



B.A.S.I.C

NEWS

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Welcome to the first edition of BASIC News!

This monthly newsletter will be structured like the Pyramid. We will start with relationships, move to information on social emotional teaching and end with tips on how to handle specific challenging behavior.

We hope this newsletter reinforces what you already know, gives you new things to think about, and provides actionable steps to take to school the next day.

Until next month, have a wonderful Thanksgiving with your family and friends and we are thankful for the work you do every day.



Nurturing and Responsive Relationships

With Thanksgiving just around the corner, what a great time to talk about relationships and cultures! The important themes of Thanksgiving, spending time with family and friends and reflecting on what we are thankful for, tie right into the bottom of the pyramid. As the holiday approaches consider the following activities in your presentations or passing them along to fellow teachers:

[This article](#) discusses the importance of teaching Thanksgiving in a multicultural way, and teaching the true story can be hard for young students to grasp. However the holiday of spending time with family and talking about all we have to be thankful for are concepts our students can grasp and skills we want to teach. There are a lot of cute fiction books around the story of Thanksgiving, but it's important to remind kids that is not history.

[This interactive video](#) gives a historical perspective on Thanksgiving. The *Daily Life* compares and contrasts the Pilgrims and Wampanog. Discuss the similarities and differences between the housing, clothing, food, etc. and highlight that although there appear to be major differences, we can find similarities. As a follow up activity, you can pair students up and have them discuss or create a [venn diagram](#) of the similarities and differences between them and a friend.

Check out Tennessee's First Lady Crissy Haslam's [book of the month!](#) The Hoboken Chicken Emergency by Daniel Pinkwater is fun, silly story that is sure to engage your students. The family activities at the bottom can be adapted for the classroom and lead to discussions on family relationships and traditions.

Create a placemat for things and people you are thankful for. [This lesson plan](#) is a good starting point, because of its clear objectives and steps of the lesson, feel free to tailor it as your own.

And as always, there are many free ideas on [pinterest!](#)

Targeted Social Emotional Learning

We use stories to teach a variety of lessons and skills. [Social \(or scripted\) stories](#) are targeted short stories that teach a specific social skill or tell a child what to expect or how to act. [Here](#) and [here](#) are lists of ready to use social stories for kids having difficulty with sharing, transitioning, personal space, etc. If you have a child or class struggles that with a certain problem, you can use or [create](#) a social story! Before getting started, think about the following two questions:

1. What problem is occurring that a scripted story might be helpful?
2. What skills do I need to teach to prevent these problems?

Stories should be written in first person and on the child's developmental level. Including photographs of the child in the story makes the story more effective because kids are able to see themselves doing what is expected.

If you have social stories you've created, let us know so we can continue to build our library. Or send us an email if you have an idea for a new one!

What Do We Do In Circle?



Created by Rochelle Lentini, USF
 Updated 2008
 Created using pictures from Microsoft Clipart® and Boardmaker®

I Can Use My Words



Created by Rochelle Lentini, USF
 Updated 2004



A scripted story to assist with teaching the "Turtle Technique"
 By Rochelle Lentini, University of South Florida

Updated 2007

Created using pictures from Microsoft Clipart® and Boardmaker®. © 2007. The pictures and other illustrations were done elsewhere. Thanks to the Florida State Board of Education for Early Learning.

Intense Individual Interventions

Children at the top of the pyramid require the intense individualized interventions. Assuming we have all other pyramid supports in place, one of the ways we can target these intense behaviors of kicking, saying "no", crying, etc. is through a behavior plan. A sticker chart is an effective way to manage and motivate behavior. Share these implementations steps below with a teacher or use yourself for a specific child. [Click here](#) for a more detailed list of do's and don'ts. Break up the day into increments (15 minute blocks or carpet time, centers, lunch, etc.)

1. Clearly explain what behaviors the child must show to earn a sticker (following directions the first time, keeping safe hands, etc.)
2. Set a [reward](#)- after 3 stickers, you earn 3 minutes on the computer, the child can say hi to a favorite teacher, s/he can look at a special book etc. (make it work for you and the child!)
3. Implement with consistency. When the time increment is up, check in with the child and see if a sticker is earned, when a reward is reached, the child must receive the reward in the moment.

[Here](#) is an example of a sticker chart and you can find many more with a quick google search. Especially with younger students, the chart will be more effective if you add in each square when the child gets the sticker (ex. after 15 minutes or after carpet time) and highlight the square when the child gets the reward.

Remember to start small and make the child feel successful! Changing behavior takes time and intentionality, but the fastest way to change behavior is through positive reinforcement.

Brain Break Resources

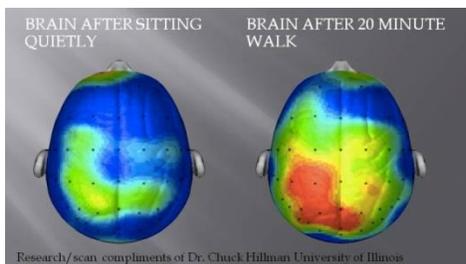
As many of you remember, Lee Hughes gave a great presentation on brain breaks last May. Below is a reminder of their importance.

Being seated for long periods of time is not only physically hard for kids, but it also makes it difficult to pay attention and learn.

When kids start to fidget (tap their pencil/leg, squirm in their desk, etc.), that is their body's way to increase blood flow to the brain to "wake up" the brain which helps kids pay attention and learn.

Instead of looking at fidgets as disruptive, let's meet their need and give them a brain break! Good times for a brain break are at the beginning of a presentation or after students have been sitting for more than 10 minutes (after a read aloud).

- [Go Noodle](#)- tons of free and short videos
- [Secret Handshake](#) (1-5) by Koo Koo Kanga Roo
- Informal breaks- stretching, 1 minute wiggle dance, Simon Says



Upcoming Dates and Deadlines:

- December 1: All IOPs due
 - Email: aarts@tnvoices.org
 - Fax: 615-269-8914
 - Mail: Rachel Gentry
701 Bradford Ave
Nashville, TN 37207
- March 3rd: West TN Quarterly Meeting in Parsons
- March 8th: East TN Quarterly Meeting in Knoxville

Teaching Tip:

Call and Response is an effective ways to gain the attention of all students both before you begin a presentation or in the middle when they start to get antsy.

Before implementing, teach the purpose of the call and response and practice with your students. Tell them it is a way to grab their attention and quiet the room. When the call and response is over, students should be quiet with their eyes on you.

What you say

How the students respond

Try It Out!

Tootsie Roll, Lolli Pop... *Our mouths are moving, but now let's stop!*

Chicka Chicka... *Boom Boom!*

Hocus Pocus... *Everybody focus!*

Class, class...*yes, yes!* (vary the speed, tone, volume of your voices and have students match it)

1, 2, 3 eyes on me...*1, 2, eyes on you!*

Clap or snap in patterns and have students report the patterns back. Using familiar songs and beats really gets kids' attention.

Thank You CDSs!

Marissa Dalton and the Luttrell Kindergarten and First grade teams for attending Pyramid Training.

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Jocelyn Potter for sharing resources.

Thank you also to **Carol Pham and Katie Arnold** for opening your school doors for a visit.