



MARCH 2021

BRAIN INJURY AWARENESS



March is Brain Injury Awareness month! The Brain Injury Association of America states that there are more than 5.3 million children and adults in the United States who are living with a permanent brain injury-related disability. That is one in every 60 people.

Brain Alliance, a non profit organization in Utah can provide education, resources and support for the brain injured and their families. Learn more about how this organization can help you or your loved one in link below.

[Brain Alliance of Utah](#)

RULES FOR SECLUSION & RESTRAINT AT SCHOOL



Restraint and Seclusionary Time Out are two *emergency* procedures schools can use **ONLY** if the student presents an immediate danger to himself/herself or others and is **NOT** to be used for disciplinary procedures.

It is important to note that a student may not be physically restrained or secluded for more than 30 minutes and the school or public education employee must notify parents *every* time the student is placed in seclusionary time out or is physically restrained longer than 15 minutes as defined in Section [R277-609-5](#).

To learn more about these procedures and how they are used please visit the links below.

[Least Restrictive Behavior Interventions](#)

[Dept of Ed: Seclusionary Time Out/Restraints](#)

MEET LINDSAY DAVIS HEMOPHILIA AWARENESS



Hello! My name is Lindsay Davis and I am a Parent Partner with the Utah Parent Center and The Utah Center for Bleeding and Clotting Disorders. March is a special month for our family. My oldest son was born in March and 10 days after birth was diagnosed with Hemophilia A severe; fitting because it is also Hemophilia Awareness month. Hemophilia is a genetic disorder caused by a missing or defective factor, a blood-clotting protein.

According to the CDC, Hemophilia occurs in approximately 1 in 5,617 live male births. That is roughly 30,000-33,000 males with Hemophilia living in the US with more than half diagnosed with the severe form. Hemophilia has been a trial and challenge for our family with 3 of our 5 children diagnosed with this condition. We try to focus on the positive to help us stay optimistic and hopeful. To learn more about this condition go to hemophilia.org.

Need local resources & supports?

Call or text Lindsay at: [801-822-3341](tel:801-822-3341)

Parents and Families affected with bleeding disorders can also join a private support group by searching "[Utah Hemophilia Family Neighborhood](#)" on Facebook.

MARCH UPC WORKSHOPS QR CODE

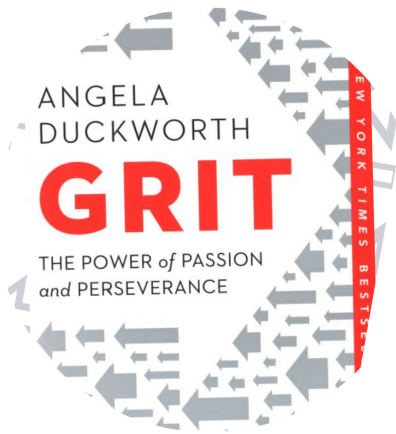


SCAN ME

We have lined up some great [workshops](#) for March! While some classes may be specific about a regional area, school, or district, everyone is welcome. Some class topics this month include:

- [Bullying](#)
- [Transition to Adulthood](#)
- [Transition from Middle to High School](#)
- [Siblings](#)
- [Early Intervention & More!](#)

PARENT BOOK STUDY- "GRIT" HURRY, REGISTRATION CLOSES MARCH 18TH



Parents, you won't want to miss this rewarding book study discussing "Grit, the Power of Passion and Perseverance" by Angela Duckworth. Register by March 18th to get your FREE book mailed to you in time for the April book study discussion.

Tuesday's April 6, 13, & 20th via zoom
7-8 pm

Event facilitated by: The Utah State Board of Education: Special Education Department and the Utah Parent Center

[Register Here](#)

Monthly Tidbits from...



a project
of the



Utah Parent Center



Family Voices has created a checklist and worksheet to help prepare you for telehealth visits. Broken down by "Before, During, and After" with spaces for questions and notes. The documents help guide each appointment and provide clear follow up steps. Please share these documents with your networks and let us know if you find this helpful or how you have adapted it to fit your needs.

[Telehealth Checklist](#)

[Telehealth Worksheet](#)

SOCIAL & EMOTIONAL HEALTH: THE FIRST 5 YEARS

Social emotional health is important to the development of our children. Supporting our children's development in this area can start as early as the infant stage. Research from Georgetown's Center for Child and Human Development found that "One in five children enters kindergarten with poor social



development skills; it's difficult for them to join others in play, they don't have the ability to make and keep friends; and they do not positively interact with their peers." More than that, the child's social and emotional development can affect brain development, predict school outcomes and affect how they relate to society as adults.

Help Me Grow Utah is an information and referral helpline available at no cost to the parent. This organization also provides developmental screenings for parents and caregivers. Keep track of your child's developmental progress by clicking the link below.

[FREE Developmental Screening Tool](#)

ASSISTIVE TECHNOLOGY IN SCHOOLS



Assistive Technology is a tool used to help students gain access to the general curriculum, as well as, help access extracurricular activities at home, school and in work environments. A child's need for Assistive Technology is based on a case by case decision made by the IEP team. If you believe that your child could benefit from this service, contact your child's IEP team to start the evaluation process. Use the following links provided to become informed on how this service can benefit your child.

[Explanation of the AT Process](#)

[AT for Students](#)

[AT Tips for Parents](#)

[Consideration Support Document](#)



EMPLOYMENT SERIES PART 3:
SOFT SKILLS PRIOR TO EMPLOYMENT



In the process of preparing for employment, there are trained skills that are necessary for being qualified for the job we are trying to get. We call these "hard skills." They include things like using a computer and answering phones for a secretary or receptionist, food handling skills for a kitchen worker and knowing how to present information clearly for a teacher or professor. Hard skills are the things we can put on a job application or resume that let people know we are qualified to do a job.

There is another set of skills that is also essential to being successful in a job and even in being able to get a job in the first place. These skills are called "soft skills." These skills should be assessed in each student, and if needed, goals written into the IEP to help students learn these skills, with the end goal in mind of future employment. Employers report a gap in soft skills among young people in general, and especially in youth with disabilities. The good news is that soft skills can be learned!

Soft skills include things like: communication, flexibility, teamwork, positive attitude, stamina, and personal presentation. For more information on soft skills, why they are important, and how to teach them, the following resources can help:

[Soft Skills for Getting & Keeping a Job](#)

[Podcast: Softskills needed for Success](#)

[IEP Transition Goal Examples: Soft Skills](#)

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.



Community Outreach

EVENTS, SURVEYS & MORE



DISABILITY OMBUDSMAN SURVEY

[Survey Link Here](#)

The Division of Services for People with Disabilities (DSPD) wants to hear from you! There is interest in creating a Disability Ombudsman Program. This program aims at to supporting individuals with disabilities to overcome barriers they face in being able to access any space in their community. DSPD has partnered with the Utah Developmental Disabilities Council to complete to better understand the barriers that those affected face and how this program could support them to have full access to their community.

Advocacy Corner

As parents and caregivers we advocate for our children with disabilities everyday. There is always important work to do in our communities, schools and personal lives. With all this important work to do we may sometimes feel discouraged about our effectiveness or just plain “burned out” . Caring for yourself can help break the cycle of stress which can lead to burnout, and help you gain new energy and passion for your cause. Advocating for ourselves and our self-care can help us become more effective champions in our personal quest to advocate for causes important to us. To learn more about the importance of self-care, click [here](#) and [here](#).



ADVOCACY
CORNER



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