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Parent Communication / Involvement / Support at RBS		School Counselor Ms. G. Jessica Gosses, M.Ed., LPC	
Grandparent’s Visiting Day Call the Grandparents ~ Come to Rock Brook On Thursday, April 19 RBS will host Grandparent’s Visiting Day. This annual favorite will be held at Rock Brook from 9:30 - 11:00 am . Join our school counselor for a brief presentation and then spend time with your child in their classroom. It will be worth the visit.		 <p>With Spring Break soon upon us, I thought I would share some resources that students have responded well to that may serve as some fun on a rainy day. As you know, I see students in groups and individually and in the classroom setting at times. Some students respond better to certain types of activities and games of course, but below is a list of resources that I have found to be enjoyable for everyone and also that address different socio-emotional areas. I hope that you can try one or more of them out! Let me know how it goes, and feel free to contact me with any questions. Most important of all, have some fun!</p> <p><u>Games to help build cooperation and general coping skills</u></p> <p><u>Peaceable Kingdom Games</u> - These are all cooperative in nature and are available for different age ranges from preschool on up. They are affordable and available on Amazon.com.</p> <p><u>HABA My Very First Games</u> - These are geared more toward preschool age or more basic skill levels with focus being on identifying colors and numbers, however even for students that have mastered those skills these games are a fun way to model, practice, and apply social skills such as taking turns, waiting and listening, etc. These also are available on Amazon.com</p> <p>While not a game, I find that many students (even older ones!) gravitate toward imaginary play activities if they are offered as an option. While the iPad is often a preferred choice, toys like blocks, cars and trucks, dolls/dollhouses and animal toys are great options for building play skills. These also serve as a natural outlet for emotions since play is the language of children. You might be surprised by your child’s receptivity to such choices. I know I have students that choose these options every time especially when there are no peers there to observe and they are presented with the option.</p> <p>Again, feel free to contact me at counselor@rockbrook.org if you would like more specific ideas. Enjoy, and happy spring!</p>	
PNO ~ Our next & last Parent’s Night Out for 2017-2018 Saturday, April 14, 2018			
By Lisa Mantz, RN, CSN, RBS Nurse			
Sleep Awareness People who are able to harness in a good night's sleep report themselves as being more effective at accomplishments the following day. According to the National Sleep Foundation, in 2018 10% of Americans make sleep a priority. Fitness and nutrition are first followed by work, then hobbies, and finally sleep. Most of us probably take sleep for granted, staying up to read our emails, making tomorrows shopping list or playing candy crush. Planning and prioritizing plays a major part in our daily lives. From getting up and our coffee, getting dressed, brushing teeth and out the door at 7:35am. To your daughter's Wednesday's choir rehearsal, Thursday's son's soccer practice at 6pm and student counsel trip on Friday at 6:45am with a packed nut free snack and lunch and picking him and his friend Josh up at school at 4:30pm . Not to mention your dentist appointment this Tuesday and getting your taxes to the CPA and your cars long over due oil change later this week. Of course laundry, garbage, and grocery shopping etc.. need to be attended to as well. Plan, Prioritize, Plan.... We probably do this in our sleep. As for the women reading this, most of us fall asleep recounting our next day's schedule. Adults need seven to nine hours of sleep a night to be able to function at their best. Up to 1/3 rd of our lives is spent sleeping. Here are some “Sleep Hygiene” tip: <ul style="list-style-type: none">• Plan a consistent time to go to sleep• Plan a bedtime routine, i.e. Shower or read a book 30 minutes before bedtime• No napping 4 hours before bedtime as it makes it harder to fall asleep• Avoid caffeine, nicotine, and all stimulants 4 hours before bedtime• Minimize alcohol to one glass before bedtime as if makes it difficult to obtain quality sleep <p>As always, eat a healthy diet and exercise, just not too close to bedtime.</p> <p>Sweet Dreams</p>			

Speech Corner by Liz Varall, Class 4	
<p>Self-restrictive diets are a common issue for families of children with special needs. Children with restrictive diets often have strict limitations on foods they are willing to eat. For instance, they may refuse to eat foods with strong odors, only eat foods in a certain shape (e.g., sandwiches must be cut in triangles), demand certain recipes (e.g., only eating pizza from one specific pizzeria), or what feeding therapists often call the “Brown and Yellow Diet” (e.g., chicken nuggets, grilled cheese, macaroni and cheese, etc.). For many families, trying to accommodate children’s restrictive diets can be difficult, and encouraging their children to expand their diets can be very stressful. If you have a child with a self-restricted diet, here are a few things you should know:</p> <p>Restrictive diets may be linked to other health problems. While processed foods are often fortified and may provide your child with some of the nutrients their bodies need, they probably won’t provide them all. In particular, children with restrictive diets are often found to have low levels of calcium and Vitamin D. In addition, restrictive diets are highly correlated with being overweight or obese. Consult a nutritionist with experience with children with special needs to find supplements that may be appropriate for your child.</p> <p>Restrictive diets are linked to anxiety. While you know your child is not in danger when confronted with a star-shaped chicken nugget or a piece of broccoli, that is likely not how your child is feeling. Forcing them to eat foods that scare them may make their anxiety worse, not better.</p> <p>Go slow and steady. Do not expect to get your child to eat a new food the first time you introduce it. Feeding therapists start from the outside and work their way in: touch the food, smell the food, touch it to your cheeks, touch it to your lips, lick it, take a bite and spit it out, take a bite and chew it, take a bite and swallow it. As you can imagine, it takes a long time to go through all of those steps!</p> <p>Food is a social experience. Therapeutic feeding groups involve people with and without restrictive diets, so those working on eating new foods can watch others try it first. A group dynamic provides a model and takes the pressure off the person with the restrictive diet, making it more likely that they’ll be able to relax.</p> <p>Children should be involved in deciding which foods to work on. Often parents control what foods are being introduced, but feeding therapists see more success when they allow the person with a restrictive diet to make these decisions. Try giving a range of options and letting your child pick where to start. It’s also important to talk about the foods they see. Helping them to list the flavors, textures, colors, and shapes they like and don’t like can help them understand their anxiety and provide them with a way to talk about it, instead of becoming upset.</p> <p>If you are looking for more ways to work on expanding your child’s food repertoire, or if you would like more information about restrictive diets, talk to their speech and occupational therapists!</p>	
Technology by Maggie Forsyth-Deeds, M.A., CCC-SLP/TOH	
<div><div><p>PHONAK life is on</p></div><div><p>Rock Brook is pleased to announce that due to a generous contribution we were able to purchase Phonak wireless microphones, receivers and classroom towers. This new, state-of-the-art digital technology provides auditory support, working to improve the listening, attending and communication needs of our students. When a student is wearing a receiver and the teacher is wearing a microphone the speaker’s words are brought directly into the student’s ears, reducing distracting background noise. According to Phonak, “Children with attention-related issues are able to hear and understand more, allowing them to engage more fully in learning and life”. Accordingly, we will be trialing different Phonak technologies throughout the school to evaluate the effectiveness. To learn more about Phonak go to www.phonak.com</p></div></div>	