

MARCH 2020

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

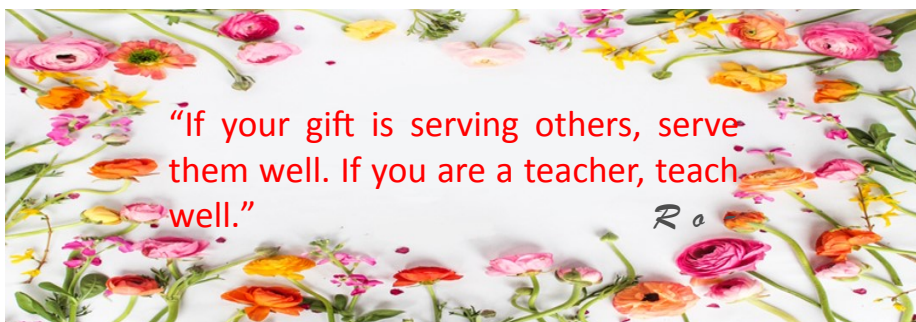
On behalf of the teachers, support personnel and staff at Woodall, let me take this opportunity to thank the many parents/guardians who attended our sessions on “Real Talk: Guiding Your Child Throughout Sexual Development” on February 12, 2020. Your response was overwhelming and truly appreciated and we look forward to our continued partnership.

Spring begins on Thursday, March 19 and ends on Saturday, June 20, 2020. The season of spring brings renewal, rejuvenation and new growth. It's that time of the year when everything in nature is changing and promising new life and new hope. Spring is literally a breath of fresh air!

Like springtime, let us together renew our approach, our strength and our energy in how we impart to our children so that their spirit and lives will in turn be renewed by our efforts.

Just like the other seasons and the season of spring, our children are gifts from God.

If you have any questions or concerns in regards to the Woodall GNETS Program, please do not hesitate to contact me via phone or email (706)748-3166 Office and E-Mail: Thornton.Lachrista.S@muscogee.k12.ga.us



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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Notes from the Desk of:

Dr. Vytoris Sanford—Instructional Specialist



Parental Information on the Georgia Milestones Assessment System

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive assessment system spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, Science, and Social Studies. Students in grades 3 through 8 will take End-of-Grade (EOG) assessments in English Language Arts and Mathematics, while grades 5 and 8 students will also take the EOG Science and Social Studies assessments.

◇ What is the purpose of Georgia Milestones?

Georgia Milestones is designed to provide information about how well students are mastering the state adopted content standards in the core content areas of English Language Arts, Mathematics, Science, and Social Studies. Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning—be it the next grade, the next course, or the next endeavor (college or career).

◇ What types of questions will a student see on the Georgia Milestones Assessments?

Georgia Milestones includes the item types described below:

- open-ended (constructed-response) items in English Language Arts and Mathematics
- a writing component (in response to passages read by students) at every grade level and course within the English Language Arts assessments
- nationally norm-referenced items in all content areas and courses to complement the Georgia criterion-referenced information and to provide a national comparison
- multiple-choice items in all content areas and courses

Dr. Leon Rodgers:

Forensic / Licensed Clinical Social Worker

H E A L T H Y

P a r e n t i n g

Praise is one way of achieving and increasing self-esteem in children, but too often, it can be used incorrectly. Imagine that you are continually being praised for being a good boy or girl. One day, your parents are distracted by other pressing issues and "forget" to praise you. Your response may be to think, "I am not being praised, therefore, I must be bad today." This is a common misconception by children. To prevent this misconception from occurring, praise what the child is doing rather than "judging" the child. In fact, encouragement rather than praise is more effective. The reason? - Praise is saved for very special occasions, while encouragement should be used regularly. Encourage your child in the development of new activities. Encourage your child to speak his or her own ideas. Encourage your child to comply with rules. Encourage your child to use appropriate language. Encourage your child to make helpful choices by monitoring their choices. Rather than, "What would you like to drink?" use a variation of the following, "Would you rather have some juice or milk for a snack?"

Listen to your child's opinions. Give positive comments about their opinions when appropriate. Praise the very special things that your child does. Say something when you appreciate a task that has been performed correctly and well. As a guide, consider the following healthy family rules: (1) children are allowed and encouraged to have and to express their feelings, thoughts, and perceptions; (2) mistakes are expected and forgiven as part of the child's natural learning process; (3) children are valued as unique people who are encouraged to help formulate family rules; (4) parents are consistent, self-disciplined disciplinarians who say what to do and do what they say; (5) family atmosphere is spontaneous, creative, nonjudgmental, and fun; and (6) think of parenting as a way to prepare your child for current and future success.

Additionally, how to manage **bad language**: Your child will probably pick up some bad language at school or from the media. Sometimes children start using bad language to fit in with peers: (1) let your child know that swearing or crude language is not okay at your house. Also, make it clear that you expect your child to obey this rule at school as well; (2) pay attention to your language. If you swear, your child will copy you; and (3) never wash your child's mouth out with soap or any other nasty tasting substance. That behavior is disrespectful and teaches that parents can do bad things to children.

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Also, how to manage **talking back**: It is easy to get angry when your child does not show respect. You can help your child learn not to talk back and what respect means by the way you respond: (1) tell your child that you want to listen, but you will not listen until both of you have a chance to calm down; (2) apologize if you get angry and shout. This way, you are teaching your child what respectful behavior is; (3) when you are both calm, tell your child clearly what specific words or tone of voice he or she used that was disrespectful. Tell your child how you feel when you hear them using inappropriate language. Tell your child what you expect; and (4) give your child a chance to try again. Hopefully, your child would have learnt from your example and will apologize, but an apology should never be forced.

Important Dates in March 2020

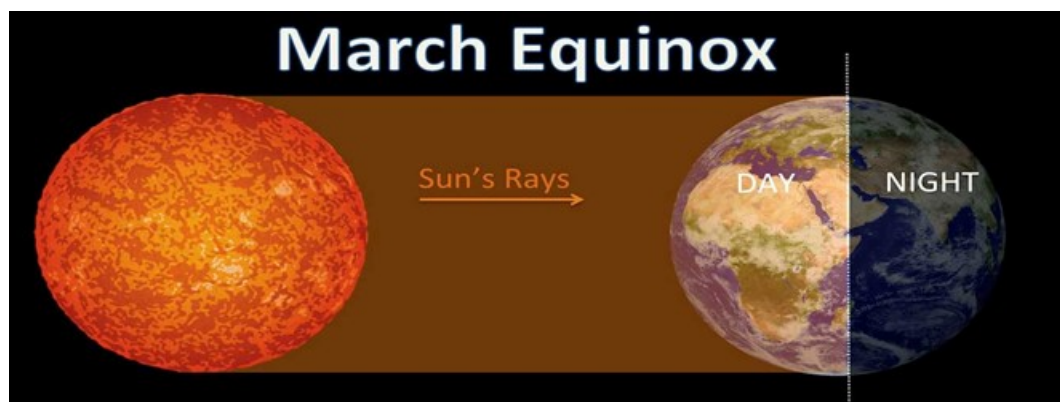
Sunday, March 8 is the start of **Daylight Saving Time**, which begins at 2:00 am that night. Don't forget to "*spring forward*" and set your clocks ahead one hour! We prefer to do this before bedtime on Saturday night, just so there's no confusion the next morning.

March 8 is also **International Women's Day**, which is a day that not only celebrates the achievements of women and the progress made toward women's rights, but also brings attention to ongoing struggles for equality around the world.

Tuesday, March 17 is **St. Patrick's Day**. According to folklore, St. Patrick used the three-leaved clover (shamrock) in his teachings about the Holy Trinity.

Thursday, March 19 brings about the **March equinox**—also called the **vernal** or **spring equinox**—marking the beginning of spring in the Northern Hemisphere. On this day, the Sun stands directly over Earth's equator.

EQUAL DAY EQUAL NIGHT



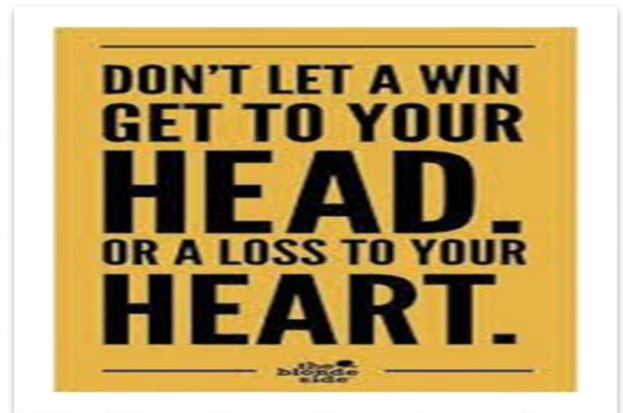
Notes from the Desk of:

Chauntell Beal— Behavioral Specialist

February Character Word of the Month - SPORTSMANSHIP

Sportsmanship - Appropriate conduct for one who is participating in a sport or contest, including observing rules, fair play, respect for other players, and graciousness in losing.

“Do you know what my favorite part of the game is?
The opportunity to play”



Greetings,

It is important for our students to develop empathy for other people’s feelings and for teachers and parents to model empathy within the classroom and home. Ongoing emphasis on developing empathy will lead to a more positive school and home climate. Parents, I encourage you to question your child about their daily social skills lessons as well as their point sheets.

Also, please be on the lookout for Strengths and Difficulties Questionnaire (SDQ) for you to fill out. What is the SDQ? The SDQ is a brief behavioral screening questionnaire for children 2-17 year olds. There are three versions of it: one for parents to complete, one for teachers and, for older children, a self-complete version. Once you receive your copy please complete it and send it back to school. Thank you for your support!

There are some easy steps to build empathy and kindness in your children.

1. Model kind behavior

Do you make fun of strangers? Do you talk bad about your relatives or friends when they aren’t there? Do you treat your spouse, pets or even kids in a degrading fashion some times?

The apple doesn’t fall far from the tree. If you tell your child to be kind, but you are modeling negative, unkind behavior – your words will have little impact on their behavior. Children do as they see – not as you tell them to do. Be a wonderful role model for your child. Show your child respect when redirecting them or disciplining them. Speak to your spouse with kindness. Your children will learn from your example.



2. Highlight people's emotions around you

If your child has a hard time reading social cues, practice a game I like to call "Guess the Feeling." Sit at a park or a mall and watch people. If you love people watching - this game shouldn't be too hard. Find someone showing an extreme emotion - such as excitement, sadness or anger. Ask your child, "What do you think they're feeling?" Ask them to make up a story about what may be happening. This helps children identify non-verbal clues as to how others feel and helps them put meaning behind emotions.

3. Re-assess how you tease your children - is it demeaning, taunting or degrading?

Some families love to tease each other, but some children can't take intense teasing. Some parents do not think their teasing is cruel - but if your child reacts by crying and storming off - chances are they are feeling degraded. Would you want your child to make fun of peers the way you are making fun of them? Some parents might think they are just "toughening up" their children or being playful, but kids will often take it out on their peers. Children learn how to be playful by the tone their family sets. If mean spirited taunting is acceptable at home - then children will think it is acceptable elsewhere.

4. Point out how their behavior affects those around them

When your child's behavior is affecting those around them - point it out. Let your child know how they are affecting others without shaming them. An example might be something like, "You hit her and now she is so sad. Look at that red mark you left on her face. You wouldn't want her to put a red mark on your face. I would be very upset with her if she hurt you. I love you both and don't want either of you hurt."



5. Teach your children the joys of helping others

Be an example for your children and help strangers, friends and family. Let them know that it feels good to help others - even if you get nothing back. Set up opportunities for you to help others as a family. Teach your child that even small acts of kindness go a long way. Express to your child why you are holding the door for another person, letting someone get in front of you in traffic or helping someone when their hands are full. Explain that it is nice to be helpful, even if the person doesn't say thank you or appreciate it. You should give to give - not give to get.

6. Do not let your children talk to you in a rude fashion

If you allow your child to talk rudely to you - they might think it is acceptable to talk to others that way as well. Kindness starts at home.

Kindness

INSPIRE

EMPOWER

ACT

SHARE



Our week of Kindness was a “door stopper.” Students and staff participated in activities that displayed kindness. Our goal was to make a difference through action, helping others in need or changing daily habits. Even smiling at someone and saying please and thank you can easily change somebody’s day.

Special thank you to our guest, Motivational Speaker, Quay Boddie. We welcomed guest Christian Shakespeare of Be U Fitness and Darius Miles from Insane Fitness. They helped us learn the importance of being kind towards yourself through fitness.

Congrats to Ms. Badger and Ms. Melzar’s homerooms for cooperatively creating the winning Kindness Door Decorating contest. Way to show Kindness y’all.

Sommer Lewis, Social Service Tech



ONE
KIND
WORD
Can Change
Someone’s
Entire Day



Thank you parents
and guardians for
attending our
“Real Talk”
sessions



New Horizons Behavioral Health presents
The 4th Annual Children’s Mental Health Symposium

**Bringing Children’s
Mental Health into Focus
Perfect Vision in 20/20**



WHY GREEN? To Combat Stigma!
In the 1800s the color green was used to brand people who were labeled “insane.” The children’s mental health community decided to continue using the color green, but with a completely different focus. Green signifies new life, new growth, and new beginnings. Therefore, we wear green ribbons to raise public awareness, better the lives of children with serious emotional disorders and show our support of these children and their families.

Save the Date
May 1, 2020
Piedmont Columbus Regional
CONFERENCE CENTER
710 Center Street, Columbus, GA
Registration 9 AM – 9:45 AM
Symposium 9:45 AM – 4 PM



Focusing on the health and wellbeing of children is an effective way to change the negative stigma and stereotypes associated with mental health for generations to come. Children’s Mental Health Awareness Week is an opportunity for everyone to help erase the stigma and embrace the future.

Welcoming Clinicians, Educators, Parents, Guardians, Child Care Workers and Physicians and Nurses.



FOR MORE INFORMATION:
Contact Susan Gallagher at 706-596-5517 or via email at sgallagher@nhbh.org.

LIMITED TO 75 PARTICIPANTS.
E-Mail your reservation to Susan as soon as possible.

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COMPLIANCE VS NON-COMPLIANCE

COMPLIANCE

- Compliance is often used to describe a situation in which a child completes instruction from adults.
- Teachers consider compliance to be a critical skill for success in a classroom.

For Example

In survey of 3,305 kindergarten teachers, Lin, Lawrence and Gorrell (2003) found that 78% of teachers rated “follow directions” as “very important” and “essential” kindergarten entry-level skills.

WHAT CAUSES NON-COMPLIANCE

- Not feeling well
- Lack of skill—they don't know what's asked of them
- Tiredness
- Lack of motivation
- Trying to escape the task

NON-COMPLIANCE

- Non-compliance is a term used to describe a situation in which a child does not complete instructions from adults.
- Lack of it can lead to a deficit in skill development (i.e. self help), which in return can affect family life negatively. And, also can lead to more severe behavior problems e.g. delinquency and



When not feeling well

- Show empathy
- Give Medical attention/rest

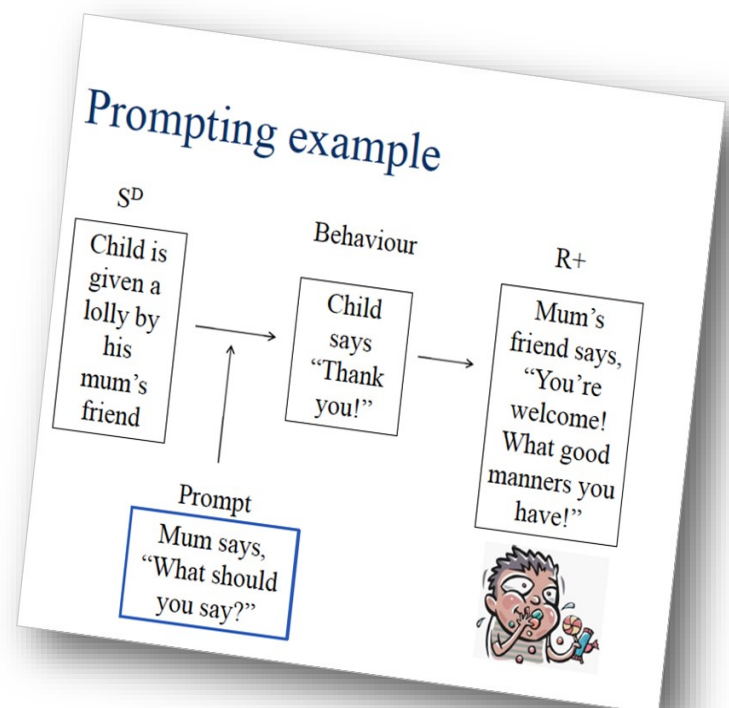
When Lack of Skills Occurs

- Modeling the task using graduated guidance—with the graduated guidance procedure, teachers/practitioners apply the amount and types of prompts needed as the learner begins to acquire the skill.
- Prompt (verbal, physical, position cue).
- Extra stimulus point.
- Response prompts are used directly in conjunction with the response.
- The three major types of response prompts are:
 - ◇ **Verbal Instructions**—Verbal instructions are used in many teaching contexts and can occur as: Vocal verbal instruction such as telling a student or providing some oral assistance to help aid the response.
 - ◇ **Non-vocal Instructions** such as written words, pictures or signs to help the student with the response.
 - ◇ **Modeling**—the response or desired behavior can be modeled by an instructor, adult or peer.
 - ◇ **Physical Guidance**—an instructor will physically guide the student through a component of the response or the entire response. This type of prompt can be more intrusive than other response prompts and will be effective with a child who is resistant and averse to physical touch.

- Stimulus prompts are used in conjunction with the antecedent to help elicit a correct response when the discriminative stimulus or instruction is presented.
- The three major types of stimulus prompts are:
 - ◇ **Movement Cue**—occurs when an instructor identifies the correct response by pointing, touching or looking at the item.
 - ◇ **Position Cue**—occurs when the target item is placed in a different position than the rest of the items to help elicit the correct behavior.
 - ◇ **Redundancy Cue**—occurs when one or more dimensions of the target (such as color, size or shape) are exaggerated and paired with the correct response.

For Example

Guidelines for using a prompt procedure are as follows: (1) Present the discriminative stimulus (2) Prompt the correct response, and (3) reinforce the correct behavior, whether prompted or unprompted.



When Lack of Motivation Occurs

- Schedule non-preferred activities before preferred
- Use high value reinforcers. (rewards)
- Ask child what they would like to earn for completing the task
- Set up clear expectations for meeting criteria to earn reinforcers
- Set up clear consequences for not meeting expectations



When Escape to Task Occurs

- Offer frequent breaks before they engage in escape behavior
- Give opportunity to delay task
- Give them forced choices

