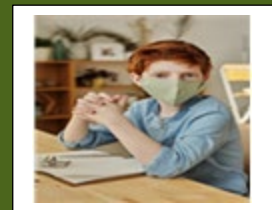


Are you looking for activities to do with your child/children at home? Check out our Alternative Learning Menus each week. Click the menu below to visit the website.



Special Education Family Newsletter November 2020

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



SEAC

Our Special Education Advisory Committee meets the first Tuesday each month during the school year. SEAC is comprised of elected members and stakeholders including parents/caregivers, community partners and Trustees and educators. SEAC's role is to act in an advisory role to the Board regarding the Special Education Plan, services and supports.

Parent & Student Information Guides

If you would like to learn more about the UCDSB's Special Education services and supports for students, please check out the 8 Parent & Student Guides created by our SEAC. Click each icon for a link to the 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 **Understood** website which has resources to support families with children/youth with Learning Disabilities & learning differences: **Click the icon:**



Visit **Autism Ontario** if you are looking for events, guidance or resources to support your child with an Autism diagnosis &/or if you are looking for assistance to register with the OAP in order to receive ASD funding: **Click the icon:**



Visit the **Additude** Magazine website for strategies, resources and supports for parenting children & youth with ADD/ADDHD and LD: **Click the icon:**



Visit **Pastel Education** for short online free videos to help you with supporting your child/children learning at home. Topics include sensory, self-regulation, behaviour, transitions. **Click the icon:**



Alternative Learning Menu 1 2020-2021		
Instructions: Choose from the options below. Print as many or as few as you have time for.		
Function (Functional Academics) Choose different colours of construction paper (generally increasing the number of colours), cut them, and put them in the bottom of a mason jar. Have your child sort various materials (e.g., socks, buttons, beads, buttons, etc.) into the mason jar on the mason jar. To add a motor component, have your child pick up the objects with tongs.	Family (Communication, Life Skills) Have your child spell and the letters in their name using markers or tape to design the letters (e.g., pipe cleaners, modeling clay, etc.) and place the name for them to cover, as required.	Future (Independence, Life Skills) Encourage your child to make a sandwich. Following sand, or not at all, as required, increasing the level of independence over time.
Fitness (Motor Skills) Physical Activity Log	Fun (Leisure Skills) Pumpkin carving: Open and take the inside out of the pumpkin. Have your child pick a Halloween-themed music station. Press the music button into the pumpkin and remove it. The outline of the pumpkin will be left on the pumpkin. You will need to use the hard ear-hand support, as required. This is a great activity to support fine motor skills and communication development.	Friends (Communication, Self-Regulation) Practice mindful breathing with your child as well as relaxation strategy. Teach them to use their breath to release anxiety and feel calm.

Thank you for your input, feedback and collaboration in the development of your child's IEP!

Important Dates

Oct. 23rd – Nov. 6th – Review your child's IEP, send any feedback or questions along with the Signature page back to your child's teacher.

Nov. 9th – 12:00-1:30 - Online – Autism Ontario New Parent Support Group for families whose child has recently received an Autism diagnosis – to assist you in preparing for the challenges and opportunities ahead. To register please contact: jamie@autismontario.com

Nov. 12th – 6:00-7:30 p.m. & Nov. 24th 1-2:30 - Online – Autism Ontario - For families of a child with ASD in Lanark, Leeds and Grenville. Do you have questions about Interim One-Time funding form, process, etc.? To register please contact: mailto:hayley@autismontario.com

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>

Nov. 17th – Secondary – 2nd Quadmester begins

Nov. 26th – Secondary - Alternative Report Card goes home for Quadmester 1





F-WORDS FRAMEWORK

The UCDSB is an on-going partner within the regional working groups from across Ontario, 3 Ministries (Education; Health & Long-Term Care; Children, Youth & Social Services; along with families of children with special needs, to promote & integrate the **F-Words for Child Development Framework** into and across our services. The **F-Words are: Function, Family, Fitness, Friends, Fun and Future.**

The **“F-Words in Childhood Development”** (formerly known as the F-Words for Childhood Disability”) are based on Dr. Peter Rosenbaum’s research and are built on the World Health Organization’s *“International Classification of Functioning, Disability and Health Framework”* (ICF). Intentional planning and incorporation of the **F-Words** are not only crucial to children with developmental disabilities & chronic health conditions. The F-Words are recognized as being important to **ALL** children’s development. They remind us to focus on what a child **CAN** do – an approach that encourages us to plan and support though a **“growth mindset”** and an asset lens.

Families, agencies and schools across Ontario and the world are beginning to learn about the F-Words. For more details about how to incorporate the F-Words across your child’s family, community and school life, you can speak to the school Administrator, Special Education Teacher and/or visit these two websites:

<p>Kids Inclusive website</p> 	<p>CanChild/McMaster University Knowledge Hub</p> 
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The Six F-Words for Childhood Disability

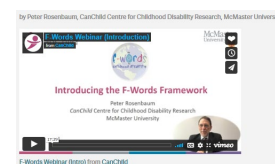
- 1 FUNCTION** - Focuses on things a child CAN do, rather than what a child cannot do.
- 2 FAMILY** - Focuses on how you CAN live, rather than what you cannot do.
- 3 FITNESS** - Focuses on how you CAN move, rather than what you cannot do.
- 4 FRIENDS** - Focuses on how you CAN connect, rather than what you cannot do.
- 5 FUN** - Focuses on how you CAN play, rather than what you cannot do.
- 6 FUTURE** - Focuses on how you CAN grow up, rather than what you cannot do.

CanChild www.canchild.ca

Click the video image to see the F-Words “Spreading the Word” Video:



Click the video image to see a Video of CanChild/McMaster researcher Dr. Rosenbaum introducing the F-Words:



Click the video image to see the Video about using F-Words to support children/youth/families during COVID:



From the UCDSB Speech Language Pathologists



Communicating Effectively While Wearing Masks and Physically Distancing

With more people wearing masks and standing six feet apart, clear communication can be a challenge for everyone, but especially for people with hearing loss or communication problems. Masks can muffle sound. They can also hide our ability to read lips and see facial expressions, which helps us better understand what we are hearing. In this newsletter, you will find communication strategies for wearing a mask and keeping socially distant.

COMMUNICATION STRATEGIES:

- Move away from or reduce background noise
- Get listener's attention before speaking (wave, make noise)
- Sit or stand face-to-face (remove barriers)
- Say less but talk slower and louder
- Talk with your hands (gesture, point, act it out)
- Use visuals (hold up object, use photos, videos)
- Model more (watch me, then you do it)
- Check for understanding (did I get it right?)
- Rephrase instead of repeat (add more words, context)
- Be patient (we are all in this together)

1

MASK TALK FOR KIDS

This [video link](#) includes 7 great communication tips for kids while wearing a mask.

2

TEACHING WHILE WEARING A MASK

Check out this link for some practical advice on [teaching in a mask](#)

3

IMPROVING NON-VERBALS

Between 70-93% of all communication is nonverbal. Check out [this blog](#) to learn more about improving your nonverbal communication skills.