



Utah
Parent
Center

Special needs,
extraordinary potential



Utah Parent Center January eConnections



Meet Joey Hanna: UPC's New Executive Director



Joey Hanna comes to the Utah Parent Center from the Utah Division of Services for People with Disabilities in Utah's Department of Human Services. She has a son with autism and will bring her personal experience combined with extensive professional service administering community action programs and HeadStart, and experience working with state and legislative partners on improving state services for people with disabilities in Utah.

On a more personal level, Joey is a Utah native and loves it here! She and her family live in Salt Lake City in the Sugarhouse neighborhood in a small 100 yr old bungalow that they adore. When she is not working, she enjoys fly fishing on one of Utah's many rivers, drawing, painting, watching movies and

having philosophical conversations with her son Jonah. The majority of Joey's extended family is in Utah and she is very close to her siblings. You can find all of them, including nieces and nephews, tailgating during the football season..GO UTES!

Joey describes herself as, "outgoing, hardworking, passionate and I like to have to fun. I believe that everyone should have the opportunity to live their best lives and I work to do my part to support as many people as I can. I am so grateful for the opportunity to work at the Utah Parent Center with such amazing people. My door is always open."



Assistive Technology Supports and the IEP

Many Individualized Education Program (IEP) teams quickly skip over assistive technology (AT) considerations in the IEP, simply because they are not sure what questions need to be asked to give an informed answer.

- You and your IEP team can determine if your student needs an assistive technology device "to increase, maintain, or improve the functional capabilities" (USBE SER I.E.4.) of the student across environments. The team will also need to determine if the student needs an assistive technology service to aid "in the selection, acquisition, or use of an assistive technology device." (USBE SER I.E.5.)
- The Assistive Technology Consideration Support Document is not a comprehensive list of all possible AT devices/services, but a reference for IEP teams to utilize during the discussion of AT consideration.



- The UATT Project gives every LEA in the state access to an AT team. AT teams can collaborate with the IEP team to make informed, data-driven decisions for the student.

PDF resource >> This *Supportive AT PDF Document* was created by USBE and the UATT/Utah Assistive Technology Teams Leadership Council to help determine the AT needs for students on IEP's and Section 504's.

Click this link [here](#) for a list of AT contacts in your area and school districts.



Student Privacy 101: FERPA for Parents & Students



Ever have questions about your rights regarding educational school records? This short video from the Department of Education discusses key points of the Family Educational Rights and Privacy Act (FERPA).



Statewide Online Education Program (SOEP)

Did you know that your student (grades 6-12) can earn high school credits by taking online classes, regardless of whether they attend school in a public (district or charter school), private or home school environment?

There are many reasons why this option may be considered for your child, such as:

- Allowing your student the ability to customize their schedule to better meet their academic goals
- Providing personalized learning so your student can spend as little or as much time as they need to master the material, to gain more options for their individualized educational experience
- Utilizing technology to remove the constraints of traditional classroom learning



What considerations should the IEP team discuss when looking at SEOP enrollment?

- How might the student's current IEP require modification to ensure FAPE while in the program?
- What is the expected impact on academics and social/emotional development of the student? Consider both intended and unintended consequences.
- Has the student had specific instruction in using a variety of programs on the computer?
- Has the team considered the technological skills required for this class?
- Has the team considered what specialized instruction the student may require for this class?
- Has the team considered the need for supplementary aids and services for this class?

[Click here for an informative FAQ>>](#)



Research Opportunities for Teens with ASD

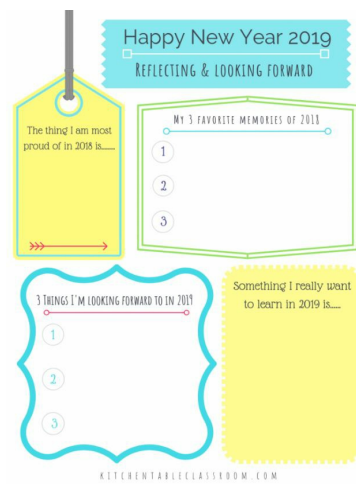
Do you have a teenager on the autism spectrum? Do you want to help them be more prepared for the future? Researchers at the University of Utah are conducting a research study on a program for parents and their adolescents with ASD who are 14 or older, and are planning to receive a high school diploma. Through goal setting, group discussion, and guidance from qualified providers, the 6-week MAPSS (Maximizing Adolescent Post-Secondary Success) program aims to help you and your child be more prepared for the future. An adolescent life-skills group led by an occupational therapist will be run alongside the parent program to also provide adolescents with new skills. Two sessions are planned for early 2019 on Wednesday evenings from 6-7:30pm: either January 9- February 13 or February 27- April 3 at the OT Life Skills Clinic at the University of Utah. The program is free and families who complete the study will receive financial compensation. Please contact the lead researcher, Anne Kirby, for more information and to sign up: anne.kirby@hsc.utah.edu or 801-581-4248.



[Looking Back at 2018: PDF Journal Download](#)

Snag this free download for a fun-filled way your child can record their memories from 2018 at kitchentableclassroom.com. Goals may be important to some; however, describing something you were proud of can be equally important. Jodi, the creator of the site, wants to engage children through creativity and the arts and shares her ideas with families to bring them together at home.

[download pdf file here >>](#)



Sensory Classes for Tots



children's services

Wiggly Worm

Sensory Processing Classes for Preschool through Age 6

We're offering this special class series for parents and their child with sensory processing concerns

- **Dates:** January 9 – February 27
- **Time:** Wednesdays, 4:30-6:00 PM
- **Location:** Easterseals-Goodwill, 9035 S 700 E in Sandy

(Cost is \$65 to cover supplies)

Signs your child may have sensory issues:

- Excessively seeks movement
- Reverts back or hides when too much is going on
- Gets bothered by bright lights
- Easily distracted
- Overly sensitive to noise
- Avoids touch

Here's what you'll gain through this 8-week series:

- A better understanding of each of the sensory areas and how they function
- Ability to recognize sensory processing concerns in your child
- A personalized set of easy and effective strategies you can use at home to make your child's world a more sensory-friendly place and make your everyday life easier

Each class builds upon skills learned the previous week, so attending all sessions is very important. At the end of the 8-week series you will come away with a personalized sensory program that supports your child's ability to focus and learn.

Space is limited so register your child today.
Call Janet Wade at 801-633-2091 or
email janetw@esgw.org





