

August 2019

WOODALL GNETS NEWSLETTER

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

Message from Mrs. L. Thornton Director

Woodall GNETS
Mission Statement

Dear Parents:

It's hard to believe but it's that time of the year again - the beginning of a new school year. Welcome back!

There's a lot of excitement ahead of us, including new teachers to meet, new books to read, new friends to make and new skills to master.

As a parent myself I know how fast time goes by. One year your child's in 1st grade and seemingly in the blink of an eye they're in middle school, or in their senior year of high school for that matter.

I encourage you to fully embrace the moment and urge you to take the time to become familiar with our program. In closing, thank you for your commitment to your child's education and I look forward to a GREAT 2019—2020 school year.

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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Notes from the Desk of -

Dr. Vytoris Sanford

Instructional Specialist

Four Tips to Help Your Child Succeed at School

The research shows that students tend to earn higher grades, have better attendance, are more motivated and less likely to drop out when their families are involved in their education.

Here are four tips for what parents can do outside the classroom to help their child succeed:

- Create a home environment that encourages learning and schoolwork. Establish a daily routine of mealtimes with time for homework, chores and bedtime.
 - Reinforce learning at home and show your child the skills they're learning are applicable to everyday life. For example, if your child is learning about measurements, solicit help with a recipe.
 - Model the habits of a lifelong learner. Let your child see you reading, writing and using technology.
- Become an advocate. Sign up to speak to the school board about resources your child's school and schools in general need to be successful.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Dr. Seuss

Thank You,
Dr. Vytoris Sanford



Notes from the Desk of —

Chauntell Beal, Behavior Specialist



Welcome back to the Woodall Program! We are looking forward to a great 2019-2020 school year. My name is Chauntell Beal and I will be your child's Behavioral Specialist this year. One of my main goals is to teach our students coping skills and appropriate social behaviors. This year Woodall will use a Research based program called Skillstreaming. Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to preschool, kindergarten-age, and school-age children.

Skill Areas

- Beginning Social Skills
- School-Related Skills
- Friendship-Making Skills
- Dealing with Feelings
- Alternatives to Aggression

Dealing with Stress

Please feel free at any time to discuss any questions and concerns you may have regarding your child's progress, either in person, by phone, or through email. The fastest and easiest way to reach me is my work phone 706-748-3166. You can also reach me via email beal.chauntell.n@muscogee.k12.ga.us. I will be sure to call/email you back as soon as possible.

"Some people care too much...I think it's called love." - Winnie the Pooh

Sincerely,

Chauntell Beal

Behavioral Specialist

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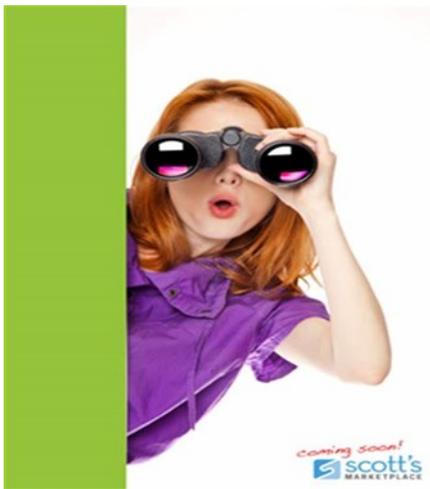
Students were greeted with High Fives in the air to celebrate the first day of the school year by the Columbus State Basketball players and coach. Coach Robert Moore encourage the importance of good grades. He invited the students to come to the upcoming season of Cougar Ball. Tickets for those 18 or younger are free to attend games



“Be on the Lookout”

Hello,

My name is Sommer Lewis and I serve as the Social Service Tech on the Therapeutic Team. I will be making calls to parents and guardian to introduce myself and share community supports available to ensure this school year is a success.



WOODALL

Meet staff, enjoy a cookout, while having fun. Prizes to be given

Local providers will be present with resourceful community information

Open House

Thursday, September 5

5:00 pm - 6:00 pm

Woodall School

" A Community of Lifelong Learners "

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**Notes from the Desk of -
David E. Ebron**

**ANGER
MANAGEMENT**

Licensed Clinical Social Worker

Anger management: 5 tips to tame your temper

Keeping your temper in check can be challenging. Use simple anger management tips — from taking a timeout to using "I" statements — to stay in control.

Most of us react to our children's angry outburst by attempting to eliminate their anger and by attempting to control our own anger. Uncontrolled anger can take a toll on both your health and your relationships. Here are some suggestions (provided by the Mayo Clinic) that may help us to control our anger.

1. Think before you speak

In the heat of the moment, it's easy to say something you'll later regret. Take a few moments to collect your thoughts before saying anything — and allow others involved in the situation to do the same.

2. Once you're calm, express your anger

As soon as you're thinking clearly, express your frustration in an assertive but non-confrontational way. State your concerns and needs clearly and directly, without hurting others or trying to control them.

3. Get some exercise

Physical activity can help reduce stress that can cause you to become angry. If you feel your anger escalating, go for a brisk walk or run, or spend some time doing other enjoyable physical activities.

4. Take a timeout

Timeouts aren't just for kids. Give yourself short breaks during times of the day that tend to be stressful. A few moments of quiet time might help you feel better prepared to handle what's ahead without getting irritated or angry.

5. Identify possible solutions

Instead of focusing on what made you mad, work on resolving the issue at hand. Does your child's messy room drive you crazy? Close the door. Is your partner late for dinner every night? Schedule meals later in the evening — or agree to eat on your own a few times a week. Remind yourself that anger won't fix anything and might only make it worse.

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**Notes from the Desk of -
Dr. Chiko Saiwa
Board Certified Behavior
Analyst**



Behavior Corner

Understanding Behavior and Being Proactive

There is always a reason why behavior happens

Here are some of the Reasons

- **Sensory Stimulation:** “A person’s own movements/actions feel good to that individual.
- **Escape:** “Something is (or signals) an undesirable situation and the person wants to get away from it.
- **Attention:** “Someone desires for access to social interaction (s)..”
- **Access to Tangibles:** “Someone wants access to a specific item or activity.

Be Proactive!

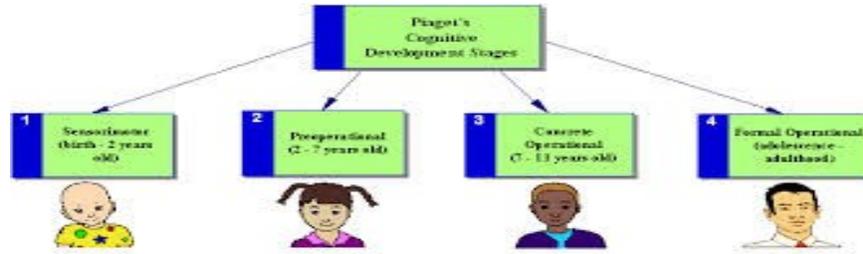
Examples

Strategy	Examples
Using high interest materials during non-preferred tasks or activities	Practicing math problems on an iPad Completing journal activities in a Spiderman notebook
Modifying the task	Reducing the number of tasks/ chores Breaking the reading selection into shorter chunks
Building in breaks	Scheduling fun activities or sensory activities into the daily routine Allowing breaks after specified amount of work is completed
Visual cues	Provide a picture schedule of tasks, routine and activities.
Environmental modifications	Strategic seating (away from a window, nearer the teacher) Dimming lights to reduce stimulation

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From the Desk of
Dr. Rodgers, DCSW
Forensic / Licensed Clinical Social Worker

Aspects of Cognitive Development



From ages 7 to 11, children are in what Jean Piaget referred to as the Concrete Operational Stage of cognitive development. This involves mastering the use of logic in concrete ways. The word concrete refers to that which can be seen, touched, or experienced directly. The concrete operational child is able to make use of logic to solve problems involving the physical world. For example, a child can understand the principles of cause and effect.

The child can use logic to solve problems tied to their own direct experience but has trouble solving made-up problems or considering more abstract problems. In this regard, the child uses Inductive Reasoning, which is a logical process in which multiple ideas believed to be true are combined to obtain a conclusion. For example, a child has one friend who is rude, another friend who is also rude, and the same is true for a third friend. The child may conclude that friends are rude. We will see that this way of thinking tends to change during adolescence, and is replaced with deductive reasoning. Deductive reasoning is a logical process in which a conclusion is based on the agreement of multiple ideas that are assumed to be true.

The term metacognition refers to the act of thinking about thinking. It is the ability for children to control their own thoughts. Children in middle and late childhood also have a better understanding of how well they are performing a task, and the level of difficulty of a task. As they become more realistic about their abilities, they can adapt to studying strategies to meet those needs. Young children spend as much time on an unimportant aspect of a problem as they do on the main point, while older children start to learn to prioritize what is significant and what is not. As a result, they develop metacognition. Metacognition refers to the knowledge we have about our own thinking and our ability to use this awareness to regulate our behavior.

Critical thinking means making reasoned judgments that are logical and well-thought-out. For example, teaching students how to think. Critical thinking, or a detailed examination of beliefs and evidence, involves teaching children how to think. The purpose of critical thinking is to evaluate information in ways that help us make appropriate decisions. Critical thinking involves gathering and evaluating information and considering possible solutions. Several skills are required for critical thinking. They include but are not limited to: Analyzing information, judging the credibility of information, making judgments, and deciding how to respond. Metacognition is essential to critical thinking because it allows students to comprehend the information they use to make everyday decisions.

Reference: Wadsworth, B.J. (1996). Piaget's theory of cognitive and affective development: Foundations of constructivism (5th ed.). White Plains, NY: Longman Publishers.

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