Whian Whian Public School

NEWSLETTER ~ Term 1 Week 6

11 March, 2024

Creative & Caring

Principal:
Dave Condon
Phone: 6689 5240

FRIDAY LUNCHES: ***Meat and salad rolls/wraps, with a slushie for $5.***
PLEASE SEND A WATER BOTTLE WITH YOUR CHILD EACH DAY, WE ARE ENCOURAGING STUDENTS TO DRINK WATER REGULARLY.
Fruit Break 10am daily – each child should bring a piece of fruit to eat.
Wide brimmed red hats available for $8 from school
School shirts - $15.00 School jumpers $25 Girls skorts (limited sizes) $12.00

SCHOOL COMMUNITY LUNCHEON

Thank you for attending our new year assembly last Friday.
It appears the information session regarding the implementation of the Zones of Regulation and Learning Dispositions, has had an extremely positive effect on our families. We have received feedback from parents who have successfully implemented the strategies with great success.
Handouts from last weeks session will be attached to this newsletter.

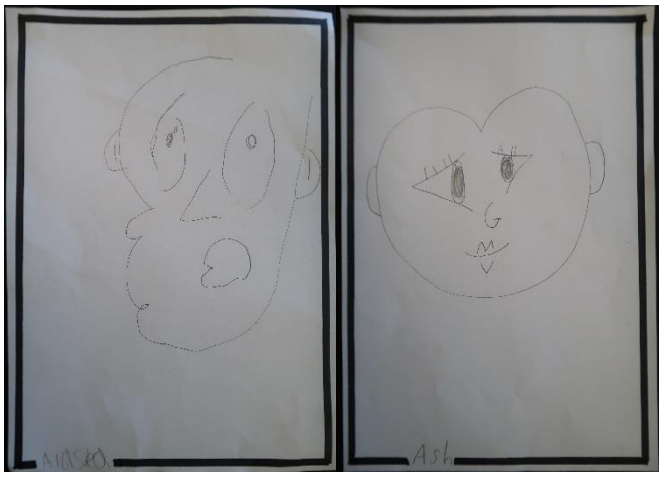
NAPLAN 13 March – 25 March

This week sees the commencement of NAPLAN. The National Assessment Program Literacy and Numeracy. Students in years 3 and 5 will take part.

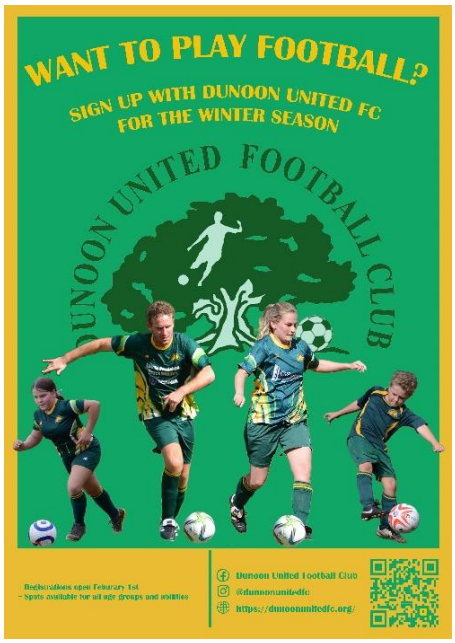
ART PHOTOS

Colour Portraits

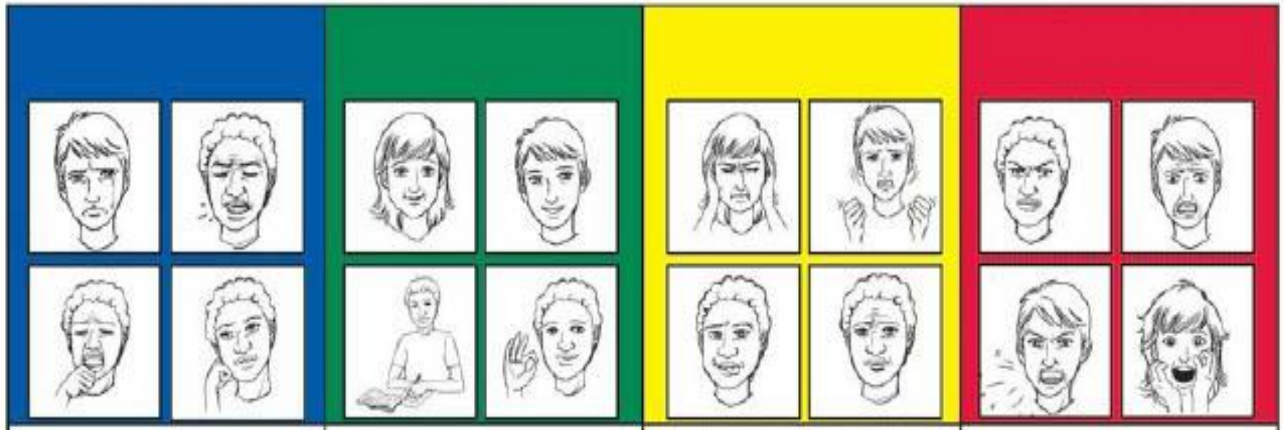
Roll a Picasso Portrait



2024 Week 6	Monday 11 March	Tuesday 12 March	Wednesday 13 March	Thursday 14 March	Friday 15 March
	Tennis		NAPLAN →		Canteen
Week 7	**Monday 18 March**	**Tuesday 19 March**	**Wednesday 20 March**	**Thursday 21 March**	**Friday 22 March**
	Tennis NAPLAN →				Canteen
Week 8	**Monday 25 March**	**Tuesday 26 March**	**Wednesday 27 March**	**Thursday 28 March**	**Friday 29 March**
	Tennis NAPLAN				Good Friday Public Holiday
Week 9	**Monday 1 April**	**Tuesday 2 April**	**Wednesday 3 April**	**Thursday 4 April**	**Friday 5 April**
	Easter Monday Public Holiday				Canteen



The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Traffic Light
Green = “Good To Go”
Yellow = Slow down Caution
Red = Stop regain control

Bluezone = rest area pull over and recharge

Self-Regulation Toolbox

_____ ‘s

Toolbox

In the toolbox below, write down some tools that work for you and that will help you to self-regulate yourself. Keep these strategies in your toolbox to use again and again in order to keep your mood ‘just right’. We’ve put one in for each area to help get you started!

If you’re unsure, have a look at our Self-Regulation Display Posters.

Blue Area Tools	Green Area Tools	Yellow Area Tools	Red Area Tools
Talk to somebody.	*Do yoga stretches.*	*Take some deep breaths.*	*Take a break.*
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Information About The ZONES of Regulation

_____ will be participating in The Zones of Regulation™ curriculum (or "The Zones" for short), which are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help him/her gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. The lessons and learning activities are designed to help the students recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all team members know and understand The Zones language. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations. You can support the student during this process by doing the following:

- Use the language and talk about the concepts of The Zones as they apply to you in a variety of environments. Make comments aloud so the student understands it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."
- Help the student gain awareness of his or her Zones and feelings by pointing out your observations.
- Validate what Zone your students are in and help them brainstorm expected ways to self-regulate so their behavior is expected for the context.
- Share with the student how his or her behavior is affecting the Zone you are in and how you feel.
- Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her Zone with you.
- Show interest in learning about the student's triggers and Zones tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.
- Ask the student to frequently share his or her Zones Folder with you and talk about what he or she has learned.
- Make sure to positively reinforce students for recognizing their Zone and managing their behaviors while in it, rather than only pointing out when students are demonstrating unexpected behaviors while in a Zone.

It is important to note that everyone experiences all of the Zones—the Red and Yellow Zones are not the "bad" or "naughty" Zones. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment.

Sincerely,

_____ _____

(name) (role on team)

© 2011 Think Social Publishing, Inc. All rights reserved.
From *The Zones of Regulation*™ by Leah M. Kuypers • Available at www.socialthinking.com