

**Are you looking for activities to do with your child/children at home?
Check out our Alternative Learning Menus each week. Click the menu
below to visit the website.**

Reinforcement

A reinforcer increases the likelihood of a behaviour re-occurring. Reinforcement is an important part of communicating with your child regarding behaviour expectations. Establishing motivation for reinforcement is your child's opportunity to gain access to a preferred item or activity (positive reinforcement) or something is being taken away, like the 4th question on the assigned worksheet (negative reinforcement) as the direct result of him/her participating in expected behaviour. The reinforcement is given when your child demonstrates the expected behavior. The reinforcer must be something that motivates the student.

IT IS NOT A REINFORCER IF IT IS NOT REINFORCING!

Some examples of reinforcement are:

Your child having the last math question removed from the assigned class work because they had been working hard on using the raise hand icon to participate in online learning before speaking out. That skill was a challenge for them to get acquainted with and is therefore an ideal opportunity to use delayed negative reinforcement.

Your child is given access to extra time outside because they have been sitting at their desk learning online for 30 mins without interruption. This would then increase the likelihood of him/her participating in online learning again as well as leading to opportunities to increase the amount of time focusing in online learning.



Special Education Family Newsletter

January 2021

This is a monthly Newsletter intended to support parents/caregivers & families across our system, to be published and posted here at the beginning of each month.



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 and the surrounding environment.

Independent Living Skills

Practice with daily routines that enable independence and contribute to both family structure and/or community.

✓ Daily tasks may include:

- Personal hygiene
- Food preparation
- Table etiquette
- Organization of personal belongings/labelling household items
- Laundry care and home management
- Money management (making purchases, paying bills, etc.)
- Scheduling appointments
- Pet care



Alternative Learning Menu 6 (2020-2021)		
Function (Functional Academics) This menu is designed to provide students with a variety of activities that will help them to develop their functional academic skills. It includes activities that focus on reading, writing, and math.	Family (Communication, Life Skills) This menu is designed to provide students with a variety of activities that will help them to develop their family communication and life skills. It includes activities that focus on problem-solving, decision-making, and social skills.	Future (Employment, Life Skills) This menu is designed to provide students with a variety of activities that will help them to develop their future employment and life skills. It includes activities that focus on job-searching, resume-writing, and interview skills.
Fitness (Motor Skills) This menu is designed to provide students with a variety of activities that will help them to develop their fitness and motor skills. It includes activities that focus on physical education, sports, and dance.	Fun (Communication, Life Skills) This menu is designed to provide students with a variety of activities that will help them to develop their communication and life skills in a fun and engaging way. It includes activities that focus on social skills, problem-solving, and decision-making.	Friends (Communication, Self-Regulation) This menu is designed to provide students with a variety of activities that will help them to develop their communication and self-regulation skills. It includes activities that focus on social skills, problem-solving, and decision-making.
What is a Social Story? Social stories are short stories that describe a specific situation or event. They are used to help students understand what is expected of them in that situation.		

Alternative Menus

will be posted weekly on the [UCDSB website](http://www.uicsb.ca).

Welcome back from a well-deserved break!

Important Dates

- Jan. 4 First day of school after Winter Break
- Jan. 4-8 Remote learning for all students
- Jan. 11 Elementary in-person learning resumes
- Jan. 11-22 Secondary remote learning
- Jan. 20 End of Term 1 for elementary students
- Jan. 25 Secondary in-person learning resumes
- Jan. 29 End of Quadmester 2 for secondary students
- Feb. 1 P.A. Day

Parent networking opportunity

3rd Saturday of each month – 10:30-12:00 – Rural FASD Network meetings, Calvary Bible Church, Smiths Falls - livestreamed on Facebook; <https://www.ruralfasd.ca/meetings>



January Return to Learning Reset

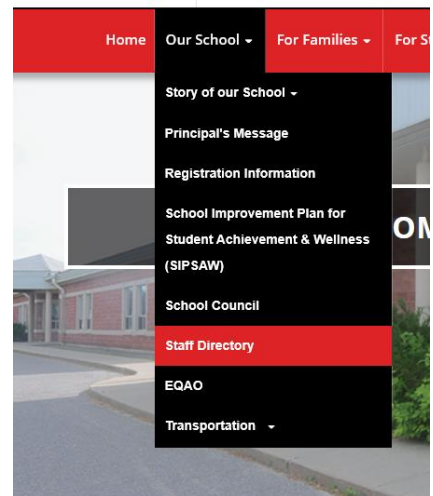
January is an excellent time of year to reflect on your routines and expectations and set new goals for success. When students return to learning after the holidays it is important to take time to re-establish expectations, routines and reconnect with your child's teacher. Below are some strategies you can use to do your own January Learning Reset.

Re-Establish Your Routines:

For some students returning to learning can become a battle. Parents can ease this transition by quickly re-establishing routines. Develop a bedtime routine which includes a set time to turn off electronics and unwind before bed. Set morning alarms to allow for enough time to prepare for the day without having a frenzy of morning stress. Involve your child in the preparation of lunches. If you are learning from home review the day's schedule with your child before the day gets going. To help your child stay on task consider alternating preferred activities with less preferred activities so that your child always has a task to look forward to when they are struggling with less preferred learning. Provide time for play and outside time throughout the day. Take time to reflect on the highlights of the day and celebrate a job well done.

Reconnect with Your Child's Teacher

The relationship between parents and their child's teacher is an important protective factor in student's development and learning. If you do not have contact information for your child's teacher, you can find it on the board website here. <http://www.ucdsb.on.ca/>



From the drop down "find a school" you will be able to select you child's school.

From the UCDSB Speech Language Pathologists



WHAT IS THE DIFFERENCE BETWEEN SPEECH AND LANGUAGE?

SPEECH refers to **HOW** we say something (how the mouth physically produces the speech sounds).

LANGUAGE refers to **WHAT** message we are communicating (can be written or spoken words, pictures or gestures).

For a full description of the differences, click on the following link:

[Speech-Language Differences](#)

STRATEGIES TO HELP A CHILD WITH SPEECH DIFFICULTIES:

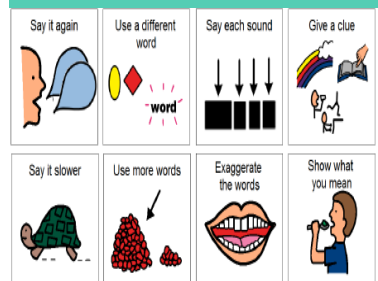
- ◆ Be a good speech **MODEL** (speak slowly and clearly).
- ◆ Be a good conversation **PARTNER** (listen carefully to the message).
- ◆ **REPEAT** back the parts of the message you understood and get the child to clarify the rest of the message. Ask questions to specifically clarify missing pieces of information.
- ◆ **ENCOURAGE** the child to use gestures and to point when the message is not clear.
- ◆ Encourage the child to **WATCH** your face when you stress the correct pronunciation of error sounds.



WHEN TO BE CONCERNED

Click [here](#) for a chart listing the age at which your child should be able to say each sound.

WHAT TO DO IF YOU CAN'T UNDERSTAND YOUR CHILD



HOW TO HELP YOUR CHILD WITH THEIR SOUNDS

Click [here](#) for a video on how to work on your child's speech at home:

Click [here](#) for the steps in helping your child produce a sound.