

September 2018

WOODALL GNETS NEWSLETTER

The Woodall GNETS Program * 1822 Shepherd Drive, Columbus, Georgia 31906 * 706-748-3166 Office
A community of lifelong learners, responsible citizens, and champions of success!

Message from Mrs. L. Thornton — Director

Dear Parents:

Summer is coming to an end and I can't wait for Fall to begin. As we work our way through September and the rest of the school year, let us welcome and marvel at the seasons' changes. It has been said *change is inevitable; growth is optional.*

Your help is needed to encourage your children our students to see and accept new situations and challenges as opportunities for growth. Working collaboratively as we prepare our youth for the complex, diverse and challenging world they will encounter as adults—an awe-inspiring world of wonder and *constant change.*

Happy September!

Best Regard

La Christa Thornton

Woodall GNETS
Mission Statement

To create a climate of cooperation and socio-emotional competence through explicit modeling of behaviors and expectations for students and staff.



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Here are a few facts for families that have a child that has a problem with bedwetting (enuresis). Most children begin to stay dry at night around three years of age. When a child has a problem with bedwetting after that age parents may become concerned.

Physicians stress that enuresis is not a disease but a symptom and a fairly common one. Occasional accidents may occur, particularly when the child is ill. Here are some facts parents should know about bedwetting:

Approximately fifteen percent of children wet the bed after the age of three

Many more boys than girls wet their beds

Bedwetting may run in families

Usually bedwetting stops by puberty

Persistent bedwetting beyond the age of three or four rarely signals a kidney or bladder problem. Bedwetting may sometimes be related to a sleep disorder. In some cases, the development of the child's nervous system may be slower than normal. Often bedwetting is the result of the child's tensions and emotions.

Some emotional reasons for bedwetting may be:

New fears and insecurities

Such as moving to a new town

Loss of a family member

Arrival of a new family member

The child's original toilet training was too stressful

Parents should remember that children rarely wet on purpose and usually feel ashamed about the incident. Check with your pediatrician if you have further concerns. Reprinted for Fat For Families, American Academy of Child and Adolescent Psychiatry.





Behavior Training
Behavior Training

Positive interactions is when you:

- Show the student which behavior you like by giving positive consequences (i.e. attention)
- Recognize inappropriate behavior as a need to teach the person appropriate behavior
- Establish yourself as a safe person to be around
 - Maintain self-control
 - Have a plan
- Practice *these* tools for positive behavior change

“Research has shown that the most effective way to reduce problem behavior is to strengthen desirable behavior through positive reinforcement rather than trying to weaken undesirable behavior using aversive or negative processes.”

Notes from the Desk of -

Sommer Lewis—Social Services Tech

“Teachers cannot teach the head when the heart is broken or the mind is troubled” Anonymous-

Welcome Back,

Let’s admit it parents, you are rejoicing at the start of this new school year! My excitement is growing as well. Last year was **AMAZING** as we made many connections and identified supports with community collaborative efforts. I am **SUPER** excited what this year will bring.

Just a reminder as the contracted Social Service Teach I am available to assist with various supports to ensure your student his/her highest potential. I work with students to help build their prosocial, emotional, and positive behavioral skills. I see students individually or in small groups to best meet their needs. This supports includes; but, does not limit to:

Participating in special education assessment meetings as well as individual Educational Planning Meetings

Working with those problems in a child’s living situation that affect the child’s adjustment in school. (home, school, and community)

Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program:

Assisting in developing positive behavioral intervention strategies

Working with parents to facilitate their support in their children’s school adjustment.

Alleviating family stress to enable the child to function more effectively in school & community.

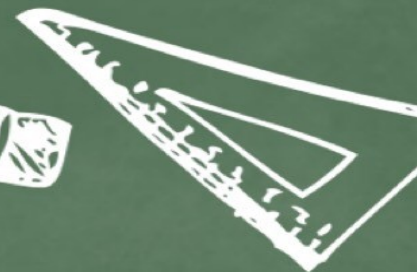
Assisting parents to access programs available to students with special needs.

Assisting parents in accessing and utilizing school and community resources.

I will be reaching out to you soon to personally meet each of you and discuss how I can support your student and family this 2018-2019 school year.



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**YOU ARE INVITE TO
JOIN THE STAFF AT
WOODALL
FOR
OPEN HOUSE**

Tuesday, September 4,
6pm until 7:15pm.
Food, Fun, and Fellowship

1822 Shepherd Drive
Columbus, GA 31906

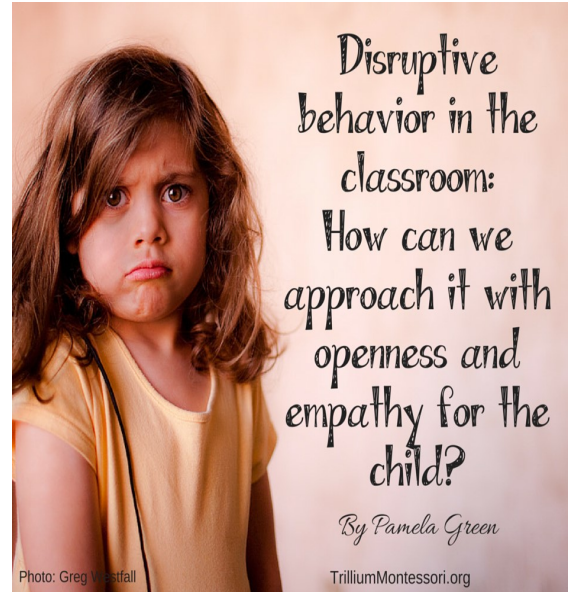


BACK to SCHOOL

PIC•COLLAGE

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Disruptive behavior disorders (DBD) are a group of behavioral disorders in which there are patterns of ongoing uncooperative, passive-aggressive, defiant, and hostile behaviors directed toward authority figures that can seriously impact a child's daily functioning. When a child's family experiences their child disrupting activities, ignoring the rules, exploding in defiance, misbehaving at school, or provoking others, every member feels the impact. A parent may feel helpless to control their child's anger, unsure how to appropriately respond, or how to restore a sense of peace and harmony at home. The most common types of disruptive behavior disorders include oppositional defiant disorder (ODD) and conduct disorder.



When responding to disruptive behavior, parents must be specific, stating clear, consistent expectations and practical consequences. Telling your child to “be good” is too vague. Instead, be explicit: Example one: “When we go into the store, do not touch, just look with your eyes”; Example Two: “At the playground, wait in line for the slide, and don’t push.” The goal is to offer a clear expectation as well as a realistic reward for cooperating, e.g., “When you complete your homework, then you will get to play on the iPad.” Make sure you present the “when, then” calmly and limit how often you repeat yourself. The first step in a good behavior management plan is to identify target behaviors (the focus). These behaviors should be specific (so everyone is clear on what is expected), observable, and measurable (so everyone can agree whether or not the behavior happened). An example of a poorly defined behavior is “acting up,” or “being good.” A well-defined behavior would be running around the room (inappropriate) or starting homework on time (appropriate).

Tips for Parents: Your Role in School Success

Research show that a child’s academic achievement is directly influenced by their parents’ participation in their education. Learn how you can boost your student for success in this Tips for Parents.

A Teacher’s Expectation of Parents

Students, teachers, and parents all share accountability in the education of a kid. As a parent, here’s a minimum level of participation most teachers assume:

Help your student by creating a routine or specific time for homework where you are available to help or listen if needed. You are essential to their success.

Make sure your child is at school, on time, every day possible. Arrange for vacations, trips, etc. during days off school.

Make sure your kid eats a healthy breakfast each morning so they can function in class.

Make sure your student is getting satisfactory sleep at night to support their growing body and mind.

Be a positive role model in your child’s eyes who shows interest in reading and learning new things.

Notify the teacher of any concerns or questions you have regarding their learning or treatment in school.

Notes from the Desk of –

Chauntell Beal–Behavior Specialist



Greetings,

The students at Woodall have been very successful with working on their social skills using the Skillstreaming program. This program is teaching our children and adolescents social skills necessary to lead effective and satisfying personal and interpersonal lives. It focuses on the assumption that certain social and behavioral skills are missing in the person's repertoire and therefore these need to be taught in a systematic, patient, and encouraging manner. The program is based on social learning theory.

Parents I encourage you to question your child about the daily social skills lessons and activities. Levels will change on September 19, 2018. Parents please take time to check over your child point sheets. This is our bridge to connect the gap between home and school.

Each student will receive a copy of their point sheet daily to be sent home. In the event, you don't receive a copy from your child please feel free to contact Mrs. Beal. Currently all of our students are on level 2.

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Believe in Yourself

There may be days when you get up in the morning and things aren't the way you had hoped they would be.

That's when you have to tell yourself that things will get better. There are times when people disappoint you and let you down.

But those are the times when you must remind yourself to trust your own judgments and opinions, to keep your life focused on believing in yourself.

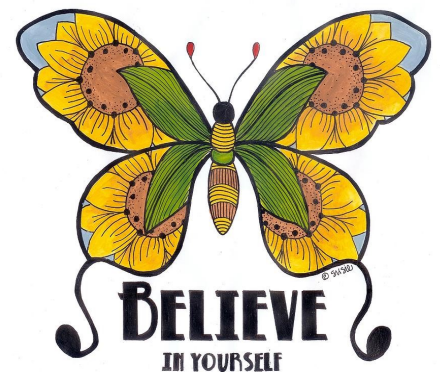
There will be challenges to face and changes to make in your life, and it is up to you to accept them.

Constantly keep yourself headed in the right direction for you. It may not be easy at times, but in those times of struggle you will find a stronger sense of who you are.

So when the days come that are filled with frustration and unexpected responsibilities, remember to believe in yourself and all you want your life to be.

Because the challenges and changes will only help you to find the goals that you know are meant to come true for you.

Keep Believing in Yourself!



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