

## News and Notes

### From Teacher Brianne

Something important to know and remember about child development, is that brain growth is integrally tied to motor development. That is, young children need many opportunities for physical movement and play every day in order for their brain to create neurons and synapses that integrate their systems and learn things cognitively. So, if it seems like your child is bouncing off the walls or acting like they are run by a motor, they are. Their brains (motor) create deep urges for movement in order to facilitate its growth. That includes everything from language, visual perception, problem solving, emotional regulation, social engagement, etc. During cold and rainy months, it might take some creativity to find ample time and space for that needed movement.

## Coming Up...

- December 19–January 2: Winter Break, no school/sessions
- January 16: Martin Luther King Jr. Day, no school/sessions
- February 6: Teacher work day, no school
- February 7: Progress Reports sent to parents
- February 20–21: Mid-winter break, no school or sessions

## Special Education

Federal law that governs special education services called IDEIA details the timelines that must be met in order to be in compliance with the law, including:

From the time of receiving consent for evaluation to the report: 35 work days

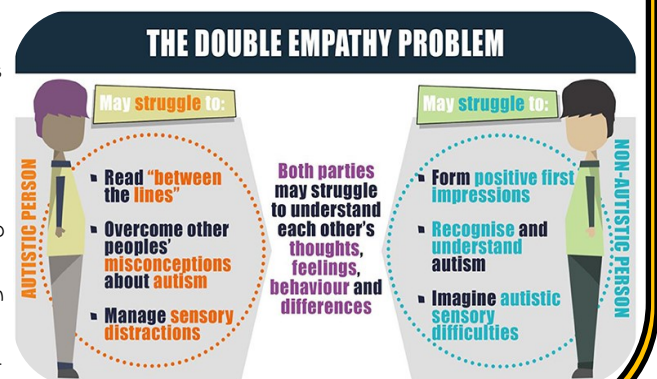
From the time of evaluation report to IEP meeting: 30 calendar days

From the time of initial IEP until it must be renewed with a new meeting and document: 364 calendar days (and each IEP every year after that)

From the time of initial evaluation to re-evaluation: less than 3 years

## Neurodiversity

Researchers have dispelled the myth that autistic people lack empathy and ability to take the perspective of others. Rather, a new theory has emerged called the double empathy problem. In essence, it is a cultural divide wherein non-autistic people fail to accurately take the perspective of autistics and autistics struggle to understand non-autistic people, but each have no problem doing so with their in-group peers.



## In The Community

There are several community organizations in our area for Latino families which provide educational opportunities for all family members, financial resources and cultural celebrations. Click on the link for each one for more information.

## Social Emotional Learning: Conscious Discipline

A Social-Emotional program called Conscious Discipline has developed a model of the states of the brain. The website states: A Neurodevelopmental Model that Focuses on Internal States First and Behavior Second The Conscious Discipline Brain State Model becomes a framework for us to understand the internal brain-body states that are most likely to produce certain behaviors in children and in ourselves. With this awareness, we learn to consciously manage our own thoughts and emotions so we can help children learn to do the same. The goal of this model is not to turn into neuroscientists, but to provide a simplified brain model as a means for increasing our self-awareness so we can respond consciously to the needs of the moment. Find more information here:

[Conscious Discipline](#)



Survival State

### BRAIN STEM

The Survival State represents the primal brain and asks the question, "Am I safe?" The only way to soothe the Survival State is through the creation of Safety.



Emotional State

### LIMBIC SYSTEM

This Brain State represents mid-level functionality and asks the question, "Am I loved?" The only way to soothe an upset emotional state is through Connection.



Executive State

### PREFRONTAL LOBES

The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, "What can I learn from this?"

## What we worked on



## Coaching Notes

Keep in mind that kids learn about relationships and power dynamics through their relationships and interactions with the adults in their lives. Have you ever noticed that your child says something that sounds like what an adult (such as you) would say? Keep in mind that the way you treat the child will be how they treat others. So, if you find yourself correcting a behavior that you see as inappropriate for the child but something that you do (such as being "bossy"), stop and reflect on how your behavior has modeled that for your child and if you should adjust something.

## Teacher Brienne's Recommendations

### Book

The art of Roughhousing by

Anthony D. Benedet

EVERETT PUBLIC



### Podcast or Blog

Mr. Chazz



Dr. Becky Good Inside

### Social Media

Conscious Discipline



Instagram

