

NEWSLETTER

October 2020

SELF CARE

How often do you allow yourself to just stop and notice what is happening to you, internally, externally, and around you? And then how often do you notice a need in yourself, and just meet that need? As helpers, we often do such a wonderful job of guiding children to have the skills and tools to be successful in life or moment to moment situations. How often do we take our own advice?

Selfcare is a growing topic among the mental health wellness movement. Selfcare has a broad definition amongst people so let's just do that now. Selfcare is an activity that we do to take care of our mental, physical, and emotional health. Selfcare is essentially anything you do that makes you feel good or better. Activities can range from paying your bills to classic activities like pampering. How do we help ourselves know when we need selfcare? We can practice becoming more self-aware.

First, the habituated pattern of not doing this must be broken. Set an alarm on your phone, write it in your planner, something to help remind you to just stop what you are doing and for one or two minutes notice your body. Does anything hurt or feel tense? Are you hungry or need to go to the bathroom? Are you feeling excited or anxious? How fast are you breathing? Just notice what is going on with you. Once you can establish an inventory of what you may need, create a quick plan to meet that need. (Eat, go to the bathroom, relax your neck...etc.)

The amazing part of creating better awareness in yourself is that when you start to feel better by recognizing your needs you start creating patterns for meeting your needs. The really amazing part? You can teach this to kids as well by simply practicing this on your own or teaching them about it. Helping children become self-aware will have lifelong benefits ranging from improved self-regulation to improved relationships.

For more selfcare tips, follow: (ESU#8 Mental Health Team) on Facebook; (esu8psychs) on Instagram; and (ESU 8 School Psychologists) on Twitter.

Your ESU 8 Mental Health Team

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- Columbus Day
- Daylight Savings Time Ends
- ESU 8 Fall Break
- Halloween

EVENTS & WORKSHOPS 2

- Addressing Dyslexia (Zoom Only)
- LETRS Training - Day 1
- MTSS Build Your Interventions
- NDE CIP Support Day
- Verbal Response Training - Day 1
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- Verbal Response Training - Day 3

LEARN360 NEW TITLES 3

SELF CARE 1

Dates To Remember

Columbus Day
Monday
October 12th

ESU 8 Fall Break
Friday
October 16th

Halloween
Saturday
October 31st

**Daylight Savings
Time Ends**
Sunday, November 1st



EVENTS & WORKSHOPS

ZOOM ONLY: Addressing Dyslexia

Monday, October 5 • 9:00am – 3:00pm

ESU 8 Conference Room A and B

In this presentation, an overview of legislative bill 1052 regarding dyslexia characteristics, instruction, evaluation, and other components will be discussed. How does LB 1081, the Nebraska Reading Improvement Act, identify students who may have dyslexia? Learn about research-based interventions, structured literacy, and how schools can implement the “just right” program for struggling readers. Resources/tools for educators, parents, and students will be provided. Presented by Rhea Hochstein and Abby Burke of NDE.

Event Contact: [Steph Lundgren](#)

Registration Deadline: Friday, October 2nd

Intensive Verbal Response Training

Friday, October 9 • 8:00am – 4:30pm

ESU 8 Conference Room A and B

Training provided by the ASD Network. Abby Pfister, Regional ASD Coordinator, will be presenting. Lunch will be on your own.

Event Contact: [Ruth Miller](#)

Registration Deadline: Friday, September 25th

MTSS Build Your Interventions - Day 1

Tuesday, October 13 • 9:00am – 3:00pm

ESU 8 Conference Room A and B

Year 2 MTSS teams will learn how to make their decision rules for the types of decisions that need to be made to implement interventions. The team will develop a plan for progress monitoring and goal setting, collecting observation and fidelity data, receive guidance on setting goals and applying their decision rules, and procedures for intervention delivery.

Event Contacts: [Toni Archart](#), [Steph Lundgren](#)

Registration Deadline: Tuesday, October 6th

ZOOM ONLY: Verbal Response Training - Day 1

Friday, October 16 • 8:00am – 4:00pm

ESU 8 Conference Room A and B

ASD Training. Abby Pfister, Regional ASD Coordinator, will be presenting. Lunch will be on your own.

Event Contact: [Ruth Miller](#)

Registration Deadline: Friday, September 25th

ESU 8 Fall Break

Friday, October 16 – Offices Closed

NDE CIP Support Day

Tuesday, October 20 • 9:00am – 3:00pm

ESU 8 Conference Room A and B

Don Loseke, from Nebraska Department of Education, will be presenting on the continuous improvement process for districts. Lunch will be on your own.

Registration Deadline: Thursday, October 15th

Event Contact: [Molly Aschoff](#)

Verbal Response Training - Day 2

Friday, October 23 • 8:00am – 4:00pm

ESU 8 Conference Room A and B

ASD Training. Abby Pfister, Regional ASD Coordinator, will be presenting. Lunch will be on your own.

Event Contact: [Ruth Miller](#)

Registration Deadline: Friday, September 25th

LETRS Training - Day 1

Thursday, October 29 • 9:00am – 3:30pm

ESU 8 Conference Room A and B

Day 1 of LETRS in person training for those already registered for LETRS training. Please bring your LETRS manual and a computer. Lunch is being provided.

Event Contact/Presenter: [Cathy Fiala](#)

Verbal Response Training - Day 3

Friday, October 30 • 8:00am – 4:00pm

ESU 8 Conference Room A and B

ASD Training. Abby Pfister, Regional ASD Coordinator, will be presenting. Lunch will be on your own.

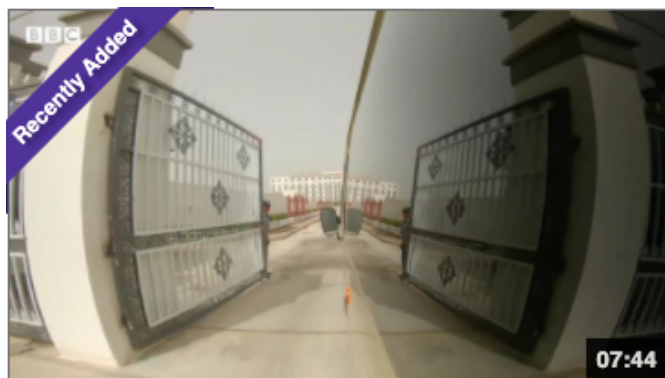
Event Contact: [Ruth Miller](#)

Registration Deadline: Friday, September 25th



NEW TITLES ADDED TO LEARN360

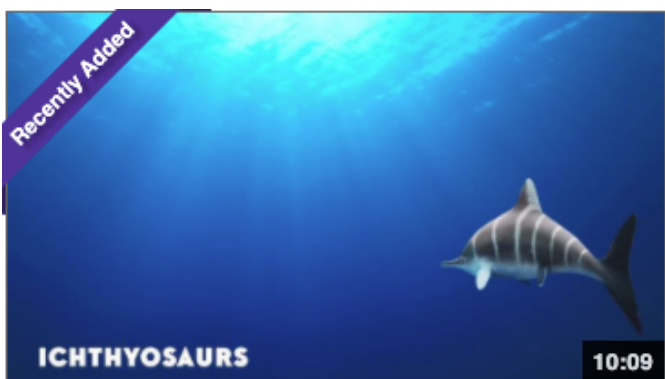
One hundred and fifty-two (152) new titles were added to [LEARN360](#) during the month of August! Below are just a few examples. Login to SNAP/[LEARN360](#) to check them all out!



What's the Source?

Students investigate the differences between primary and secondary sources, comparing the characteristics of information obtained from each type. Students learn about the preparation journalists must undertake to ask effective interview questions, penetrate a subject's complexities, and verify the accuracy of a source's account. Students also learn about the ground rules between journalists and their sources. They come to realize that good journalists must check their sources to be sure that the information they provide is reliable. A BBC Production. 7:44 mins.

Grade(s): 6-8, 9-12

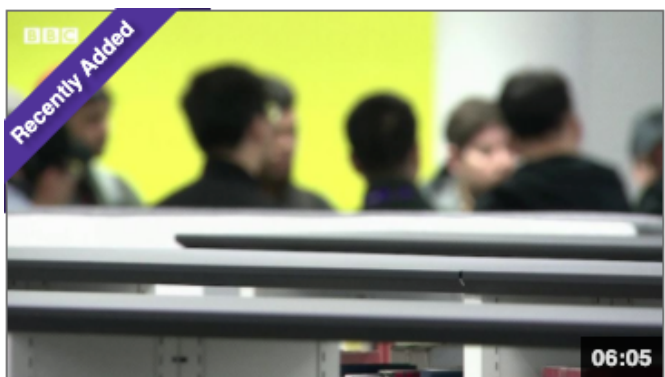


Why Triassic Animals Were Just the Weirdest

The Triassic was full of creatures that look a lot like other, more modern species, even though they're not closely related at all. The reason for this has to do with how evolution works and with the timing of the Triassic itself: when life was trapped between two mass extinctions.

A PBS Production. 10:09 mins.

Grade(s): 9-12

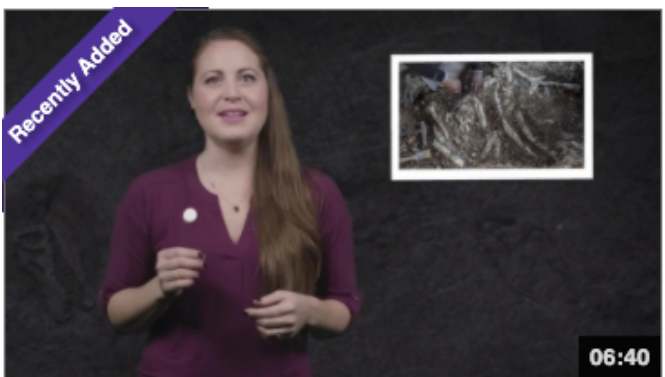


Should I Share It?

Students investigate the questions they could ask before sharing news on social media. They read and discuss an article called "Should I Share It?" and are introduced to the issues by the BBC My World video, "What About Social Media?" The video explores the role of social media in spreading accurate news and inaccurate news and rumors. Students explore the roles of different types of news available through social media and use a decision flowchart to help evaluate whether a news story is "shareworthy."

A BBC Production. 6:05 mins.

Grade(s): 6 - 8, 9 - 12



Untangling the Devil's Corkscrew

In the late 1800s, paleontologists in Nebraska found huge coils of hardened sand stuck deep in the earth. Local ranchers called them Devil's Corkscrews and scientists called them *Daemonelix*. It was clear these corkscrews were created by some form of life, but what?

6:40 mins.

Grade(s): 9 - 12