a lot in the integrated executive function coaching model, which is that body doubling or paired work is a very effective way for everyone to be focused when doing work. So if your child has summer work, something you could do or could offer is, Hey, I'll do my work while you're doing your work. So we're all working an hour every week, and when your child looks up, sees everybody else in the house working, it's a lot easier for them to work versus let's say you're not working, you're out at the pool, they're expected to sit in the house and do their work. It doesn't always translate into something that sustains their focus or they could get a buddy, maybe that person is not in their area, they're at their vacation house or they're traveling or something, and they can put them on FaceTime and the two of them can get work done. They don't necessarily have to collaborate. They're just literally getting work done at the same time. These are research proven ways for kids to have focus when there's unstructured time, so why not implement something like that into your summer? Okay, so let's just say we're listening to all of this and we're like, okay, I would like to give Caitlin or Becky a call. Can you, Caitlin, just let us know how to reach you, then Becky can chime in.

Caitlin Hasson ([19:51](#)):

Sure. You can always reach out via our website. You can do the click here button and fill out the form with a little bit of information about your child and your family, and then we can match you up with the best fit team member. Or you can always just email us directly, either [caitlin@evolved.com](mailto:caitlin@evolved.com) or [becky@evolved.com](mailto:becky@evolved.com). Any other ways I'm missing to find us

Becky Reback ([20:11](#)):

Social media, Facebook

Mary Miele ([20:13](#)):

Call us. Becky. If you call the phone, Becky will probably Oh,

Becky Reback ([20:16](#)):

Right. If you call the phone, I'll answer. You can call us (646) 907-8380 or 8 3 8 1. Either one. We'll get you to me. So you can definitely give us a call. You can email us, you can go to the website. There's lots of ways to get in touch. Exactly, exactly.

Mary Miele ([20:36](#)):

Alright, amazing. Well, thank you so much Caitlin and Becky for being here today and for supporting our families. You both have such a broad and fantastic set of skills when it to supporting kids with their education, so I'm just thrilled to have you serving our families in these ways. So thank you so much. Thank you.

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[\(20:57\)](#):

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