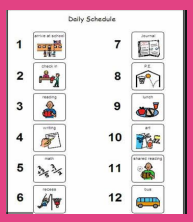
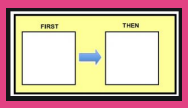
Using a visual schedule may help keep your child on-task. Readers could benefit from organizing simple to-do lists; while others might have success with pictures or objects. Your school's Special Education Teacher can help you with options.

Visual Schedule Samples



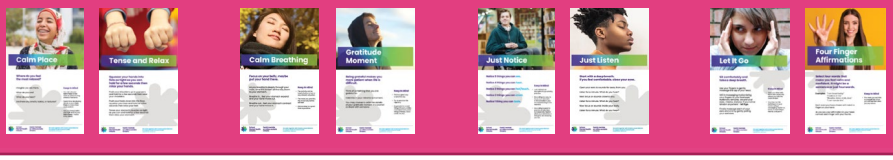


Anytime Wellness Techniques

Click each poster for techniques that promote calming and mental wellness, while at home and at school. *School Mental Health Ontario*

Elementary Series:

Secondary Series:



Special Education Family Newsletter

December 2020

This monthly newsletter is intended to support parents/caregivers & families across our system.

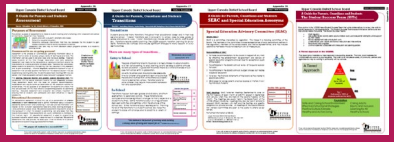
Important Dates

Dec. 21 to Jan. 1 – School Holidays

1st Tuesday of each month SEAC – SEAC (Special Education Advisory Committee)

3rd Saturday of each month – Rural FASD meeting (Calvary Bible Church, Smiths Falls 10:30-12:00 – also live-streamed on FaceBook)

UCDSB Parent Guides



Communication / Individual Education Plan (IEP) / Identification Placement & Review Committee (IPRC) / Special Equipment Amount (SEA) / Assessment / Transition Planning / Special Education Advisory Committee (SEAC) & Acronyms / Student Success Team (SST)

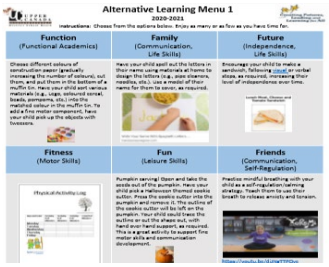
Parent Resources, Workshops, & Modules

Visit the **LD@home** website for resources to support families with children/youth who have learning disabilities & learning differences. **Click the icon:**

LD@home

Visit **Parent Mobility** if you are seeking Orientation & Mobility (O&M) resources/strategies for families. **Click the icon:**

Parent Mobility
orientation and mobility resources for families



Alternative Learning Menus provide families with weekly activities!

Click menu to visit website.

***Did you know*: The Expanded Core Curriculum (ECC) is an integral component of learning for students with moderate-to-severe vision impairments. Intentional, specific instruction will help to compensate for decreased opportunities to learn incidentally by observing others. There are nine ECC components in total, two of which are described below.**

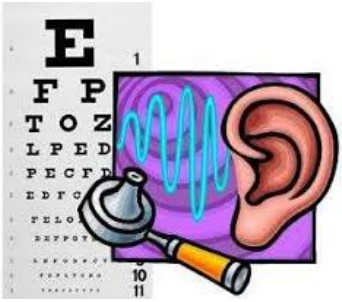
Compensatory Skills - *skills necessary to access the academic curriculum.*
Educators and caregivers can help by incorporating:

- Organization & study skills
- Attention to print-size & text-to-background contrast & amount of "clutter" on worksheets or classroom walls
- Experience-based, hands-on-learning with verbal annotation of what, why, how…
- Braille, audio-formats, screen-reader and speech-to-text technology, magnifiers, etc.
- Manipulatives & tactile representations

Assistive Technology - *assistive and adaptive supports to enhance communication and access to learning.*
High-Tech and Low-Tech devices may include:

High Tech Devices:

- iPad/laptop
- screen readers & magnifiers
- apps (Seeing AI, Prizmo, etc.)
- CCTV
- embosser
- tactile graphic maker (PIAF)
- refreshable braille display (i.e., BrailleNote Touch)



Low Tech Devices:

- large print materials
- adaptive paper (thick, bold lines; coloured)
- handheld magnifiers
- abacus/manipulatives
- slant board; bold, felt-tip markers
- braille writers (i.e., Perkins Brailler)

***Did you know*: The ears are the doorways to the brain.**

Hearing occurs in the brain, not in the ear. The ear is the doorway to the brain for sound/auditory information. The purpose of technology, such as hearing aids and cochlear implants, is to get auditory information through the doorway - to the brain. (Carol Flexer - PhD, Audiologist, certified Auditory Verbal Therapist)

To learn more about Professor Carol Flexer's message on how hearing loss is a "doorway issue," watch these two short videos:

https://video.link/w/8Npxb

https://video.link/w/fSpxb

Hearing Loss Simulation: Students in the classroom may have varying levels of hearing loss. Here is a video that will allow you to experience different levels of conductive hearing loss:
https://video.link/w/glpxb

UPPER CANADA DISTRICT SCHOOL BOARD DECEMBER 2020

From the UCDSB Speech Language Pathologists

The Science of Reading

Research has discovered a great deal about how children learn to read, what instruction works best, and what we can do to help those who are struggling. For example, we know that reading instruction should be explicit and systematic, following a planned sequence. Effective reading instruction should also address the following five key areas:

1. **Phonemic awareness** (that words are made up of individual sounds; this is the starting point for reading!)
2. **Phonics** (the rules around how the 44 sounds in English map onto the 26 letters in our alphabet)
3. **Vocabulary** (students need to understand the words they are reading)
4. **Fluency** (easy, accurate decoding of words leads to greater comprehension)
5. **Comprehension** (strategies that help children gain understanding of what they are reading)

Follow **this link** to learn more about the Science of Reading.

Check out these links for ways to help your child with reading

1

READING BEGINS WITH SOUNDS

There are 44 sounds in English and only 26 letters. Correct modelling is essential. Watch this link to be sure!

2

STRATEGY FOR TEACHING LETTER SOUNDS

Teach students to segment words into individual sounds using Elkonin boxes.

3

TREASURE HUNT READING

Prenda has created a free online reading program that follows structured literacy practices. To find out more, follow this link.