



SPECIAL EDUCATION QUARTERLY NEWS

By Tracie Ostrander, OTR/L

Fall 2022

Lauri McCoy,
Director of Special
Education

MESSAGE FROM THE DIRECTOR:

The 2022-2023 School Year is off to a great start! 504 Committee meetings have all been held and we are setting our sights on starting our annual Committee on Special Education meetings in January. We are looking forward to meeting with you to talk about your child's progress and needs to decide what services might be effective going forward. As always, if you have concerns about your child, please contact your child's special education teacher. We are always happy to help in any way that we are able. Our first parent meeting is coming up and I truly hope to see as many of you as possible on our Zoom meeting! The topic is the difference between a 504 and an IEP as well as CSE Ins and Outs. Thank you for all your support with helping your child. I am so happy we have started so positively, and I am looking forward to a great rest of the year!

FEATURED WEBSITE:

<https://sites.ed.gov/idea/parents-families/>

The Parents and Families Resource page brings together U.S. Department of Education-funded centers, department programs, and additional information of interest for parents and families.



UPCOMING:

- 11/9/22 at 5:30 pm via Zoom: Parents' Rights and Involvement in the CSE Process
- 11/10/22 End of first quarter
- 11/11/22 No School- Veterans Day
- 11/21 & 11/22/22 ½ day parent conferences in the Elementary School
- 11/23-11/27/22 Thanksgiving Break

LIFE SKILLS FOR AGES 4-8

Choose 3-4 items from the list below to teach your child this week:

- Learn a parent's phone number
- Fold towels and washcloths and put them away
- Clear all the dishes from the table after a meal and help wash or dry dishes
- Clean the toilet (with an adult's help)
- Learn home address
- Dust low shelves or furniture
- Make their bed
- Set the table for a family meal



Connect with The Mighty on Facebook- the worlds largest online health community. It is a site where people share their personal experiences with disability, disease, and mental health.

7th and 8th grade MS ELA class recently worked on solving a case in class. They analyzed the "crime scene," catalogued and conducted experiments of the evidence, created a clue board, and determined "Who DunIt!?"



DID YOU KNOW...

Bethel Woods Center of the Arts offers "Sensory Friendly Museum Days" on the second Saturday of every month. For more information, visit

<https://www.bethelwoodscenter.org/visit/accessibility>

#SettingLimits: Sample Situations

TRY SETTING POSITIVE LIMITS AND YOU'LL SEE THE EFFECTS OF OFFERING CHOICES RATHER THAN ULTIMATUMS.

A PERSON REFUSES TO:

Do classwork.

Put phone away.

Stop yelling.

NEGATIVE LIMIT:

If you don't finish your work, you won't have any free time.

If you don't put your phone away, you'll go to the office.

If you don't stop yelling, you'll have to leave.

POSITIVE LIMIT:

After your work is done, you'll have five minutes of free time.

Would you like to put your phone away or go to the office?

When you stop yelling, we can find a solution to what's bothering you.

PARENT INFORMATION SESSION!

PARENTS' RIGHTS AND INVOLVEMENT IN THE CSE PROCESS

Wednesday, November
9th at 5:30pm
via Zoom

RSVP by Friday,
November 4th with Patty
Pettersen at
467-8506
or
ppettersen@deposit.stier.org

Learn and have your questions answered about:

FREE AND
APPROPRIATE
PUBLIC
EDUCATION

THE
CONTINUUM
OF SERVICES

QUESTION
& ANSWER
SESSION

LEAST
RESTRICTIVE
ENVIRONMENT

THE
CSE
PROCESS



TOOLS TO GROW *at home*

WHAT TO KNOW & HOW TO DEVELOP LANGUAGE SKILLS

» PRESCHOOL – SCHOOL AGE CHILDREN

SPEECH PRODUCTION & SOUND DEVELOPMENT

WHAT PARENTS NEED TO KNOW:

- Speech Sound Development refers to the child's ability to produce clear speech sounds. This is a gradual process that begins in infancy and continues to about the child's eighth year. These speech sounds typically develop in a sequential order, but each child develops speech sounds at a different rate.
- Sometimes children may substitute one sound for another sound. For example, 'b' is substituted for 'f', so that 'fish' sounds like 'bish.'
- Sometimes children omit a sound in a word, for example 'yummy ake' for 'yummy cake.'
- Sometimes children distort a sound or make it in an unfamiliar way. An example of this would be a lisp.
- Sometimes children make a speech sound addition. This means that the child adds an extra sound within a word.

TRY THIS!

- Show Interest- Always show your child that you are more interested in what he/she has to say, instead of how your child says it.
- Repeat - Help your child say difficult sounds by repeating the words using the correct sounds in a supportive manner. For example, if your child says "wabbit", you can say "The rabbit did hop away."
- Repeat- When mispronounced, restate the child's sentence using correct sounds as naturally as possible. For example if your child says "bish", you can say, "Yes, it was a green fish."
- Face To Face- Try to get face to face with your child so that they watch how you say your words.
- Talk Often- Keep engaged with your child. Talk to them often throughout the day to model how to properly pronounce words.

TOOLS TO GROW *at home*

WHAT TO KNOW & HOW TO DEVELOP LANGUAGE SKILLS

»» PRESCHOOL – SCHOOL AGE CHILDREN

SPEECH PRODUCTION & SOUND DEVELOPMENT

TRY THIS!

- Songs & Nursery Rhymes- Sing and recite nursery rhymes. This helps with the prosody; the tone, timing, and rhythm of speech.
- Environmental Sounds- Complete puzzles or read stories with vehicles and animals to work on environmental sounds. Start by having your child imitate the sounds that you model (ex: woof, vroom). Next move to making the sounds and naming the object (woof, woof says the dog).
- Play with sounds- Try “shhh” for baby, “sss” says the snake, “u-e, u-e” for the firetruck, “brm, brm” goes the car, “ch ch ch” goes the train, and “baa” goes the sheep.
- Picture Cards- Find pictures in a magazine to make a set of picture cards with target sounds. Once the child looks at the picture, encourage him/her to label the image on the picture using proper speech sounds. You can use the picture cards by hiding them around the room and then having your child use a flashlight to find them. Or, bury the cards in a tub of dry rice for the child to discover.
- Read- Model clear and proper speech sounds by reading aloud to your child.
- Naming or Labeling- While with your child, state the name of things in the child’s environment and encourage him/her to repeat the word(s). Do this while getting dressed, taking a bath, eating meals, playing in the yard, while shopping, and playing with his/her toys.
- Mirror Play- Encourage your child to copy facial expressions while looking in the mirror. Copy movements of the cheeks, lips, and tongue as well.