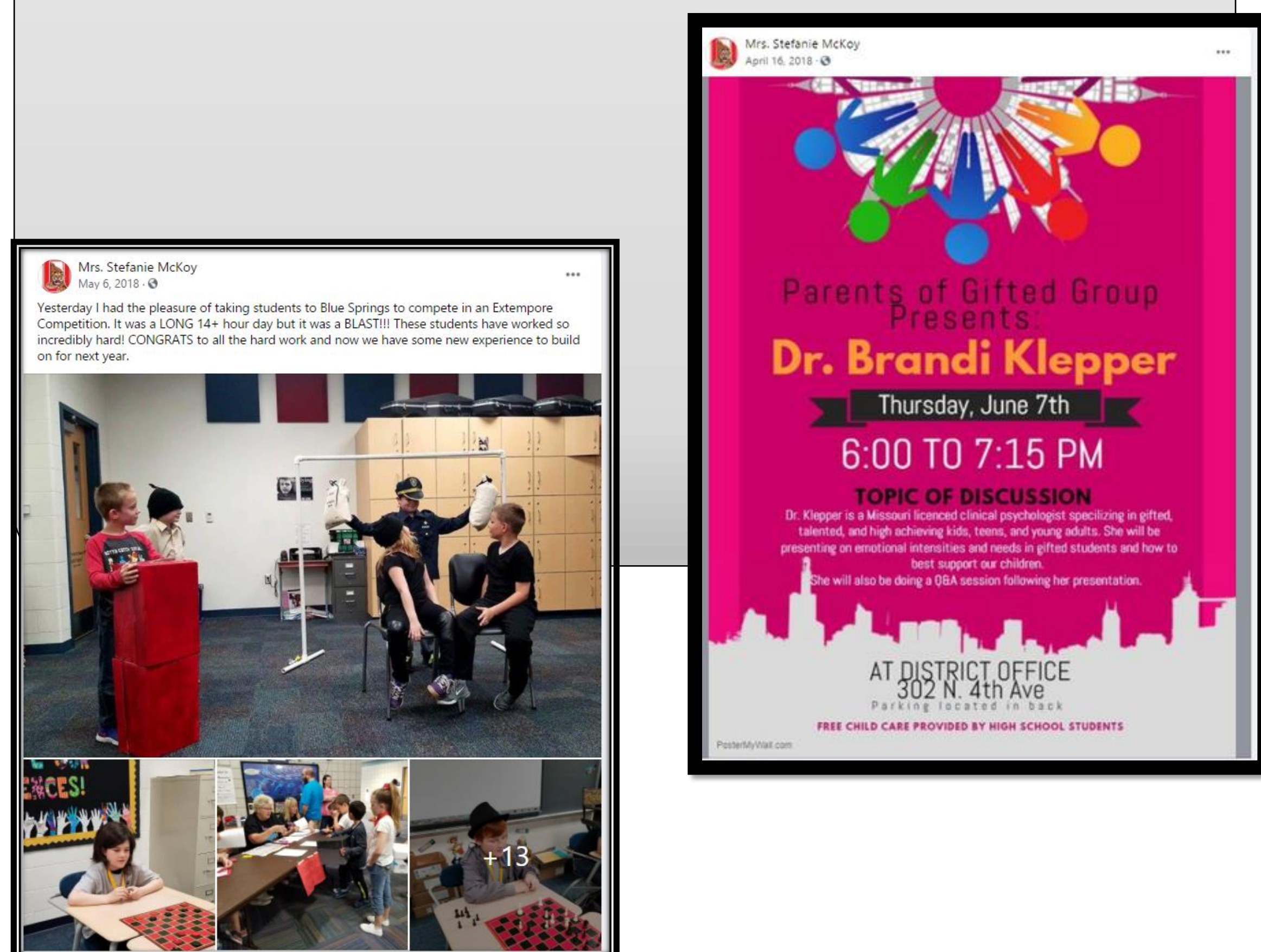


WHY YOU SHOULD ENGAGE

- ❑ Central location for information dissemination
- ❑ Easy, cost effective, and immediate process for sending information
- ❑ Increase awareness about local and state gifted policies
- ❑ Increase participation to your own programs through online communication
- ❑ Share the amazing activities happening in your classroom with parents and the community
- ❑ Market yourself - help yourself be positively known in the community
- ❑ Parents are actively engaged on social media with 75% turning online for advice about parenting and for social support.



SUCCESS TIPS

- ❑ In all posts, be brief, casual, engaging, and up-to-date
- ❑ Include a graphic, picture, or other image to draw the eye
- ❑ Keep text language short sticking to the needed information
- ❑ Do not be overwhelming with your posts - know your community and audience
- ❑ Stick to positive and uplifting messages

Using Social Media to Build Relationships

Stefanie L. McKoy

University of Arkansas: Curriculum & Instruction

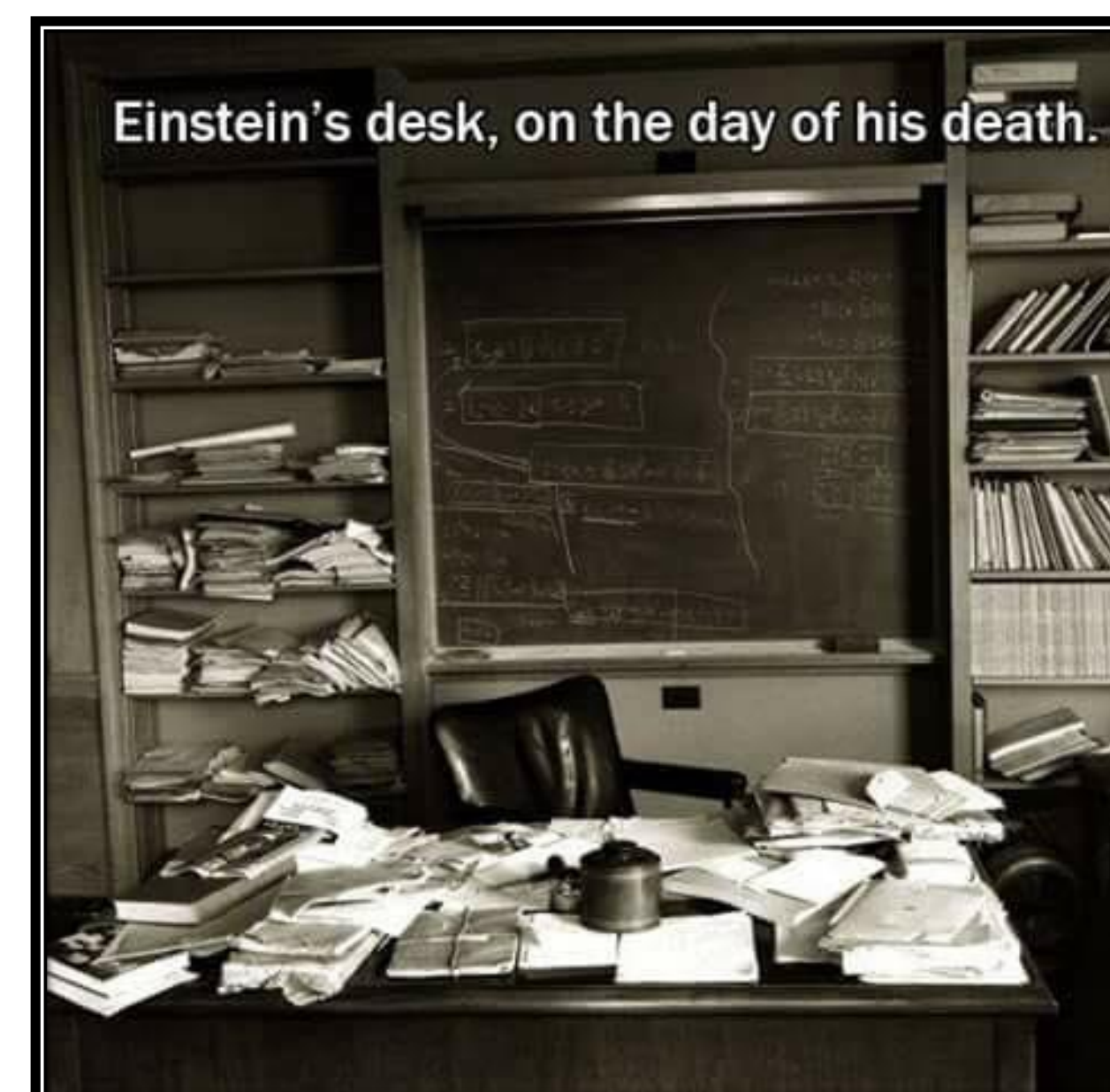
SOCIAL MEDIA IN THE CLASSROOM

Social media is a growing avenue to build relationships with parents and the community. As a window into the community and a bridge for connecting to parents, social media increases participation with each 'like,' building strength through numbers and awareness (Earl & Kimport, 2011). As a teacher for special populations, it is essential to build rapport with parents and the community to advocate and bring awareness. Each small step towards increased understanding of special populations' needs creates more significant gains in the future (McKoy, 2022).

EXAMPLES



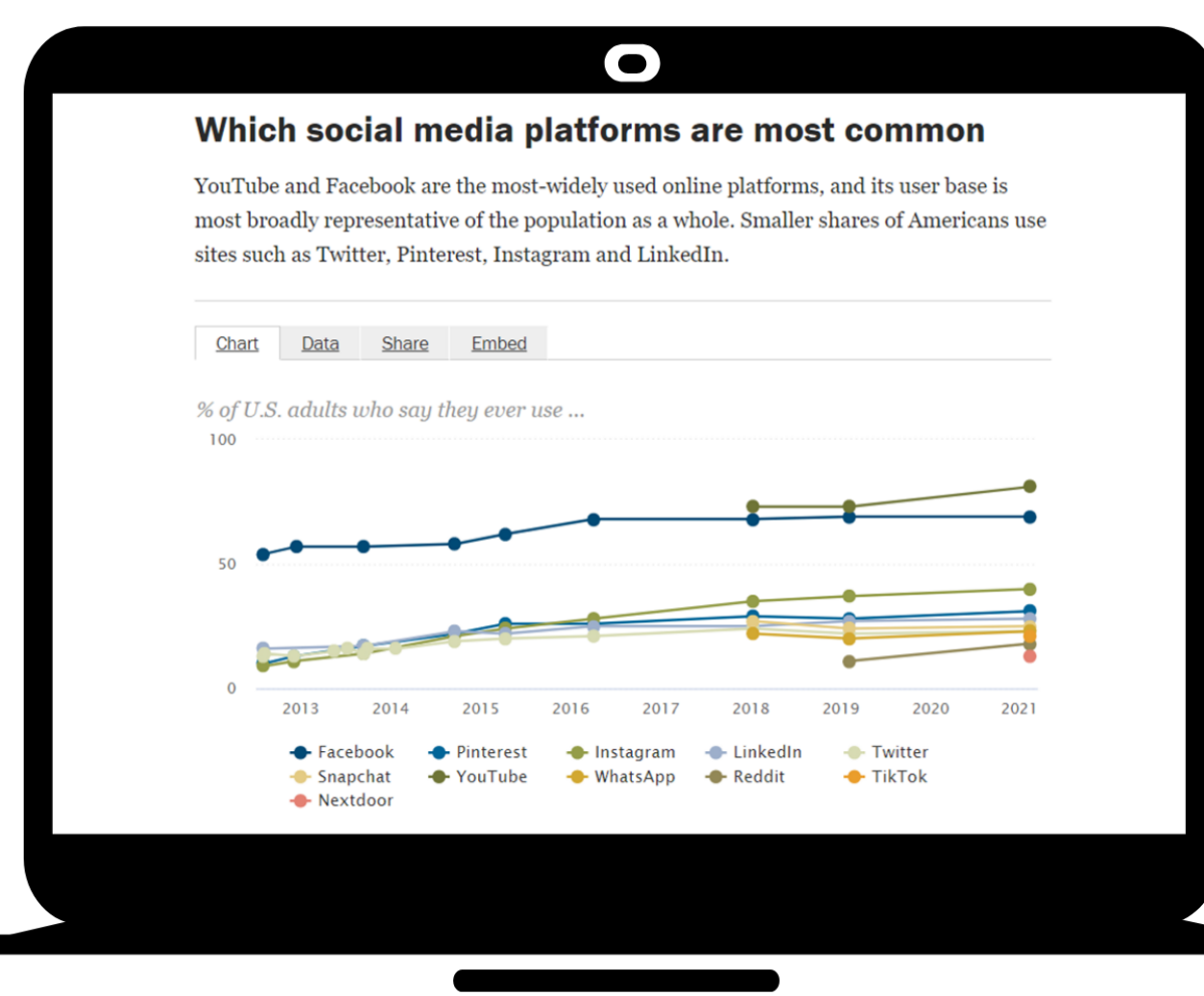
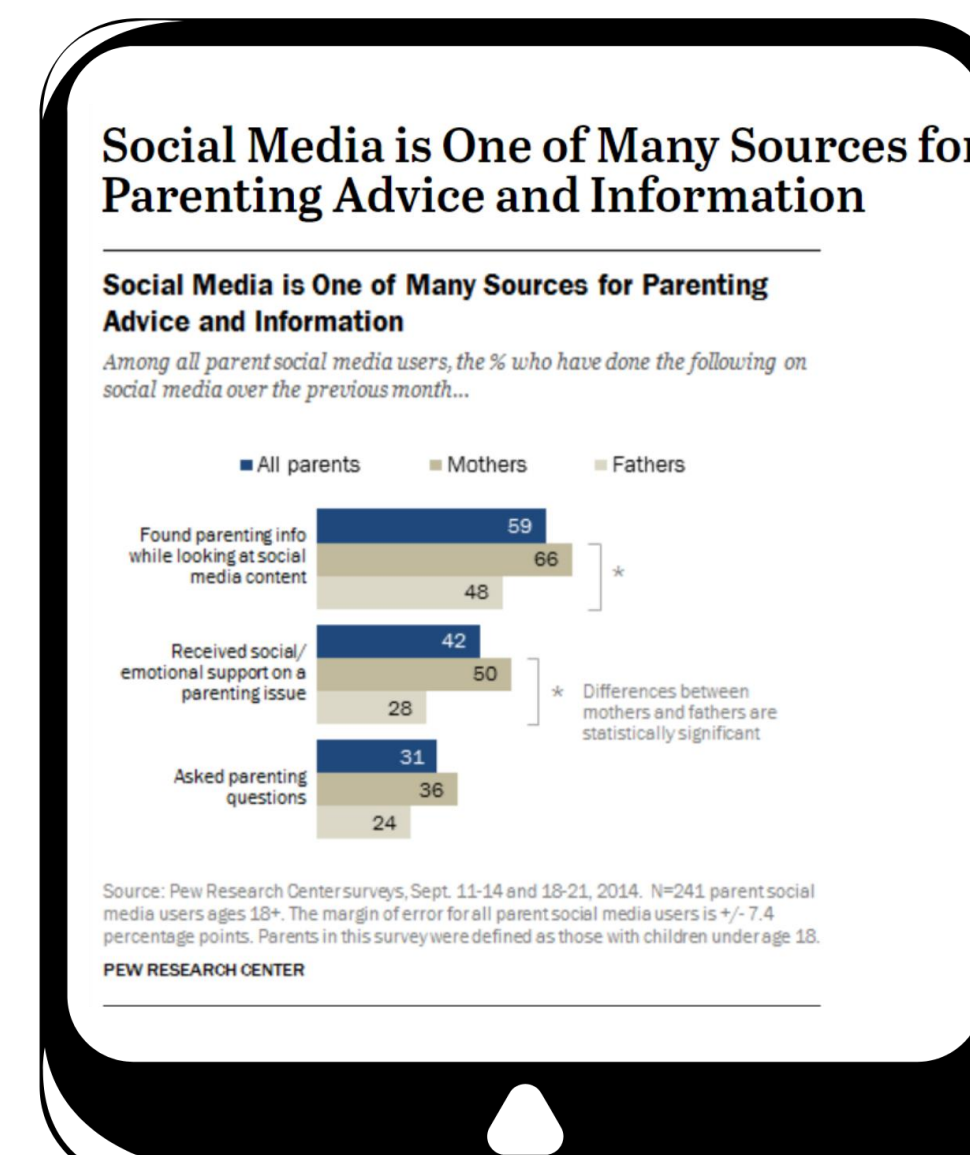
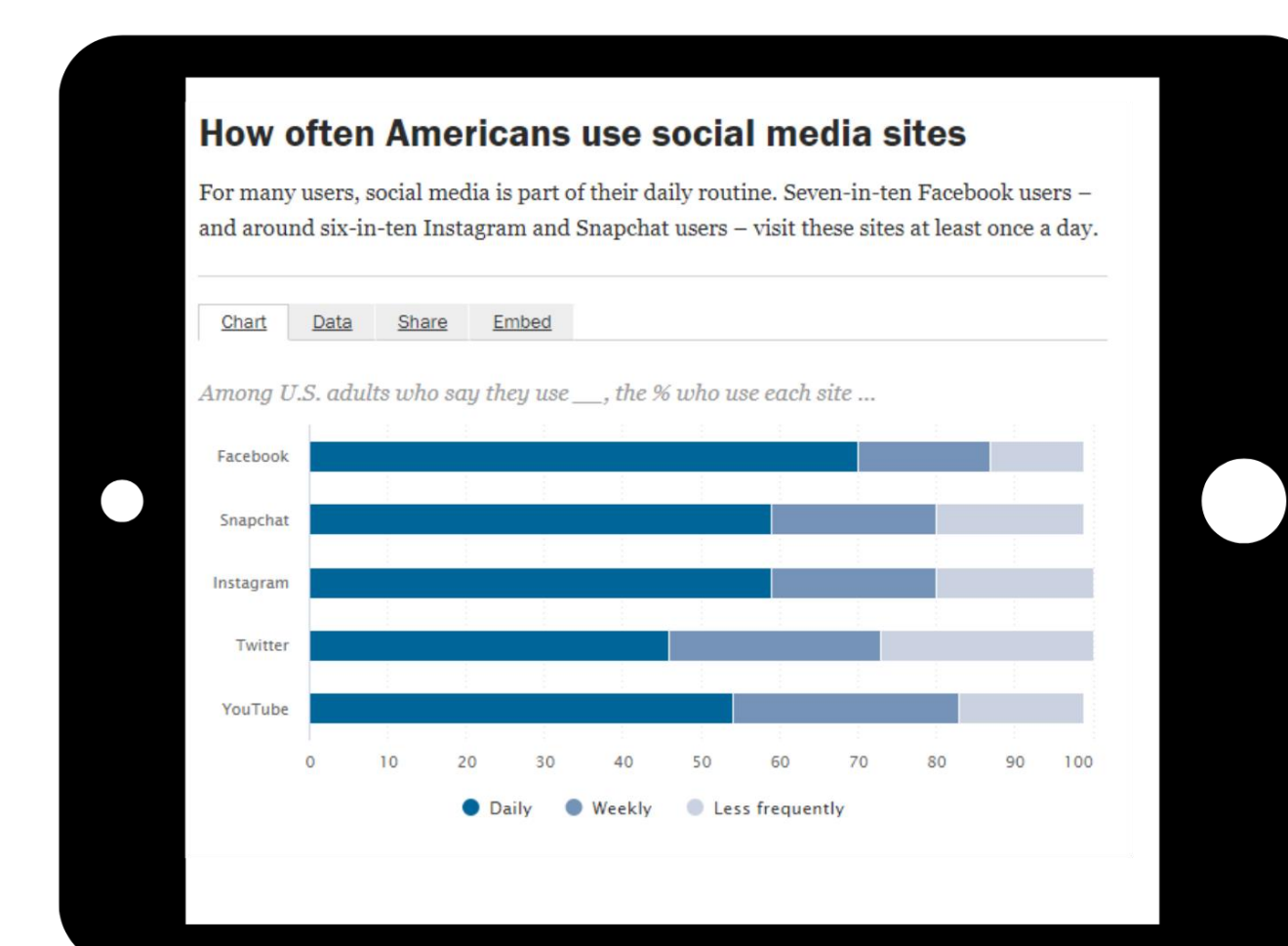
I shared pictures of our trip to the creek during our conservation unit with parents and the community. Community members helped clean the outdoor classroom for us!



I used memes, cartoons, riddles, and jokes to create conversations on our page. Who can relate?



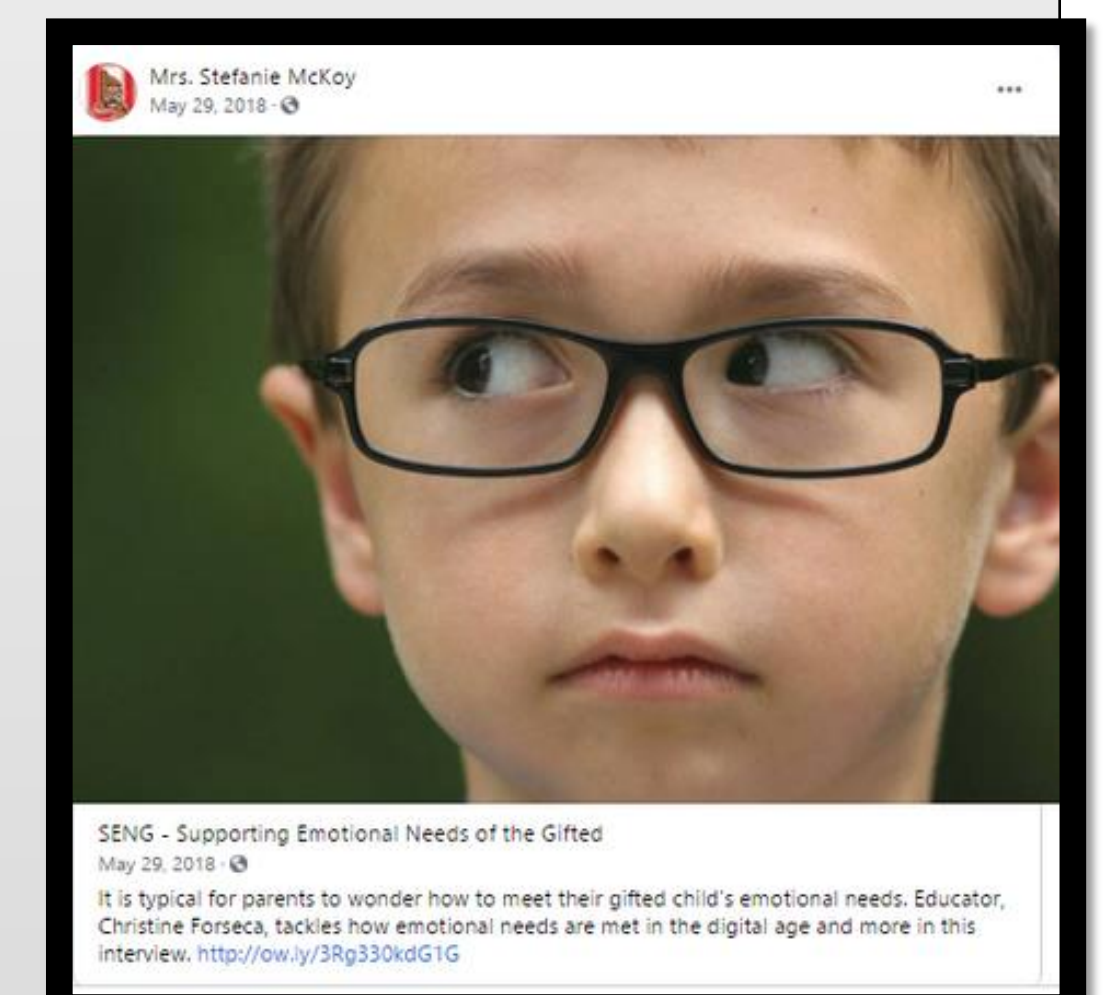
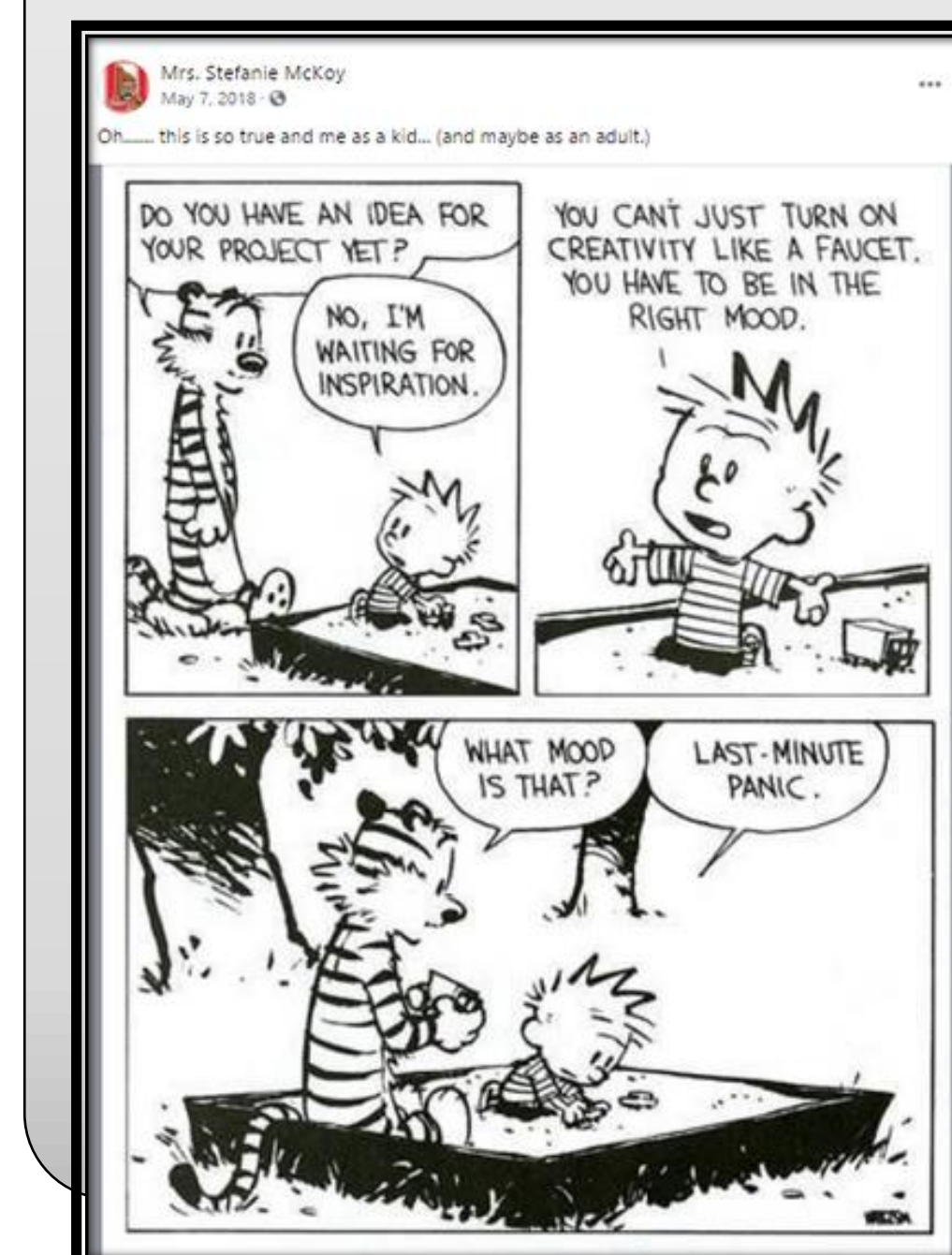
STATISTICS



(Pew Research Center, 2021)

INCREASING INVOLVEMENT

- ❑ Share relevant information regarding local and state policies concerning gifted student
- ❑ Share information about local clubs, special events, camps, competitions, scholarships, etc. your students might enjoy outside of the classroom
- ❑ Post videos, cartoons, inspiring quotes, articles, etc. to increase engagement with your social media page
- ❑ Share pictures, with permission to put faces with your program



REFERENCES

- Duggan M., Lenhart, A., Lampe, C., & Ellison, N. B. (2015, July 16). Mothers are especially likely to give and receive support on social media. Pew Research Center. Parents and Social Media. <https://www.pewresearch.org/internet/2015/07/16/parents-and-social-media/>
- Earl, J., & Kimport, K. (2011). *Digitally enabled social change: Activism in the Internet age*. MIT Press.
- Luo, X. R., Zhang, & Marquis C. (2016). Mobilization in the internet age: Internet activism and the corporate response. *Academy of Management Journal*, 59(6), 2045-2068. DOI:10.5465/5465/amj.2015.0693.
- McKoy, S. L., & Jordan, L. S., (2022). Moving inside, outside and onto the streets: The isomorphic influence of online social movements, in real life. In J. McAlaney, R. Hartshorne, & V. Benson (Eds.) *Social Media Handbook* (Vol. ii p. ## - ##). Elsevier.
- McKoy, S. L. (2022). Gifted advocacy through social media. *Teaching for High Potential*. #(#). ###-###.
- National Indigenous Women's Resource Center. (2015, February 18) 18). *Effective social media advocacy strategies*. [Video Webinar]. YouTube. <https://www.youtube.com/watch?v=Wgxmj7lsJE4>
- Pew Research Center. (2021). *Social Media Fact Sheet*. <https://www.pewresearch.org/internet/fact-sheet/social-media/>



Visit McKoy's Website



Additional Information