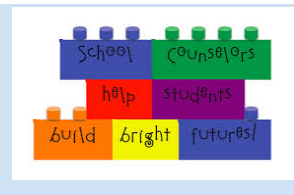


School Counselor Connection



Mrs. Butto's Monthly Newsletter

Number 1

For the first two months of school, I have the wonderful opportunity to meet with each classroom once a week for a classroom guidance lesson. Lessons focus on social skills, self-regulation strategies, and the "Leader in Me" Habits. Deep breathing and mindfulness techniques are also incorporated into each lesson. Detailed information about the four guidance lessons that we have had this school year so far is below. Starting in November lessons will move to every other week.

Friday lunch bunches have started! Each child in full day kindergarten will be invited to lunch one Friday during the school year. This is a fun way to get to know my students better!!!

I can be reached at 330-653-1229 or Buttoa@hudson.k12.oh.us. Do not hesitate to contact me!

Feeling Screener (Universal Screener)

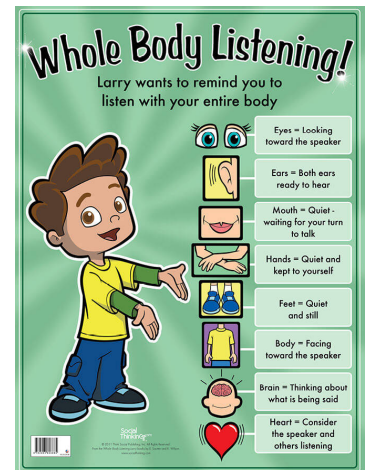
I will be completing the Kindergarten Feeling Screener with kindergarten students. This 6 question screener assists me in supporting the social-emotional needs of our kindergarten students. If you would like to view the screener questions, please contact me at buttoa@hudson.k12.oh.us.

Lesson One: Whole Body Listening

Kindergarten students at McDowell learned how to show they are listening by learning to be a "Whole Body Listener". Whole Body Listening was developed as a tool to help children understand what is expected.

Whole body listening is more than just "hearing" with the ears. It includes:

- Listening with the **eyes**: Looking toward the speaker
- Listening with the **ears**: Both ears ready to hear
- Listening with the **mouth**: Quiet and waiting for your turn to talk
- Listening with the **hands**: Quiet and kept to yourself
- Listening with the **feet**: Quiet and still
- Listening with the **body**: Facing toward speaker
- Listening with the **brain**: Thinking about what is being said
- Listening with the **heart**: Considering the speaker and others listening



Lesson Two: Feeling Vocabulary

In kindergarten we are working on expanding our feelings vocabulary beyond happy, sad, and mad. We talk about feeling disappointed, frustrated, jealous, silly, proud, thankful, and scared. Labeling/naming our feelings helps us to manage our feelings. All feelings are okay but some feel comfortable inside our bodies (happy, proud, thankful) and others feel uncomfortable (angry, sad, scared). While all feelings are okay, not all behaviors are okay. We also learn to recognize when we are having an uncomfortable feeling by noticing what is happening inside our bodies (i.e. heart beating fast, sweating, turning red, muscles are tight, or stomach is upset). When we have an uncomfortable feeling it is important that we use a strategy or breathing technique to manage the uncomfortable feeling so that we are able to show expected behavior and feel better!

At home, **label your child's feelings** and help them understand how they feel inside their bodies. Encourage them to use a deep breathing tool or another strategy when they are upset and feeling uncomfortable. The Balloon, STAR, Pretzel, and Drain are deep breathing techniques from Conscious Discipline and have been practiced in the classroom. More information can be found at ConsciousDiscipline.com.



Lesson 3: “Leader in Me”

Habit 1: Be Proactive, I am in charge of my choices!

I am responsible for myself! I choose how to act, how I feel and what I do. I do what is right without being asked, even when no one is looking. Even when it is hard, I have a “can do” attitude.

During this lesson, our focus will be on having a growth mindset! By working hard, making mistakes and persevering, our brain grows and learns. We will read together, “Your Fantastic Elastic Brain; Stretch It, Shape It” by Jo Ann Deak and with the use of a squishy foam brain and pipe cleaners demonstrate how our brain grows with practice. **Making mistakes helps our brain to grow even more!!**


Lesson 4: Zones of Regulation

Kindergarten students at McDowell are currently learning how to identify and communicate their feelings using “The Zones of Regulation”. The small chart below describes the four different zones and the feelings and energy level that fall into each zone. It is a great tool for kids to communicate what they are feeling and for them to also understand their zone so they can do something about it and manage their feelings! In the following months, as a part of “The Zones” curriculum, students will gain skills in self-control, perspective of how others see and react to their behavior, calming and alerting strategies, and problem solving skills.

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

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