

MONTHLY E NEWSLETTER
NOVEMBER



National Family Caregiving Month



Do you provide support to another person who is ill, disabled or needs help with daily activities?

If you answered yes, then you are in a caregiving situation. With November being National Caregiver Month, we want you to remember that meeting your own mental and physical needs are equally important as the care you give to your loved ones.

There are many print or ebooks on topics related to caregiving. The following are just a few that are recommended. Perhaps you can start here and explore others as you identify titles and authors.

CARING FOR THE CAREGIVER
Roy W. Harris

THE TWENTY-THIRD PSALM FOR CAREGIVERS
Carmen Leal

THE CAREGIVER'S BOOK: CARING FOR ANOTHER, CARING FOR YOURSELF
James E. Miller

CARING FOR THE CAREGIVER: THE USE OF MUSIC AND MUSIC THERAPY IN GRIEF AND TRAUMA
Joanne V. Loewy, Andrea Frisch Hara

PASSAGES IN CAREGIVING: TURNING CHAOS INTO CONFIDENCE
Gail Sheehy

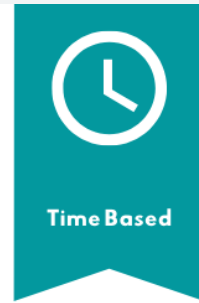
CAREGIVER'S REPRIEVE: A GUIDE TO EMOTIONAL SURVIVAL WHEN YOU'RE CARING FOR SOMEONE YOU LOVE
Avrene L. Brandt

THE COMPLETE BEDSIDE COMPANION: A NO-NONSENSE GUIDE TO CARING FOR THE SERIOUSLY ILL
Rodger McFarlane, Philip Bashe

CARING FOR YOU, CARING FOR ME: EDUCATION AND SUPPORT FOR CAREGIVERS: PARTICIPANT'S MANUAL
David H. Haigler

For more resources on caregiving, find content on our webpage ([here](#)).

S.M.A.R.T IEP Goals Explained



IEP SMART

GOALS

An annual goal describes what your child can be expected to do or learn within a 12-month period. Effective goals are a crucial part of your child's IEP and they should be SMART goals.

Specific: Goals should clearly describe the skill to be taught, target a specific area of need and explain how the student's progress will be measured.

Measurable: Stated in the goal should be details on how the student's progress will be measured; meaning the teacher and parent(s) can count or observe progress.

Attainable: Goals should be ambitious and have rigor for your student's unique needs, yet at the same time be set to be attainable within a 12-month period.

Results-Oriented: This portion of the goal should tell what your child will *do* to achieve the goal.

Time Based: Each goal should have a time frame stated along with the when and how progress will be measured.

Meet Rochelle! UPC's Parent Consultant Serving 5 Major Charter Schools



Rochelle is a parent of a child with a disability who successfully attended a charter school, and has worked as a para-educator.

If you have a child that attends any of the schools listed, be sure to reach out to Rochelle with any questions or concerns regarding the Special Education process. These services and supports are always FREE and she can assist you in finding the best way to advocate for your child.

We would like to introduce Rochelle Thompson. She is our newly designated parent consultant for five charter schools that include:

- American Leadership Academy
- Ascent Academy
- Mountain West Montessori
- Ogden Preparatory Academy
- Providence Hall

Rochelle Thompson, Parent Consultant
(801)707-6036
rochelle@utahparentcenter.org

New Early Intervention Guidelines During COVID

If your child ages birth to 3 currently is receiving early intervention services, review the new guidelines below. These guidelines have recently been addressed by the Office of Education Programs ([pdf](#) download).

If you are a parent, guardian or professional concerned about an infant or toddler's development, a referral can be made for a FREE evaluation for early intervention services. The list of early intervention programs in your area can be located ([here](#)).



Why High Expectations Matter for Your Student

Students with special needs are capable of rigorous work. They can live up to high expectations and demonstrate learning at high levels, as long as the

instruction is accompanied by appropriate support strategies. Families that consistently set high expectations, such as hard work, sacrifice and discipline within a loving and supportive structured home, have a better chance of creating that same vision in the people who educate, and employ their child. Here are some ways to support your child in reaching their full potential.

- Provide your child with reading materials.
- Make sure your child does his or her homework.
- Continue to provide steady guidance.
- Pay attention to how much your child watches TV, uses the computer, or plays video games.
- Listen carefully to what your child says and talk with him or her often.
- Explore what is possible for your son or daughter.

For more information on the importance of having high expectations please click ([here](#)) to view complete pdf article.

Adaptive Shoe Tying Method Instruction



Shoe tying can be frustrating, especially for our kids with fine motor concerns. Here is a great way to simplify the shoe tying experience for any person!



View this video for the full, step-by-step instruction.

How to Apply Modifications & Accommodations to Distance Learning

Your child's IEP team uses data to determine what modifications and additions are needed on the Individual Education Plan (IEP). Modifications and accommodations may be warranted to these allow the student the ability to make progress on his or her IEP goals and receive a Free Appropriate Public Education.

Modifications can fundamentally or

The following article from The Child Mind Institute addresses ways that parents can stay proactive in a virtual learning environment. The article focuses on the following...communicate with your child's teacher about the struggles you are observing, advocate for your child while remaining flexible, focus on needs suggested through gathered data, and finally address with your

substantially alter the standards or requirements. Modifications could include adapted programming, content or instruction. Some examples may look like:

- Reducing and simplifying materials, assignments, homework, school projects or tests.
- Assigning no homework or reducing homework requirements for a subject.

Changes to *how* your student accesses content and instruction that does not fundamentally or substantially alter or lower standards is known as an accommodation. Examples can look like:

- Breaking assignments into segments of shorter tasks.
- Increasing amount of time to complete assignments or test.

team what supports can be implemented in both a virtual learning environment and at home.

Follow the link below for full article details.



[Modifying an IEP or 504 for Distance or Hybrid Learning...](#)

As the year begins with distance or hybrid learning at most schools, many parents are worried that pre-pandemic IEP plans may leave kids without vital services. Luckily, IEP or 504 plans aren't set in stone.

[Read more](#)
childmind.org

Unique Toy Ideas That Can Stimulate Growth



For children and teens with special needs, play can be just as valuable. However, for those with special needs, play can present

Research shows play can improve children's abilities to plan, organize, get along with others, and regulate emotions. In addition, play helps with language, math and social skills, and even helps children cope with stress. *Healthychildren.org*

Christmas is just around the corner and although shopping may look different this year, you can still get your shopping done early and from the comfort of your home. There are many online companies that offer a wide selection of toys for all ages and abilities. Here are a few...

- www.fatbraintoy.com

barriers to independence. This can make it difficult for a child to play freely, be naturally motivated and have play be personally managed.

- [Nationalautismresources.com](https://www.nationalautismresources.com)
- <https://www.got-specialkids.com>
- <https://specialneedstoys.com>



Your Student & Internet Safety

P.L.A.Y. I.T. S.A.F.E.

This acronym was developed to help teach students with disabilities about internet safety (taken from [this article](#) on online safety for students with ASD). It can be easily adapted to different functioning levels, but the important thing is that we start and continue having these conversations. If a student can use a computer or device, they need to learn to use it responsibly, for their own safety and protection. Online time is more prevalent than ever because of Covid-19 distance learning and all the other realities it has brought us. Think about how you might use this to phrase to talk to your teenager or young adult about internet and social media safety.

P - Personal information--don't share it, never give out your full name, where you live, or where you go to school.

L - Let a trusted adult know--tell someone if anyone asks for your personal information

A - Attachments---beware before opening any attachments.

Y - Your feelings are important--if something happens that makes you uncomfortable, tell an adult right away.

I - Information--remember that not everything you see online is true. If you are unsure ask a trusted adult.

T - Take breaks--it is important to take breaks so that you don't strain your eyes and so you also have a chance to talk to other people and do other things. Set a timer to ensure you are not on the internet too long.

S - Spending money online--don't buy things without permission. Money should only be spent by a trusted adult.

A - Act politely--don't say anything online that you would not say to someone in person

F - Friends online should stay online--if someone asks to meet you, tell them no and always let an adult know.

E - Enjoy yourself--Play safe and have fun!

For more information and great ideas, check out these great websites and

articles:

<http://www.idonline.org/article/61320/>

<http://yodisabledproud.org/resources/safety-online.php#tip-sheets>

The Transition University project is funded by the Utah Development Disabilities Council and is supported, in part by grant number 1901UTSCDD-02, from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy.

Advocacy Corner

This 2020 election cycle has shown the influence that the media has on our public debate. The media has the power to influence our everyday decisions, as well as, our personal beliefs. The National Association For Media Literacy Education defines “Media Literacy” as the ability to access, analyze, evaluate, create, and act using all forms of communication. They go on to further state that “Specifically, media literacy involves learning how to critically analyze and consume information in order to be more effective members of the community.” Action Utah has found ways to grow our media literacy and evaluate the information we do receive. Follow these helpful tips and build your media literacy skills by clicking ([here](#)).



ADVOCACY
CORNER

Upcoming Events

For more UPC events that are updated regularly, please visit our event page listed here at utahparentcenter.org/events

Save the date: Tuesday, December 1st for #GivingTuesday.
The Utah Parent Center would love for you to remember us!



#GI^{VE}INGTUESDAY™

utahparentcenter.org/donate



LIVE Q&A LUNCH SERIES WITH A DISABILITY LAW CENTER ATTORNEY!

**Nov. 2nd.
What is a Free, Appropriate Public Education?**

**Nov. 9th
Evaluations & Re-evaluations**

**Nov. 16th
Student Discipline & the IEP**

**Nov. 23rd
Disagreements & Disputes in IEP Decisions**

**Nov. 30th
In-Person & Remote Learning Special Education
Services & Supports**

**Dec. 7th
In-Person & Remote Learning Placement**

**Dec. 14th
IEP Goals & Measuring Progress**

**Dec. 21st
The Transition IEP & Planning for the Future**

Each session is from 12pm-1pm.
Join us via Zoom at:
http://bit.ly/UPC_DLC

2020 VIRTUAL EPILEPSY SYMPOSIUM

Saturday, November 14, 2020

Virtually, 8:45 am—1:00 pm MST

Description

The Epilepsy Symposium is our annual epilepsy education conference featuring epilepsy experts who educate on various topics to increase the understanding of seizures and epilepsy.

Questions? Contact us at utah@efa.org or call us 385.313.3288

Topics

- Latest in Epilepsy Research and Medication
- Epilepsy 101
- SUDEP
- CBD
- Sleep and Epilepsy— Sleep, Stress, and Dealing with COVID

Register Now!

<http://bidpal.net/utah2020>

