



Newsletter

Fall 2020

Office of Special Education

2300 W. Caldwell Street, Compton, CA 90220



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Distance Learning tips:



Distance Learning: 16 Practical Tips for Parents and Caregivers Supporting At-Home Learning

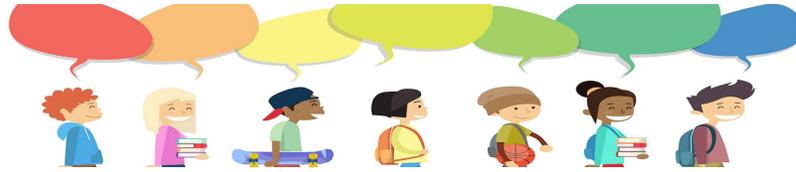
During distance learning, parents and caregivers have had to take on the incredible challenge of supporting school at home while balancing many other responsibilities, like caring for their families, working remotely, and more. If you're a teacher, parent, or caregiver, you know that navigating these challenges has raised many questions and concerns. Read on to discover their answers to the most pressing questions parents and caregivers have about teaching at home.

- 1. Give yourself grace.*
- 2. Set a schedule that works for you and your children.*
- 3. Weave choice into your child's school day.*
- 4. How much time should be dedicated to school?*
 - Primary and elementary students: 1 – 4 hours*

- *Middle and high school students: 4 – 6 hours*
5. *Independent work hours will increase with age.*
 6. *How can parents and caregivers keep themselves and their children organized while juggling multiple responsibilities?*
 - *Create checklists to help keep everyone organized and motivated.*
 7. *Be clear about your availability.*
 8. *Have children help with household responsibilities.*
 9. *Use simple, portable storage for each child's school materials.*
 10. *What can parents and caregivers do to keep their children from falling behind academically?*
 - *“Read, read, read!”*
 11. *Connect with your child's teacher for specific concerns.*
 12. *Remember that everyone will need to review and re-adjust.*
 13. *Trust that learning happens everywhere.*
 14. *What advice can be shared with parents and caregivers who are concerned about students spending increased time in front of a screen?*
 - *Incorporate dedicated non-screen time into your daily schedule.*
 15. *Keep in mind that this extra screen time is temporary.*

CUSD - Office of Special Education Newsletter continued...

Speech and Language Strategies



Speech & Language TELETHERAPY TIPS for Families



MAKE A PLAN

With your SLP, discuss what materials your child needs. Does the SLP plan to coach you throughout the session or just touch base at the end? Discuss these things ahead of time.



GET MOVING

If your child has just spent time sitting and doing school work on a device, it may be hard for them to sit and attend to teletherapy. Schedule some time right before your session for your child to move around and have a "brain break."



GATHER SUPPLIES

Your SLP should share with you any necessary items that will be needed during therapy. However, a pen and paper are always a good idea to have on hand.



BE AVAILABLE

Depending on the age and independence level of your child, you may not need to sit right next to them, but being within earshot is always recommended. Some SLPs will want to provide coaching throughout the session or may have questions for you. Being nearby also means you are available for any tech issues that may come up (which they will).



DESIGNATE A SPACE

A designated space shows your child their work is important. If possible, use a chair and a table or desk. Having the device on a flat surface (rather than held by the child) helps avoid accidental button-pushing and ensures the child stays on screen. Having the child in a chair shows them they are "working" and helps to keep them stationary. Limit distractions within view. Avoid bright windows directly behind the child.



CHECK YOUR SYSTEM

Ahead of your session, make sure that the video, microphone, and speaker are working. Speech therapy is hard if your SLP can't hear you!



COMMUNICATE EXPECTATIONS

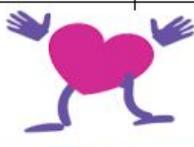
Make sure your child knows what you expect from them during the session. This is their time to "work," and they should understand that. Each family has their own style of behavior management, and whatever works for a family should carry over to these speech sessions. What consequences or rewards may be associated with behavior or participation during sessions? Communicate these to your child and/or the SLP, when appropriate.

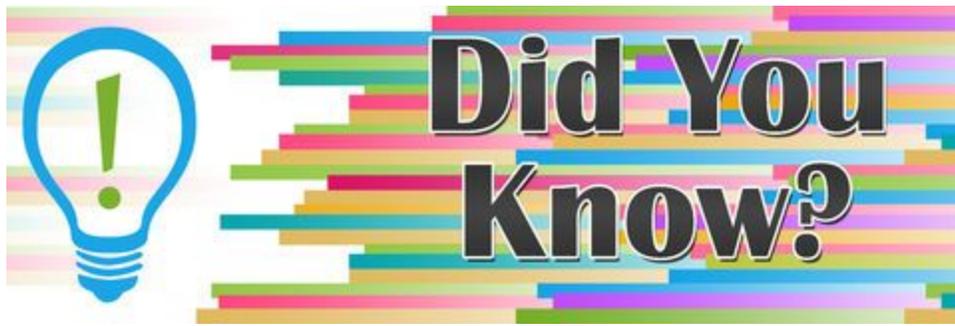
*Keep in mind that any rewards or consequences should be linked to BEHAVIOR OR PARTICIPATION, not PERFORMANCE OR ACCURACY on goals/skills

Tech Quick Start Sheet

Look for this picture/icon	Follow These Easy Steps	Additional Resources...
	1. Make sure you are in Google Chrome (Safari will not work)	Distance Learning Frequently Asked Questions (FAQ's)
	2. Log into the district website at www.compton.k12.ca.us	Technical Support (Help Desk) (310) 639-4321 X 55194
 Students Links and applications for Students	3. Scroll down to the "Students" Tab Click to open	
	4. Click on Classlink	iPad Tutorial Video <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Chromebook Tutorial Video </div>
 Google Classroom	5. Click on Google Classroom	Google Classroom Tutorial For Parents

SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hispanic Heritage Month September 15-October 15 		1 Create 5 self-care goals & track your progress.	2 Get plenty of rest today. You deserve it.	3 Listen to your favorite song & sing along.	4 Give out 5 virtual high-fives today.	5 Practice saying positive affirmations. "I am powerful."
6 Read your favorite children's book. <small>Nat'l Read a Book Day</small>	7 Write a letter (or an email) to an old friend. <small>Labor Day</small>	8 Write down three positive words to describe yourself.	9 Wake up & do a power pose for 2 minutes. Try the wonder woman	10 Practice a 5 minute breathing exercise.	11 Send someone you care about a nice text right before you go to bed. <small>Nat'l Day of Service & Remembrance</small>	12 Send an encouraging note to a co-worker. <small>Nat'l Day of Encouragement</small>
13 Call a grandparent & express your gratitude. <small>Nat'l Grandparents Day</small>	14 Cultivate your creativity with movement. <small>Nat'l Live Creative Day</small>	15 Watch a "feel good" movie.	16 Encourage a working parent. <small>Nat'l Working Parents Day</small>	17 Call a friend to catch-up.	18 Smile in the mirror & hold it for 20 seconds.	19 Meditate for 10 minutes.
20 Write a list of 10 things you are grateful for. <small>World of Gratitude Day</small>	21 Get rid of 3 things you don't use.	22 Spend some time outside & enjoy the fresh air. <small>First Day of Fall</small>	23 Write a love letter to yourself.	24 Wake up early & make a fancy breakfast.	25 Do your favorite yoga pose outside.	26 Unplug from technology form the day.
27 Listen to your favorite podcast. <small>Int'l Podcast Day</small>	28 Take a 15 minute walk without your phone.	29 Buy yourself a cup of coffee from your local coffee shop. <small>Nat'l Coffee Day.</small>	30 Get moving. Try a new exercise. <small>Nat'l Women's Health & Fitness Day</small>	 SEPTEMBER IS SELF-CARE AWARENESS MONTH		



iReady will be offering parent info session on September 4 from 5:30-6 PM.

Family Diagnostic Session - Description: “**Administering the Diagnostic at Home**” is designed to help families engage with iReady to support their students at home. Families will deepen their understanding of iReady and its core components, develop an understanding of how the diagnostic works, and learn how their children will engage with the assessment. Finally, families will explore resources to support their students during the diagnostic and beyond.

Parents can register to attend this Zoom info session by clicking here:

<https://cainc.zoom.us/meeting/register/tJwldO6trj0tE9QghR600kugnluFvK-F1VVq>

Diagnostic 1 Resources for parents and teachers can be found here:

https://drive.google.com/drive/folders/1AMcC1_LYO23HvDYv-yfYHJkxkBdDzC9b?usp=sharing





Coping amidst the COVID-19 is not easy, but Yale experts say the practice of mindfulness helps all of us cope with the pandemic and the anxiety related to it. So what is mindfulness and how can it help you and your child?

What is Mindfulness?

- Mindfulness is about experiencing all things in the “here and now.”
- Being mindful means being aware of our body, our thoughts, and our actions.
- Being mindful means moving away from being in “automatic pilot mode.”
- Being mindful means moving our focus to how we sense and observe the world in the present moment.
- Being mindful helps individuals see things without rushing to judgement and labeling. The connection between emotional anxiety, learning disabilities, and mindfulness.
- Research has shown that students with learning disabilities have increased rates of anxiety.
- Some researchers believe that anxiety is
 - o “a byproduct of deficient knowledge”
 - o “an awareness that we are unprepared”
 - o “a result of cognitive interference” which means that unwanted and uncomfortable thoughts enter the individual thought process which negatively affects how they perform and learn. Benefits of mindfulness for kids and teens
- Practicing mindfulness can help kids and teens learn how to manage stress, regulate their emotions, focus on the task at hand, and develop a positive outlook on life.
- Kids and teens who use mindfulness also develop a better understanding of how their brains work. The power of mindfulness with kids
- Strengthens self-control-Self-control is the ability for children and teenagers to control their thoughts, actions, and

impulses for them to choose their actions and reactions with awareness of what they are doing (versus reactively).

Mindfulness teaches them how to resist something they want now for something they want later (decreases impulsivity).

- Lower's anxiety and stress-Using deep breathing techniques, taking a break outside or in a quiet place, talking about what is bothering them, all incorporate mindfulness strategies, which increases positive self-thinking and decreases anxiety.
- Increases positive moods-Mindfulness increases positive emotions, increases feelings of safety and trust, and helps students build better bonds with others. When students feel good, positive actions follow, creating better social relationships. And stronger relationships lead to better learning.
- Improves Emotional Regulation Skills-Mindfulness allows students to learn how emotions drive behaviors, patience, allows them to understand their emotions in real time, and increases their ability to focus more effectively on learning , which leads to academic success.
- Increases self-esteem-Mindfulness allows students to accept themselves for who they are, helps them in developing their sense of responsibility for their actions, and increases self-discipline and coping skills.
- Describing...this feature of mindfulness relates to noticing the very fine details of what you are observing.
- Participating fully...A goal of mindfulness is to allow yourself to consider the whole of your experience, without excluding anything.
- Improves social skills and communication-Mindfulness has been shown to improve pro-social behavior, teaches modeling in social interactions, including turn taking, reciprocity, and imitation.

Core Features of Mindfulness

- Observing...this is the first major element of mindfulness which involves observing your experience in a manner that is more direct and uses your senses, instead of being analytical. More specifically, mindfulness involves the ability to observe your own experience without getting caught up in assigning judgment to any of it.
- Being Non-Judgmental...It is important to adopt an accepting stance towards your experience.
- Focusing on One Thing at a Time...when you are observing your own experience, some level of effort is required to focus your attention in that one thing.

Ways to teach mindfulness to children:

- Notice and name body sensation, thoughts, and emotions.
 - o The more children are able to recognize their inner experiences and feelings, the more they will be able to choose appropriate responses:
 - o “My chest feels warm and I feel so happy when we are playing outside together like this.”

- o “It sounds like you might be nervous about this new situation. What do you notice in your body right now?”
- Stop and be aware of your surroundings.
 - o Whenever you have spare moments-in line at the grocery store, at a doctor’s appointment, walking to your car, etc.-pause and take a moment to tune into the five senses and share what you notice with each other.
- Share a 3-breath hug.
 - o When you hug your child, take three deliberate deep breaths in sync. Drop your shoulders and relax the muscles. Let go and feel the tension melt away. You can do this when you recognize that your child may need a calming hug.
- Eat a mindful snack.
 - o Encourage your child to use their senses to observe the food and enjoy the first few bites with careful attention to appearance, scent, feel, and taste.
- Count the breaths.
 - o Have your child lay down with a small pillow or stuffed animal on his or her belly or sitting up with a hand resting on the belly, have them notice the inhale and exhale (the rising and falling of the belly). Have them count the inhales and the exhales, out loud and then silently.
- Take a mindful nature walk.
 - o Take a walk with your child at their speed (whether that’s slow or fast) move with child at their pace and allow them to lead the way, allowing for curiosity and adventure to take place.
- Practice belly breathing.
 - o Have the child place one hand on the chest and one on the belly. As they inhale, they should fill the belly like a balloon and as they exhale, allow the balloon to deflate. Belly breathing instinctively turns on the relaxation response in the body.
- Describe your own process of noticing, naming, and using the breath to calm yourself.
 - o “Wow, I am feeling overwhelmed right now. I need to walk away and take a few deep breaths...Whew, okay, now I feel calmer.”
- Teach by example!

Tips for adults to help children practice mindfulness successfully:

Use it for positive situations only.

Practice mindfulness yourself.

Create a daily routine for the children.

Prepare the environment.

Involve the children in the decision-making.

Share your experience with mindfulness.

Encourage the children to share their experiences.

Practice S.T.O.P.—this is an acronym that stands for Stop, Take a breath, Observe your feelings, and Proceed.

OCCUPATIONAL THERAPY



OT-Home Suggestions:

Using Playing Carding to Increase Motor Skills

Playing cards can be used to promote fine motor areas like bilateral coordination, finger isolation, in-hand manipulation, arch development and intrinsic hand strength, and other areas. Playing with cards can increase these areas :

Separation of the two sides of the hand- When holding the string, it is useful for the ring and pinkie fingers to bend into a fist in order to stabilize the hand. This positioning is effective for a functional grasp on the pencil when writing.

Visual Motor Skills- Coordinating visual information with motor movements of the hands is essential for handwriting, cutting with scissors, and many other tasks.

Pincer Grasp: Manipulating cards with a pad-to-pad grasp is a fine motor skill that a child needs for many functional tasks.

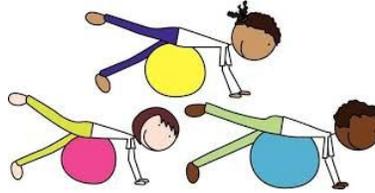
Eye-Hand Coordination: Eye-hand coordination is using the information received through the vision system to coordinate the hands with control, to complete a task, such as handwriting or catching a ball.

Activities ideas:

- Clip clothes pins onto match numbers
- Make the cards into mini lacing cards with a hole punch and some string.
- Sort cards by color
- Sort cards by number
- Write words on cards and math to handwriting tasks
- Create a coping strategies deck
- Use as a movement break activity
- Slide paper clips onto cards, match the number of clips to the number on the card
- Work on holding the cards and spanning them out in the hands
- Encourage picking up one card as you can. Make it a card race! Pick up a single card as fast as you can. This is a great team activity
- Play minute to win it games
- Turn the cards into crafts
- Fold cards and crease to work on pinch strength
- Use play dough to create a house of cards. Roll balls of play dough and stick cards into the dough
- Teach kids to sort the deck as in beginning a card game
- Work on mixing the deck with two hands
- Pinch a single card between the thumb and pointer finger. Toss the cards into a target such as a basket

PHYSICAL THERAPY

Equipment, Medical, Clinic, Training, Relaxation, Treatment, Sport, Health, Life, Exercise, Disease, Life, Training, Sport, Disease, Life, Exercise, Dis



Hello and welcome back!

The Physical Therapy team hopes that everyone had a wonderful summer!

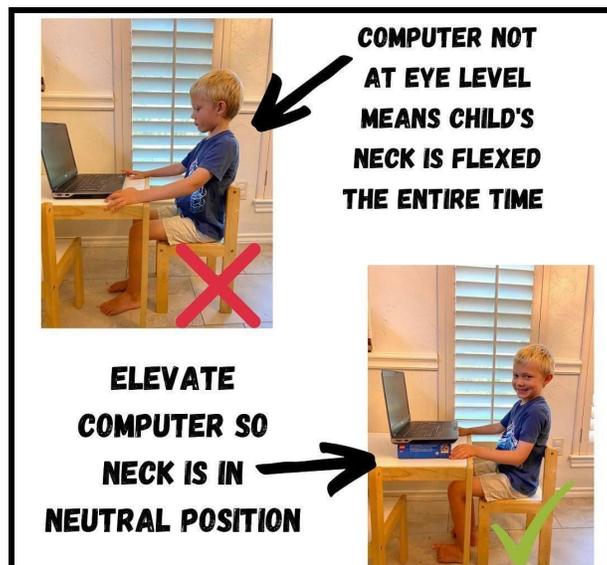
For the first newsletter, the Physical Therapy team wants to focus on Proper Workspace Setup for and Alternative Positioning during Distance Learning.

Benefits for Proper Workspace Setup:

- Supports good and prolonged body positioning during all classroom activities and tasks.
- Good posture can decrease muscle fatigue and improve attention to school tasks.

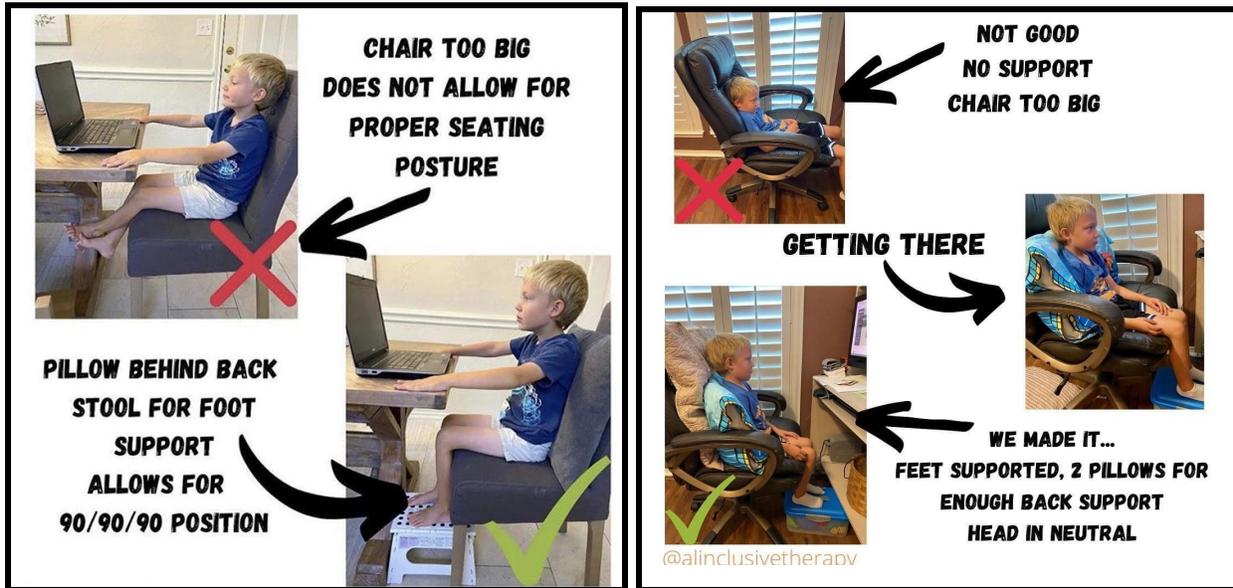
How to Setup a Proper Workspace:

- 1) Distance your child's eyes and the computer screen between 15 to 30-inches.
 - 2) Elevate the computer so neck is in a neutral position for child's head should be aligned with shoulders and back.
- If computer is not at eye level, this means the child's neck is flexed throughout the class.



- 3) Use desk or appropriately sized and fitted chair OR place a pillow behind the back and stool for foot support to allow for 90/90/90 position of hips, knees and ankles.

- If a chair is too big, this does not allow for proper sitting posture and alignment.



- 4) Taking 5-minute breaks to reduce eye strain.

Alternatives to Traditional Sitting Positions during Distance Learning:

- 1) Laying on the tummy (prone) allows child to move from a flexed pattern in a chair to an extended pattern on the floor. This position provides increased body awareness and improve upper body strengthening.
- 2) Tall-kneeling or half-kneeling with computer on a coffee or short table activates and strengthens core muscles.
- 3) Sitting in a box provide good boundaries and helps children feel safe and snug. This also provides increased body awareness and reduce restlessness in sitting still.
- 4) Sitting on a therapy or peanut ball or balance/wobble disk is good for children who likes to move or gets restless and tired of sitting still. These positions builds core strength and increases attention to tasks.
- 5) Sitting on a pillow provides neutral alignment, activates core stabilizer muscles as well as changes the environmental set-up of class time.
- 6) Sitting on a small stool next to wall supports the child's back, makes sure feet are flat on the floor, all while maintaining 90/90/90 positioning.
- 7) Ring or tailor sitting on the floor allows children to rotate their trunk and strengthen core muscles.
- 8) Side sitting on the floor permits child to use their core muscles and sit in an upright position. (BONUS: This position also encourages hip flexibility.)

We hope this information is useful for you and your child. If you have any questions, please contact your child's physical therapist.

Have fun and stay safe!
 CUSD Physical Therapy Team