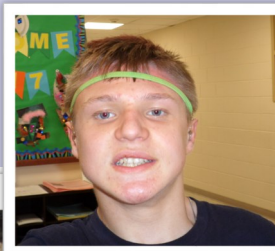
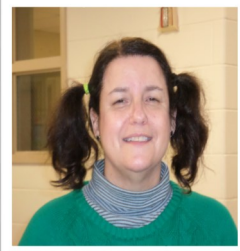
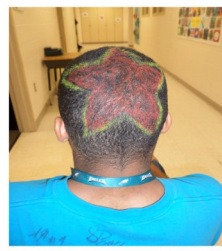


WACKY WEDNESDAYS IN MARCH

3/1 ~ Crazy Hair, 3/8 ~ One Color, 3/15 ~ Western Day, 3/22 ~ Music

Crazy Hair



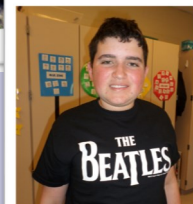
One Color Day School Rainbow



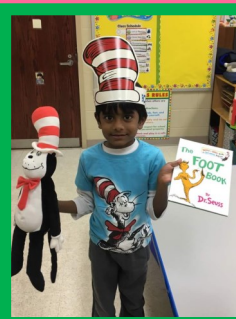
Western Day



Music Day



A few other Great Pictures In March



Dr. Seuss's Birthday



Staff Development Snow Ball Toss



St. Patrick's Day

Rock Brook School * 109 Orchard Road * Skillman, NJ 08558

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Rock Brook Family News - March 2017

Important Upcoming Dates

March 2017

Mar 24 RBS Picture Day
Mar 30 Plant Sale Pre-Order Form Due

April 2017

Apr 1 PNO 5:30 - 9:30 pm
LAST ONE THIS SCHOOL YEAR
Apr 10-17 RBS Closed for All
Spring Break

**Friday March 24th
RBS Picture Day**
The background will
be a Classic Blue.



Save the Date
for the 3rd annual
Rock Brook School Celebration
Sunday, June 4, 2017
4:00 - 8:00 pm

From the Director
Mary Caterson



Spring is here....well kind of....it's sunny but cold...at least we can see the grass and daffodils and be outside on the RBS playground. The Plant Sale is coming...one of the nicest parts of this event is when all the plants are delivered and placed across the front lawn (with the help of the High School students). It looks beautiful! And so we look forward to the sale taking place and all the spring flowers arriving at RBS and everywhere else.....

Mary

By Mary Caterson, Rock Brook School Director

WE STILL NEED YOUR HELP! THE NJDOE regulates private special education schools like Rock Brook. The proposed new fiscal code with its punitive accounting regulations will affect our ability to continue to serve our students. Many thanks to those of you who went to Trenton on February 1st and who sent letters and emails. **The need to advocate for our kids continues.** Please take time to read the talking points that are included in this newsletter. We are asking families to send a letter to the Governor's office and/or sign a parent-initiated petition. Go to www.asah.org and click on Advocacy Alert for information about sending letters and the petition at Change.org. A meeting took place with the Acting Commissioner of Education and another meeting will occur between ASAH members and DOE officials, so we are making some headway at presenting concerns. However, we need to continue to send our message about how important this option for placement is for students who require specialized services. Thank you.

By Katie Hardgrove, Rock Brook School Principal

I am pleased to officially welcome the new staff who have joined our Rock Brook family this year. As a program, we continue to employ highly qualified staff to ensure we are meeting the individual needs of the students. We are happy to have them here!

Mofeeda



Teacher Assistants
Lindsay



Natalie



Karen



Speech-Language
Specialist
Lisa



By Lisa Mantz RN,BSN, Rock Brook School Nurse

Eating for Success ~ March is Nutrition Month





It is a fact that healthy people learn better, and what we eat is a big component of our health



Food can influence our moods, sleeping, and medical issues. These foods include saturated fats, salt, caffeine and sugars to name a few. It is also important to be aware of when, where, why, what, and how much do you normally eat. Studies have shown that meals eaten at home are of a higher quality than meals eaten out.

Some helpful tips are: eat on a routine schedule, stop eating when you are full, choose fruits and vegetables for snacks, eat more meals at home, do not go for seconds, keep hydrated and drink water before meals and during the day, do not eat late at night. Starving for more?? Check out these tasty sites:

- www.nih.gov (National Institute of Health)
- www.cdc.gov/nutrition/strategies-guidelines/
- www.choosemyplate.gov



Parent Communication / Involvement / Support at RBS	
<div>Miss Dorrie, OT & Mr. Jerry, PE/Gym</div> <div>If you have ever wondered what is happening in OT & gym when kids are gone... “Taking a sensory break with magic sand.” These two enjoyed it so much they didn’t even see Miss Rita taking pictures.</div>	<div><div></div><div><div>Grandparents Visiting Day</div><div>Thursday April 6th</div><div>Save the Date ~ Spread the Word ~ Call the Grandparents ~ Come to Rock Brook</div><div>On Thursday, April 6 RBS will host Grandparents Visiting Day. This annual favorite will be held at Rock Brook from 9:30 - 11:00 am. Join our school counselor for a presentation and then spend time with your grandchild in their classroom. It will be worth the visit! Sign up Form</div></div></div>
<div>WACKY WEDNESDAYS</div> <div>March 29 - Hat Day - Any type</div> <div>April 5 - Pajama Day - Comfy pjs all day!</div>	<div><div>→ PNO ~ Our next & last</div><div>Parent’s Night Out for 2016 - 2017</div><div>Saturday, April 1, 2017 sign up form</div></div>
<div></div> <div><div>Guest Feature Article by RBS student Larry</div><div>On February 10th it was the 100th day of school and the Valentine Day Dance. On the 100th day of school we used a app to make ourselves age to 100-years old. We made 100-themed trail mix, a 100-themed collage and 100-themed crafts. After that we went to the Valentines Day Dance. Everyone ate snacks and danced to some songs that the classes choose. It was a fun day.</div></div>	
By Ms. G/ Jessica Gosses, Rock Brook School Counselor	
<div><div>How Do You Feel Today?</div><div></div></div>	<div><div>As the school counselor, I work with students individually, in groups, and within the classroom to help them work toward reaching socio-emotional goals. This past year many of our students have been learning about the Zones of Regulation, a curriculum that is geared toward helping students improve self-regulation skills and emotional control. What does this mean? This means fostering independence with regard to knowing HOW we feel and WHAT we can do to manage these feelings. Learning to better manage our emotions is a skill that will benefit all students throughout their lifespan.</div><div>The Zones of Regulation gives us a vocabulary to use so that we are all speaking the same language and a clear, step-by-step way of learning how to manage our emotions. The first step is learning to identify basic emotions in others and self. This is first because in order to be able to address our feelings, we need to know what they are! This sounds very basic, but for many children it is not something that comes naturally. What can you do to help develop this skill?</div><div><ul style="list-style-type: none">• Point out emotions that you see in movies, cartoons or tv shows. Describe how you know the person is feeling that way. What does their face look like? What are they saying or doing? What is their body language?• Point out YOUR feelings. As adults, our behavior is a model for the children around us- they are always observing! If frustrated for example, verbalize that you are feeling frustrated and why. If possible, model a healthy way to manage this emotion as well. Verbalizing things that we do not normally verbalize will help your child to better understand your thought process, linking your thoughts and your feelings. This is something as adults we often take for granted that children will intuitively understand. Most of the time they do not!• Make it a game- have fun with it- Act out different emotions and try to guess them as a family. Draw pictures of different emotions. Make a list of random sentences and have each player read them with a different tone-for example, an angry tone, happy tone, sarcastic tone. Listen to music and see what feelings it brings up. The options are endless. The more reinforcement you can provide the better!</div><div>Helping your child improve these skills will serve as a foundation for overall emotional, social and mental health. As always, feel free to contact me with any questions or concerns about your child. Happy Spring!!!</div><div>Jessica Gosses, M.Ed., LPC, School Counselor</div><div>*For more information, see The Zones of Regulation by Leah M. Kuypers.*</div></div>

Speech Corner - By Miss Liz, Speech Classroom 4
<div>Applying articulation goals functionally at home.</div> <div>Articulation goals are some of the most common goals being worked on by our students in speech therapy. Whether it’s b’s and p’s, k’s and g’s, r’s and l’s or s’s and z’s, nearly all of the students at Rock Brook have had articulation goals in their IEPs. But while speech therapists may see their hard work pay off during sessions, helping students to carry their articulation skills over to home can be notoriously difficult. It is common for parents hear about progress being made on their children’s sounds and not hear it themselves!</div> <div>Here are a few tips to help jumpstart your child’s articulation at home:</div> <div><ul style="list-style-type: none">• Make it fun and meaningful. Articulation therapy is hard work, and it might not always be fun. By incorporating target sounds into fun activities (for instance, practicing “k” sounds while “cooking carrot cake” or decorating “cookies with candy”), you’re more likely to get them talking!• Focus on one sound at a time. Articulation therapy involves changing a motor plan that’s been used for a long time. Trying to work on too many sounds at once can be overwhelming. Pick one sound to listen for at home and let them worry about the rest in speech.• Be brief. Daily reinforcement of articulation goals is great, but kids can also get burnt out. If your child is resistant to practicing their sounds, try making it short and sweet: “Let’s say ten “s” sounds and then we’ll have dessert.”• Try not to feel frustrated. We know you’re anxious to hear your child’s speech become clearer and more intelligible. They are most comfortable talking to you, so they will likely fall back to their comfortable speech patterns with you for longer. Pressure to say their sounds “better” may make improved articulation more challenging!• Keep it positive. Even if your child’s sounds are distorted or in error, provide positive reinforcement for trying. Kids often shut down when they feel discouraged. They’re more likely to keep working on it when they know how happy you are to hear them try!</div> <div></div> <div>Technology - By Ms. Maggie, Technology Classroom</div> <div>We are very excited to announce that we recently had the opportunity to trial the My Gaze Assistive System. The My Gaze system is a state-of-the-art access device that tracks where a student’s eyes are looking, allowing the student to control the computer with eye gaze. The technology can help us to better assess a student’s ability to use their visual skills to attend to and track items on a screen, as well as providing insight and objective measurement of core skills essential for learning. This trial has given us insight into some of the visual components of learning as well as providing our students with greater access to the most dynamic and cutting-edge technology in education today. The students really enjoyed trying the games and activities!</div> <div><div>http://www.inclusive.co.uk/mygaze-assistive</div><div></div></div>