

THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #11
October 27, 2016

UPCOMING LP EVENTS

- Thursday, October 27th - Kindergarten/First Grade Potluck Dinner - 6:30pm
Friday, October 28th - Trick or Treat for UNICEF
Monday, October 31st - Halloween
Wednesday, November 2nd - 5th Grade Field trip
Thursday, November 3rd - 4th Grade Play for Parents - 8:00 am
- 4th Grade Play for School - 2:00 pm

HEADLINES

Trick or Treating

This morning, because of the weather forecast for tomorrow, we decided that we would postpone our Halloween celebration until Monday, the actual day! This event, especially, needs decent weather, and while I often wait until the last possible moment to make calls about cancellations (this is New England, after all, and the weather changes minute to minute,) we rely, for UNICEF Trick or Treating, on a small army of parent volunteers who will need to change schedules in order to help out with Trick or Treating on Monday. Hence, the earlier than usual cancellation. We welcome additional volunteers for Monday. If you are able to help, please let Ms. Seitz know at mseitz@learningproject.org.



I'm not entirely unhappy about this change because the scheduling of Halloween for Friday this year, a decision I take responsibility for, was not a good one. Our children deserve to have their school Halloween celebration, when possible, on the actual day of Halloween, not before or after. It makes it much more fun for them and maximizing their fun--if but around this particular moment--should be our goal. So, my thanks to Mother Nature for getting us to the place we should have chosen in the first instance.

Helping Children Change Problematic Behaviors

CURRENT 'HABIT OF THE HEAD, THE HEART, AND THE HAND'

Trustworthiness

WORD OF THE WEEK

Indulge
Predicament
Dawdle
Germinate
Tarnish
Flounder
Maneuver
Artifact
Prompt

ATTACHMENTS

[November 2016 Calendar](#)

[Chess Sign Up](#)



The Rainbows are hard at work earning money for D.C.! This week, some students polished silver--they are available for all kinds of tasks!

As mentioned in last week's LPB, we had a lecture by Dr. Maryanne Driscoll (Martha's sister) during our faculty meeting. Maryanne is an educational psychologist and she described a practical three-step process for helping children change. She talked about the implementation of this process in the classroom, but it could also be applied by parents at home.

Step One:

Analysis: Identify the behavior that is problematic. Maybe there are frequent battles over picking up toys; perhaps your child is regularly uncooperative at bedtime; or maybe your child has a difficulty sharing toys with a friend or sibling. Analyze what improvement (not perfection) would look like. What would you like to see more of or less of? And focus on the behavior, not on the child. Establish some realistic goals. For example:

Your child will be able initiate and sustain 5 minutes of effective clean up independently, and then you will help. Your child will regularly put on his/her pj's first, before playing for 10 minutes, prior to story time. Your child will be able to share a toy for 10 minutes before asking for a turn. Make sure the goals, whatever the situation, are realistic. It is better that a child achieve an improvement goal, than fall far short.

Step Two:

Data Collection: Chose a data collection system that will work and that will allow you easily to evaluate progress. Data collection may be as simple as a 3x5 index card with checkmarks, or minutes noted on a daily basis. Begin by getting data on the current state of affairs. How long does it take the child to initiate a clean-up? How long does it currently take the child to get on pj's. How long can the child 'share' a toy before demanding it back? It is easier to measure (and change) behaviors that have a clear beginning and end than not.

Step Three:

Collaboration: Share the data with the child, focusing on the numbers, and on the goals that would show improvement. Give feedback based on this data. Do this for at least three days, maybe for a week. (We don't want children to feel that they are laboratory rats!) If the data isn't good, maybe you can redefine the goal or change strategies to achieve the goal. Make the child aware of things that he or she is now doing differently to change the data. Awareness is the beginning of knowledge.

Dr. Driscoll reminded us of the "Hawthorne Effect" in psychology--that whenever you first study behavior, you get improvements. The larger question, then, is how to sustain that effect and not have it just evaporate in a short time. An effective way to give the change sustained momentum is by helping children see--through data--that they can effect outcomes by setting realistic goals for themselves. Looping back to what we know about motivation--that it requires a sense of **autonomy**, a sense of **relatedness**, and a sense of **competence**--you can see how this process --with data collection, with collaboration, and with feedback--contains the three motivational components.

Again, improvement, not perfection, is the most helpful expectation. Improvement is empowering. On the other hand, when progress is measured against perfection the impact on a child can be debilitating.



Our Professional Development Day

We had a very productive Friday afternoon, with Head Teachers making substantial headway on documenting current curriculum for our AISNE Self Study, and Interns reading more deeply about TLAC (a series of teaching techniques that we use widely at The LP.)

Farewell to Ms. Katz

Tomorrow will be Ms. Katz final day at The LP. We are very grateful to her for getting our first grade started so successfully on their journey at #107 while Ms. Brinkley was on maternity leave and we wish her well in her own journey as an elementary educator. She begins her Masters program in January, and is deciding between Lesley or BU.

Ms. Brinkley will return on Monday.

Word of the Week: Indulge

To yield to a desire, a feeling, a whim, a wish.

Halloween is a holiday when many of us indulge in too much candy.

Not all 'wants' should be indulged. Indeed, as famously said by Mick Jagger: "You can't always get what you want/But if you try sometime you find/You get what you need."

Michael McCord

ANNOUNCEMENTS

Fall Open House - Volunteers Needed

We have one more fall Open House on

Thursday, November 10th, from 4:00- 6:00pm. We need a few more parent volunteers. Please sign up here if interested, and thank you!

<http://www.signupgenius.com/go/30eod4aaca828a6fb6-admissions>

Chess Club is Back

Thanks to a few 5th grade chess enthusiasts, we are piloting Chess Club 2.0, completely student-led and directed. Jude, Oliver B., Jack T., and Edgar came to Ms. Mellen and Mr. McCord when they heard that Igor was unavailable, and they pitched their own version of Chess Club, with students as teachers. They will be joined by Niara and Lexi, who will instruct and supervise (with some adult assistance) any 2nd- 6th graders who may be interested in playing chess after school. They will meet at 3:20 - 4:00 pm on Thursdays, starting November 10th and ending January 19th. Please note that children must be picked up promptly at 4:00 pm unless already enrolled in Quarter 2 after school. We are quite proud of these students for taking matters into their own hands, and we strongly urge others to consider participating! Please return the attached flier to Ms. Mellen if you are interested.

Sewing Help Needed!

There are six chairs in the Kindergarten classroom that need new covers - a very simple design! If you have a sewing machine and would be willing to help make new covers, we would be so appreciative. Check in with

Claire if you are able to help - thank you!

Parent Portal

Field Day photos have been added to The LP website via the parent portal - check them out when you have a spare moment!

Save the date for the LP Auction--March 31st, 2017!

We are excited to announce that the The Learning Project Annual Auction will be held on March 31, 2017 at the Hotel Commonwealth. Last year, we blasted back into the 80s, and we had a gnarly time. Who knows what we will come up with this year as the theme, but you don't want to miss this LP tradition. More information to come, but mark your calendars, and check out the pictures of the Hotel Commonwealth and its recently remodeled space. <http://www.hotelcommonwealth.com/gallery/> If you have questions about The LP Auction, please contact Chris Kandus-Fisher, Auction Chair at ckandusfisher@berklee.edu.

Sixth Grade Families: Private School Fair at Harvard Club of Boston

You and your child (open to both boys and girls) are invited to a Private/Independent School Panel at the Harvard Club of Boston.

Admission Directors from Thayer Academy, Milton Academy, Winsor School, and Belmont Hill School will discuss the advantages and varieties of private/ independent school education in the Greater Boston Area.

Tuesday, Nov 1st, 6:30-8:00 pm

Harvard Club
374 Commonwealth Ave.
Boston, MA 02215

Please RSVP to rsvpadmission@belmonthill.org or call the main admission office at 617-993-5220.

Ms. Cesarz's Blog

You can now benefit from some of Ms. Cesarz's professional wisdom 24/7 by going to her blog at <http://lpparents.weebly.com/about.html> and reading some of the articles she has posted for your consideration, and, because it is a blog, you can share with others your own insights.

ARTISTS OF THE WEEK

Mixed-Media Self-Portraits

For this project, the first grade class studied the difference between realistic and abstract works of art. The students began their projects by using a wax resist process to create an abstract background. They then observed their facial features in the mirror, and used collage techniques and various media to create a realistic self-portrait. When their portraits were placed on the background, a nice contrast was created between the realistic and abstract artworks.



Sophie Von Horn, First Grade

Sumi-e Painting

For this project, the children observed ancient Chinese sumi-e brush paintings, which focused on representations of landscape, animals, and various brushwork. The students also noticed that the artists signed their work in bright red using Chinese characters. For the creation of their work, the students used a brush painting technique to create a landscape showing a sense of depth. They then used *Translator* to figure out their names in Chinese and signed their work just as the ancient sumi-e painters did.



Elim Tesfalem, Second Grade

Insect and Arachnid Sculptures

This project is a continuation of the Fourth Grade study of insect and arachnid anatomy. After completing a detailed drawing study of a crawling creature, the students used clay and clay tools to create a textured sculpture of an insect or arachnid. They then used colored glaze to make their three-dimensional sculptures look realistic.



Alexa Schmitt, Fourth Grade

Emotive Self-Portraits

This project is a continuation of the sixth grade study of color theory. We discussed how to create mood in our artwork through color relationships. We examined the color wheel and discovered that certain colors can be used to express certain feelings in artwork, such as the work from Picasso's Blue Period. The students were asked to think about a memory that sparked an intense emotional response. They practiced making emotive facial expressions in the mirror and used pencils to draw the emotion they wanted to represent. They then connected their expression to colors they felt represented that emotion, and used tempera to paint their compositions.



Andrew teDuits, Sixth Grade

The Learning Project Elementary School | | ctoker@learningproject.org | <http://www.learningproject.org>
107 Marlborough St.
Boston, MA 02116

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