



Nightingale Notes

February/March 2019

March

- 2 CMS Conference—Cincinnati
- 7 NM Ski Club
- 11 Capital Campaign Mtg 5:30 at 2525
- 14 NM Ski Club
- 21-22 No School—Waiver Days**
- 21-24 AMS Conference—DC
- 25-29 State Testing Week
- 28 Owl/Chickadee Farm Day

April

- 1-12 State Testing Weeks
- 4 Owl/Chick Farm Day
- 11 Owl/Chick Farm Day
- 15-22 No School—Spring Break**
- 22 Staff Day—No School**



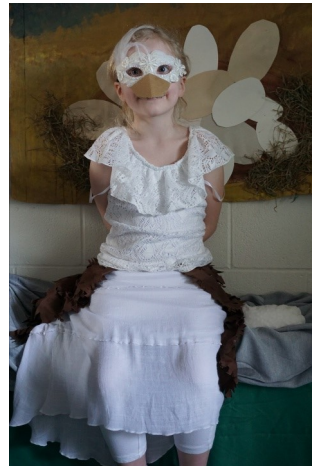
Morgan poses with her Striped Dolphin



Brooke—A Palm Tree



Charlie—A Bumblebee



Lily P.—An Ostrich



Gavin—A Human



Wyatt—A Trilobite



Brayden—A Venus Fly Trap



Maddox—A Diatom



Lilly M—A T. Rex

Why Children Aren't Behaving, And What You Can Do About It (Michelle Kondrich for NPR)



Childhood — and parenting — have radically changed in the past few decades, to the point where far more children today struggle to manage their behavior. That's the argument Katherine Reynolds Lewis makes in her new parenting book, *The Good News About Bad Behavior*. "We face a crisis of self-regulation," Lewis writes. And by "we," she means parents and teachers who struggle daily with difficult behavior from the children in their lives. Lewis, a journalist, certified parent educator and mother of three, asks why so many kids today are having trouble managing their behavior and emotions.

Three factors, she says, have contributed mightily to this crisis. First: Where, how and how much kids are allowed to play has changed. Second, their access to technology and social media has exploded. Finally, Lewis suggests, children today are too "unemployed." She doesn't simply mean the occasional summer job for a high school teen. The term is a big tent, and she uses it to include household jobs that can help even toddlers build confidence and a sense of community.

"They're not asked to do anything to contribute to a neighborhood or family or community," Lewis tells NPR in a recent interview. "And that really erodes their sense of self-worth — just as it would with an adult being unemployed."

What sorts of tasks are children and parents prioritizing instead of household responsibilities?

To be straight-A students and athletic superstars, gifted musicians and artists — which are all wonderful goals, but they are long-term and pretty narcissistic. They don't have that sense of contribution and belonging in a family the way that a simple household chore does, like helping a parent prepare a meal. Anyone who loves to cook knows it's so satisfying to feed someone you love and to see that gratitude and enjoyment on their faces. And kids today are robbed of that. It's part of the work of the family. We all do it, and when it's more of a social compact than an adult in charge of doling out a reward, that's much more powerful. They can see that

everyone around them is doing jobs. So it seems only fair that they should also.

Kids are so driven by what's fair and what's unfair. And that's why the more power you give kids, the more control you give them, the more they will step up.

You also argue that play has changed dramatically. How so?

Two or three decades ago, children were roaming neighborhoods in mixed-age groups, playing pretty unsupervised or lightly supervised. They were able to resolve disputes, which they had a strong motivation to because they wanted to keep playing. They also planned their time and managed their games. They had a lot of autonomy, which also feeds self-esteem and mental health.

Nowadays, kids, including my own, are in child care pretty much from morning until they fall into bed — or they're under the supervision of their parents. So they aren't taking small risks. They aren't managing their time. They aren't making decisions and resolving disputes with their playmates the way that kids were 20 or 30 years ago. And those are really important social and emotional skills for kids to learn, and play is how all young mammals learn them.

While we're on the subject of play and the importance of letting kids take risks, even physical risks, you mention a remarkable study out of New Zealand — about phobias. Can you tell us about it?

This study dates back to when psychologists believed that if you had a phobia as an adult, you must have had some traumatic experience as a child. So they started looking at people who had phobias and what their childhood experiences were like. In fact, they found the opposite relationship.

People who had a fall from heights were less likely to have an adult phobia of heights. People who had an early experience with near-drowning had zero correlation with a phobia of water, and children who were separated from their parents briefly at an early age actually had less separation anxiety later in life.

We need to help kids to develop tolerance against anxiety, and the best way to do that, this research suggests, is to take small risks — to have falls and scrapes and tumbles and discover that they're capable and that they can survive being hurt. Let them play with sticks or fall off a tree. And yeah, maybe they break their arm, but that's how they learn how high they can climb.

You say in the book that "we face a crisis of self-regulation." What does that look like at home and in the classroom?

It's the behavior in our homes that keeps us from getting out the door in the morning and keeps us from getting our kids to sleep at night. In schools, it's kids jumping out of seats because they can't control their behavior or their impulses, getting into shoving matches on the playground, being frozen during tests because they have such high rates of anxiety. Really, I lump under this umbrella of self-regulation the

increase in anxiety, depression, ADHD, substance addiction and all of these really big challenges that are ways kids are trying to manage their thoughts, behavior and emotions because they don't have the other skills to do it in healthy ways.

You write a lot about the importance of giving kids a sense of control. My 6-year-old resists our morning schedule, from waking up to putting on his shoes. Where is the middle ground between giving him control over his choices and making sure he's ready when it's time to go?

It's a really tough balance. We start off, when our kids are babies, being in charge of everything. And our goal by the time they're 18 is to be in charge of nothing — to work ourselves out of the job of being that controlling parent. So we have to constantly be widening the circle of things that they're in charge of, and shrinking our own responsibility.

It's a bit of a dance for a 6-year-old, really. They love power. So give him as much power as you can stand and really try to save your direction for the things that you don't think he can do. He knows how to put on his shoes. So if you walk out the door, he will put on his shoes and follow you. It may not feel like it, but eventually he will. And if you spend five or 10 minutes outside that door waiting for him — not threatening or nagging — he'll be more likely to do it quickly. It's one of these things that takes a leap of faith, but it really works.

Kids also love to be part of that discussion of, what does the morning look like. Does he want to draw a visual calendar of the things that he wants to get done in the morning? Does he want to set times, or, if he's done by a certain time, does he get to do something fun before you leave the house? All those things that are his ideas will pull him into the routine and make him more willing to cooperate.

Whether you're trying to get your child to dress, do homework or practice piano, it's tempting to use rewards that we know our kids love, especially sweets and screen time. You argue in the book: Be careful. Why?

Yes. The research on rewards is pretty powerful, and it suggests that the more we reward behavior, the less desirable that behavior becomes to children and adults alike. If the child is coming up with, "Oh, I'd really like to do this," and it stems from his intrinsic interests and he's more in charge of it, then it becomes less of a bribe and more of a way that he's structuring his own morning.

The adult doling out rewards is really counterproductive in the long term — even though they may seem to work in the short term. The way parents or teachers discover this is that they stop working. At some point, the kid says, "I don't really care about your reward. I'm going to do what I want." And then we have no tools. Instead, we use strategies that are built on mutual respect and a mutual desire to get through the day smoothly.

You offer pretty simple guidance for parents when they're

confronted with misbehavior and feel they need to dole out consequences. You call them the four R's. Can you walk me through them?

The four R's will keep a consequence from becoming a punishment. So it's important to avoid power struggles and to win the kid's cooperation. They are: Any consequence should be revealed in advance, respectful, related to the decision the child made, and reasonable in scope.

Generally, by the time they're 6 or 7 years old, kids know the rules of society and politeness, and we don't need to give them a lecture in that moment of misbehavior to drill it into their heads. In fact, acting in that moment can sometimes be counterproductive if they are amped up, their amygdala's activated, they're in a tantrum or exploited state, and they can't really learn very well because they can't access the problem-solving part of their brain, the prefrontal cortex, where they're really making decisions and thinking rationally. So every misbehavior doesn't need an immediate consequence.

You even tell parents, in the heat of the moment, it's OK to just mumble and walk away. What do you mean?

That's when you are looking at your child, they are not doing what you want, and you cannot think of what to do. Instead of jumping in with a bribe or a punishment or yelling, you give yourself some space. Pretend you had something on the stove you need to grab or that you hear something ringing in the other room and walk away. That gives you just a little space to gather your thoughts and maybe calm down a little bit so you can respond to their behavior from the best place in you — from your best intentions as a parent.

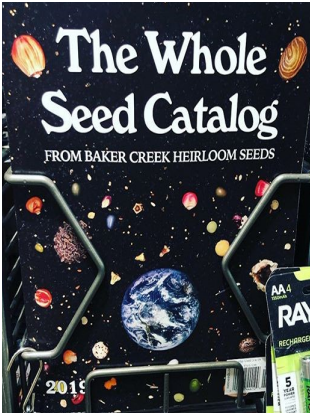
I can imagine skeptics out there, who say, "But kids need to figure out how to live in a world that really doesn't care what they want. You're pampering them!" In fact, you admit your own mother sometimes feels this way. What do you say to that?

I would never tell someone who's using a discipline strategy that they feel really works that they're wrong. What I say to my mom is, "The tools and strategies that you used and our grandparents used weren't wrong, they just don't work with modern kids." Ultimately, we want to instill self-discipline in our children, which will never happen if we're always controlling them.

If we respond to our kids' misbehavior instead of reacting, we'll get the results we want. I want to take a little of the pressure off of parenting; each instance is not life or death. We can let our kids struggle a little bit. We can let them fail. In fact, that is the process of childhood when children misbehave. It's not a sign of our failure as parents. It's normal.

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Bakerscreek Donates Again!



Nightingale would like to offer our sincere thanks and gratitude to Bakers Creek Heirloom Seed Company for their continued support and sponsorship of our many garden, greenhouse and growing operations. For five years they have continued to donate to our organization their wonderful seeds in the value of \$500 annually. That is a lot of seeds, opportunity, lessons and growth! Thank you for your ongoing

support. This spring, members of our Leadership will travel to their Annual Spring Planters Fair in Missouri with gifts from our own Native plant and Tree Nursery to convey our thanks personally and share our Capital Plans and ambitions to growers, entrepreneurs, small business owners and fellow gardeners from around the country. Please research and learn more about this wonderful company.

Over the years we have integrated the seed selection process into our Ecology, Science and Life Skill lessons with all ages, empowering the children into researching, planning and implementing plants lovingly grown from seed.

Chefs of All Ages

Chickadees and Owls work side by side creating wonderful homemade breads for our Lunch Program. Students have been testing the interactions and results of our scratch recipes, aiming for the best whole grain and whole wheat recipes to prepare for our market presence this summer. The sensorial satisfaction of mixing, kneading and flavoring our many breads is one of our most popular activities in the kitchen for all ages!



Owls Tristen and Zane learn about “Anti- Clumping” and “ Anti-Caking” agents that are commonly found in manufactured food. Gourmet Grub values using quality ingredients and whole foods in meals for children. What is in your food?

Eagles are learning about community service. After the snow melt, we found much of our recyclables and garbage strewn up and down Freeman Avenue. We learned the value of beautifying our school grounds and taking pride in cleaning our grounds and the surrounding areas. Older students participate in the “ Adopt- A- Spot” Program at the National Parks and Trails Nature Park. This Spring the Wings will be branching into the “Adopt a Highway” Program as we adopt the two miles surrounding our new school on North Limestone. Keep your eyes out for the Beautiful New Signs that will be placed alongside the road, a nice signifier of the proximity of the new campus. Way to go Wings.



Gourmet Grub

Grace and Courtesy at Mealtime

The Montessori Method places great importance on the strong development of social skills. Good social skills including: basic manners, etiquette, problem solving, emotional control, and patience must be taught. Mealtimes are one of the many ways the **Hummingbird** staff guide these learned social skills.

The **Hummingbirds'** eating area is designed to accommodate the different skills and abilities of infants and toddlers. Bottle-fed infants are held while being fed; however, as soon as the child begins eating food, he/she is invited to join the rest of the class. Instead of using high chairs, which do not promote independence, low chairs are used to allow the child to get in and out by themselves. The **Hummingbird** teachers sit at the level of the child, facing the child, during feedings until he/she is capable of attempting to feed him/herself. When the child is ready, they are given the opportunity to feed themselves, practicing and mastering their developing movement skills. Once the child has made significant progress in using utensils and a cup, he/she is invited to sit around a table in a chair more suited for their developing needs.

The children are encouraged to practice appropriate vocabulary including "yes, please" and "no, thank you." If something is spilled, the child assists in the clean-up. The **Hummingbirds** are encouraged to scrape their leftover food into the trash, place their dishes in the sink, and use the recycle bin when possible. This is a multi-step process in which the children enjoy participating. As they wait patiently for their turn in the restroom, many of the children enjoy washing their own faces and wiping their area with a wet cloth. On the way to the restroom, each child places his/her dirty bib and washcloth into the laundry basket for washing.

It has been amazing to see how each **Hummingbird** has developed his/her skills in this area since the beginning of the school year! The children display a sense of pride in their abilities to participate in all aspects of mealtimes. We encourage you to put your child's skills to the test at home. So, you can be amazed as well!



Skye sorts laundry.



Hazel examines her reflection in a mirror.



Leo practices cutting with scissors.



Nathan uses a hole puncher.



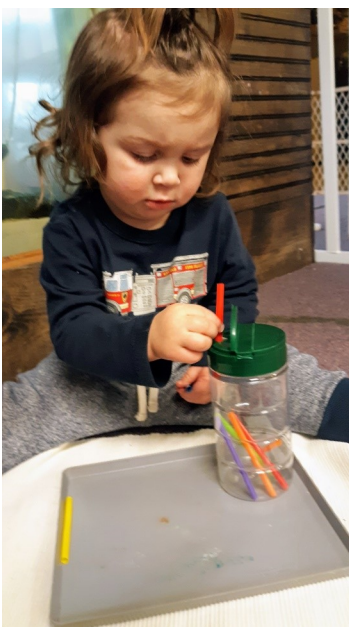
Cooper works with shapes.



Alivia asks—same or different?



Leilani washes dishes.



Reznor practices a pincer grasp.



Charlie sorts utensils.



Emily enjoys a book.



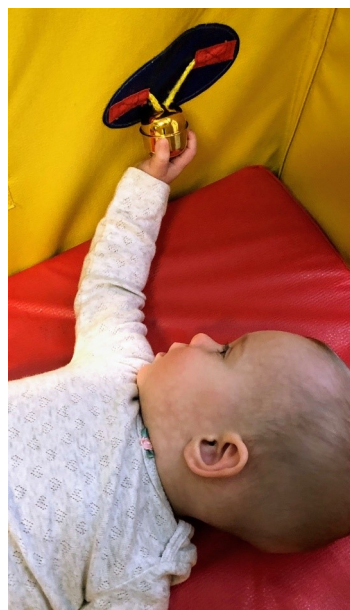
Annie transfers pom poms using tongs.



Callie places a disc on the vertical rod.



Nez squeezes water out of a sponge.



Evelyn explores the sound of a bell.



Paxton fits caps into the proper opening.

The Innate Trait of the Absorbent Mind

"The child has a different relation to his environment from ours. The child absorbs it. The things he sees are not just remembered; they form part of his soul. He incarnates in himself all in the world about him that his eyes see and his ears hear." ---Dr. Montessori

Each season brings a new aspect of the culture for the child to take in. Winter has so many rich opportunities and experiences. This month the **Chicks** focused on the love and friendship aspect of Valentine's Day. They enjoyed creating



homemade Valentine's from recycled paper made with help from the **Eagles**. Many of the children also chose to hand make Valentines to share with the class. We were able to celebrate our friendship without reliance on the commercial aspect or sugary fare that traditional celebrations bring. Each child was excited to share his hard work or healthy treat with the rest of the class!

Another wonderful activity in winter is exploring the outdoors in the snow. The children love sledding, building snowmen, making snow angels and discovering the changes in nature that this season brings.



Inside the classroom the children are absorbing the values of community responsibility as they take turns helping in the dish line. It is truly a community job as each child has a role in collecting dishes and preparing them for the dish washers. The children are able to wash the dishes in the classroom and then transport them to the kitchen for sanitizing.



Children are absorbing language all around them. In the classroom we set up specific opportunities to introduce reading in a precise way. Instead of first learning the names of the letters of the alphabet we focus on only the sounds of the letter shapes.. It is these sounds rather than the letter names that they will use to read. They begin to understand that a series of letters, such as c-a-t can be blended together to form the sound of a word. What joy in the child's reaction the first time they hear the word they read!

Chickadee Parent Corner

Parent as Teacher can support the trait of the Absorbent Mind at home.

- Realize that all values, expectations, and family habits are being videotaped in the child's mind as a source of their life activity. All the empathy, compassion and cooperation you model as everyday experience will become as natural as their mother tongue!

Donations Appreciated!

The **Chick** classroom is in need of **shaving cream** and **construction paper** of all colors but especially grey!

The kids have been hard at work making maps of the world. Each continent, country, or state is traced onto a colored construction paper according to the map they are using.

Shaving cream is a great sensory experience, and activities calling for it refine a child's sense of concentration, coordination, independence and order as they follow the steps for creating and cleaning up their work!

Wax Museum Was a Great Success!



Reading Enjoyment Opportunities

The Eagle students are all signed up and using Lexia Core 5 this school year. This online program helps students build confidence and skills in a variety of reading elements. There are several levels that allow students to be challenged and move at their own pace. Students have a limit of doing thirty minutes of this program a day, by way of a sand timer near their place. This is only one element of reading skill building that your child encounters at NM. Your child has individual instruction, small group instruction (such as a Book Club), and whole group instructions (such as a Read Aloud).

The students have also enjoyed the weekly rotation of library books more than any year we've seen. Every week they look forward to the new supply of 30 - 40 books and have the ability to make requests. There are a variety of reading levels, genres, and style of books for all types of readers to enjoy. We also encourage you to take your child to the library and enjoy the excitement of picking out their own books. This can be a great and free family experience to enjoy on a weekly basis. There are many programs that the Clark County Library offers, such as reading scavenger hunts and play presentations.

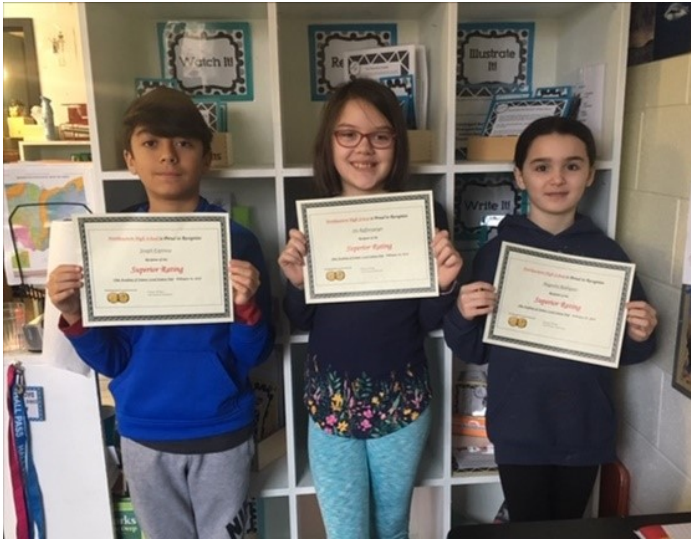


A Great Leadership Moment in the Eagles!

One of the students noticed a large tree branch had fallen down during a weekend storm. Several aided in unhooking it from the nearby fence, and taking it to the meadow yard. Many of the Eagles enjoyed building shelters with the new tree pieces!

Three Owls Move On To The West District Science Fair

We are so happy to share that three students from the Owl class chose to move forward and attend the Local Science Fair at Northeastern High School on February 14th. **Iris Raffensperger**, **Joseph Espinosa**, and **Magnolia Rodriguez** all earned a Superior rating at both the NM and the Clark County Science Fairs and will be making the steps to attend this year's West District Science Fair at Central State in March!



Joseph, Iris and Magnolia after County Science Fair

Owl Science

We began the month learning about the layers of the Earth. We used a model and fact cards to take notes on the differences in temperature, size, states of matter, and chemical makeup. Next, plate tectonics was introduced. Plate Tectonics is how scientists describe the way the Earth's surface is built and changed by the movement and interaction of plates. We are currently learning about the three types of boundaries that either push together, pull apart, or slide past each other. They can build mountains, create volcanoes, and cause earthquakes that change the surface of Earth. This work leads us into The Rock Cycle which illustrates how rocks are formed. All rocks are formed by magma and are continually broken down and reformed by igneous, sedimentary, and metamorphic processes.

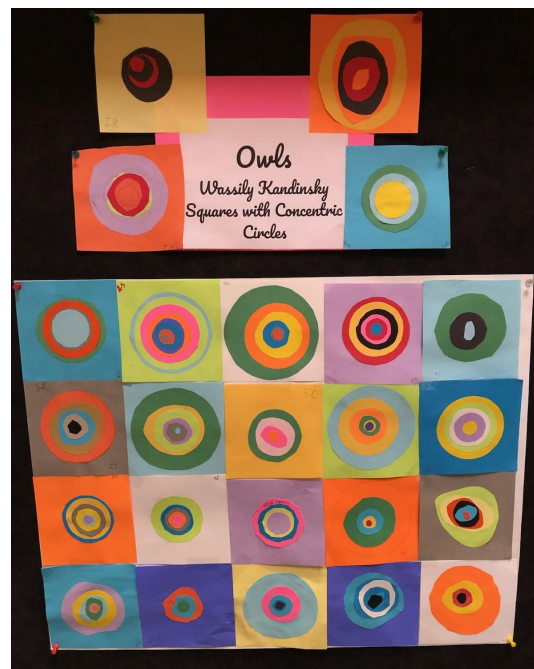


Braum and Lukas build model horse skeleton.

Art In the Owls



This session the Owls will be looking at multiple artists and their work. So far the Owls have created their own version of *Concentric Circles* by Wassily Kandinsky. They have used pointillism, which is a technique utilized by the artist Georges Seurat and watched a brief video on the life of Frida Kalho. Moving forward in the session, we will be studying and creating our own version of artwork from artists such as Frida Kalho, Bansky, Jackson Polluck.



Falcon Language Arts Update

Each falcon is completing an in-depth novel study this session and while the two novel choices are quite different, one element remains the same: the need to study **background information**. Those students reading the *Great Gatsby* began the session researching information about the roaring 20's, and the students reading *Refugee* are studying the holocaust, communist Cuba, and the current conflict in Syria. This research has offered a wonderful opportunity for students to create their own cross-curricular study, showcasing their history knowledge and ability to apply knowledge to deeper critical literary analysis.



Arden and Penelope read *The Great Gatsby*.

Guest Lecturer

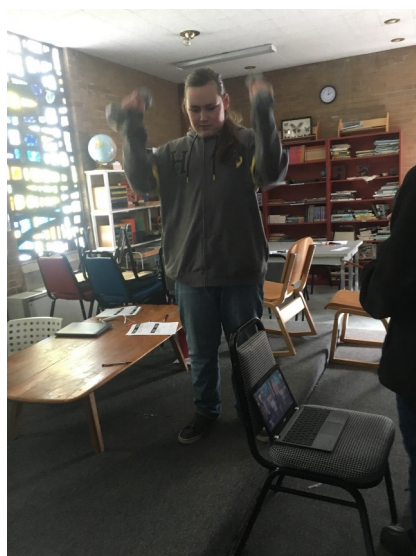


Guest Lecturer Sarah with Hummingbird Skye and Chick River.

This session we have a special guest lecturer, **Sarah Bullwinkel**, PhD student (literature), and parent of Hummingbird **Skye** and Chickadee **River**. As Sarah pursues her doctorate she has graciously volunteered to share her enthusiasm for an American classic, *The Great Gatsby*. Students in her class are getting the opportunity to break down a challenging novel into manageable pieces while studying elements of literature and defending their analysis in various writing assignments.



Sanaa and Briniya complete an energy lab involving music.



Josh completes an energy lab using physical energy.



GeMiah investigates with a Van de Graaff generator

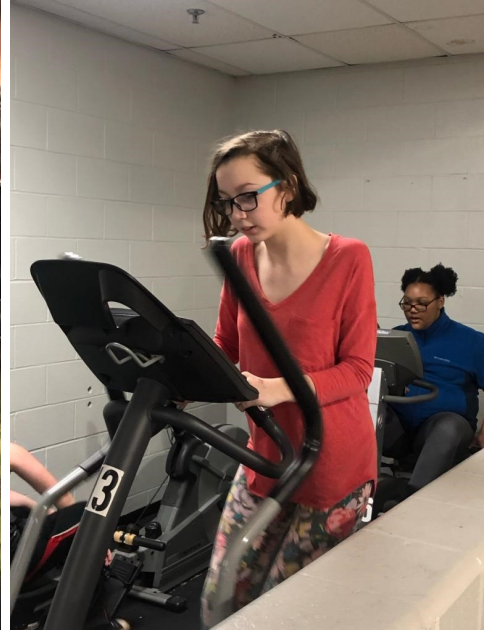
Session 3 Theme: Energy



Brandon rowing off some energy at the YMCA.



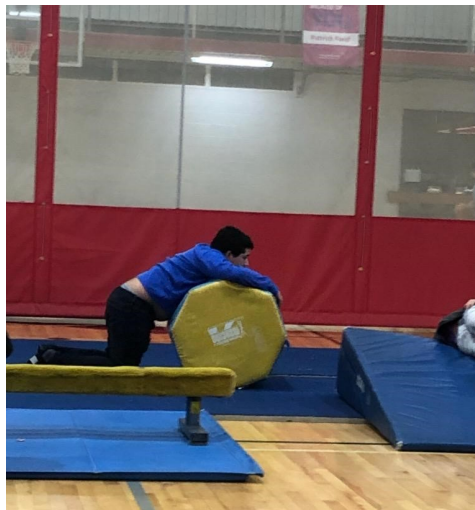
Arianna uses energy on the recumbent bike at the YMCA.



Emily uses the elliptical trainer to burn energy at the YMCA.



Penelope and GeMiah use the energy at the YMCA.



Ethan rolling off some energy at the YMCA.



Kyle jumps off some energy at the YMCA.



Emma, Malaki, Silas, and Penelope use their energy in the air at the YMCA.



Sterling, Sanaa and Emma burn energy swimming at the YMCA.



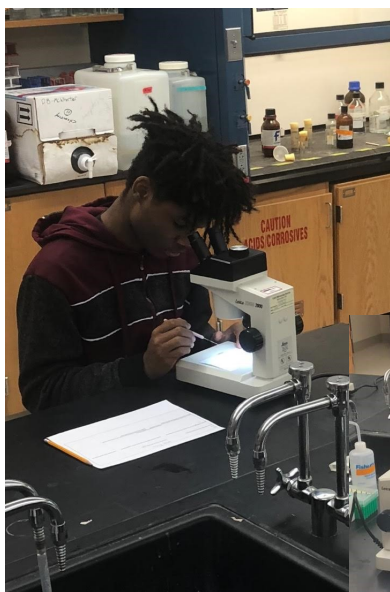
Malaki, Willie, Kyle, and Jacob swim off some energy at the YMCA.

Fruit Fly Lab

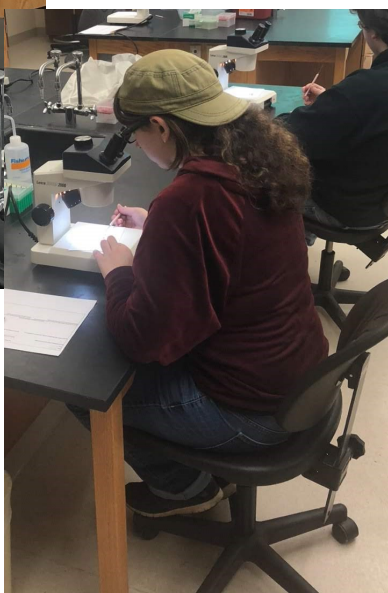
Wing and Falcon biology students recently had an opportunity to visit Wittenberg University and work in the biology lab of **Michelle McWhorter** (parent of **Eagles Evan** and **Olivia** and wife of teacher **Brian**). They performed an experiment with fruit flies where they bred flies that carried mutant genes, then looked at the phenotypes of the offspring to see how often the gene was expressed. The mutations they studied included brown, or sepia, eyes as opposed to the red eyes of the wild fruit flies and the flies that did not have wings (apterous). This was a great opportunity both to use high quality lab equipment and to partake in a college experience.

JaMarcus Guyton shared these words about his work: "I thought that lab was interesting, but the eyes of the fruit flies kind of creeped me out. I liked it because it was something different, and because it was about bugs. I was surprised to see the mutants, especially the ones without wings that could only walk." Students were also interested in seeing how the theories of genetics they have been studying in the classroom translate into real world situations. They observed that pooling data from the work of several students tended to give them better statistical data than using the work of any one student, which is one of many reasons why scientist collaborate.

We are all very grateful to **Michelle** for sharing her time and resources with us, and we hope to work with her again in the future!



Javion studies fruit flies.



Leighannah sorts fruit flies.

I am Malala

The **Wings** ELA classes are finishing up reading a non-fiction book entitled *I am Malala*. The book was written by **Malala Yousafzai** about her upbringing in the Swat Valley of Pakistan and the eventual attempt on her life by the Taliban. There are various themes covered in the book including: courage, determination, equality, multiculturalism and love.

Malala Yousafzai stood up for the right to education for women in Pakistan, particularly after the Taliban came into her beloved valley and imposed more restrictions on women's rights. As senior **Austin King** noted, "the book sends a powerful message that she stood up for her right to education."

After the attempt on her life, she has become a worldwide proponent of women's rights, not only in her home country of Pakistan, but the world over. Her book has sold millions of copies across the globe and she was awarded the Nobel Peace Prize in 2014.



Congratulations!

Zachary Weaver's hard work is paying off as he accomplishes earning a place on the Dean's list at Wittenberg University. Zachary participates in the Ohio Department of Education's College Credit Plus Program. This program allows high school students to take college courses and count the credit for both a college credit and a high school credit. It is a great opportunity to earn early college credits (saves money later) and for students to explore interests as they seek to determine what vocation to study and pursue.

