



Wellbeing In Action

A Fisher Road Whole School Approach

MEET *the team*



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Occupational Therapy at Fisher Road School

Occupational Therapy (OT) helps people perform occupations and everyday meaningful activities as independently as possible.

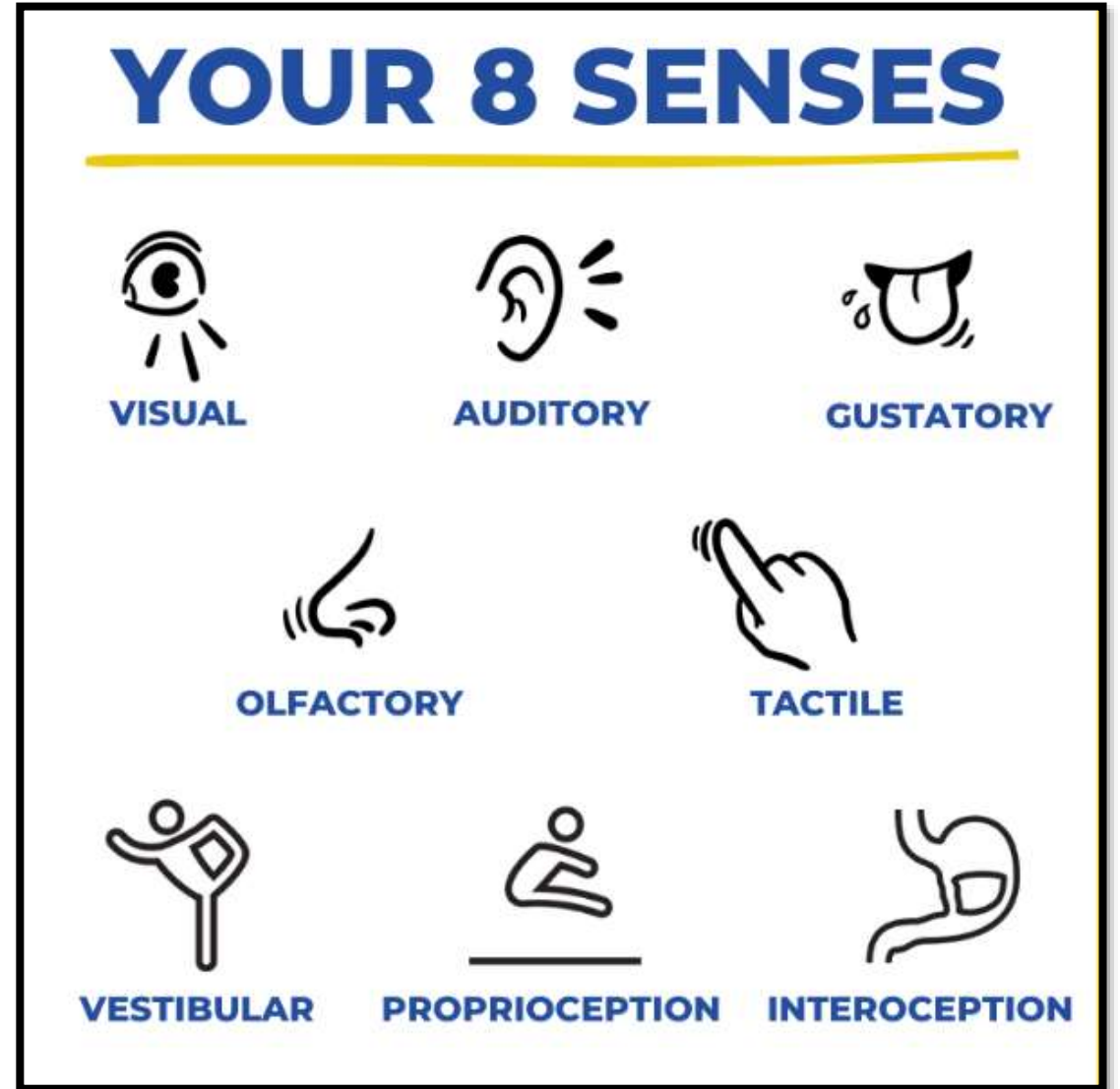
The inclusion of OT at Fisher Road School allows another lens to step back and try to decipher what the student is trying to communicate, and what the function (or intent) of a behaviour is.

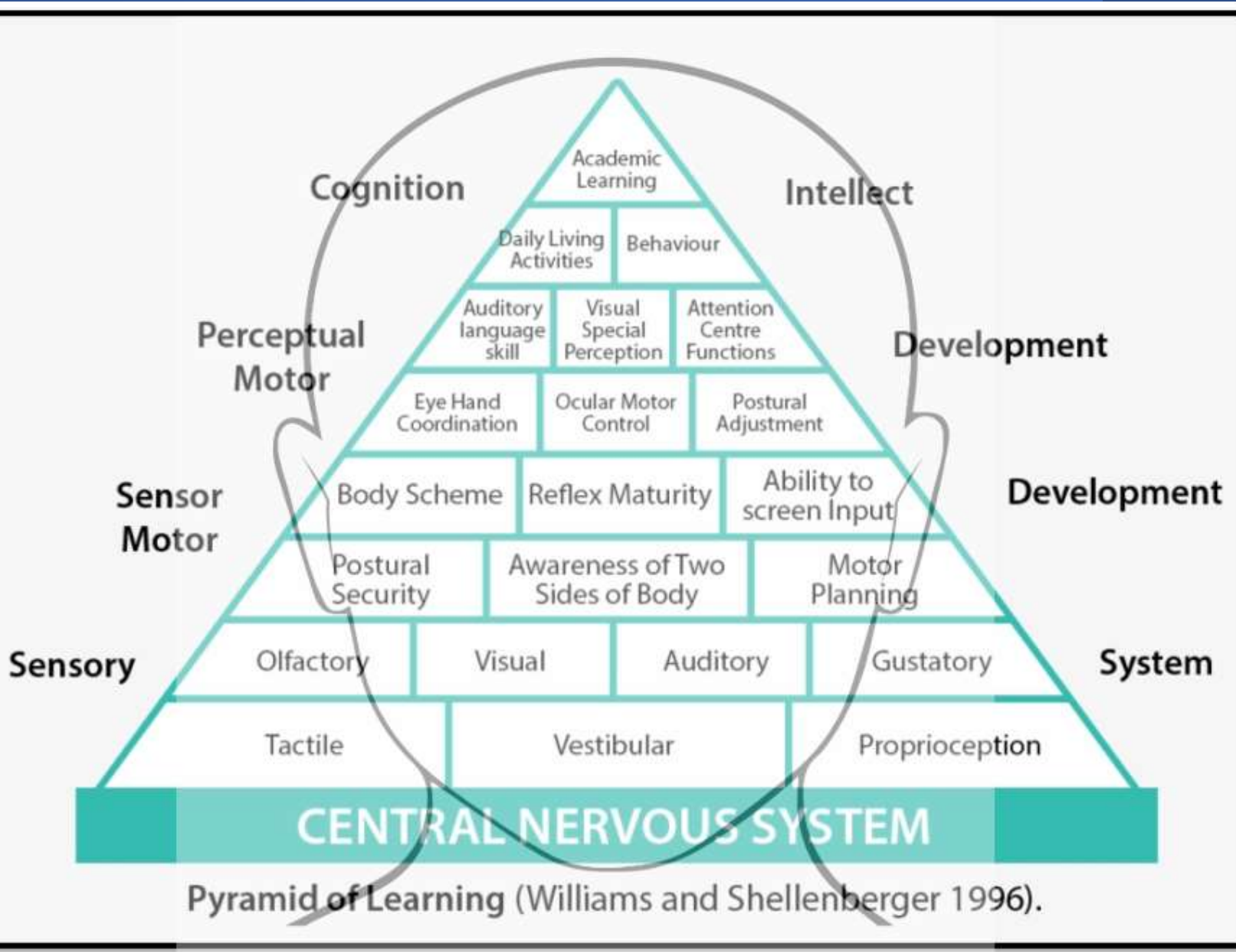
We can look beyond the surface actions we observe, and using a holistic and integrated mindset, to shape individualised interventions for each student.

Detective Lens

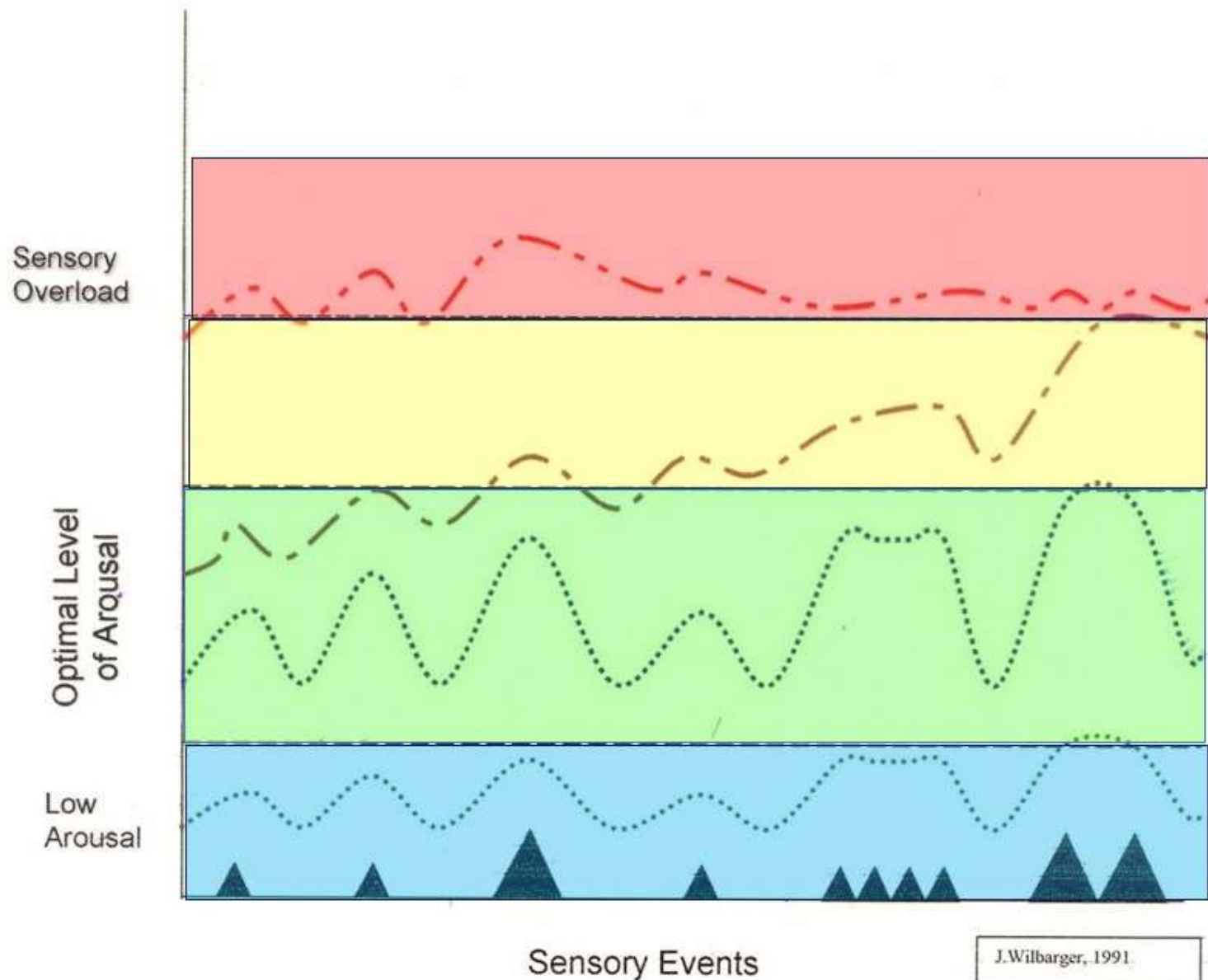


- A student's behaviour is a form of communication.
- Behaviour is our actions and response to received and interpreted sensory information from our 8 senses.
- Each student needs a different type, frequency, intensity and duration of sensory and motor input to help them to regulate.





Arousal and Regulation



What is the Fisher Road ZONES Program?

- an adapted version of the original Zones of Regulation program, by Leah Kuypers.
- a whole school program that caters to the unique needs of our students.
- designed to help students to learn how to self-regulate and/or accept co-regulation from staff, so they can remain in, or get into, the zone for learning.



Goals of the Fisher Road Zones

- **Educate** staff about different **arousal states** and how this impacts on attention, learning and behaviour.
- Assist staff to **understand the functions of our student's behaviour**
- Give staff a **vocabulary and framework** to use when assisting students to self-regulate.
This is achieved through a **colour temperature analogy**
- Assist students to **build a 'toolbox' of sensory self-regulation strategies** to use across their day



Yellow Zone = Teaching Zone

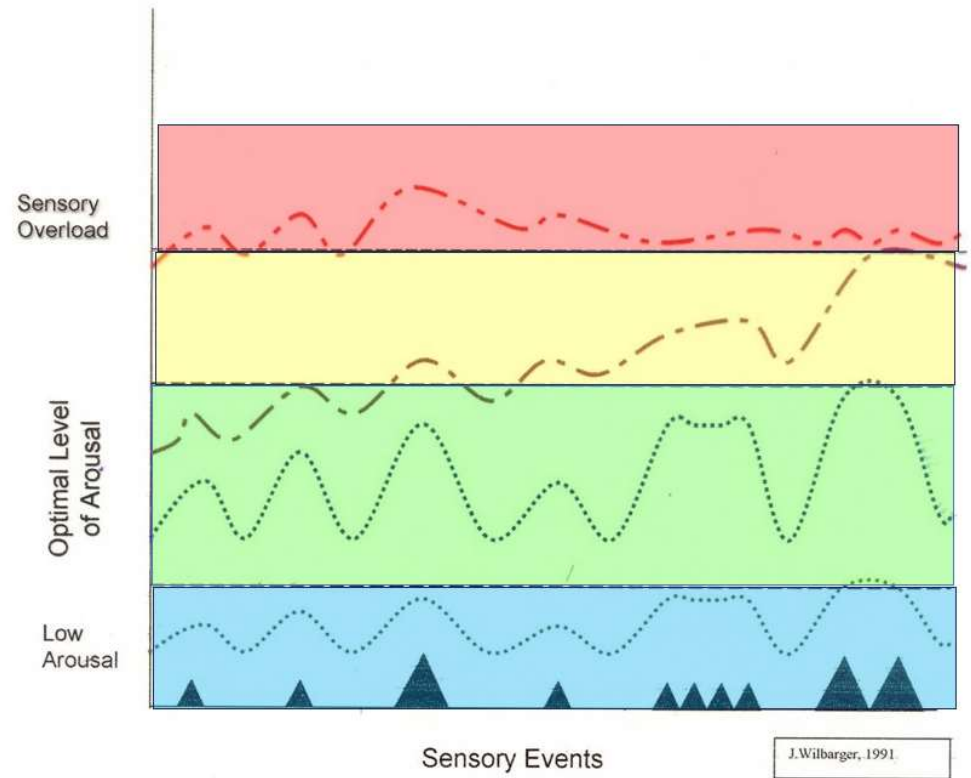


Extremely heightened state of alertness/arousal

Heightened state of alertness/arousal

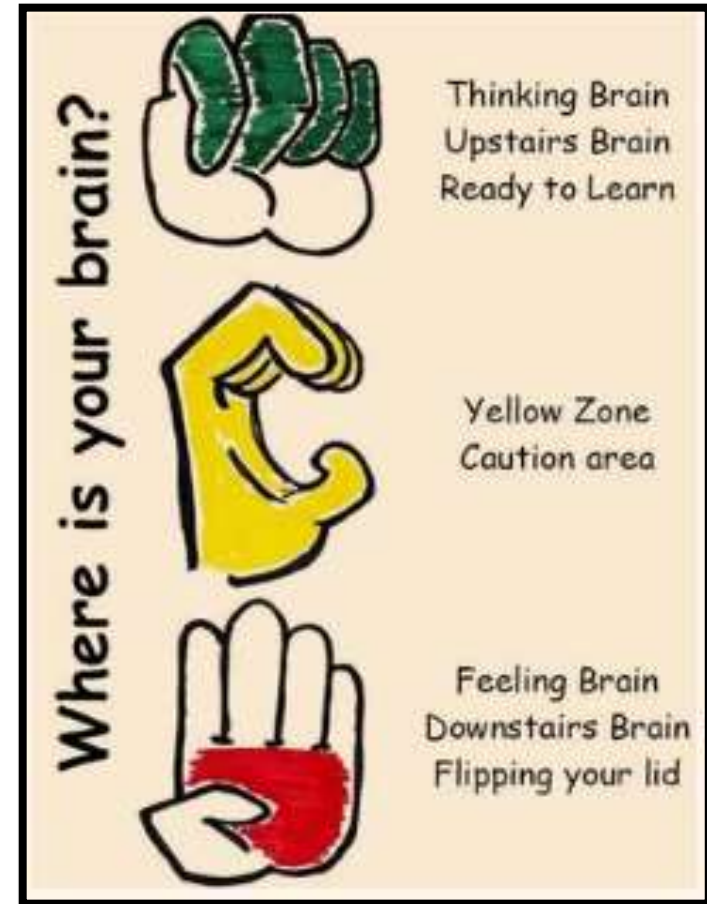
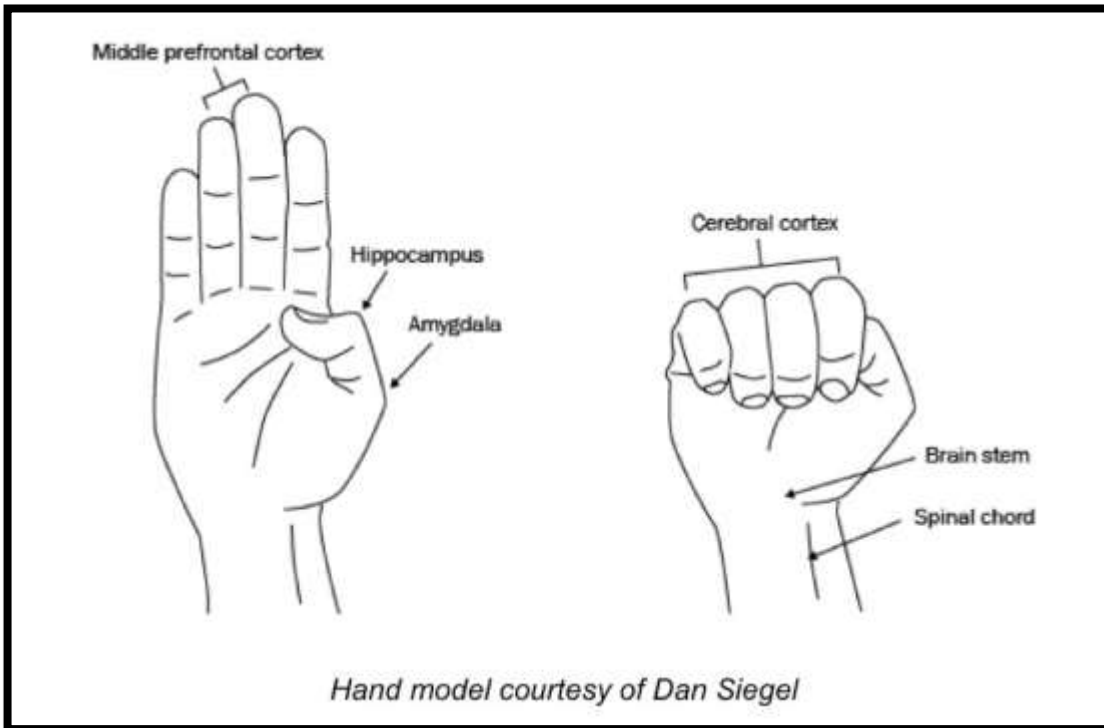
Ideal state of alertness/arousal

Low state of alertness/arousal



The Red Zone – Why this is not a teaching zone.

Use your hand to imagine your brain



ZONES Toolbox Strategies



1. Move Your Body: walk, trampoline, bike, exercise ball, swing, balance/wobble board, rocking, spinning.

2. Heavy Work (Resistive Work): pushing (wall push ups, pushing furniture or wheelbarrow), pulling, hanging, climbing, battle ropes, stretchy bands, engine room, animal walks, slam balls, yoga.

3. Use Your hands: fidget toys, Play-doh/putty, stretchy toys, pop-it toys, shredding, shaving cream.

4. Breath Work: blow bubbles/balloons, counting, figure 8 breathing, Smiling Mind, Peaceful Kids.

5. Visual: light projectors, bubble tubes, sensory room, virtual reality

6. Deep Pressure: Squishing with exercise ball & cushions, Wilbarger brushing, Tacpac, The burrow, weighted toys/blankets, climbing under cushions, vibrating toys.

7. Take a Break: Break out space/chill out room, noise cancelling headphones, tent, oval, hammock, walk.

8. Connecting with Someone: Quiet chat, teacher time, worry box.

9. Rhythm & Music: Therapeutic Music, free choice music, Tacpac.

10. Eating & drink: crunchy/chewy foods, chewing gum, cold drink (straw)

Move your body



1. Move your body



heavy work



2. Heavy work





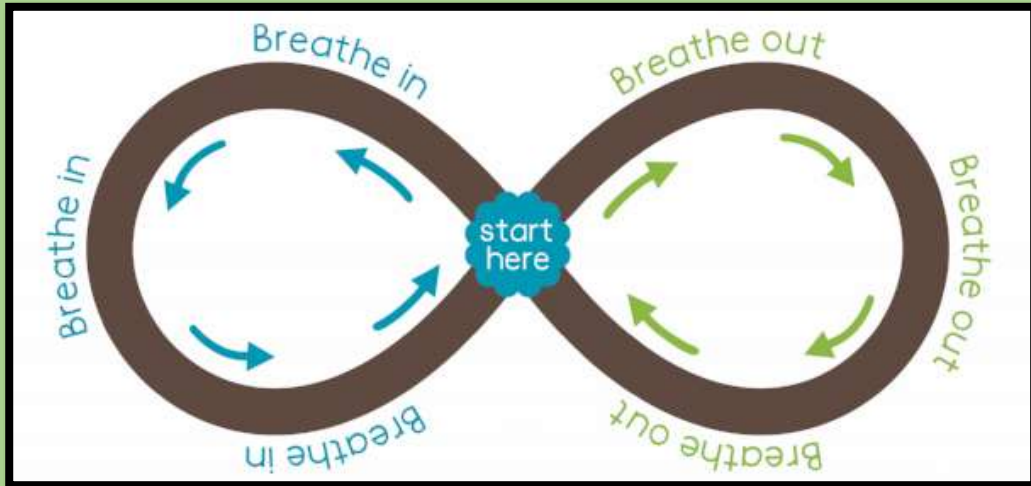
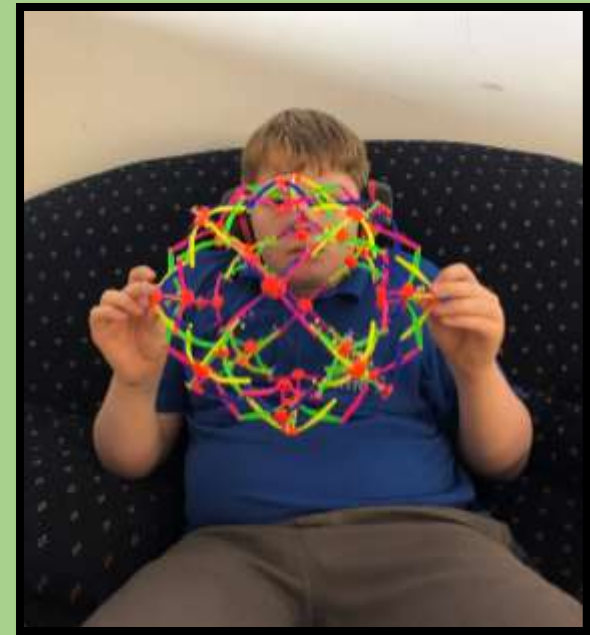
3. Use your hands

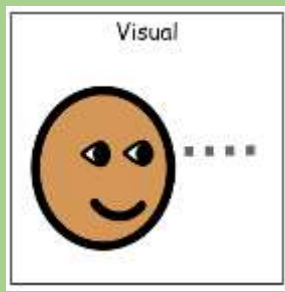


breath work



4. Breath work





5. Visual

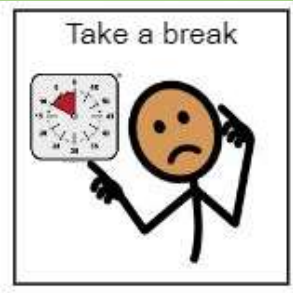


deep pressure



6. Deep pressure





7. Take a break





8. Connecting with others





9. Rhythm and Music



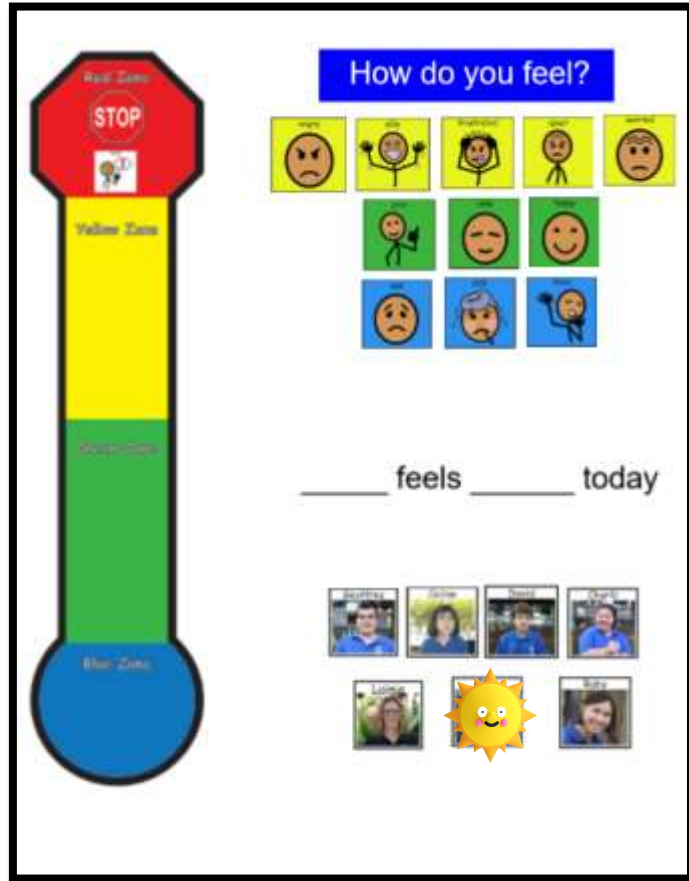


10. Eating and drinking

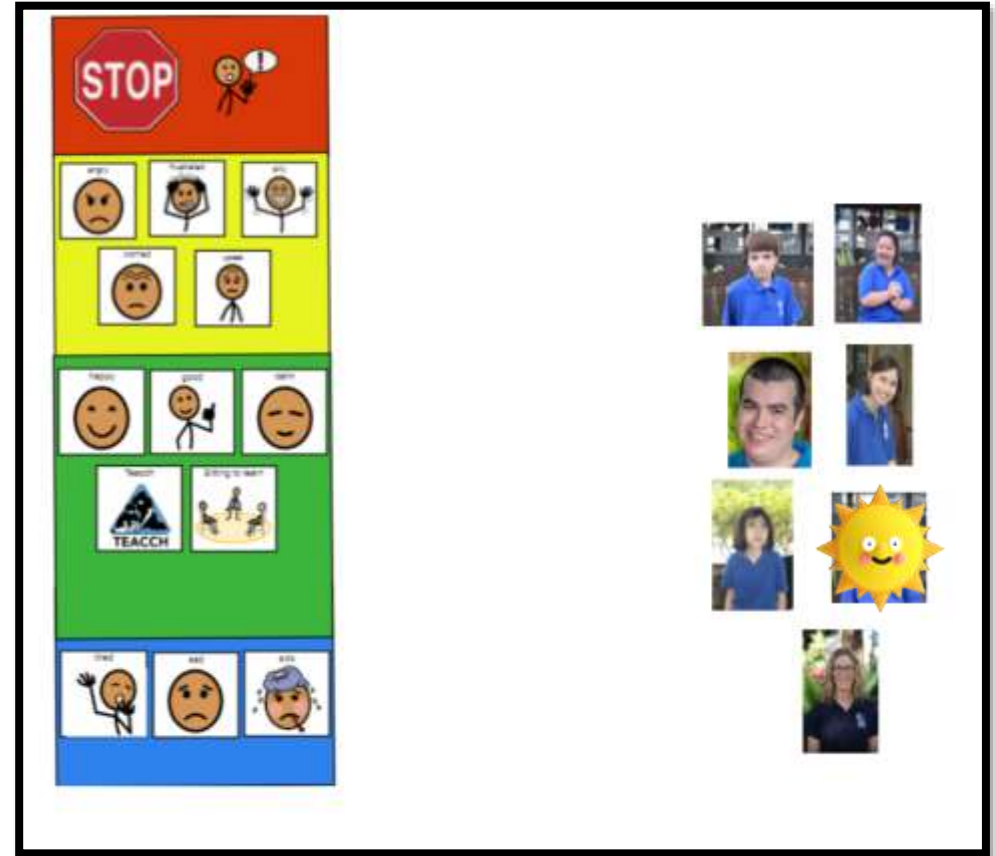


How is this implemented across the school day?

1. EXPLICIT TEACHING

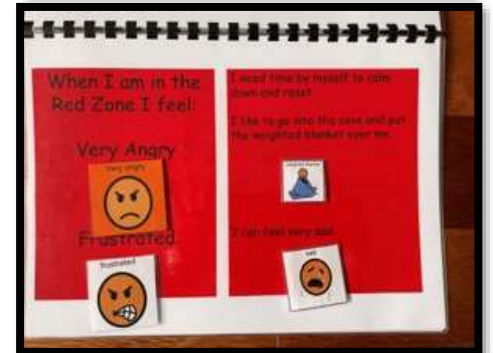
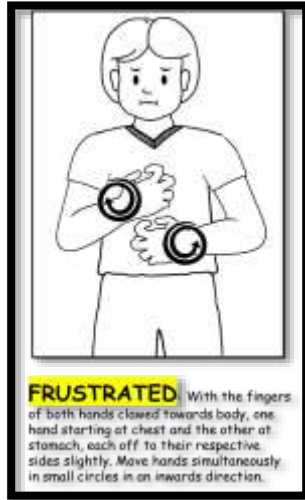
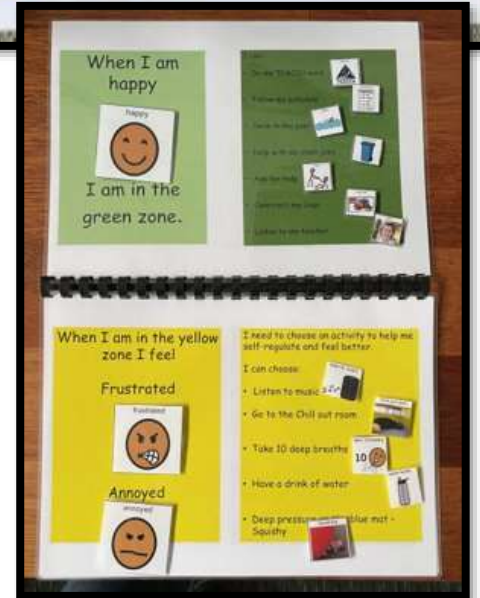


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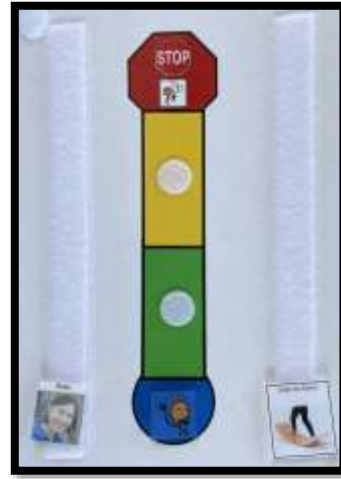
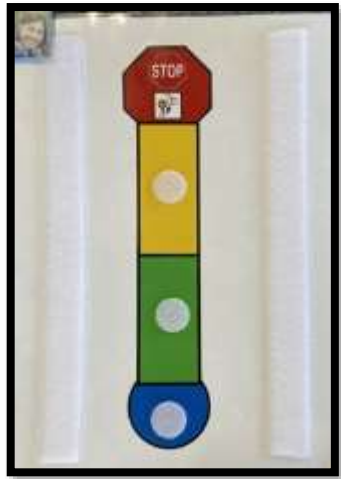


Examples of Morning Circle activities

Examples of explicit teaching



2. INCIDENTAL LEARNING



Let's do
some
detective
thinking!

Scenario 1

A Year 9 student is making angry vocalisations (growling like a bear) and making high pitch noises. Student is clenching his fists and stomping. Student will clench fists into staff member's faces. He is throwing things, hitting/punching staff members, tipping large furniture (such as fridges), kicking holes in the walls and smashing windows. He is generally unsafe to both himself and others.

- What Zone do you think this student is in? Why?
- Should toolbox strategies be used and why?

Let's do some Detective Thinking!

Scenario 2

A Year 10 student is avoidant of participating in all activities offered to him. He is vocalising “no” or suggesting other persons to do it for him. His whole body is slouching, and he is floppy in his arms and hands. He lays on the floor and refuses to get up. He is generally grouchy in his mood and appears tired.

- What Zone do you think this student is in? Why?
- What toolbox strategies might you use and why?

Let's do
some
Detective
Thinking!

Scenario 3

A Year 1 student is moving around the classroom and having trouble joining morning circle. He is climbing onto furniture. He is collecting items and holding them in his hands, refusing to let them go. He is chewing items. He is throwing items and has no awareness of other students (jumping over them). He will sit down with one-on-one support but has difficulty participating. His emotions change quickly from upset and crying to laughing within seconds.

- What Zone do you think this student is in? Why?
- What toolbox strategies might you use and why?

Let's do some Detective Thinking!

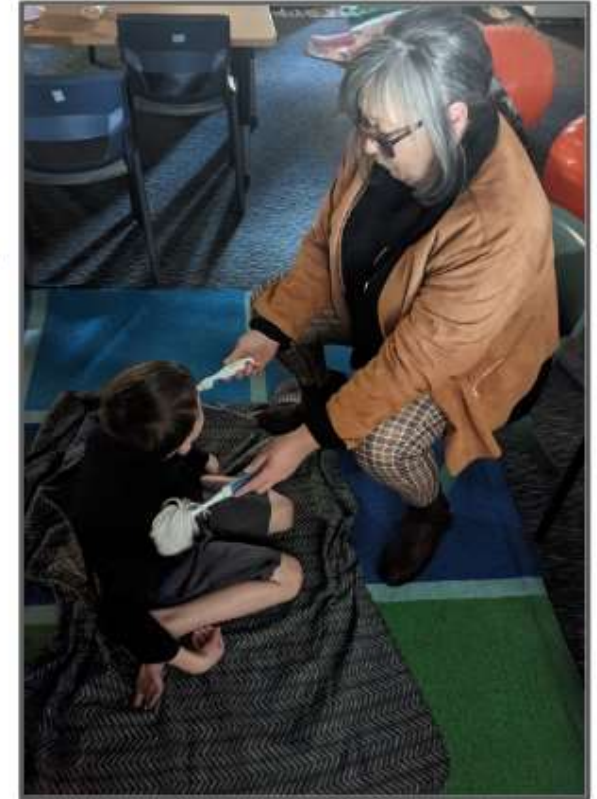
Scenario 4

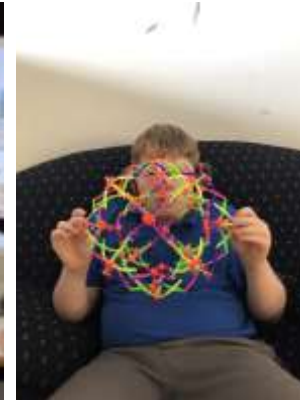
A year 8 student sitting at his desk for TEACCH. Student is rocking on his chair, flapping his hands in front of his face, making lots of noises that are disruptive to other students. Periodically stands up but returns to seat when prompted. The student is playing a difficult turn taking game with a staff member, he is taking his turn and playing as expected.

At the end of game student takes himself to a quiet area for 5 minutes. Teacher directs student to go out for morning tea, the student spins multiple times in the classroom, then gets his lunch box and sits outside and eats calmly.

- What Zone do you think this student is in? Why?
- What toolbox strategies might you use and why?

A new initiative at Fisher Road School





Positive Behaviour for Learning PBL

Positive Behaviour for Learning

PBL





- ❖ Combined for teachable moments
- ❖ Signage around school, on playgrounds, oval, near office
- ❖ Available for all staff to use





Morning Tea with
the Principal



Other opportunities to celebrate PBL

- Junior and senior school assemblies
- Awards ceremonies
- PBL morning tea every semester



I Care

for myself and others for my belongings for the environment

Awarded to _____
for _____

Teacher _____ Principal _____
Class _____ Date _____



I Learn

by thinking by listening by doing my best

Awarded to _____
for _____

Teacher _____ Principal _____
Class _____ Date _____



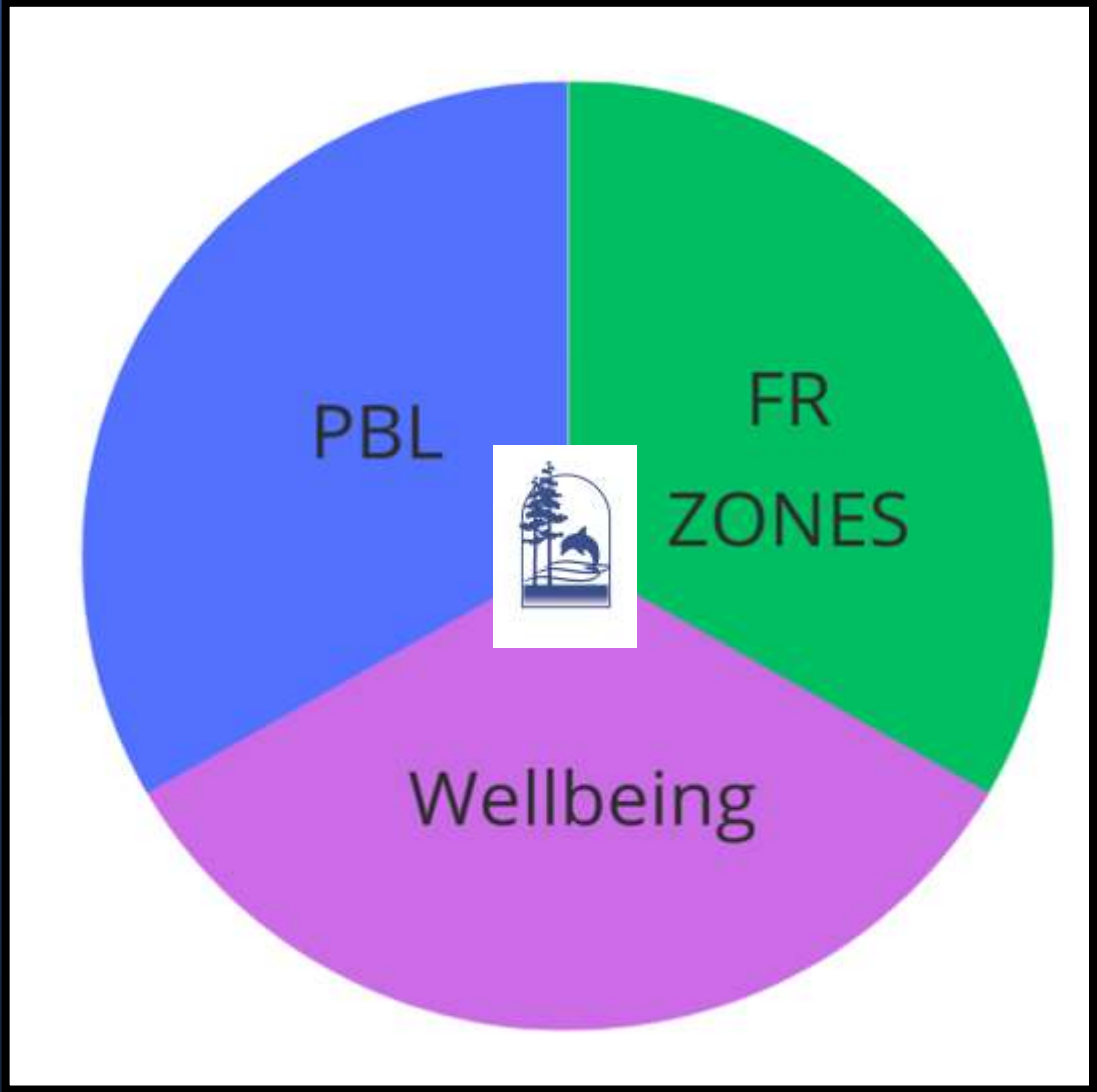
I Respect

other people's space privacy of others other people's feelings

Awarded to _____
for _____

Teacher _____ Principal _____
Class _____ Date _____





Would you like to know more?

Contact us at :
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Thank you!



Key takeaways
from today?



Feedback?

References

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