







# News from Miss Tanner...



## Welcome Back!



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lunch</b> 12:50-1:20	<b>Choir</b> (Miss Tanner) 15 students 	<b>Boys Group</b> (Miss Tanner) Year 6/7 10 students	<b>Girls Group</b> (Miss Tanner) Year 6/7 10 students 	<b>Prodigy</b> (Miss Jude) 10 students  <b>Games, Reading and Drawing</b> (Miss Anne) Room 12 10 students	<b>STEM Activity</b> (Mr M) 10 students 

CU activities that count: Leaders, Restorative Justice, Crossing Monitors, STARForce, Breakfast Club, Sports clinics, Music lessons and any CU destination in Adelaide.

**EVERY**  
SCHOOL DAY  
**COUNTS**

### Attendance

**YOUR CHILD'S ATTENDANCE IS ABOVE 97%**

Your child has attended **50.5 days or more** this term.

**YOUR CHILD'S ATTENDANCE IS 95%**

Your child has attended **49.5 to 50 days** this term.

**YOUR CHILD'S ATTENDANCE IS BETWEEN 90%-94%**

Your child has attended **47 to 49 days** of this term.

**YOUR CHILD'S ATTENDANCE IS BETWEEN 80%-89%**

Your child has attended **42 to 46.5 days** this term.

**YOUR CHILD'S ATTENDANCE IS BELOW 80%**

Your child has attended **less than 42 days** this term

**OUR SCHOOL GOAL IS 93%**

**EVERY**  
SCHOOL DAY  
**COUNTS**

## AUTISM SPECTRUM DISORDERS: Strategies for home and school

A Typical Child	A Child with SPD
Matt sits at his table, upright and reads the worksheet instructions. He understands them, picks up a pencil and connects the dots.	Jack sits slumped at his table. He twists on the chair, trying to get comfortable so he can read. He cocks his head this way and that. The words dance on the page.

### 5 ways to help your child cope

- **listen to their concerns** - it tells them how important they are to you and that you're there to help
- **maintain routines, where possible** - regular mealtimes, bedtimes and school routines build a sense of stability
- **provide reassurance** - giving them support and feedback about how they're coping develops confidence
- **let them know it's okay to express their feelings** - there may be strong feelings below the surface even if they seem to be coping
- **ask for help** - from family, friends, their school / early childhood service, your GP, or a mental health professional



Tips courtesy of KidsMatter

**Sensory processing difficulties are a key issue for many students with an ASD. It is vital to consider the possible impact of this and how to address these issues.**

### What is it Sensory Processing Disorder?

Sensory Processing Disorder or SPD (also referred to as Sensory Integration Disorder or Sensory Integration Dysfunction) is a neurological disorder causing difficulties with taking in, processing and responding to sensory information from the environment and within your own body (visual, auditory, tactile, olfaction, gustatory, vestibular and proprioception). This can be Hypo Reactive or Hyper Reactive. For example: one child may show no sign of pain when they hurt themselves whilst another, a slightest touch can cause pain.

### How does it affect learning?

For those with SPD, sensory information may be sensed and perceived in a way that is different from most other people. Unlike blindness or deafness, sensory information can be received by people with SPD, **the difference** is that information is often registered, interpreted and processed differently by the brain. SPD can affect not only how they move and learn, but also how they behave, how they play and make friends, and especially how they feel about themselves.

### What to do?

Usually Occupational Therapists (OT) undertake specific sensory assessments and programmes for children with an ASD. However in my experience not everyone has access to an OT, and even if the child is having therapy these activities need to be followed up at home and school.

The great news is sensory integration activities are unbelievably fun and a necessary part of development for *any child*, whether they have a sensory processing disorder or not.

## 10 Sensory Activities for EVERYONE

1. **Play dough: hide objects or little wobbly eyes in the dough and get the kids to find**
2. **Put on shoes and socks; find big ones that are easy to put on at first**
3. **Chinese Whispers: just start with one word**
4. **Play with toys which have sounds, vibrate or light up**
5. **Put out a range of textures on the ground: sand, bubble wrap, carpet, foam pieces etc. Start with shoes on then take off shoes and socks! Or even crawl over**
6. **Marble works**
7. **Pop-up books**
8. **Target games**
9. **Bean bag activities: throwing, catching, carrying etc**
10. **Mirror activities: dress up, make faces**

