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Head of Special Education's Column

We can explain our differences in ability and disability with a metaphor about money.

In the morning when we wake, we are each given a different amount of money to spend throughout the day. A single dollar is like a little burst of coordinated energy through the accomplishment of one small task. People rich with mental health, and neurotypical functioning are blessed with \$100, while others having a disorder, only get \$20. During the day, neurotypical people can spend their dollars far and wide, enabling behaviour and interactions that seem smooth and effortless because they have been gifted with a wealth of brainpower and functioning. When someone has been given the gift of \$100 to spend, they live life full of interaction, emotion and activity. At the end of the day when we go to sleep, we have spent all our dollars and are tired because the mental bank is empty. A good night's sleep will magically restore all dollar wealth for the next morning.

When a person has a disorder or is diagnosed with a disability, their budget is already impacted with less than a \$100 a day to spend. Every impulsive action as well as every uncontrolled emotional reaction comes at a cost, as well as the effort they "spend" on reacting to and making adjustments to calm down or implement the strategy of intervention offered to them by the parent, teacher or psychologist. When they show reluctance toward certain behaviour and pull back, or slow down, or refuse to engage - the basic reason is almost always fear. They are afraid to run out of dollars.

So, what happens to a person who runs out of dollars? The answer is familiar to both the abled and disabled—exhaustion, vulnerability to stress, loss of control over emotions, and logical

thought processes. When a person feels that they "just don't have much left in them," and do not have the energy for coping mechanisms, that is when damaging things happen. People say things they do not mean to loved ones, they misinterpret social signals, get mad, paranoid, inappropriately silly, overly critical, or simply want to give up and hide.

We as parents, teachers and peers need to be mindful of the limited "budgets" that students with disabilities can exist on in our environments. We expect them to assume total responsibility for their reactions to social, emotional and academic expectations, when they could often have spent all their dollars by first break or midday.

How can we help? Consider some of the **most common** triggers for meltdowns:

Biological

Is the child hungry or tired? Ensure a good breakfast and substantial lunchbox provisions. A cut off technology time (iPad, TV, Xbox etc.) and an appropriate bedtime.

Sensory

Are there problems when your child is overstimulated or is your child bored? Adjust the environment and stimulations to suit your child's needs, or give your child activities to engage in when he appears bored.

Demands

What is the child doing or being asked to do when the meltdowns occur? Consider whether your child knows how to do these tasks, or needs them simplified. Lists, visual cues or written rules will help. Homework- children will often refuse to do the work rather than admit that they need help. They may need to be taught that asking for help or not knowing is fine.

Waiting

Do problems occur because your child wants immediate attention or gratification? Make things easier by establishing a clear time, using a timer, give him activities to occupy the waiting time, and establish beforehand what they are allowed or what they will get, so there are no surprises.

Threats to Self-Esteem

Meltdowns often follow losing a game, making a mistake, misinterpreting social situations.

Encourage your child to think differently about these situations, role play and provide early opportunities for your child to be part of a team sport.

Offer rewards for when your child loses or makes mistakes and does not get upset. Reward self-control rather than perfection or winning. In the case of teasing – children need to learn that it is the teaser who has the problem.

Unmet Needs for Attention.

Do tantrums occur when the child is denied attention?

Overly demanding of parent attention – arrange play dates from an early age. Teach your child words to use to replace the physical and emotional ways they communicate their demands. Tantrums can be escalated or calmed. Both parent and child will cope and manage better when you each control your own emotions. Use the child's special interests as a distraction and anticipate triggers to meltdowns by having a ready to implement plan for different situations and environments.

Reference:

Ability and Disability Karen Blair (Dollar metaphor adapted and modified)

Jed Baker - No More Meltdowns: Positive Strategies for Managing and Preventing Out-of-Control Behavior. Dr. Baker directs the Social Skills Training Project.

Avril Stoltenkamp, HOSES

MSP Photography - School Photo Day Timetable

Photo envelopes went home this week; if your child does not have an envelope you can collect a spare one from the school office. **NB.** No envelopes/money will be accepted at the payment window. Envelope/money must be brought in on the day of the child's class photo and given to the photographer.

MONDAY 5 SEPTEMBER		WEDNESDAY 7 SEPTEMBER		THURSDAY 8 SEPTEMBER	
Time	Class	Time	Class	Time	Class
8:50	SAR	8:30	STAFF	9:00	2O
9:00	PG	9:00	TUCKSHOP VOL	9:10	3/4R
9:15	PS	9:10	RECORDER ENS	9:20	1G
9:30	PM	9:25	BEGINNER STRINGS	9:35	2G
9:45	PR	9:45	STRINGS ENSEMBLE	9:45	3M
10:00	PB	10:00	GRADE 5 BAND	9:55	3P
10:15	2P	10:20	MUSIC CAPTAINS	10:05	1O
10:25	1W	10:25	STUDENT COUNCIL	10:20	6G
10:40	6M	10:30	SCHOOL & VICE CAPTAINS	10:30	6P
10:50	1st BREAK	10:35	FRENCH CAPTAINS	10:40	5P
11:35	1M	10:50	1st BREAK	10:50	1st BREAK
11:50	1B	11:25	PW	11:30	HOUSE CAPTAINS
12:05	1S	11:40	2W	11:40	Year 4 Band
12:20	1/2R	11:50	4S	12:00	Year 6 Band
12:35	2B	12:00	4G		
12:45	6B	12:10	4P		
12:55	6O	12:20	5B		
1:05	3O	12:30	5W		
1:15	3S	12:40	5S		
1:30	2nd BREAK	12:50	1P		
2:15	3B	1:05	3G		
2:25	4B	1:15	2M		
2:35	4M				

News from the Shed

This Friday sees the start of the summer inter school sports season. As usual we will be well represented in all major team sports as well as offering our pupils popular interschool options,

tennis and gymnastics. A huge thank you to our senior school classroom teachers who have willingly given up their time to coach our various teams. Draws appear below. Oztag, touch and T Ball play at the same venue each week whilst basketball and cricket play alternate weeks at CSS and other schools.

Athletics: Congratulations to five of our pupils, Jay, Lydia, Jimi, Leo and Sam who have been selected in the Oceanic team to compete in the Regional Track and Field championships next week at Runaway Bay.

Congratulations also to Owen from Year 5 who has been selected for the district cricket team.

Tony Carlton, PE Teacher

Summer Sports Draw Friday 2 September

Basketball Boys: Senior A & Junior A at Caningeraba SS 12:30-1:05pm and 1:40-2:15pm

Senior B at 1:30 and Junior B at 12:40pm at Burleigh SS

Basketball Girls: Senior A & Junior A at Caningeraba SS 1:05 – 1:40pm

Senior B at 1:30pm and Junior B at 12:40pm at Burleigh SS

T-Ball: Senior & Junior at Pizzey Park Softball fields at 12:45pm

Oztag Boys: Mallawa Dr Palm Beach 5A at 12:40pm, 5B at 1:35pm, 6A at 12:40pm & 6B at 1:35pm

Touch Girls: Pizzey Park Burleigh Soccer Club time TBA

Cricket: Senior & Junior at Mudgeeraba SS at 12:45pm

Lost Property

There are now a large number of jumpers/jackets in lost property and as they are un-named we are unable to return them. We request that you check lost property for items that may belong to your child, or ask your child to have a look, as we are unable to keep items for more than a week. Any unclaimed items will be passed on to the uniform shop for resale.

It would be most helpful if you could clearly label your child's belongings such as bags, hats, lunch boxes and jumpers so that if they do get lost we are able to return them to their rightful owner.

Just to remind you that any unclaimed items will be kept for 1 week and then passed on to the uniform shop for resale.

School Banking News

Congratulations to the following students who have made 10 deposits and received a bronze certificate:

Dexter 2G	Summer 1P	Tyson 1G
Sharla 1W		

Congratulations to the following students who have made 20 deposits and received a silver certificate:

Max 5W	Madison 4G	Malakai 4B
Sango 3/4R	Amani 2B	Edward 2B
Phoebe 1G	Toby 1S	Justine PW
Jye PB	Valentina PG	

Congratulations to classes PB, 1M and 2G on being school bankers of the week. NB The wildlife writer set reward is low in stock so please send in a 2nd choice when sending in your rewards. With only 2 weeks left in this term, please make sure you get your 3 deposits in to be in the running for a prize.

Music Class of the Week

Inner Hearing

Inner hearing is the skill of hearing words, melodies, and sounds inside our heads without those sounds being externally present.

Why promote "Inner Hearing" in Education

Inner hearing is a skill necessary to reading, to matching pitch, and to rehearsing silently. Without inner hearing, we would never be aware of more than one sound at a time. Without inner hearing, reading could never be more than naming letters, and music reading could never be more than naming notes.

Inner hearing helps students recall previously experienced music, recognize music as the same in different performances, and distinguish between different musical pieces.

In short, it may be difficult to learn anything if one's inner hearing is not working properly.

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CLASS	ACHIEVEMENT
PB	Settling well into our new routine.
1W	Participating and singing beautifully.
2B	Rhythm memory.
3P	Representing our school at the eisteddfod and singing extremely well on stage.
4M	Working as a team with respect and support.
5S	Working hard in their assessment.
6O	Using time wisely.

Diary Dates

- Student Resource Scheme payments for 2016 are payable now.
- Year 4 Swell payment of \$18 due by 10:30am Friday 2 September.
- Prep Raw Art payment of \$8 due by 10:30am Monday 5 September.

and community clubs. For more information contact cpw@benevolent.org.au or 5644 9100

Visit Our Website

We encourage our parents, carers and family members to visit our website, to see ongoing class activities.

<http://www.caningerss.eq.edu.au>

Sheryll Eades, Website Coordinator

Friday 2 Sept	Year 5 & 6	Summer Interschool Sport Starts
Monday 5 Sept	Various	School Photo Day
Wednesday 7 Sept	Various	School Photo Day
Thursday 8 Sept	Various	School Photo Day
Friday 9 Sept	Year 5 & 6	Summer Interschool Sport
Tuesday 13 Sept	4B/M/P	Swell
Wednesday 14 Sept	4G/S/R	Swell
Friday 16 Sept	Year 5 & 6	Summer Interschool Sport
Friday 16 Sept	All	Last Day of Term
Monday 3 October	All	Queen's Birthday Holiday
Tuesday 4 October	All	Term 4 Commences
Friday 7 October	Year 5 & 6	Summer Interschool Sport
Friday 14 October	Year 5 & 6	Summer Interschool Sport

Uniform Shop News

The Uniform Shop is currently looking for volunteers to help out on a Monday morning. If you are available please contact Dione in the Uniform Shop.

Snack Shack Roster

Date	Names
Monday 5 September	Milly
Tuesday 6 September	Susana
Wednesday 7 September	Susana, Alyssia
Thursday 8 September	Chaille
Friday 9 September	Maureen, Michelle

Katrina and Michelle, Tuckshop Convenors

Community Notices

Child Protection Week

Keeping kids and families safe, as part of child protection week 2016, a network of local organisations are coming together to provide free training to volunteers in our local sport, recreation