



Parent Remote Learning Handbook

Dear Families,

the following Remote Learning Plan has been developed to support the continuity of learning for all students at Teesdale Primary School.

All staff have been brilliant in managing all that has happened in the lead up to our students departing school earlier than expected. They have embraced learning about effective practices to support students with remote learning and are ready to help support your children from home.

The change to a learning model can bring with it uncertainty and apprehension, however the plan outlined on the following pages hopes to clarify roles and expectations for students and parents during this time.

This booklet is designed to help all parents successfully navigate their way through the implementation of a Remote Learning Plan. There will be challenges along the way, particularly in the first couple of weeks. We need to accept that will be the case and remember to keep things simple and things as familiar as possible for students during this time.

If and when you strike problems, please use the emails on your remote learning cards and one of our staff will support you.

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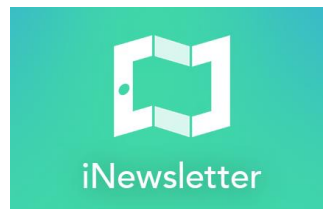
1. What is a remote learning plan?

In order to provide continuity of learning for your child, a Remote Learning Plan (RLP) outlines the strategy that Teesdale PS will be using during school closures. A RLP explains everything you need to know in order to support your child through a home learning experience. It will include:

- The roles of students, staff, parents and the school.
- How learning will be delivered to your child.
- Setting up a home learning environment.
- How to access Technical Support.
- Student and Family Support.

How can I communicate with my child's teacher during remote learning?

All communication to teachers must be through SENTRAL. As teachers may be working from remote venues, it is important that our avenues of communication are consistent and effective. This has always been available as a platform for communication for families to use at school and makes sense to continue to be used.



Other Communication Methods:

Newsletter: A newsletter will continue to be sent out every second Tuesday. This will be distributed via email and a link placed on Facebook

Assembly: An assembly will be broadcast every Friday morning at 9.00am. This will be broadcast on Facebook live.

Facebook; We will continue to use Facebook to post updates and celebrations.

Google Meets: Is our choice of tool for video conferencing with students and families as required.

2. Expectations of the school community

Expectations of the School

Teesdale PS will:

- Use Sentral, Facebook and Google Meets/Sites as communication tools to deliver information updates, provide feedback and conduct conferences, meetings and assemblies.
- Support families where access to a device/computer or internet at home is limited.
- Provide advice on what online and offline learning tools will be available to your child as part of the Remote Learning Plan.
- Provide a technical support process to assist with families who are having difficulties connecting their device or accessing online learning platforms.

Expectations for Students, Parents and Staff

This period of transition is a learning opportunity for all of us, it is important to outline the expectations for all who are involved in delivering a Remote Learning Plan.

<i>Teacher</i>	<i>Student</i>	<i>Parent</i>
<p>The Teacher will:</p> <ul style="list-style-type: none"> ● create daily learning plans that align with the Victorian Curriculum. ● communicate learning plans with activities for students on their online learning hub ● conduct morning check-ins via video conference ● conduct 1:1 or small group video conferences aiming for 2 per student per week. ● provide regular feedback on work that is submitted. 	<p>The Student will:</p> <ul style="list-style-type: none"> ● monitor digital platforms and communication each day to check for notifications and feedback from teachers. ● complete tasks with integrity and academic honesty and do their best work. ● do their best to meet timelines, commitments and due dates. ● communicate regularly with their teachers. ● collaborate and support classmates with their learning. ● abide by their school's ICT Acceptable Use guidelines. 	<p>The Parent/Guardian will:</p> <ul style="list-style-type: none"> ● support their child with their learning. ● establish routines and expectations with their child. ● provide a space for their child to work in. ● provide a level of supervision appropriate to their child's stage of development. ● monitor communications from teachers. ● check in with their child often to help them manage and pace their work. ● monitor how much time their child is spending online.

Note: Some of our teachers have children of primary age or younger at home. These teachers will have carer responsibilities and will also be supporting their own children with their education. As such these teachers may have a reduced capacity to be online and engage with your child. They will do their best, but won't be able to conference or communicate as much as those without carer responsibilities. In these situations video conference sessions will most often be small group rather than individual and may be of shorter duration.

3. How will the remote learning plan be implemented over time?

Over the next few months we are going to all experience some challenges as the Remote Learning Plan is implemented. For this reason, we will slowly increase the academic rigour in continuing your child's learning.

Our major challenges in the initial stages will be ensuring all families, staff and students have the necessary technical infrastructure, skills and knowledge to operate in this way.

We will be asking everyone to show high levels of understanding and patience during this time. As we become more familiar and confident with this learning model, the accountability and rigour will increase.

The following table outlines our plan:

Stage 1	Stage 2	Stage 3	Stage 4
<p>Preparation and Planning: <i>Prior to school closures</i></p> <ul style="list-style-type: none"> ● Develop agreed understandings of online learning platforms. ● Develop agreed school processes for online learning. ● Ensure all staff and students have access to appropriate technology. ● Provide staff with professional learning on delivering learning remotely. ● Develop the student's understanding and capability to learn remotely. ● Set up a tech support system. 	<p>Introducing and Implementing: <i>First 2 weeks of closures</i></p> <ul style="list-style-type: none"> ● Learning tasks will be simple and clear. ● Online learning will be limited to online platforms that the students are familiar with. ● Tasks will be short and manageable. ● Regular feedback provided to students. ● Regular communication to parents will be provided. ● commence trialling video conferencing through Google Meets 	<p>Consolidating and Extending: <i>Weeks 2-4 of closures</i></p> <ul style="list-style-type: none"> ● Consolidating video conferencing strategies. ● Additional supporting resources/ sites introduced. ● Introduction of collaborative learning/ project tasks. ● Feedback and Assessment included as part of the learning plan. ● Communication to parents will continue. 	<p>Embedding and Excelling: <i>Ongoing closures</i></p> <ul style="list-style-type: none"> ● Consolidation of collaborative learning tasks. ● Feedback and assessment of tasks increases. ● Reporting against the Victorian Curriculum begins. ● Video conferencing with students and parents.

4. What the average day looks like for students

As for teachers, this will be very flexible. They'll have their locked in tasks, such as:

- The morning class briefing/catch up.
- Organised conferences with the teacher.
- Friday assembly.

But it will be up to them to manage parts of their day, which will include:

- Attending to the tasks that have been set.
- Asking any questions of their teacher during conferencing.
- Having breaks and partaking in physical activity.

For each group of students an online learning hub has been created. (P/1, 1/2, and Senior). Tasks will be 'opened' each day on a page named after the day of the week it is and students will be expected to complete these in the sequential order they have allocated.

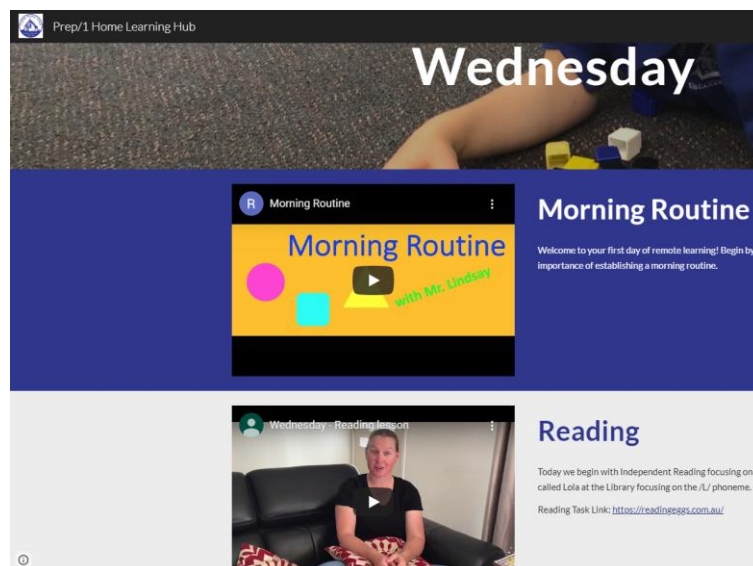
<https://sites.google.com/teesps.org/tps-remote-learning/home>

Classroom teachers will set the following tasks each day;

Reading, Writing, Spelling, Numeracy Fluency, Numeracy Topic, and one Discovery.

On Monday to Thursday a Specialist subject will also run, of which Visual art will be planned by the classroom teacher.

Each task will have a 'Learning Intention, So That and Success Criteria'. In The Junior School these may be explained to students through video format. We want students to be able to access this work independently as much as possible. The less reliance on written instructions in the Junior School is preferred to support this.




5. Preparing for a Remote Learning Plan

Parents will play a critical role in supporting their child with remote learning. Below are some ways in which you can help prepare.

- establish routines and expectations with your child.
- provide a space for your child to work in.
- provide a level of supervision appropriate to your child's stage of development.
- monitor communication from teachers.
- check in with your child often to help them manage and pace their work.
- monitor how much time your child is spending online.

Values Matrix:

Our school values will assist during these times. It outlines expected behaviours or various areas of the school. Notably the appropriate use of digital technologies will be vital.

 <h2 style="text-align: center;">Teesdale Primary School Values Matrix</h2>				
	Always	Inside	Outside	Digital Technology
Respect	Take turns. Use your manners. Be kind Keep your hands and feet to yourself. Use appropriate language. Take care of belongings.	Work quietly Display Active Listening Keep your hands and feet to yourself. Walk.	Walk in the walking zone. Care for the environment. Flush. Wash Dry. Goodbye. Use sports equipment for its purpose. When bell music plays pack up, line up. Keep your hands and feet to yourself.	Use positive comments. Use digital technology equipment properly Leave digital technology as you found it
Resilience	Make good choices. Keep a positive mindset. Use calming strategies.	Try your personal best to learn. Ask questions when you need help. Have a go.	Try your best. Walk away Accept if you go out.	Be patient.
Friendship	Stand up for others. Include others. Accept others for who they are. Share.	Work cooperatively Listen to others. Accept others opinions.	Help others. Show good sportsmanship. Talk in a calm voice.	Share. Help others. Use school apps appropriately.
Excellence	Accept compliments. Accept feedback. Achieve your goals.	Stay focussed. Work hard on your learning. Take pride in your work.	Participate in games and sports. Encourage others.	Stay on task. Try your best. Check before printing.
Honesty	Tell the truth. Hand in belongings that aren't yours. Ask before using other peoples belongings.	Do your own work.	Follow the rules. Ask for help.	Keep your personal information private. Stay on the correct programs. Logout of computers.

Habits and Routines:

It will be important to organise a regular routine as children thrive on structure. Every family will have a slightly different approach to routines in their household, however below are some tips to help:



- Be ready for learning on time every morning.
- Stick to regular eating times throughout the day.
- Negotiate a timetable with your child and make it visible.
- Include time to get outside and be physical.
- Limit screen time away from using devices for learning throughout the day.

6. Resources to support the Remote Learning Plan:

As part of our regular learning program, your child will have access to the following online learning resources. These will be used extensively during the Remote Learning Plan. As the RLP continues, your child will be introduced to some more online learning tools. These will be introduced through the daily learning tasks.

Login details will be made available for all students.

If you are having trouble accessing any of these programs please get in touch with your child's classroom teacher.

Online Learning Tool	Description	How it will be used?
Mathletics	Mathletics allows teachers to group students and assign tasks for individual to complete. There are two parts; Mathletics Live allows students to practice skill and drill and Mathletic lessons for students to learn and practise specific mathematical concepts.	All students at Buninyong PS have a log in user name and password for Mathletics. Students should be very familiar with this platform. If you are having trouble logging in contact your child's classroom teacher. If you are having technical difficulties click this Link .
Reading Eggs and Reading Eggspress:	Reading Eggs allows teachers to assign tasks and assessments for classes, groups or individual students in both Reading and Spelling . 	Login via student username and password using the app or website version here . Technical requirements and troubleshooting can be found Here
Google Drive	Google Drive is a file storage service that allows you to save files to the cloud and then open on other devices. It also allows multiple people to work on the one document. 	All students have login details for our school Google Drive. Classroom teachers will communicate these to classes who are using this platform. Google Drive may be used to: <ul style="list-style-type: none">● share documents with students.● encourage students to collaborate on shared documents.

7. Accessing digital learning platforms

To support your child in using online and digital resources as part of their remote learning, consider the following questions and take the time to practise logging on prior to commencement of the Remote Learning Plan.

- Does your child know how to access their Learning hub Site?
- Does your child know how to log-in to their device?
- Can they play videos and understand the importance of watching them all the way through?
- Does your child know their username and password for the resources mentioned in the Digital Backpack? Note that teachers can reset student passwords if your child forgets.

8. Learning resources from school

In order to support students to complete tasks, your child's teacher has organised a student resource pack in the form of their book box. The book box contains a number of resources which should be kept in a safe and convenient space that is easily accessed. When schools re-open these resources will be returned to school.

These resources will differ from year to year depending on the developmental needs of your child. These will be made available the first day after term for collection.



9. Creating a learning space at home

In addition to the items sent home from school, it is a good idea to start collecting some other resources that will support your child's learning during the school closure period. Creativity is the key here and most of these items will be easily found around the house. If you do not have these things you needn't worry you will be able to make do with what you have or an alternative.

As far as choosing an appropriate space for learning this is something senior students will explore in their first week of remote learning. Consideration should be given to somewhere comfortable, clean and if using technology, visible!

<i>General resources:</i>	<i>Literacy</i>	<i>Maths</i>
<ul style="list-style-type: none">- scissors- glue- textas- pencils- pens- ruler- paper- card- board games	<ul style="list-style-type: none">- reading books (good fit)- magazines- dictionary- magnetic letters- chalk	<ul style="list-style-type: none">- dice- calculator- paddle sticks- counters (something to count – approx. 30)

10. Being safe and respectful online

Managing screen time:

When students are working online at home, the TPS Acceptable Use policy remains active. Please familiarise yourself with this policy and support your child to remain safe and respectful when online.

Should you require support or need to report misuse of devices, please contact your child's classroom teacher. They will be able to decide whether the situation can be managed or passed onto Wellbeing Assistant Principal.

Should students breach these guidelines, your child's teacher will be in touch to ensure an occurrence does not happen again.

It's important you keep a balanced approach to home learning. Time spent using digital devices for learning should be broken up with physical exercise and offline learning tasks often.

For children under six years old, it's recommended that a couple of 30 minutes sessions per day involve screens. For students over six, hourly exercise breaks are suggested.

Video conferencing and social interactions using video do not count towards screen time.

Some screen time activities such as online socialising and gaming can be very immersive. Please make sure that non-school activities are limited in length.

11. Supporting student wellbeing at home

Being confined to home for an extended period of time can have its difficulties. From the isolation that distances people from their social connections, through to the risks of social media and financial difficulty.

As we go through periods of isolation and confinement, it is important that we all look out for each other and support the holistic wellbeing of our children and ourselves. Wellbeing is linked to enhanced learning outcomes, academic achievement, mental health and responsible life choices. We know that a safe, respectful and inclusive environment enables students to feel connected and engaged in their learning and this lays the foundation for them to reach their potential in learning and in life.

This section of the parent pack will hopefully assist you in supporting your child's wellbeing during the Remote Learning Program. We understand that there are going to be students and families who will find this transition hard. This is completely understandable and we're here to support you. If something arises that is of concern for you and your family, please follow the process below:

For student wellbeing issues:

1. Contact your child's classroom teacher explaining the concern. This can be done via **SENTRAL**.
2. Your classroom teacher will then respond.
3. If you feel that your concern needs further attention, please email our Principal, Sam Irwin for further support. Irwin.samuel.s@edumail.vic.gov.au

Tips for looking after your children during isolation:

- Talk to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).



Speaking to your child regarding COVID-19:

It's easy to feel overwhelmed by everything you're hearing about coronavirus disease 2019 (COVID-19) right now. It's also understandable if your children are feeling anxious, too. Children might find it difficult to understand what they are seeing online or on TV – or hearing from other people – so they can be particularly vulnerable to feelings of anxiety, stress and sadness. But having an open, supportive discussion with your children can help them understand, cope and even make a positive contribution for others.



1. Ask open questions and listen

Start by inviting your child to talk about the issue. Find out how much they already know and follow their lead. If they are particularly young and haven't already heard about the outbreak, you may not need to raise the issue – just take the chance to remind them about good hygiene practices without introducing new fears.

Make sure you are in a safe environment and allow your child to talk freely. Drawing, stories and other activities may help to open up a discussion.

Most importantly, don't minimize or avoid their concerns. Be sure to acknowledge their feelings and assure them that it's natural to feel scared about these things. Demonstrate that you're listening by giving them your full attention, and make sure they understand that they can talk to you and their teachers whenever they like.

2. Be honest: explain the truth in a child-friendly way

Children have a right to truthful information about what's going on in the world, but adults also have a responsibility to keep them safe from distress. Use age-appropriate language, watch their reactions, and be sensitive to their level of anxiety.

If you can't answer their questions, don't guess. Use it as an opportunity to explore the answers together. Websites of international organizations like [UNICEF](#) and the [World Health Organization](#) are great sources of information. Explain that some information online isn't accurate, and that it's best to trust the experts.

3. Show them how to protect themselves and their friends

One of the best ways to keep children safe from coronavirus and other diseases is to simply encourage regular handwashing. It doesn't need to be a scary conversation. [Sing along with The Wiggles](#) or [follow this dance](#) to make learning fun.

You can also show children how to [cover a cough or a sneeze with their elbow](#), explain that it's best not to get too close to people who have those symptoms, and ask them to tell you if they start to feel like they have a fever, cough or are having difficulty breathing.

4. Offer reassurance

When we're seeing lots of troubling images on TV or online, it can sometimes feel like the crisis is all around us. Children may not distinguish between images on screen and their own personal reality,

and they may believe they're in imminent danger. You can help your children cope with the stress by making opportunities for them to play and relax, when possible. Keep regular routines and schedules as much as possible, especially before they go to sleep, or help create new ones in a new environment.

If you are experiencing an outbreak in your area, remind your children that they are not likely to catch the disease that most people who do have coronavirus don't get very sick, and that lots of adults are working hard to keep your family safe.

If your child does feel unwell, explain that they have to stay at home/at the hospital because it is safer for them and their friends. Reassure them that you know it is hard (maybe scary or even boring) at times, but that following the rules will help keep everyone safe.

5. Check if they are experiencing or spreading stigma

The outbreak of coronavirus has brought with it numerous reports of racial discrimination around the world, so it's important to check that your children are neither experiencing nor contributing to bullying.

Explain that coronavirus has nothing to do with what someone looks like, where they are from or what language they speak. If they have been called names or bullied at school, they should feel comfortable telling an adult whom they trust.

Remind your children that everyone deserves to be safe at school. Bullying is always wrong and we should each do our part to spread kindness and support each other.

6. Look for the helpers

It's important for children to know that people are helping each other with acts of kindness and generosity.

Share stories of health workers, scientists and [young people](#), among others, who are working to stop the outbreak and keep the community safe. It can be a big comfort to know that compassionate people are taking action.

7. Take care of yourself

You'll be able to help your kids better if you're coping, too. Children will pick up on your own response to the news, so it helps them to know you're calm and in control.

If you're feeling anxious or upset, take time for yourself and reach out to other family, friends and trusted people in your community. Make some time to do things that help you relax and recuperate.

8. Close conversations with care

It's important to know that we're not leaving children in a state of distress. As your conversation wraps up, try to gauge their level of anxiety by watching their body language, considering whether they're using their usual tone of voice and watching their breathing.

Remind your children that they can have other difficult conversations with you at any time. Remind them that you care, you're listening and that you're available whenever they're feeling worried.

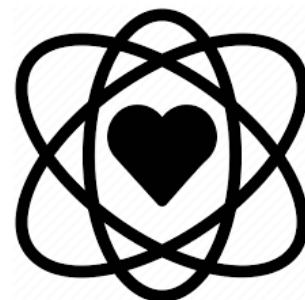
Source: <https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>

Strategies to Support Wellbeing Development:

Spiritual Wellbeing Strategies

Meaning and Purpose

- Children must feel they can have some ability to choose or influence their involvement.
- Value and recognise student effort and contribution.
- Students need to feel that what they are doing is worthwhile and has significance beyond the immediate task at hand.
- Involve students in decision making.



Encouraging student voice

The term "student voice" describes how students give their input about what happens within the classroom, school and broader community (including the home). Strategies include:

- Increasing opportunities to share thoughts and opinions such as being involved in developing rules and routines at home.
- Giving choice in their learning such as being able to choose different ways to complete tasks.
- Provide authentic or 'real life' learning opportunities which give students meaning and purpose to their learning.

Values Education

- Teach, model and reinforce family/school values.
- Involve students in developing rules and expectations around the home.
- Build positive relationships with students. Repair after conflict and show positive problem-solving strategies.

Celebrating and supporting diversity

Give students opportunities to connect with their cultural, religious and spiritual backgrounds. Strategies include:

- Opportunities for celebration of heritage, for example, Harmony Day, NAIDOC week, Lunar New Year and cultural performances.
- Accommodation of student prayer practices.
- Translating documents into the core language of the student when needed.

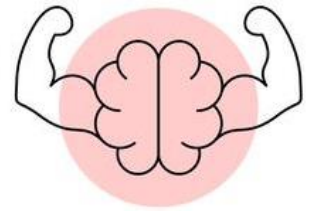
Additionally, you can visit:

https://kidshealth.org/en/parents/coronavirus-how-talk-child.html?utm_source=Email&utm_medium=email&utm_campaign=The%20impact%20of%20bushfires%202020

Cognitive Wellbeing Strategies

Competence

Processing new information results in 'cognitive load' on working memory which can affect learning outcomes. Strategies for minimising cognitive load and maximising competence include:



- Providing brain breaks (change of task, drinking water and eating some fruit).
- Targeting teaching within their zone of development (using high challenge, high support).
 - Scaffolding new learning to be done in stages and slowly withdrawing support as students become more confident and independent.
- Having worked examples / models showing students what to do and how to do it. Follow up with practice feedback.

Social Wellbeing Strategies

Promoting positive relationships and connectedness



Teacher/Parent - student connections and provision of teacher/parent support and understanding has a strong impact on student's feelings of belonging. Belonging is associated with increased engagement with learning and education (CESE, 2015). Strategies include:

- Checking in with your child.
- Showing an interest in the child's outside of school activities and hobbies.
- Negotiating rules with your child to help them be a part of creating a safe learning environment.
- Encouraging and valuing their voice in decisions.
- Providing choice whenever possible to be responsive to your child's interests, abilities and preferences.
- Communicating positive expectations for learning and behavior.
- Positively reinforcing correct behaviours verbally.

Promoting prosocial behaviour

- Foster pro-social behaviour by engaging your child in helping activities such jobs around the home.
- Model respectful behaviour and language towards members of your family.
- Use classroom activities and lessons to explore and discuss empathy, personal strengths, fairness, kindness, and social responsibility.
- Teaching and reinforcing positive social skills such as self-awareness, social awareness, responsibility and decision making.

- Example of self-awareness – show you understand. For example, “I can understand why you would feel angry. Let’s think this through.”
- Example of social awareness – encourage perspective taking, “Bob didn’t realise that was important. I don’t think he did it on purpose – do you?”

Emotional Wellbeing Strategies

Create safe classroom, playground and online learning environments.

Behavioural expectations need to be explicit, fair, consistently applied and jointly constructed. This enables the classrooms and playgrounds to be predictable and thus safe. Strategies include:



- Having clear expectations, structures, routines and accountability systems that promotes responsibility from all stakeholders.
- Fostering positive language and inclusive play between siblings.
- Providing ‘safe’ places for students to go during break times.
- Quality and active supervision of playgrounds and common areas by their family.
- Greeting your child as they wake up and checking in with them regularly.
- Include digital citizenship strategies. See <https://www.esafety.gov.au/parents> to support this.

Teach social and emotional skills and enhance self-regulation.

Social and emotional learning (SEL) involves students having opportunities to learn and practice social skills. Examples of SEL programs used in Australian schools in the past have including KidsMatter and MindMatters. Further resources can be found at <https://beyou.edu.au/>. Parents may:

- Integrate social and emotional learning at home, where appropriate.
- Do mindfulness activities when appropriate.
- Model effective social and emotional skills and respect for others in your own behaviour and relationships.
- Set practical tasks and cooperative activities in your family home that promote problem-solving, social skills, negotiation and communication.

Additionally, our school utilises the visual resources from the Zones of Regulation to help students identify emotions and to make positive choices in managing these emotions. Doing so, can lead to more positive behaviour as the children regulate before they escalate and ‘flip their lid’, which can lead to challenging behaviour. See attachment at the end of this section.

Adapted from source: <https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools>

Supports Contact List:

During this time, we know that there are going to be students and families who will find this transition hard. This is completely understandable and we're here to support you. If something arises that is of concern for you and your family, please follow the process below:

For student wellbeing issues:

1. Contact your child's classroom teacher explaining the concern. This can be done via SENTRAL.
2. Your classroom teacher will then respond
3. If you feel that your concern needs further attention, please email our Principal, Sam Irwin via Irwin.samuel.s@edumail.vic.gov.au

Service	Call
Emergency (Police / Fire / Ambulance)	000
Lifeline (Crisis Support)	13 11 14
Beyond Blue (Counselling and Support)	1300 22 4636
Kids Helpline (Support for children and young people aged 5-25)	1800 55 1800
Child and Family Services (Connecting families to resources and support)	5337 3333
The Orange Door (Support for Family Violence)	Visit https://orangedoor.vic.gov.au
Safe Steps (Support for women and children who are victims of family violence)	1800 015 188
MensLine Australia (Counselling service for men with family and/or relationship issues)	1300 78 99 78
Child Protection (For children and young people whose safety is at risk)	13 12 78

Support Resources:

Raising Children Network

Australia's leading parent support and advice network for all ages of child development. Visit

<https://raisingchildren.net.au/>



Student Wellbeing Hub

Providing parents, students and educators with resources to support the wellbeing development of children in their care. Visit

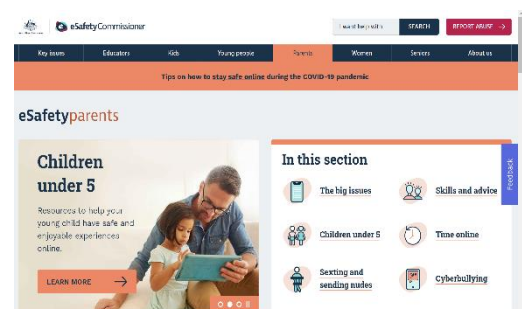
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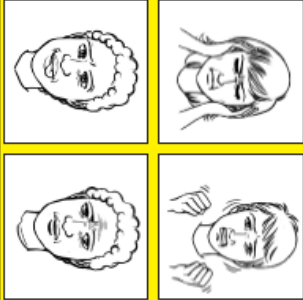

eSafetyParents

Resources and strategies to support parents in keeping their children safe online. Visit

<https://www.esafety.gov.au/parents>



The ZONES of Regulation®

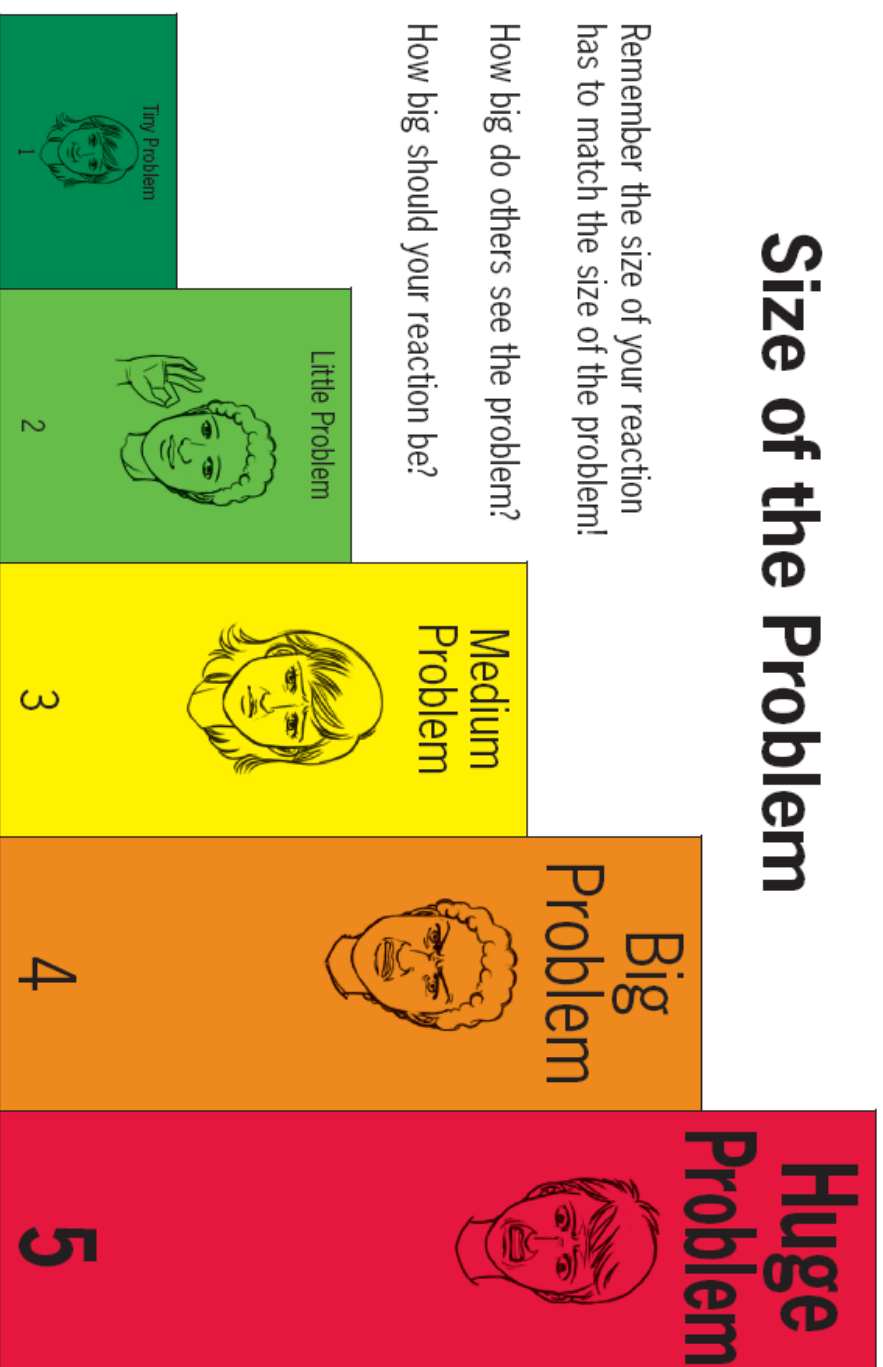
	<p>BLUE ZONE</p> <p>Sad Sick Tired Bored</p> <p>Moving Slowly</p>
	<p>GREEN ZONE</p> <p>Happy Calm</p> <p>Feeling Okay Focused</p> <p>Ready to Learn</p>
	<p>YELLOW ZONE</p> <p>Frustrated Worried</p> <p>Silly/Wiggly Excited</p> <p>Loss of Some Control</p>
	<p>RED ZONE</p> <p>Mad/Angry Terrified</p> <p>Yelling/Hitting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

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for 'The Zones of Regulation'® from the original work of Winner's 'Think Social!' (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' 'The Incredible 5-Point Scale' (2003), www.5pointscale.com

