



Compton Unified School District

Parent Digital Newsletter



Office of Special Education

417 W. Alondra Blvd, Compton, CA 90220

Issue March 27, 2020

Newsletter #2

Compton U.S.D. is providing students with breakfast and lunch for students and youth under the age of 18 who can show valid ID affirming their age at the following sites:

Clinton ES

McNair ES

McKinley ES

Rosecrans ES

Jefferson ES

Kelly ES

Longfellow ES

Starting next week (week of March 30), meal distributions will change from daily to twice a week. Students will pick up meals to-go between 7:30 to 10:30 on Tuesdays and Thursdays.

Week of March 30 – April 3

Tuesday, March 31, 2020 – 2 Breakfasts and 2 lunches per students

Thursday April 2, 2020 – 2 Breakfasts and 2 lunches per students

April 6 – April 10

Monday April 6, 2020 – 3 Breakfast and 3 lunches per students

Thursday April 9, 2020 – 2 Breakfasts and 2 lunches per students

April 13 – April 17

SPRING BREAK: No meals as schools would be closed

Compton Unified Schools have been distributing Student Learning Packets and devices (chrome books and iPads) to ensure students continue the learning at home. If you have any questions contact your child's school for additional information.



[Read more on our CUSD's website](#) up to date information regarding district updates.

Speech and Language at Your Service

Hi Parents and Guardians,

Please tell your kids we miss their smiling faces. We cannot wait to be back in the speech therapy room working together toward their communication goals. Please see the suggestions below to continue to develop speech and language skills while at home.

Monday 3/30/2020:

Parallel talk is when you talk out loud about what your child is doing, seeing or feeling at the moment. You are like a broadcaster or a narrator, watching and describing what is happening with the child without expecting a response. This modeling process will help your child learn that there are words to label any object, feeling or action. Providing this information to your child will allow him/her to learn new vocabulary every day. Even if your student is non-verbal or has limited verbal abilities, this will help them in the process of making associations between words and items/objects.

Tuesday 3/31/2020:

Below are some modeling techniques to support your child with language development:

- **Imitation** – child imitates what you say (*for example: The child points to a book, then you can also point to it and say “book”*).
- **Correction** – repeat your child’s words stressing correct production (*for example: If your child says “re ca” instead of “red car”, you can simply correct them by correctly saying “reD caR”*).
- **Fill-in** – Start a sentence and let your child finish it. (*for example: While setting the table, count the spoons.....1 spoon, 2 _____, 3_____.* Or during play you can say “I have a red block and you have a _____”{pause and wait for them to respond. If no response after 10 seconds, say the entire sentence with the correct final word/s}).
- **Expansion** – Repeat your child’s words and add an additional sentence to describe the thought. (*for example: Child says, “big dog”.....Adult says, “Yes! The big, brown dog is chasing the cat!”*)
- **Extension** – After the child makes a comment, include new or different information. (*for example: Child says, “I’m drinking juice”.....Adult says, “Yes, you are drinking apple juice. Apple juice is made from apples. Apples grow on trees.”*)

Wednesday 4/1/2020:

Today, let's target SOCIAL SKILLS! Check out these fun videos created by the PEERS program at UCLA. Watch the characters navigate social situations and discuss with your child the social expectations.

- https://www.semel.ucla.edu/peers/resources/role-play-videos?fbclid=IwAR0nCTg-MIK4JikkNHB3OP6_WNiHc5_IDjcfv3AM1VOkqELxdMXDcIloW8Y

Thursday, 4/2/2020:

IDIOMS. What are idioms? An idiom is a phrase or expression whose meaning can't be understood from the ordinary meanings of the words in it. For example, "Get off my back!" is an idiom meaning "Stop bothering me!" The idiom "You hit the nail on the head" means "You're exactly right." Click on this link to review a list of idioms with your child. See how many you each can use in a sentence or try to come up with some on your own.

- <https://www.eslbuzz.com/the-30-most-useful-idioms-and-their-meaning/>

Friday, 4/3/2020:

"YouTube Show"

Many of our students have said that when they grow up, they want to be "YouTubers". Today, have your child practice creating their own YouTube show/episode. You don't have to post the video, but you can go through the motions.

- **Pick a topic:** maybe a review of a recently watched movie/tv show or book, or a "how-to" video of making food/craft
- **Help your child create a "game plan" of what needs to happen to create the video.** This is a great activity to teach organizational skills, processing, and sequencing. What materials are needed?
- **Create a script.** Make sure to include any target sounds your child might be working on. Practice using complete sentences.

If you decide to film it, after filming, show your child and have them self-evaluate:

Was he/she practicing good speech sounds? Did they include all the information needed? Did they use complete sentences?

We are here to support you however we can. We will get through this together!

The CUSD Speech Department

Occupational Therapy

Here are some activities you can do with your kiddos. Try them out!

Talking Scissors Activity:

Purpose: This is a pre-cutting activity that helps the child in learning the proper way to open and close scissors.

Skills: **Cutting, Finger Strength, Hand Arches/Separation**

Materials: **Scissors**

- Put a pair of scissors in your hand and have the child put a pair in his hand.
- Open and close your scissors in a certain pattern and ask the child to imitate/repeat what your scissors “said” using his scissors.

Cut on the line activity:

Purpose: This activity will help teach the child to control the direction of the scissors (cutting lines) and bilateral hand use.

Skills: **Bilateral Hand Use, Cutting**

Materials: **Construction Paper, Index Cards, Markers, Ruler, Scissors, Stickers**

- Use the ruler to draw 4 inch thick lines across an index card.
- At the edge of each line put a sticker and ask the child to cut along the line you drew all the way up to the sticker.
- When the child is able to cut along an index card easily, repeat the activity using a paper.

Proprioceptive wall walking activity:

Purpose: A quick activity for proprioceptive input through the feet, the ankles, and the knees by simply mimicking walking on a wall.

Skills: **Proprioception**

Materials: **Ball**

- This quick and simple activity provides proprioceptive input through the feet, ankles, and knees.
- Clear space on the wall and the floor in front of the wall.
- Ask your child to remove his shoes and lie down on his back.
- Position your child with his feet flat against the wall while holding your child’s knees bent in a 90-degree position.
- Ask your child to walk his feet up and down the wall.
- You can also ask your child to push the wall with his feet or place a foam ball under the child’s feet and push the ball against the wall or into the wall.
- Remind your child to take breaks between pushing.

Grading Option: Ask your child to roll a ball with both feet while walking up and down the wall.

Tic Tac Write Activity:

Purpose: The child will work on letter recognition, letter formation, and letter placement/sizing.

Skills: **Fine Motor Control, Visual Motor, Visual Perception**

Materials: **Construction Paper, Crayons, Markers, Paper, Pen/Marker/Crayon**

- Make a tic-tac-toe board using the markers, crayons, or pen.
- Let the child choose a letter (focus on the letters that are difficult for the child to form).
- Play the tic-tac-toe game, taking turns, writing the letters the child chose and making sure the child forms the letters correctly and places them inside the lines you drew.
- For grading, make the tic-tac-toe board boxes (in smaller or bigger in size).

Nurses

Below are some helpful links related to keeping families protected.

How to protect yourself from coronavirus:

https://www.cdc.gov/coronavirus/2019-ncov/prepare/prevention.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F

Family engagement ongoing child assessment:

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-engagement-ongoing-child-assessment-eng.pdf>

Blanket measures for coronavirus outbreak:

<https://www.ndtv.com/health/coronavirus-news-who-warns-against-blanket-measures-of-coronavirus-outbreak-what-you-should-know>

How to support families and out of school kids:

<https://www.kqed.org/news/11807208/how-to-support-families-and-out-of-school-kids>

Behavior Specialists

Tuesday March 31, 2020 By: Rebecca Williams

Good Day Parents and Guardians!

You are doing a great job supporting your child through this pandemic, keep up the great work!

When working with your kiddos you can use the premack principle to gain compliance. The Premack Principle is an ABA strategy that is more commonly referred to as First/Then", "If/Then", or "High Probability/Low Probability". Anyone can implement the Premack Principle to gain compliance, or to increase the likelihood of a particular behavior occurring. The Premack Principle can be used when you want the child to do something, and they find the behavior to be undesirable. When using the Premack Principle, you want to explain what the reinforcement is first. "Why does it matter which one I say first?" The reason you want to state the high probability behavior first is to prime the child to focus on what they are getting, and not what they are giving/what they have to do. Keep the child's focus on the reward. Here are a few examples of the correct way to use the Premack Principle (Remember, if the child is very noncompliant it's better to state the reward first):

- "You can take a 10 minute break if you finish 5 math problems by yourself".
- "First raise your hand, then you can get out of your seat"
- "You can watch 2 DVD's tonight if you eat all your lunch at school today."
- "Who wants cookies? (child raises hand) Okay, hurry and complete the phonics worksheet so we can have cookies!"

Wednesday April 1, 2020 By: Cherie Ford (paraphrased information found @qwunder.com)

Hi my name is Cherie Ford, Behavior Specialist at our Emerson STEP program. *STEP is a smaller setting created to provide the skills needed to decrease and or eliminate undesired behaviors, increase accountability, and enhance our students' abilities to learn school rules and meet expectations so that they might develop the skills needed to focus on their education, becoming productive citizens in their community.*

As we all know, due to the unfortunate pandemic of COVID-19, our staff and students have been forced into a school closure. During this time all of our staff is working hard to make sure all of our students continue to receive as much support as we are able to give.

I will be working with the Behavior team in an attempt to collect information and strategies that we use daily to assist you and your child at home.

Thank you for being patient with us and we are all looking forward to returning to our students when our Governor lifts the “safer at home” order.

TOKEN ECONOMY SYSTEM: is one of the fastest and most effective ways to get your child to follow the rules. Similar to a traditional reward system, children EARN tokens throughout the day. Then, tokens can be exchanged for bigger rewards. The token system can be modified to fit your child. Stickers are usually used for younger children. However, with older children you may want to use a “ticket” system (using raffle tickets, fake money or cards where the child must EARN a certain amount of “tickets” before receiving the prize agreed upon.

HOW TO USE A TOKEN/REWARD CHART SO IT ACTUALLY WORKS (paraphrased information found @qwunder.com)

1. Keep it simple. Start with just one to three behaviors that you would like your child to work on: If your chart is too complicated it'll be too hard for you to stick with it and too easy for your child to get overwhelmed.
2. Be specific on the behavior: example: the behavior you are targeting should be clear to you and your child i.e....Undesired Behavior: *Screaming out when asked to clean room*; Replacement Behavior: *Clean room quietly, ask for help when you need it.*
3. Choose small, REALISTIC prizes and be specific on the prize: example...They should be excited about the prize, let them know how many stickers/tickets they need to get the prize and allow your child to help pick the prize they would like to work for. (play with favorite toy/video game (TIMED PLAY), (TIMED) use of cell phone (for older children), sweet treat, special time with parent/guardian)
4. Be consistent: When your child behaves according to the plan, IMMEDIATELY give a “ticket” to your child or place a “sticker” on the “token/reward chart” and offer verbal praise! Keep a notepad or take the “tickets”, “stickers” and “token/reward chart” when going out allowing your child to take responsibility for his/her behavior at home and away from home.

5. Keep it positive: The “Token Economy System” is for positive reinforcement, NOT for punishment. NEVER take AWAY stickers for “undesired” behavior. Make sure to have enough “tickets” or create enough space on the “reward chart” so that your child earns a “ticket” or “sticker” for every time he/she exhibits the “desired” behavior. We want to ENCOURAGE, not DISCOURAGE.

6. Plan to phase it out eventually: example...Eventually you want your child to be able to clean their room without using the “reward chart”. The new reward will be simply being able to clean their room without “screaming out”. Shift to another behavior and repeat the process. OR...If you’re phasing the “reward chart” out completely and there are no other behaviors to work on...don’t forget to tell your child how proud you are of him/her for working so hard and explain to them that they no longer “need” the chart to do the task!

7. Set your child up for success: Give high-fives or give verbal praise (“GOOD JOB John!”), when you catch them being good, or following an instruction without the undesired behavior. Stick to a consistent sleep/meal/snack schedule to keep your child from getting frustrated, too tired and/or hungry to stick with the program.

Go to YOUTUBE.com to find videos on “How to create a Token Board or Reward Chart”

If you have old board games with fake money you can use that for your older children or find creative ways to make “tickets”.

[Wednesday, April 2, 2020 by Kiondra Mason](#)

Taking Brain Breaks!!

Greetings to all of our caregivers. All of you are doing a wonderful job during this time. Keep up the great work! Although maintaining a routine or schedule is important for our kiddos during this time, it can also be stressful. Therefore, while your kiddos are working on their assignments remember to make it fun and take brain breaks (mini breaks while working on tasks – no more than 5 minutes) to help with their focus. Here are some tips:

1. Play a game of Simon Says
2. Exercise: touch toes, stretching, or jumping jacks

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3. Turn on some music and have a dance party!! Music and Movement song ideas include - “Head, Shoulders, Knees, and Toes”, “Hokey Pokey”, or “If You’re Happy and You Know It”. YouTube may be used as an additional resource. Type in Brain Breaks for additional videos.

Adaptive Physical Education

Week 2

Differentiating Instruction for Students with Disabilities

Quality adapted physical education involves the physical educator differentiating instruction to meet the needs, interests, and abilities of each individual student. That differentiation might involve the teacher adapting/ modifying the content, process, environment, and/or student assessment. Below we have provided numerous ways that some sports and activities can be modified and/or changed to meet the needs of each student. The goal is to have students participate in activities where all students can learn and be successful. Check out this great Best Practice called: [Disability Awareness in Physical Activity Best Practice Idea](#).

Adaptations for Specific Activities

Excerpts from the PE Central Book entitled:

Teachers Survival Guide Book by Dr. Christine Stopka (Purchase Book)

[View Table of Contents](#)

1. [Volleyball Excerpt \(PDF\)](#)

2. [Soccer Excerpt \(PDF\)](#)

General Adaptation Suggestions

Equipment:

Larger/lighter bat
Use of velcro
Larger goal/target
Mark positions on playing field
Lower goal/target
Scoops for catching
Vary balls (size, weight, color, texture)

Rules Prompts, Cues:

Demonstrate/model activity
Partner assisted
Disregard time limits
Oral prompt
More space between students
Eliminate outs/strike-outs
Allow ball to remain stationary
Allow batter to sit in chair
Place student with disability near teacher

Boundary/Playing Field:

Decrease distance
Use well-defined boundaries
Simplify patterns
Adapt playing area (smaller, obstacles removed)

Actions:

Change locomotor patterns
Modify grasps
Modify body positions
Reduce number of actions
Use different body parts



Time:

Vary the tempo
Slow the activity pace
Lengthen the time
Shorten the time
Provide frequent rest periods

Bowling

Simplify/reduce the number of steps
Use two hands instead of one
Remain in stationary position
Use a ramp
Use a partner
Give continuous verbal cues

Basketball

Use various size balls (size, weight, texture, color)
Allow travelling
Allow two hand dribble
Disregard three second lane violation
Use larger/lower goal
Slow the pace, especially when first learning
If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
Use beeper ball, radio under basket for individual with visual impairment

Golf

Use a club with a larger head
Use shorter/lighter club
Use colored/larger balls
Practice without a ball
Use tee for all shots
Shorten distance to hole



Soccer

Use walking instead of running
Have well defined boundaries
Reduce playing area
Play six-a-side soccer
If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
Use a deflated ball, nerf ball, beeper ball, brightly colored ball
Use a target that makes noise when hit

Softball

Use velcro balls and mitts
Use larger or smaller bats
Use a batting tee
Reduce the base distances
Use Incrediballs
Shorten the pitching distance
If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee
Use beeper balls
Provide a peer to assist
Players without disabilities play regular depth defense
Students without disabilities count to ten before tagging out person with disability

Volleyball

Use larger, lighter, softer, bright colored balls
Allow players to catch ball instead of volleying
Allow student to self toss and set ball
Lower the net
Reduce the playing court
Stand closer to net on serve
Allow ball to bounce first
Hold ball and have student hit it

Tennis

Use larger, lighter balls
Use shorter, lighter racquets
Use larger head racquets
Slow down the ball
Lower the net or do not use a net
Use brightly colored balls
Hit ball off tee
Allow a drop serve
Stand closer to net on serve
Do not use service court
Use a peer for assistance
:)

Preschool SDC

Hello Parents and Guardians,

We miss teaching your child in class on a day to day basis. We are here to support you. We look forward to teaching your child in the classroom again. These are some ideas to work with your child this week.

Read to your child daily if you can. Discuss the pictures. Have your child identify the object on the page by naming or pointing to it.

Day 1: Tuesday, March 31

Songs & Music

Days of the Week

Months of the Year

Alphabet and Number

Color and Shape

Body Parts

Language and Literacy development

Alphabet Time: Identify letters of the alphabet and clap syllables in his/her name

Identify the letters in his/her name

Identify his/her name in print. Write his/her name and other family members' name on a place card. Place these cards on the table and have your child identify his/her name

Social and Emotional Development: Practice working cooperatively

Math & Science Exploration

Practice writing and recognizing numbers from 1 to 10 if he/she recognizes these numbers go up to 20

Sensory table activities

Day 2: Wednesday, April 1

Songs & Music

Days of the Week



Months of the Year
Alphabet and Number
Color and Shape
Body Parts

Alphabet time: Identify letter /b/; write B and clap syllables in his/her name. Practice writing letters in a tub of rice or flour

Social and Emotional Development: Develop responsibility

Math & Science Exploration

Using and recognizing the different shapes. Make pictures using different shapes.
Pick a shape and have the child look for that shape around the house
Make shapes using play-doh or cookie dough or items around the house

Day 3: Thursday, April 2

Songs & Music

Days of the week
Months of the year
Alphabet and Number
Color and Shape
Body Parts

Alphabet time: Identify the letter /B/ and identify words and pictures that start with letter /B/. Show items around the house that begin with the letter /B?

Social and Emotional Development: Listen to a book read aloud

Math & Science Exploration

Practice writing and recognizing numbers from 1 to 10 if he/she recognizes these numbers go up to 20 (can practice writing numbers using chalk on the sidewalk)
Sensory table activities

Day 4: Friday, April 3

Songs & Music

Days of the week



Months of the Year
Alphabet and Number
Color and Shape
Body Parts

Alphabet time: Identify letter /B/ and identify words and pictures that start with letter /B/. Look for items around the house that begin with the letter /B/

Social and Emotional Development: Discuss Sharing (demonstrate sharing by playing with any toys together such as building with legos, blocks, or cars)

Math & Science Exploration

Using and recognizing the different shapes. Pick a shape and have the child find the shape around the house.

Make pictures using shapes

Make shapes using play-doh, cookie dough, or any items around the house

Useful websites/apps:

www.ABCmouse.com

<https://pbskids.org/>

<https://www.starfall.com>

khan Academy kids

kidoland, endless reader

Psychologist Corner

Week 2 (March 30th-April 3rd)

Hello parents and welcome! The outbreak of coronavirus disease 2019 (COVID-19) may be stressful for people. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. Coping with stress will make you, the people you care about, and your community

stronger. Remember that your Physical, Mental and Emotional health are all important. Here are some helpful suggestions to get you through the week.

- The School Psychologist Team of CUSD

Monday (March 30)

- Go old school! Have story time, play a board game, or try to learn a new language together during evening family time.
- Get exercise even if you are just walking around the house.
 - Video games also be useful for family-time and as a helpful way to get exercise
 - Play Wii games (if available) {bowling, hula hoop, walking}
 - Set an alarm every hour for a 2 ½ minutes walk in place.
 - 53 Bodyweight Exercises You Can Do at Home
<https://www.self.com/gallery/bodyweight-exercises-you-can-do-at-home>
 -

Tuesday (March 31)

- Take frequent breaks from staring at the computer/ipad...every 15 minutes, take a small break
- Take time to check in with your child each day to see how they're feeling (physically and emotionally).

Wednesday (April 1)

- Draw a circle on a piece of paper and write all the things you can control in it. Everything outside of the circle would be things that you cannot control. Remember your circle and do everything you can to take care of yourself. Staying on your schedule will help your mental and physical health.
- Check in with friends via Skype, Facetime, etc. Kids need social contact, even if we do it through our devices for now.

Thursday (April 2)

- Free worksheets and printables for kids: <https://www.education.com/worksheets/>

Friday (April 3)

- <https://www.scholastic.com/parents/kids-activities-and-printables/activities-and-printables-guides/free-printables-for-all-ages.html>
- Stick to a consistent routine daily. Set expectations about getting up, getting dressed, and eating breakfast. (Many schools are finding ways to set up food programs during closures.)

Free app to help facilitate meditation and relaxation techniques; Smiling Mind

Dealing with children's feelings:

<https://www.medstarhealth.org/medstar-blog/8-tips-for-staying-active-during-the-covid-19-pandemic/>

Helping children cope through laughter:

<https://kidshealth.org/en/parents/child-humor.html>



How to Log in Google Classroom (English and Spanish)

Many of our teachers and students have already been working with online distance learning for several days now! Others will start this week. Students will need a Google Classroom code to start receiving their assignments and communicating with teachers. For your student to access their Google Classroom code and start receiving their assignments online and communicating with their teachers, please follow these steps:

<https://docs.google.com/document/d/1fZRa3V-W-Z9me4-7uQzmT8wH026rM3pL7IglNzO1dr4/edit?usp=sharing>



Thank You Parents, Guardians, and Families!
Thank You to our Special Education Staff!

For more information, please visit:

<http://www.compton.k12.ca.us/departments/educational-services/special-education/home>

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