

Wellness Reminder: Take FIVE as needed!
Trace each finger while breathing-in...breathing-out...



AG Bell – Family Resource

(Association for the Deaf and Hard of Hearing)

Coping with at-home working or schooling is challenging even in the best of times. AG Bell provides numerous materials for parents and children at all stages of their hearing journey – from language development to self-advocacy. Please click on the following link to explore the website: www.agbell.org/



FAQ

Q. Can you recommend websites to make images & text more vision-friendly by reducing excess “clutter”?

A. Definitely! Try familiarizing yourself with any of these website gems:

[Roman Word Bubbling](#)

[Generate Ad-Free YouTube Video](#)

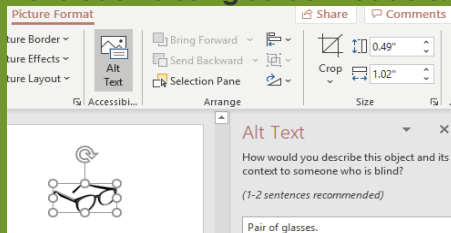


[Remove Background](#)



PowerPoint Tech Tip

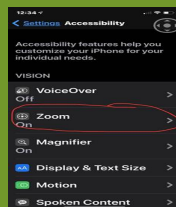
Right-click on each image and select Alt Text. This will enhance accessibility for students using screen readers.



iPad Tech Tips

Explore an [iPad's accessibility settings!](#)
See what happens when you adjust:

- Text & Icon Size
- Colour Filters
- Subtitles & Captioning
- Sound Recognition
- TTY (TeleTYPE)
- Audio
- Hearing Devices (pair hearing aids & sound processors)



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Alternative Learning Menu 1 2020-2021		
Function (Functional Academic) Choose different activities of communication and generalization to increase the number of responses and skills. Use a variety of visual supports and prompts. Use a variety of visual supports and prompts. Use a variety of visual supports and prompts.	Family (Communication, Life Skills) Have your child practice these skills in their own home using materials and items to make the skills a part of their daily life. Use a variety of visual supports and prompts. Use a variety of visual supports and prompts.	Future (Independence, Life Skills) Encourage your child to make a connection. Working closely with the child's support team, encourage their level of independence over time.
Fitness (Motor Skills) Practice carrying items and take the weight off the ground. Use your child's own body weight to carry items. Use a variety of visual supports and prompts. Use a variety of visual supports and prompts.	Run (Motor Skills) Practice running on the flat surface. Use a variety of visual supports and prompts. Use a variety of visual supports and prompts.	Friends (Communication, Self-regulation) Practice social interaction skills with your child. Use a variety of visual supports and prompts. Use a variety of visual supports and prompts.

Alternative Learning

Menus provide families with weekly activities!

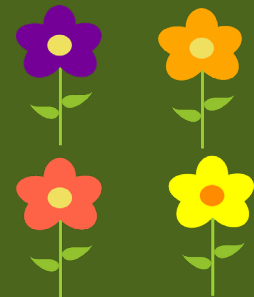


Special Education

Family Newsletter

May 2021

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



Important Dates

May 9 - Mother's Day

May 24 - Victoria Day

UCDSB Parent Guides



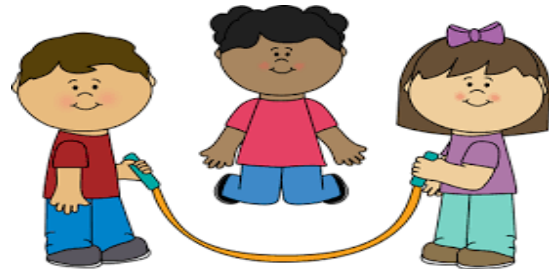
Communication / Individual Education Plan (IEP) / Identification Placement & Review Committee (IPRC) / Special Equipment Amount (SEA) / Assessment / Transition Planning / Special Education Advisory Committee (SEAC)



As summer draws near, please keep in mind the importance of recreation and leisure activities for your child. These activities provide opportunities for emotional and physical growth - including development of self-confidence, opportunities for socialization, and exercise.

Here is a list of various recreation and leisure activities to consider:

- Swimming
- Crafting
- Gardening
- Cooking or baking
- Walking or hiking
- Camping
- Boating/Canoeing
- Organized sports
- Self-defense classes
- Visiting parks, museums, beaches, or zoos

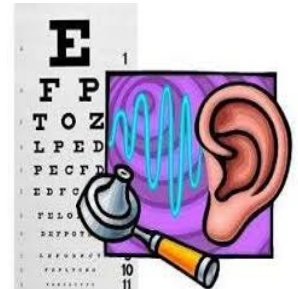


Encourage your child to participate in activities of interest!

Website feature to support recreation and leisure:



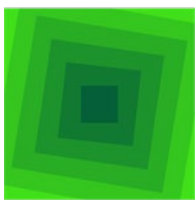
Accessible Chef is a collection of resources to teach basic cooking skills to individuals with disabilities.
accessiblechef.com



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)



**CANADIAN
HEARING
SERVICES**

Canadian Hearing Services (CHS) is a great resource for our Deaf and Hard of Hearing students and their families. CHS offers a wide range of services such as: ASL interpreters, mental health counselling, hearing tests (\$80), ASL courses, shop to purchase hearing technology to aid with everyday life, etc.

Please click the following link to explore the website: www.chs.ca/

From Our Speech Language Pathologists



May is Speech and Hearing Month!

May is dedicated to raising awareness about the importance of communication. SLPs (Speech-Language Pathologists) play a key role in supporting students with communication needs. They help with:

- Spoken language difficulties (understanding and use)
- Articulation difficulties
- Voice and resonance difficulties
- Fluency difficulties (e.g. stuttering)
- Swallowing & feeding difficulties
- Supporting nonverbal/minimally verbal students who need alternative or augmentative forms of communication (AAC)
- Cognitive-communication difficulties (reasoning, problem solving, executive functioning, social communication)
- Pre-literacy and literacy difficulties (phonological awareness, decoding, reading comprehension, writing)

Services for School Aged Children (SK and up)

- Initiated through the Special Education Teacher at the school
- UCDSB SLPs assess and provide consultative support for students with **oral language** or **mild** articulation difficulties
- UCDSB SLPs also provide support for non-verbal/minimally verbal students




- Students with fluency, voice and/or **moderate to severe** articulation difficulties, are referred by their school to:

CASLPO

SLPs are registered health professionals. Those who work in Ontario are regulated by the College of Audiologists and Speech-Language Pathologists (CASLPO).

The website also has a search engine for finding a private therapist.

 Find an Audiologist or Speech-Language Pathologist

PRESCHOOL (birth to SK)

In Lanark, Leeds & Grenville, you can find out about speech-language services for preschoolers through [Language Express](#).

In Stormont/Dundas/Glengarry & Prescott/Russell, you can find out about speech-language services for preschoolers through [Words in Bloom](#).



AAC (birth-18)

Clinics for Augmentative & Alternative Communication assess and provide support for students who have limited verbal speech or who are highly unintelligible. They can help families access funding for a range of alternative communication devices.

[Kids Inclusive](#) (Lanark/Leeds & Grenville)
[CHEO](#) (Stormont/Dundas/Glengarry & Prescott)



[Kids Inclusive School Based Services](#) (in most of Lanark/Leeds/Grenville)

or

[CHEO School Based Speech Rehabilitation Services](#) (in Stormont/Dundas/Glengarry & Prescott/Russell)





Who are we & what do we do?

Speech-Language Pathologists (SLPs) who:

- ✦ Assess students' speech and language difficulties
- ✦ Prepare verbal and written reports describing the areas of difficulty
- ✦ Screen for related areas of difficulty and encourage referral to other professionals
- ✦ Consult to teaching staff and parents regarding strategies and program suggestions
- ✦ Provide ongoing consultation using a multi-disciplinary team approach for students with autism or developmental disabilities, which may include support for alternative methods of communication



- ✦ Prepare goals for the Speech-Language Assistant
- ✦ Monitor progress of students who are working with the Speech-Language Assistant and update goals as needed
- ✦ Collaborate with teachers and provide in-classroom support for speech-language difficulties and to promote early intervention
- ✦ Provide in-service to school staff on various speech-language topics



Speech-Language Assistants (SLAs) who:

- ✦ Provide individual or small group programming to eligible students for a specified period of time under the direction of the SLP or school staff
- ✦ Provide feedback to parents and school staff about students' progress and ideas for activities to promote generalization of goals

What does the assessment look like?

The assessment process involves a range of activities to collect information regarding the student's communication skills including:

- ✓ Classroom observation
- ✓ Formal individual assessment
- ✓ Informal individual assessment
- ✓ Interviews with school staff and parents

A range of abilities may be evaluated including:

- ❖ Speech articulation: ability to move and control the lips, tongue and soft palate to say sounds (how the sounds are produced)
- ❖ Oral language skills: ability to understand and use an age appropriate range of vocabulary and sentence structures and to organize oral language to communicate ideas effectively
- ❖ Augmentative & Alternative Communication Skills (for students who are nonverbal): the ability to understand language and to communicate using gestures, pictures or sign language
- ❖ Voice quality and fluency (stuttering)

What is the referral process?

Criteria	Action
JK {any speech or language difficulties} Parent can self-referral	<p>Lanark/Leeds/Grenville Language Express (1-888-503-8885)</p> <p>Stormont/ Dundas/ Glengarry/ Prescott/ Russell Words in Bloom (1-800-267-7120)</p>
SK & up Articulation, voice or fluency (stuttering) difficulties (SK and up) & language difficulties (SK to Grade 3)	<p>Special Education Teacher at the school may complete a referral to the school board SLP following discussions at the Student Success Team meetings and appropriate first line interventions at the school level.</p> <p>Students with moderate to severe articulation difficulties, fluency difficulties and voice difficulties will then be referred on to CHEO School Based Speech Services or Kids Inclusive School Based Speech Services for further support.</p>

Contact Information



UCDSB Eastern Region Educational Centre,
16750 Hwy 43,
Avonmore, ON K0C 1C0
Tel.: 613-346-9626 or 1-877-875-3437

UCDSB Oxford Mills Office
50 Water Street,
P.O. Box 220, Oxford Mills, ON K0G 1S0
Tel.: 613-258-9393 or 1-888-402-3522

UCDSB Frankville Office
231 Hwy 29, Frankville, ON K0E 1H0
Tel: 613-275-2928 or 1-800-766-8474

Upper Canada District School Board

speech-Language Services

