

October 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

Happy October Parents/Guardians,

As we enter into this new month, and come to the close of the first nine weeks, please remember to review the point sheets daily and ask your child what he or she is learning in class, Thank You for all you do... Woodall GNETS believes in the collaborative approach as we work towards increasing academic achievement and decreasing behaviors which impede learning.

### Important Dates

**NO school for students —Monday, October 8th**

**Report Card—Thursday, October 18th**

**Fall Festival Celebration —  
Wednesday, October 31st at 10:00am.  
Please join us for fun, food, games  
and prizes**

### Woodall GNETS

#### Mission Statement

**To create a climate of cooperation and socio-emotional competence through explicit mod-**



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## Quality Benchmark Assessments (QBA)

**Students in grades K-8 will begin taking the Quality Benchmark Assessments (QBA) from October 1, 2018 through October 19, 2018. The District Benchmark assessments are intended to be something between formative and summative assessments. They are fixed assessments, evaluating students against specific grade-level standards and learning goals rather than simply taking a quick pulse of understanding. However, unlike summative assessments, the purpose of benchmarking is not to determine content mastery. Instead, the goal of benchmarking is to identify students' academic strengths and weaknesses and use that information to guide future instruction, and support success on later summative and high-stakes tests. Please make sure that students are present and rested each day.**





## Steps in Setting up Expectations

### State Expectations

You let the person know what behavior is expected and what the consequences are for meeting and not meeting the expectation.

### Steps

- Tell the person clearly what specific appropriate behavior you expect.
- Say in a calm manner, “I expect you to \_\_\_\_\_”, or “I want you to \_\_\_\_\_.”
- If there is a negative response or protest, acknowledge it briefly with an empathy statement.
- Say something like, “It seems like you are frustrated by this.”
- Do this only one time then go directly to the expectation.
- Say something like “Good, you understand what I want you to do
- Praise this even if they tell you with an “attitude,” grudgingly, or sullenly.
- Ignore junk behavior!

Notes from the Desk of –  
Chauntell Beal—Behavior Specialist



Greetings,

The Woodall GNETS Program will be collecting screening information about your child to determine how we can best meet their social and behavioral needs. We are seeking your permission to conduct the Strengths and Difficulties Questionnaire (SDQ) two or more times a year with your child. We are conducting these screenings with our students (ages 4-17) to proactively address and prioritize the needs of your child while receiving services in the GNETS program. There are three versions of the questionnaire to be completed, a parent, teacher and student form. The SDQ will inquire about your child's emotional distress, behavioral difficulties, hyperactivity, and concentration. Completing the questionnaire is voluntary and we hope you will participate so that your knowledge about your child can be a part of our information for prioritizing his/her needs. Please sign and return the permission slips. Thank you for all of your support.

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**The Woodall GNETS Teachers & Staff**

**Mrs. LaChrista Thornton—Director**

**Mrs. Andrea Daniel—Administrative Assistant to Director**

**Ms. Velma Brown—Compliance Clerk**

**Dr. Vytoris Sandford—Instructional Specialist**

**Mrs. Chauntell Beal—Behavior Specialist**

**Therapeutic Staff**

**Mr. David Ebron—LCSW**

**Dr. Leon Rodgers—LCSW**

**Dr. Chiko Saiwa—BCBA**

**Sommer Lewis—Social Services Tech**

**Sharonda Porter—Counselor**

**Elementary Teachers**

**Ms. Beth Badger**

**Ms. Wendye Melzar**

**Middle School Teachers**

**Mr. Carlos Brown**

**Mr. Forrest Parker**

**Ms. Vannicia Hook-Jones**

**Learning Assistance**

**Diane Hill**

**John Furguson  
Cretina Stone**

**Tavares Middlebrooks  
Doshia Watts**

**Mandrell Neely  
Tawain Green**

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## Notes from the Desk of —

Dr. Leon Rodgers– LCSW

### Executive Brain Functioning: What it is and why we need it

Executive brain functioning is important to child development. Executive function is a set of skills that allow children to control their behavior and form long-term goals, rather than doing what is automatic or easiest to accomplish. These skills are applied when children pause and reflect before reacting. Executive function regulates the flow of information. There are three components of executive function: Working Memory is the capacity to hold and work with multiple pieces of information at the same time; Cognitive Flexibility is the capacity to easily switch between different ways of thinking, such as changing behavior to fit different situations or seeing something from a different viewpoint; and Inhibitory Control is the capacity to interrupt an automatic/irrational response, control behavior, and resist distractions in order to do what is appropriate and helpful.

Executive function skills are a constant part of daily life. Examples include calming yourself down instead of yelling when you are upset, continuing to work on math homework even when it is frustrating, and remembering to raise your hand rather than blurt out an answer in class. Research has found that when children exhibit executive function, they are able to learn more in the classroom because they can focus on the teacher and their work. Executive function can also help children get along better with others because they can see things from the other person's viewpoint and control their behavior. Research shows that individuals who display higher levels of executive function as children are more likely to go to college, get a good job, and have fewer behavioral problems later in life.

Understanding executive function can help a parent understand their child's behavior. Executive function develops over time, not reaching steady levels until late adolescence. Children's brains are not as efficient as adults' brains in dealing with demands on their executive function. In fact, sometimes behaviors that look like laziness or defiance can be symptoms of children struggling with demands on their executive function. Remembering multiple directions or continuing to work despite distractions may be too much for a child's executive function system to manage. Reducing executive function demands on children, such as giving one direction at a time or removing distractions, can allow children to practice various executive function skills.



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