



# B.A.S.I.C

## NEWS

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Happy New Year!

We hope you had a relaxing holiday season with your family and friends and are coming back to school geared up and excited for the second semester!

In this newsletter we highlight different ways to build community through the teachings of Martin Luther King Jr. and the importance of teaching a wide range of feelings words and activities to incorporate in your presentations. For the kids at the top of the Pyramid, we discuss the easy-to- implement strategy of daily check ins.

You will also find tips on using your IOP report for coaching conversations and Strong Voice strategies from the book [Teach Like a Champion](#).

Hope 2017 is off to a great start!



## Nurturing and Responsive Relationships

This month we celebrate and remember Martin Luther King Jr. When teaching and talking about MLK Jr., we can take the lesson in a variety of directions. We can teach tolerance, standing up for what is right, and using our words not our actions to make a difference, just to name a few. These lessons fit into the base of the pyramid and tie into the type of environment and community we want to foster in our schools.

### **Presentation and Activity Ideas**

Check out your school or local library for these [kid-friendly books](#) or show a [video clip](#) and follow up with a discussion.

Talk with students about what it means to be a good leader. MLK Jr. used his words to inspire others. Even though he was angry and felt things were unfair, he did not use violence. Talk with students about why it is important to use our words to express how we are feeling.

- Have students work in teams of 2-4 people. Give each group a scenario to act out how they can use their words to express themselves.

Have students think about what kind of community they want at school. Listen to MLK Jr.'s [I Have a Dream](#) speech and encourage students to write/draw what they want for all students at school.

This [lesson plan](#) from [ReadWriteThink](#) has students draw comparisons between themselves and Martin Luther King Jr. by making a book titled "[Martin Luther King Jr. and Me](#)".

Have students write external and internal qualities about themselves on a [body outline](#). Discuss which qualities are more important (I have brown hair OR I am a kind friend). Tie in that MLK Jr. dreamed of a world where we focus on the internal qualities.

## Targeted Social Emotional Learning

When we teach emotions, we want children to know that it is ok (and perfectly normal!) to experience a wide range of emotions. It's also important not to categorize emotions as either positive (happy, excited, proud) and negative (mad, sad, angry). Rather, think about them as comfortable and uncomfortable. For example: It's uncomfortable to be angry, our hands may get sweaty, our face feels hot, etc.

Remind students: *It is ok to feel mad that another student took your computer time. However, it is not ok to hit a student because you are mad. It's ok to feel angry that your dad has been working at night and sleeping during the day, but it is not ok to talk back to your teacher and refuse to do your work.* When teaching kids about complex emotions, we want to validate their emotions and then teach them productive ways to express the emotions.

First, we must give students the language to express themselves. A couple years ago, CDSs created a [More than Happy, Sad or Mad Feelings Dictionary](#). The dictionary encompasses a wide range of feelings with kid-friendly definitions, books to support the feeling word, and follow up activities. Consider focusing on a new word every two weeks or so to increase emotional literacy and student vocabulary.



[http://www.wethinksafe.com/index.php?src=gendocs&ref=Spot\\_the\\_emotion&category=Resources](http://www.wethinksafe.com/index.php?src=gendocs&ref=Spot_the_emotion&category=Resources)

## Intense Individual Interventions

We know that young kids bring their home life into the classroom and what happens before school starts can have a big impact on behavior in the classroom. One strategy that can help you or the classroom teacher understand what happened before school started is to implement a daily check in with a student who has challenging behavior.

- When the student comes in, have him or her show you on a scale from 1-5 how they are feeling. 1 being really angry/upset and 5 being excited to be school and having a good day. For younger students, use the [relaxation thermometer](#) or [feeling chart](#) as a check in.
- If a student gives you a 3 or below or points out an uncomfortable emotion, give him/her the option to cool down before joining the class. Maybe that looks like going to the cool down area or giving the student 5-10 minutes to draw/read a book.
- Reinforce to the student that they have the choice to visit the cool down area throughout the day. [This article](#) highlights how to implement a cool down area and way to teach students how and when to use it.

To take the intervention a step further, implement a [Check In Check Out](#) system. This is a positive intervention for students who need increased accountability and attention from adults. It also teaches students to set goals for their behavior and self-monitor throughout the day.

## Coaching Resources

Again, thank you to all the CDSs and teacher who took time to hand out and complete the IOPs. We really appreciate your effort!

From the data we generated an individualized IOP report. This report is intended to drive your training and coaching conversations with teams of teachers. Just like the Pyramid is built from the foundation up, start your coaching with Module 1 and build upon it with Modules 2 and 3.

All training resources and Adaptations of the Pyramid Mini-Modules can be found [here](#) under the headline "Project B.A.S.I.C. Program Modules. The Power Points come with a script and the handouts can be used to supplement the presentation if time allows. We recommend 30-45 minutes for teach Mini-Module.

Some reports are broken down by grade level and you can choose to target each grade level individually, or group grade levels together that have the same Areas of Focus.

Other reports compile all the data and give a snapshot of the training needs of all teachers Kindergarten-Third Grade. For these reports, it may be more feasible to talk with your principal and set up a date to give a Mini-Module presentation during an all staff meeting.

Possible training times include grade level Professional Learning Communities (PLCs), teacher plan time, or all staff meetings.

Reach out to Rachel or Anna if you need assistance is understating your IOP report and/or training materials.

## Upcoming Dates:

- March 3<sup>rd</sup>: West TN Quarterly Meeting in Parsons
- March 8th: East TN Quarterly Meeting in Knoxville

## 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 4 months, we will focus on one principle of a **Strong Voice** from the book, [Teach Like a Champion](#).

### 1. Economy of Language:

*Fewer words are stronger than more words.*

#### Tips:

- Be prepared and know what directions you will give
- Break the directions up into shorter tasks so students can focus on exactly what you want them to do
- State your directions in a strong, confident voice and avoid using excess words.

## Try It Out!

"Stand up and push your chair in."

pause

"Quietly walk to the carpet and take a seat."

pause

"I'll begin the read aloud when all students have their eyes on me."

Rather than:

"Ok, class. It's time to come down to the carpet for the read aloud. Don't forget to push your chairs in and leave your pencils at your desk.

When you come down to the carpet, sit quietly and then I'll begin."

## CDS Shout Outs!

**Debbie Pierce** provided coaching for all teachers at her school in October on relationships and has also attended the 2 day training for the RTI 2 Leadership Team at Happy Valley Elementary. Way to go!