

DEPARTMENT NEWS

FALL PROFESSIONAL DEVELOPMENT

The Concept Academic team has started making the rounds providing professional development for our regions. For this round, the K-2 elementary department will be working on Guided Reading as well as Close Reading. Please start jotting your questions down so that we can all discuss them at the PD days ahead.

HISTORY HEROES

Concept's Department of Social Studies headed by Clare Brooks encourages all students K-12 to participate.

History Heroes is a program designed to award students who are acting as civics leaders in their communities or schools, and students who are going above and beyond in their social studies classrooms. Previous year's winners have completed interesting and amazing projects, volunteered in their communities and school, improved their performance in their social studies class, etc.

There are 3 winners: 1- K-5 winner, 1- 6-8 winner, and 1- 9-12 winner. The winners receive a \$20 gift card, a certificate, recognition on the Concept Social Studies website, and the Concept monthly newsletter. Please watch your e-mail each month for information on how to submit an application for your student(s).

OUR TPT GIFT CERTIFICATE WINNER!

Congratulations to Wendy Koziarski (1st grade teacher at HSA McKinley) who won a TPT gift certificate for her monthly resource submission. There will be a chance each month for all of you to submit resources for our monthly drawing. More details about November's drawing will be sent at the beginning of the month.

FREE?!?!?

Handwriting

It is still essential to teach students how to write and not just what to write about. Here are several sites that offer free resources:

This TPT seller offers an entire beginning writer packet for all letters.

<https://www.teacherspayteachers.com/Product/FREE-A-Z-Handwriting-Practice-2016733>

This website has a TON of handwriting resources, including worksheets. You have to sort through but the most commonly used handwriting type is called Zaner-Bloser (or ZB.)

<http://www.donnayoung.org/penmanship/index.htm>

Create your own handwriting practice sheets! Kimberly Geswein created a downloadable font that you can use with any program.

<http://www.dafont.com/kg-primary-dots.font>

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LOVE AND LOGIC (PART 2)

By Jennifer Sajovec

Last newsletter, we introduced you to Love and Logic by Jim Fay. Two of their most powerful strategies are (1) Neutralizing Arguments and (7) Use Choices to Prevent Struggle.

Below is a list of the 9 essential skills for creating a love and logic classroom. We're going to talk about two more, (9) Guide student to own and solve their problems and (4) The Recovery Process.

9 Essential Skills for Love & Logic Classroom

1. Neutralizing Argument
2. Delay the Consequences
3. Empathy
4. The Recovery Process
5. Develop Positive Relationships
6. Set Limits with Enforceable Statements
7. Use Choices to Prevent Power Struggles
8. Quick and Easy Interventions
9. Guide Students to Own and Solve Their Problems

GUIDE STUDENTS TO OWN AND SOLVE THEIR OWN PROBLEMS

Do you often spend too much time listening to student "issues" and then helping them solve the problem? On some days, you may feel more like a mediator than teacher. Wouldn't it be wonderful if you could get your students to do all of the "heavy lifting" when handling problems?

Try following this simple script (or your own version) to help encourage students to solve their own problems.

The Love and Logic strategy

Step One: Use Empathy Statement

"I bet that really upset you."

Step Two: Send the "Power Message."

"What do you think you're going to do?"

Step Three: Offer choices (if needed.)

"Would you like to hear how others have handled something like this?"

Step Four: Have the child state the possible consequences of that choice.

"And how will that work?"

Step Five: Give permission for the child to solve the problem.

"Good luck. I hope everything works out!"

THE RECOVERY PROCESS

It's refreshing to see so many classrooms now use a "cool down" spot. Here, students have the chance to take a break, collect themselves, and then join the action. Allowing students the freedom to visit the "cool down" spot is one of the best ways to prevent minor infractions from becoming much, much worse. Be careful, though. This spot should not be seen as a time-out or punishment.

Have you ever heard of a mulligan?

Essentially, it's permission to have a "do over." Our students sometimes just need a mulligan. Offer students a chance to just try again. This simple gesture sometimes goes a long way

Another take on the recovery process deals with repairing any tension between you and the student. You have probably heard teachers say things like "You may now join the group but I don't want to see behavior like that again." This tone just prolongs the negative interaction between you and the student. Try simple saying as "Welcome back!" or "It's great to have you with us again." Be sure to do so with a genuine smile and you'll set the student back onto a positive path!

