

CASEY'S CORNER

DECEMBER NEWSLETTER



WELCOME CARDINALS!

Welcome to December! This month, we are spotlighting **BODY in CONTROL**. This skill will help our students shine. learning how to keep our bodies safe, still, and ready to learn.

When we teach "Body in Control," we explicitly define what it means: arms at our sides or in our lap, feet on the floor or crossed, body facing the speaker, and hands to ourselves. We model examples of both "body in control" and "body not in control," and students practice switching between them (for example during circle time or small-group work).

We use visual supports (posters showing a still body), cue-cards (e.g., "Freeze body"), and consistent prompts from adults (hand up, eyes forward, body still). Over time, the cues become natural and students learn to monitor their own body behavior.

With Casey cheering us on, our Cardinals will practice keeping our bodies in control with purpose and poise.

WHY HAVING OUR "BODY IN CONTROL" MATTERS

Having our bodies in control matters because it sets the stage for learning, safety, and community respect. When students keep their bodies still and appropriate, they are more able to listen, follow directions, and engage meaningfully. It reduces distractions and helps everyone – classmates and teachers alike – feel comfortable and ready to focus. From a PBIS lens, using our bodies appropriately is a positive behavior that contributes to a calm, predictable, successful school environment.

HERE ARE WAYS TO TEACH "BODY IN CONTROL":

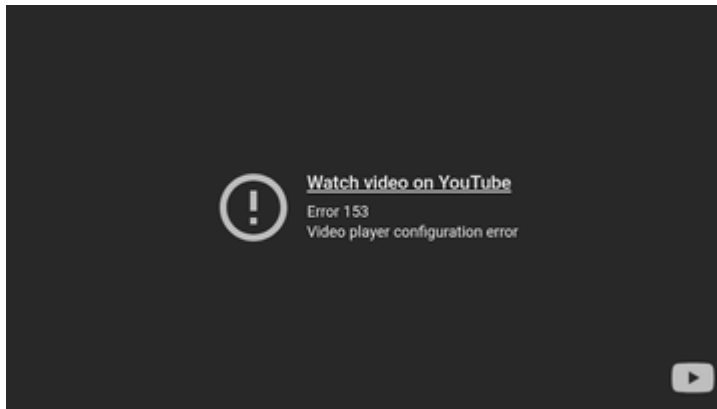
- ROLE-PLAY DIFFERENCES BETWEEN "WIGGLE BODY" AND "BODY IN CONTROL."
- USE COUNTDOWNS OR SIGNALS TO CUE STILLNESS.
- DISPLAY VISUAL SUPPORTS, LIKE A POSTER OF A STILL BODY LABELED "BODY IN CONTROL."
- PROVIDE GUIDED PRACTICE DURING TRANSITIONS, GIVING CUES AND IMMEDIATE FEEDBACK.

INCORPORATE MOVEMENT BREAKS TO HELP STUDENTS LEARN TO TRANSITION FROM ACTIVE TO STILL STATES.

TO PRACTICE "BODY IN CONTROL" AT HOME AND SCHOOL:

- MODEL "BODY STILL" MOMENTS DURING ACTIVITIES LIKE STORYTIME OR TRANSITIONS.
- USE A VISUAL PROMPT FOR SELF-CHECKING BODY POSITION BEFORE LESSONS.
- REINFORCE BODY CONTROL WITH SHORT INTERVALS, GRADUALLY INCREASING THE DURATION.
- INCORPORATE ENGAGING GAMES LIKE "STATUE" AND "MIRROR ME" TO ENCOURAGE STILLNESS.

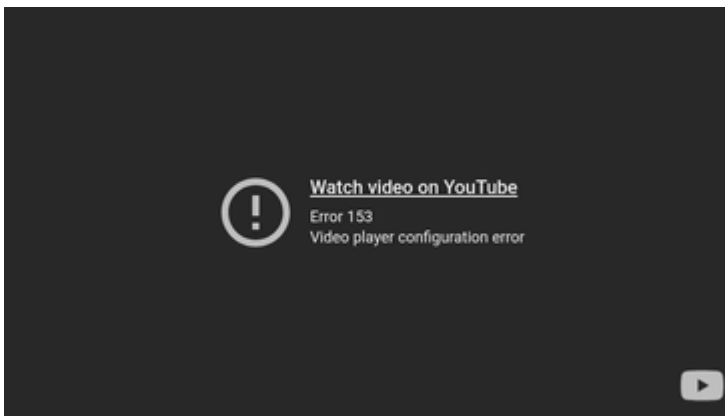
OFFER SPECIFIC PRAISE FOR MAINTAINING BODY CONTROL TO REINFORCE POSITIVE BEHAVIOR.



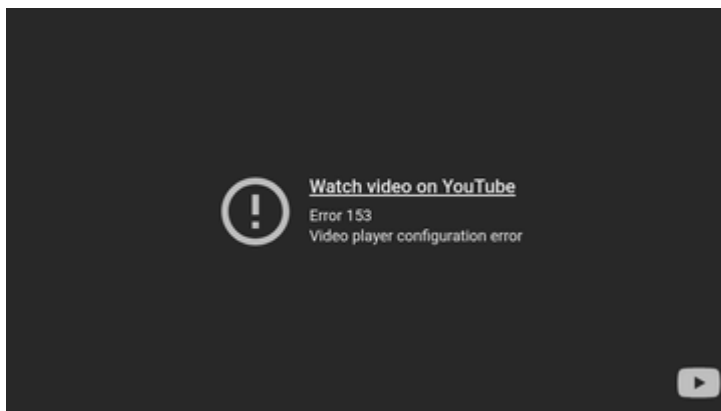
[https://youtu.be/-zzH3WEZSgg?
si=1KLAGLOVkJUma8sXo](https://youtu.be/-zzH3WEZSgg?si=1KLAGLOVkJUma8sXo)



[https://www.instagram.co
m/reel/DGtlwfrPd4M/?
utm_source=ig_web_butto
n_share_sheet](https://www.instagram.com/reel/DGtlwfrPd4M/?utm_source=ig_web_button_share_sheet)



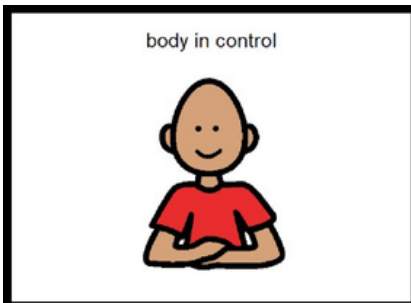
[https://youtu.be/0AFRnZEKqg4?
si=sn1LS7EZw3S7AN5I](https://youtu.be/0AFRnZEKqg4?si=sn1LS7EZw3S7AN5I)



[https://youtu.be/pQ77Nr6TgZo?
si=DDeOiTgt3eiuiPqh](https://youtu.be/pQ77Nr6TgZo?si=DDeOiTgt3eiuiPqh)



SAFE



PBIS Concept: Body in Control Behavior Expectation Activity

Objectives:

- Learn to identify and label emotions
- Identify ways to remain safe with strong feelings
- Practice various coping strategies to manage their emotions

Music and Movement: Self control song

Story Read Aloud: The Choices I Make



3 Ways To Practice:

- Zones of Regulation charades Feeling Faces
- Stop light craft Stop Light Lesson
- How to practice self control activity Self Control Activity

4 ways to acknowledge body in control

- Being in control helps us to stay safe when mad
- Self control means thinking before you act and making good choices
- I felt frustrated but I took a deep breath and stayed calm
- I noticed how you waited, that shows good self control