



BRYANT

PTSA

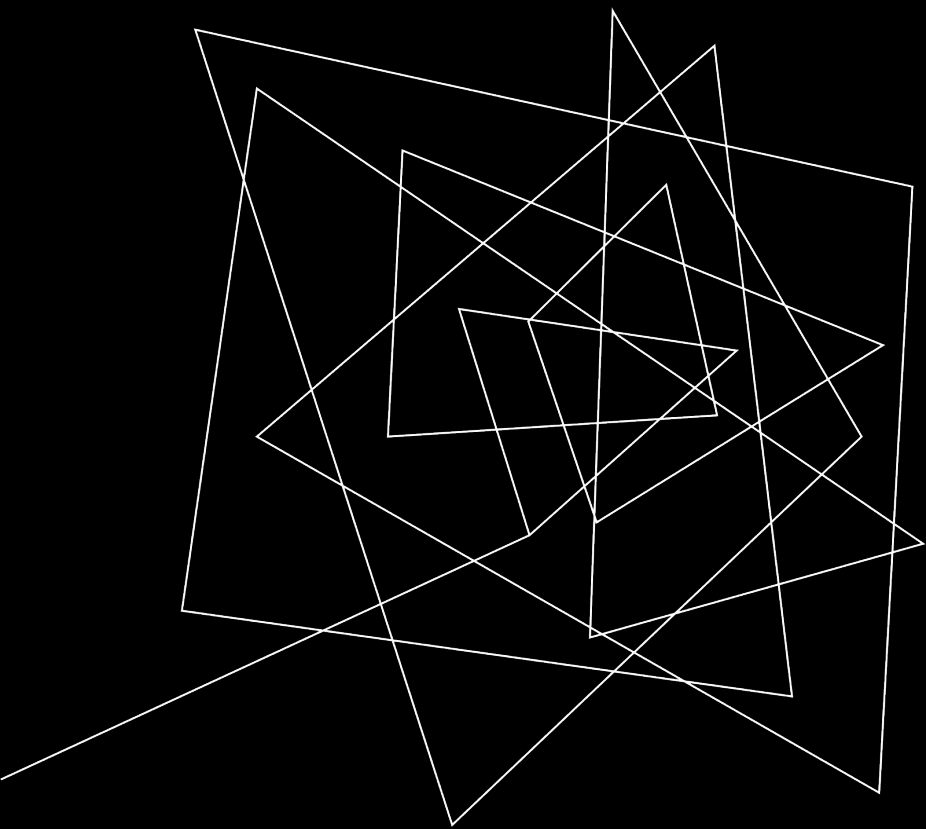
General Meeting: March 10, 2026

AGENDA

- Welcome
- **Special Guest Speaker: Mash Makhlyagina**

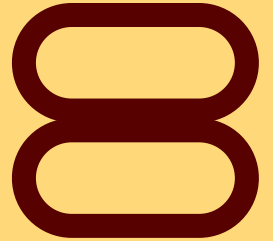
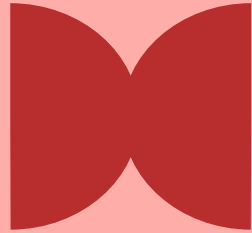
PTSA Board Meeting

- Approval of Feb Meeting Minutes
- President/Partner Updates
- Treasurers Update (Maggie and David)
- Adjourn



Approval of Feb. Meeting Minutes

Anxiety in School



Mash Makhlyagina

Neuro Support Services, LLC



Mash Makhlyagina
they/them

I'm an immigrant ESOL kid who grew up to work with disabled learners all across the spectrum of support needs for over 15 years.

I was a general education Kindergarten, 1st, 2nd, 6th, 7th, and 9th grade teacher and have taught K-12 Special Education across different settings and programs. I was also a Dean and an Instructional Coach for educators for over a decade.

Now I work as a Special Education Specialist and Advocate to help families navigate the frustrating system of special education.

Welcome

Let's take a moment to take stock of ourselves before we talk about our children's' anxieties.



The 5-4-3-2-1 Grounding Technique

Ease your state of mind in stressful moments.



Acknowledge **5** things
that you can see
around you.



Acknowledge **4** things
that you can touch
around you.



Acknowledge **3** things
that you can hear
around you.



Acknowledge **2** things
that you can smell
around you.



Acknowledge **1** thing
that you can taste
around you.

Stats

Do all these seem low to you?

CDC: About 11% of children ages 3–17 have diagnosed anxiety

Globally, across 27 countries estimated clinical childhood anxiety prevalence at about 6.5%

~70% of children experience worrying related to school

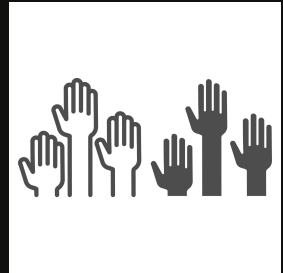
Clinical anxiety levels have nearly doubled for girls and almost doubled for boys in the last decade

We know our kids are
anxious.

Why?



What are reasons that your
kids are anxious?



Top Reasons in Research

- >4 hours of screen time a day
- Lack of physical activity
- Social media for older kids
- Housing instability
- Bullying
- Sleep issues
- Undiagnosed neurodivergence

Top Reasons Not in Research that We Know Are Real:

- Ambient stress from adults navigating high cost of living, seeing their neighbors be kidnapped, witnessing worldwide brutality and genocide
- Social media
- School shooter drills and actual school shootings

Anxious feelings are common

We support children best when we work together as a team

<u>Educators</u>	<u>Families</u>
Growth Mindset	Growth Mindset
Coping Skills, Not Reassurance	Coping Skills, Not Reassurance
Teaching and Modeling Self-regulation	Teaching and Modeling Self-regulation

Anxiety is not irrational. it is often a signal to our brains and bodies that something has occurred or is occurring that is an unmet need.



"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

Acknowledgement: We are seeing our kids have the highest level of anxiety at the same time that SEL skills are the most under attack in the country

SEL means Social-Emotional Learning and they are skills that we explicitly teach to students around:

- Self-awareness
- Self-control
- Self-advocacy
- Conflict
- Managing big feelings
- Being a good friend
- Not bullying
- Much more!

(Teachers are not there to indoctrinate our children)



The Pressures of School vs. A Cultural Revolution for Many



More standardized testing

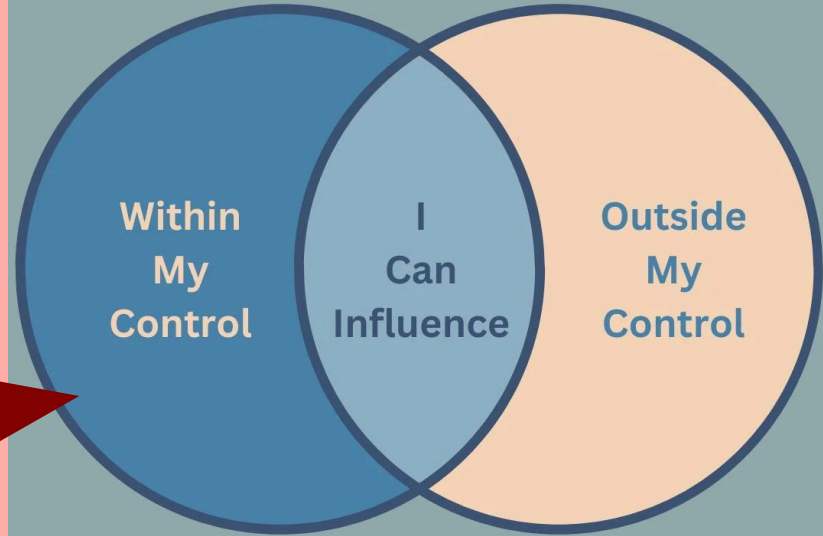
Elementary-aged children who are impacted by COVID

Adults experiencing more financial and emotional stress

Curriculum is Not Developmentally Appropriate

More kids identified as neurodivergent than ever before

Locus of Control



CONTROL WHAT YOU CAN,
RELEASE THE REST

So What Is An Example of What DOES Work in the Classroom?

For educators, systems like this can become Universal supports instead of targeted supports as part of UDL



For families, often the perspective is that educators, including special education teachers, are experts in disabilities. We are not unless we go and get a lot of additional professional development and gather a lot of experience.

Framing School

Framing school: "I want you to try to learn new things and learn what your teachers are teaching you. I do not care about it being perfect or what other kids are doing. I care that you understand that teachers have valuable skills that you are learning. I want to help if there is something making this difficult for you."

Not: "Why did your math scores go down?" "What's wrong?" "Your sister never did that"

Try:

- Statements such as, "When I was in school..."
- Sharing your concerns with your child's teachers if there are ongoing concerns
- Consulting with mental health professionals
- I would like to help you when you feel ready to talk about it.

Breakout Groups

Get ready to be counted off to form breakout groups :)



Your Questions:

- What have you tried with your student(s) to help them cope with valid feelings of anxiety?
- What has worked somewhat? What has not worked at all?

Your Scripts:

"Hello, I am [Name] and my student/children are [age].
What I have noticed for my student/children is...
What I have tried with them is...
What I am finding challenging still is..."

Share Out

Let's go to the Mentimeter to share out and reflect



What approach can help?



[Livesinthebalance.org](https://livesinthebalance.org)

Yes, we can use the Ross Greene method with anxiety!
Replace "behavior" with "anxiety."

Parents/Families* Need Help Too

Nobody teaches us how to be the parents/caregivers that we want to be. It is okay to ask for help. Many parents and families benefit from supports such as DBT therapists, parent coaches, or support groups!



* and educators benefit from support groups, therapists, coaches too

Traps and More Tools

- **Trap:** Anxiety is irrational
- **Tool:** Using collaborative and proactive solutions to get to the bottom of what is activating anxiety for the child
- **Trap:** Reassuring anxiety (this alone does not build skills in the child)
- **Tool:** Validate the anxiety and figure out what tools or skills the child needs
- **Trap:** Assuming that because more children are being identified as neurodivergent, it is just a trend
- **Tool:** Learning about ADHD, OCD, Autism from quality sources and how these different disabilities can be foundations of anxiety for children

School Avoidance

if your child is having trouble getting to school, formerly known as “school refusal” for more than a day or two a month, you need to activate the right language from the state regulations



[RCWs](#) > [Title 28A](#) > [Chapter 28A.225](#) > [Section 28A.225.020](#)

[28A.225.018](#) << [28A.225.020](#) >> [28A.225.023](#)

PDF

[RCW 28A.225.020](#)

School's duties upon child's failure to attend school.

Bullying

- Washington law defines bullying as:
- **Any intentional electronic, written, verbal, or physical act that:**
 - **Physically harms a student or damages the student's property,**
 - **Substantially interferes with a student's education,**
 - **Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment, or**
 - **Substantially disrupts the orderly operation of the school**



[RCWs](#) > [Title 28A](#) > [Chapter 28A.600](#) > [Section 28A.600.477](#)

[28A.600.475](#) << [28A.600.477](#) >> [28A.600.480](#)

PDF

[RCW 28A.600.477](#)

Prohibition of harassment, intimidation, and bullying.

What about when nothing works and the anxiety gets worse for my child?

If things are approaching a crisis level, please do not hesitate to get professional supports from Wraparound, mental health, behavioral health, possibly psychiatry, parent coaching.



Q+A

The Whole-Brain Child – Daniel J. Siegel and Tina Payne Bryson

Freeing Your Child from Anxiety – Tamar Chansky

Anxious Kids, Anxious Parents – Reid Wilson and Lynn Lyons

What to Do When You Worry Too Much – Dawn Huebner

Love In, Love Out: A Compassionate Approach to Parenting Your Anxious Child – Malie Coyne

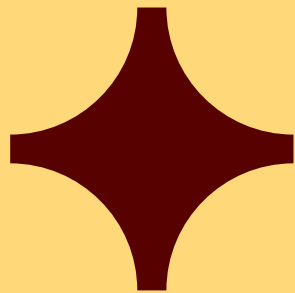
Flusterclux podcast – Lynn Lyons

The Child Anxiety FAQ podcast – Anxiety Canada

Useful resources



Thank you!



Upcoming Events



Bryant Online Auction

March 27- April 3

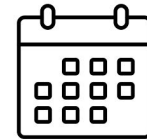


Hunger Service Projects

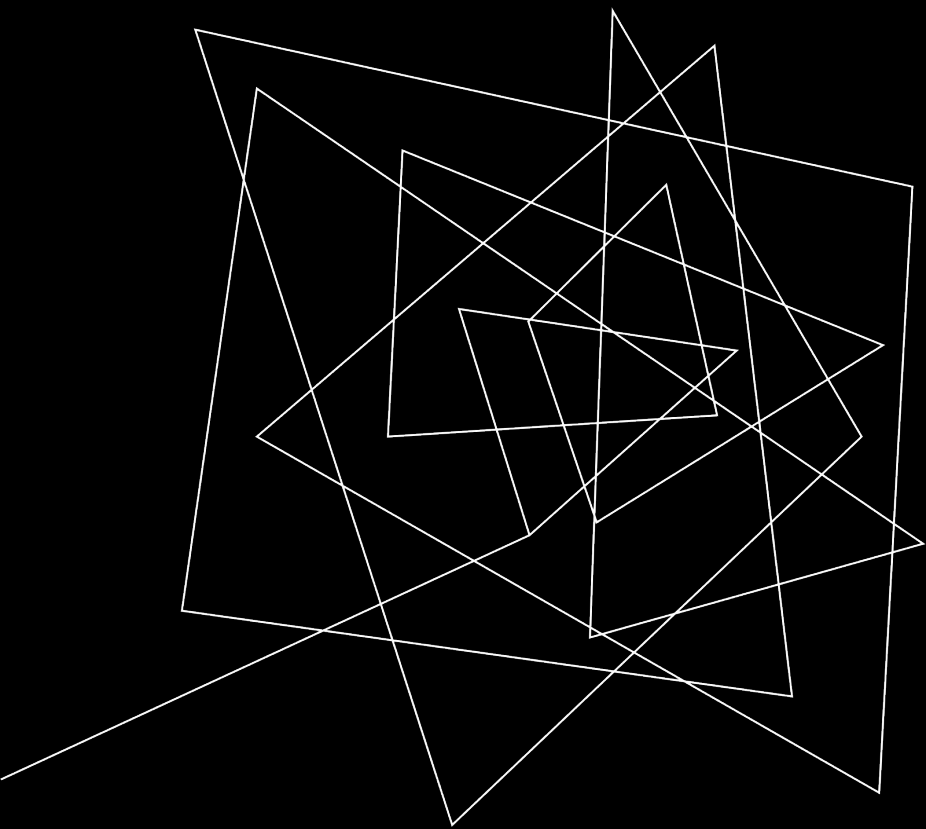
April 7 6:30-8:30pm



Family Art Night - March 31

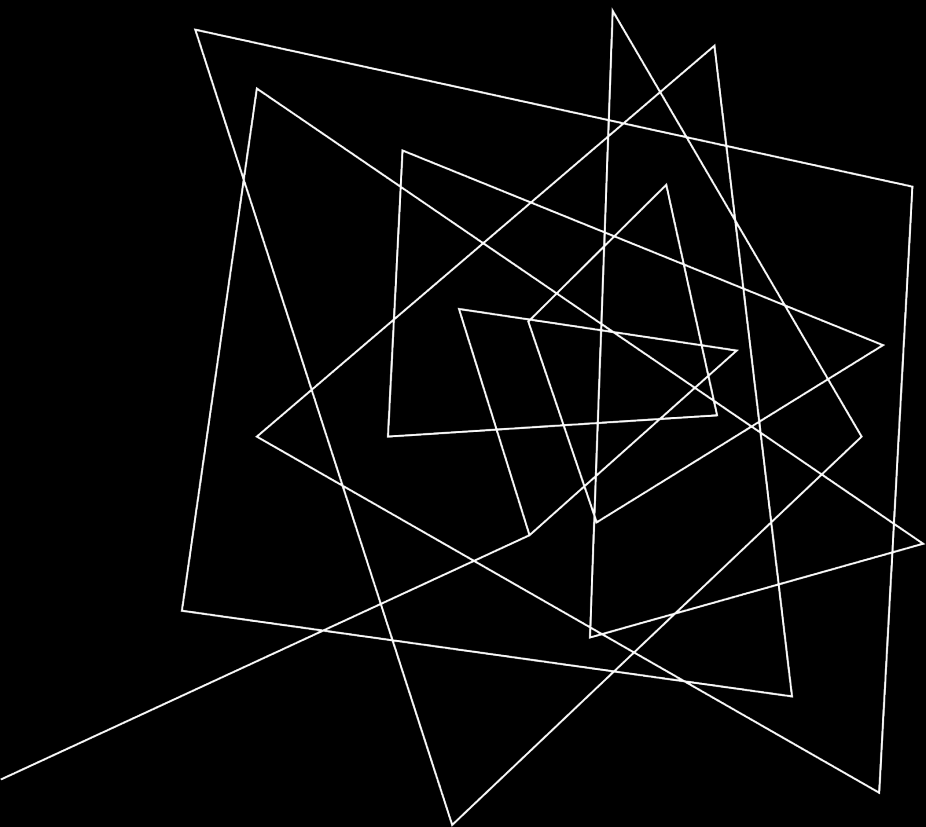


Science Night - April 30



Partner Updates

- Dr. Marshall
- Teachers
- LASER



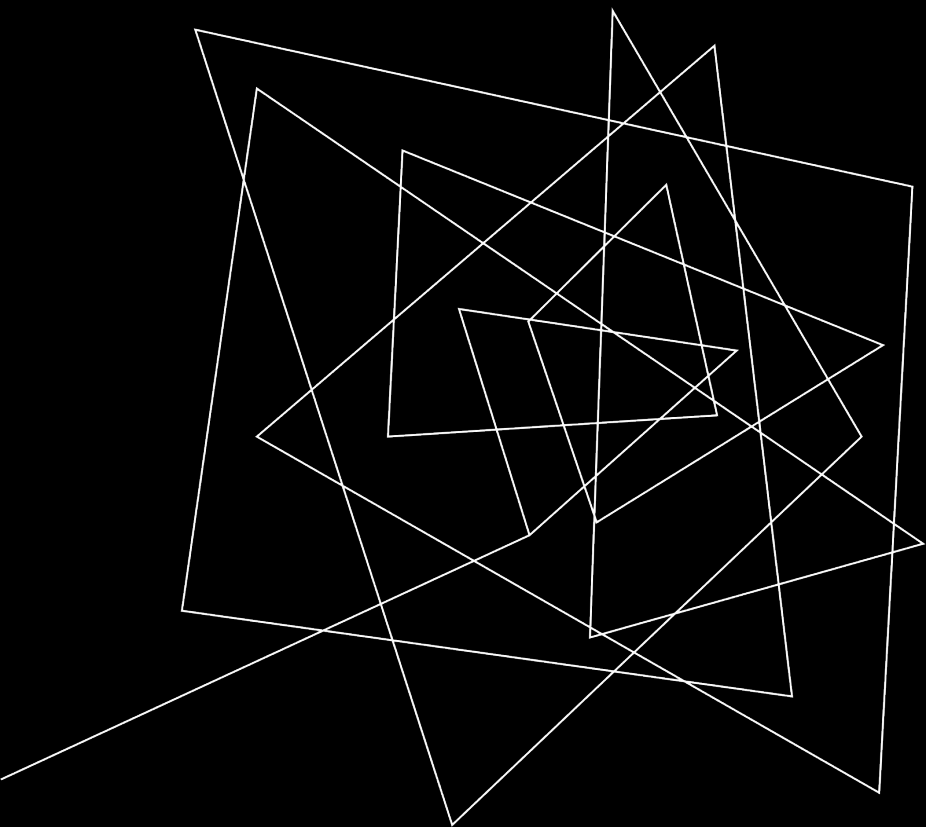
President Updates

President Updates

1. Enrollment numbers update
2. Yearbook - Still need photos!
 - 5th grade baby photos
 - Sibling photos

Email photos to: bryantyearbookphotos@bryantschool.org

3. Nominating Committee
 - Main task to fill PTSA Board positions for next year

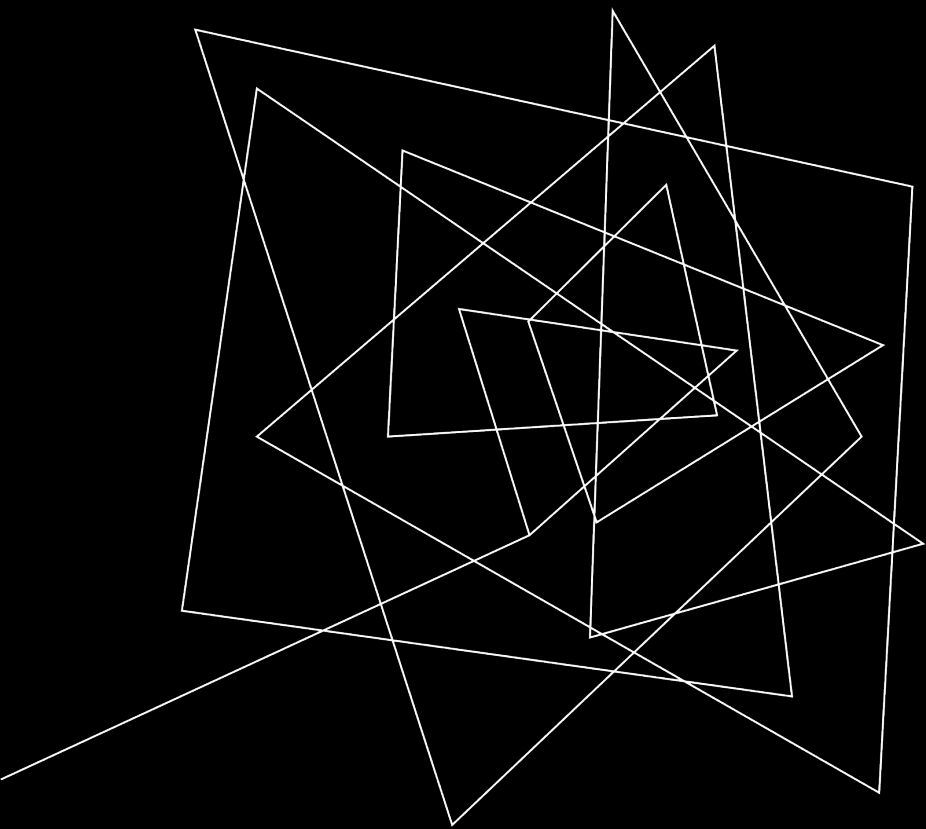


Treasurers Update

Treasurer Monthly Report

YTD budget, all transactions, and restricted account balances available monthly in the “[Treasurer Monthly Report](#)” folders

- **Annual campaign funds in account: \$252,772**
- **1099s sent to contractors**
- **Question: status of SPS staffing payments for Q1?**
- **Budget committee formation - coming up in March/April**

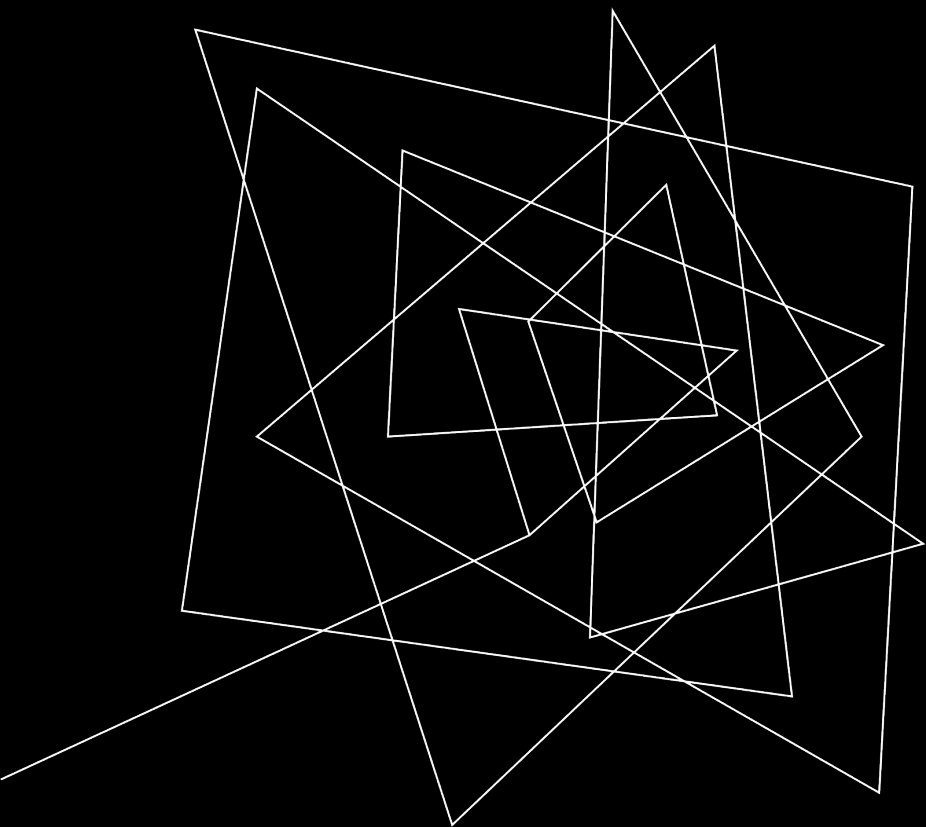


Volunteer Committee Update

Volunteer Committee:

- Busy planning for spring events
 - Science Night, Family Art Night, Bryant Blast, Bike to Bryant, Garden Clean-Up, Spring Service Day
 - Will advertise for volunteers needed in weekly and to volunteer list, scan QR code to get on the email list!
- Starting to plan for volunteers needed for *next* school year, no prior experience needed - all grade levels needed.





Adjourn