



B.A.S.I.C

NEWS

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Hello!

We hope your school year is continuing to go well and you and your students stayed safe and warm during last month's wintery mix!

As always, please reach out if there is a specific strategy or issue you would like to see addressed in the newsletters.

Thanks for all your hard work!



Nurturing and Responsive Relationships

3 Easy ways to build relationships:

1. Hello!: Greet students as they enter your classroom. Think about where you are standing as they enter. Are you at your desk getting ready for the lesson or are you at the door greeting students by name? Some fun greetings are letting students choose if they want to enter your classroom with a [handshake, high five, or a hug](#). Taking the extra time to greet each student allows you to start the class with each student getting individual attention and letting them know they are welcomed and you are excited to have them.
 - If you don't have your own classroom, take a couple minutes at the beginning of your presentation to greet the class. Have them use their fingers and show you on a scale from 1-5 how their day is going. Maybe have them turn to the person next to them and share something about their day. This gets kids talking and building relationships.
2. Mailbox messages: Some kids have a lot to say! It can be hard to devote the individual attention a kids deserves when they are telling you something important, because we need to give attention to the whole class or we are juggling 3 things at once. Give students an opportunity to share by placing a mailbox on your desk or outside your door. If a student has something to tell you at an inconvenient time, kindly remind them to "write me a note and place it in my mailbox!" Then acknowledge their note either verbally the next time you see them or write them a short note back.
3. Share your life: Tell students about your weekend. Let them know if something exciting is happening in your life. Be honest if it's been a tough week. By sharing your thoughts and feelings, you allow students to practice responding and showing empathy.
 - Additionally, choose books and lessons that are interesting to you! Kids will pick up on your enthusiasm and be that much more engaged.

For more ideas, click [here](#).

Targeted Social Emotional Learning

Book Nooks

Lesson plans in the Book Nooks are evidence based and embed social emotional literacy into popular children's books. Last August you received an updated version of Book Nooks for Early Elementary Grades. Below are three lessons around acceptance, friendship, and empathy. Clicking the book title will take you to a YouTube recording of the book. The parentheses indicate the page number of the lesson in the Book Nook.

1. [Yoon and the Jade Bracelet](#) (33): Discussions and follow up activities can go into bullying, what it means to be a good friend, family traditions, and how we can gain acceptance from peers while staying true to ourselves.
2. [Henry and the Kite Dragon](#) (39): Some vocabulary in this book may be better suited for older grades, but the lessons on conflict resolution, friendship, and the importance of gaining perspective/understanding can be tailored to any grade.
3. [Teammates](#) (41): Based on the story of Jackie Robinson and Pee Wee Reese, this story highlights racial segregation in sports and leads to discussions on courage, and how we can use words and actions to stand up for what we believe in.

Intense Individual Interventions

Where do I place the student with challenging behavior?

If there is a student in one of your classes with challenging behavior, it's important to be strategic about where s/he sits in your classroom. This can be somewhat of a trial and error process, but being attuned to the environment and individual triggers will help.

Whether you have your own classroom or are going into one, talk with the teacher. See what strategies the teacher has tried or what has/has not worked in the past. Use this as a starting point for your individualized intervention.

1. Limit distractions- place the student in a seat with minimal distractions.
 - Consider the placement of friends or students that might not get along. Look at the materials the student has access to. Do they have crayons readily available? Is that necessary? Or can you pass out crayons just before the activity? Generally speaking, it can be helpful to have the student near the front of the room.
 - Consider giving the student something to fidget with. This will help keep the student preoccupied and may [improve](#) their learning.
2. Increase your surveillance- seat the student where you can always see him/her.
 - If you notice the student getting off-task, you can easily walk over to the student and gently place your hand on his/her shoulder as a redirection or have a quick conversation about classroom expectations.
 - This also allows you to be immediate with positive reinforcement and give the student some extra individual attention.
3. Assign seating for carpet area- consider seating the student closer to you or in a chair near the carpet area.

Presentation Resources

Recently you received an email about the creation of a Master Guide of Social/Emotional lessons. This guide will center on the Pyramid Model with lessons that incorporate Pyramid materials and strategies.

We are asking for your help! **Please submit 5 of your favorite lessons that we can share in this master guide.**

Don't worry if the lesson is not Pyramid based, we will expand upon it! For example if you use a book for a lesson that is not currently a Book Nook, we will write a lesson plan for it.

Or if you have a favorite activity that your students love, tell us about it and we will draw parallels to the Pyramid Model.

There are a lot of good things happening in your schools and each CDS brings their own creativity and personality to their classroom presentations. Our goal is to use what is already out there and working for you.

Please send your lesson plans to rgentry@tnvoices.org and aarts@tnvoices.org or bring to your Regional face2face meeting in March.

Please let us know if you have any questions and thanks in advance for your help!

CDS Shout Outs!

Lee Hughes is providing coaching to upper grades after a need arose at Unicoi Elementary. Way to go!

Carol Pham shared a [resource](#) on athletes talking about the importance of good character and life skills. Thank you!

Jodi Bell submitted her lessons for the master guide. We appreciate your support!

Teaching Tip:

When giving a classroom presentation, it's important to be able to command control of the classroom. One way we can do this is through a strong voice. For the next 3 months, we will focus on one principle of a **Strong Voice** from the book, [Teach Like a Champion](#).

Last month, we discussed "Economy of Language" with the main point being- *fewer words are stronger*. This month we build upon that with the next strategy "Do Not Talk Over."

2. Do Not Talk Over:

If what you're saying is truly worth attention, then every student has the right and responsibility to hear it (Page 183). Your words should be the most important thing in the room and require student s' attention. Start, stop/pause your sentence to show the important of what you are saying.

Try It Out!

"Alright class today we are" (students talking, Teacher/CDS does not have full attention.
Teacher/CDS stops talking, pauses and restarts)
"today we are..." (still some talking, Teacher/CDS pauses showing what she is about to say is important and requires full attention and waits until the talking stops) **"Today we are going to talk about bullying..."**

Rather than:

"Alright class, today we are going to talk about bullying" (class continues to talk). Teacher/CDS will have to repeat what the presentation is about and it sets the tone that what the Teacher/CDS is saying is not really important since students can continue to talk and teacher/CDS will talk over.

Upcoming Dates:

- March 3rd: West TN Quarterly Meeting in Parsons
- March 8th: East TN Quarterly Meeting in Knoxville
- March 13th: Lesson plan submission deadline