

SOCIAL EMOTIONAL

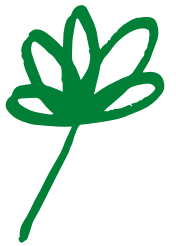


learning RESOURCES



"I'VE LEARNED THAT I STILL HAVE A LOT TO LEARN."

--MAYA ANGELOU



"Differently Able" Series - Part 3

In this issue:

-Differently Able
Series Part 3
-what is SLD?
-activities for
students & parents
-June SEL Calendar
-more information
attached!

Welcome to Part 3 of the "Differently Able" Series! During this series we will highlight different "diagnoses" that contribute to how our students learn and grow! This week we will provide information and resources on Specific Learning Disabilities.

Specific Learning Disability (SLD) is an umbrella term that covers a specific group of learning challenges. These conditions affect a child's ability to read, write, listen, speak, reason, or do math. A learning disability can cause a person to have trouble learning and/or using certain skills. (understood.org; projectreachonline.org)

Activities of the Week

> Check out the summer reading program at your local library.

Richland Public Library (click for link!)

> Find a recipe online and cook or bake with your child.

America's Test Kitchen KIDS (link)

> **"Read" a book online HERE - Free read-alouds for kids (link)**

Activities & Videos(click me!)

Specific Learning Disability Information (Videos)
Parent Resources - Learning Disabilities
Free Training Module for Parents
Learning Disability Fact Sheet

Focus on the

~~dis~~ABILITY



*If you need assistance or additional resources,
please contact your school counselor, psychologist,
or case manager via e-mail.*




June 2020

Theme of the Month:
Fun and Celebration

Spend time this month encouraging fun and celebration
with you, your child (ren) and your family...
one day at a time.

and emotional

MAKE SOCIAL[^] LEARNING STICK **TODAY**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Make a special meal for your child.	2 Have a parade around the house or neighborhood.	3 Make popcorn/special snack and watch a family movie - outside or inside.	4 Have a dance party with your child.	5 Spend 15-minutes uninterrupted doing what your child wants to do.	6 Make a sign of appreciation.
7 Do a scavenger hunt inside or outside.	8 Have a family fun/game night.	9 Start a new family tradition.	10 Have a picnic.	11 Assign a special day of the week for each family member and focus on that person.	12 Make special decorations for the dinner table.	13 Dress up for dinner.
14 Read a book with a flashlight at night with your child.	15 Have an arts and craft day with your child.	16 Make S'mores.	17 Make a family vision board.	18 Build a fort together.	19 Go for a hike.	20 Make an obstacle course.
21 Make a family music video.	22 Write a note to your child on the street in chalk.	23 Sing karaoke.	24 Sleep outside as a family.	25 Have breakfast for dinner.	26 Go on a fun adventure as a family.	27 Fly a kite.
28 Make a collage of family photos.	29 Plan a surprise party.	30 Pick an activity that the family enjoys together and do it today!	  			



Behavior Assessment System for Children, Second Edition

Kimberly J. Vannest, PhD, Cecil R. Reynolds, PhD, and Randy W. Kamphaus, PhD

Many children sometimes struggle with schoolwork. For some children, these struggles are temporary and go away after giving some extra effort. However, for others, these struggles last much longer and result in frustration, poor grades, and a dislike of school. These children are sometimes described as having **academic problems**.

Sometimes parents worry that learning problems mean a child isn't smart, but this isn't true. Many intelligent people have struggled with learning. Some successful business leaders and famous actors report they struggled with academic problems. Research shows that students who overcome learning problems can be very successful. They become good college students, strong leaders, great teachers, and great business persons.

Academic problems can be caused by many factors, including:

- learning disabilities
- presence of emotional or behavioral problems
- environmental conditions
- attitude and motivation

Teaching new skills to your child is key to better learning.

Academic problems can have many different causes. Some children have problems with memory, while others have trouble sorting out the most important pieces of information that are read or spoken by a teacher. Children may also struggle with learning because of poor study habits, low motivation levels, or behavioral or emotional problems. Regardless of the cause, there are many ways to help these children learn.

As a parent, you play an important role in helping your child overcome his or her learning problems. This tip sheet contains several ways to help your child become a better learner. Keep in mind that you are not alone in this effort. Your child's school is also interested in helping your child succeed. In fact, this tip sheet is one example of how your school is trying to help. Working together to set goals and develop ways to help your child will ensure success. Children who see the same goals at both school and home typically learn faster than those who do not.

Dealing With Academic Problems

Academic problems may lead to:

- low grades
- increased risk of repeating a grade
- higher rates of dropping out of school

You can help your child manage his or her academic problems and experience success in school by teaching your child how to:

- track his or her behavior
- review steps of learning
- create hints
- review progress while learning



Pearson

Tracking Your Child's Progress

When working with your child to improve his or her learning behavior, it is important to track the progress being made. Use the following chart to track the number of times you worked with your child on teaching new learning behaviors and to track how often your child engages in both new behaviors and problem behaviors. Be sure to record both the behavior to change (e.g., not completing homework) and the newly learned behavior (e.g., completing homework). Also, determine the number of times during each week the new behavior should be practiced or used, and set a reward that will be given if the goal is met. Talk with the person who gave you this form to determine if or when it should be returned or replaced.

Child's Name _____ **Child's Age** _____ **Parent's Name** _____

Goal: _____ of 7 boxes checked per week will result in a reward of: _____

	Week 1	Week 2	Week 3	Week 4	Week 5
Dates: ____ - ____	____ - ____	____ - ____	____ - ____	____ - ____	
Behavior to change: _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	
New behavior to use: _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	
Parent Today I taught a learning strategy or practiced homework.	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	
Child Today I practiced a new learning strategy or completed work at home.	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	
Today I used a behavior I was trying to change.	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun <input type="checkbox"/>	

Place a check mark in each box as needed.

This tip sheet provides information that might be helpful for improving your child's academic problems. With the help of your child's school, you can help your child understand and manage his or her learning problems. Research tells us that when parents and schools work together to set goals and plan strategies, children learn and grow more quickly.

The following pages discuss approaches that will give you the tools you need to help improve your child's learning problems.

Working With Your Child

Talking with your child about problems he or she is having in school can be hard. Saying things like, "How did you fail your spelling test?" or, "I can't believe you got a D in math class," can make it harder. They can signal to your child that he or she is in trouble, which may make your child less likely to talk with you about why he or she is having problems. Instead, try to approach the topic in a more **neutral** way. For example, you might say, "It looks like you had a hard spelling test today," or, "I saw your report card today; do you want to talk about it?" Use language that **focuses on the problem** and not the child to make your child more comfortable talking with you.

When talking with your child about academic problems, make sure to:

- focus on the problem
- commit to a working time
- focus on only one or two problem areas
- adjust to the needs of your child

Did you know?

- Almost 2.9 million students receive special-education services for learning problems in the United States.
- Nearly 39% of students with learning problems drop out of high school each year, compared to just 11% of the general student population.
- Up to 80% of students with a learning disability have reading problems.
- Two-thirds of junior high and high school students with learning problems are reading three or more grade levels behind, and 20% are reading five or more grade levels behind.

Once you have talked about the problem with your child, you can start your plan to help. **Pick a time each day** to practice learning strategies with homework. Choose a time that is devoted only to working together so that you can sit with your child without other distractions. Adjust the amount of time spent working according to the needs of your child. You may choose to reward your child by ending the working session early once he or she understands the topic that is being worked on. Rewards that are used for other events can also be helpful. For example, you may let your child pick a reward after the first week of meetings in order to keep your child **motivated to improve** his or her skills.

Some children have problems in several areas. If this is the case with your child, choose only one or two areas to focus on. Sometimes, it might be best to choose the area that your child is having the most trouble with. Other times, it might be best to allow your child to decide which area to work on.

The strategies in this tip sheet include **some common practices** many children use **to do better in school**. If your child has been diagnosed with a learning disability or other specific problem, there are many ways to help. Be sure to talk with the person who gave you this tip sheet for specific strategies for your child.

Tracking Behavior

Sometimes academic problems can be improved by teaching a child to keep track of expected behaviors, such as paying attention in class, turning in homework assignments on time, or asking questions, as needed, during class. Tracking such behaviors can help to keep your child engaged in classwork. Tracking behaviors can also help to correct problems right away, before they have a negative effect in the classroom.

You can teach your child how to track his or her behavior by following these steps:

1. Identify the problem behavior (e.g., not completing homework on time).
2. Choose a behavior to replace the problem behavior and set a goal (e.g., complete and turn in homework 4 out of 5 days each week).
3. Have your child record each time the new behavior is used (e.g., use the chart contained in this information guide).
4. Provide a small reward when the goal is met. Reduce the number of rewards after the newly learned behavior becomes part of your child's regular behavior.
5. If the problem behavior continues, try a different behavior to replace the problem behavior or make the initial goal easier to obtain.

Example:

Simon is getting bad grades in several classes because he isn't completing his homework. His parents help him to set homework goals and create a checklist to track: when he completes and turns in homework, finishes homework within an hour of arriving home, turns in homework the next day, and when his parents must remind him to complete his homework. Each day that Simon turns in his homework, he receives 30 extra minutes of phone or TV time. For a bigger reward each week, Simon must turn in his homework at least three of the five days.

Reviewing the Steps

Children with academic problems sometimes are not able to learn or do tasks that have several steps. They may follow the task at first, but they quickly become frustrated and feel like the teacher or lesson is going too fast. Use the following approach to help your child identify and follow the steps in solving a problem:

1. Choose a task that consists of several steps.
2. Complete the task with your child. Talk through each step. For example, when teaching a child how to solve a story problem in math, you might tell your child to:
(1) Read the story two times. (2) Write down the numbers used in the story. (3) Create an equation from the story. (4) Write down the solution to the missing part of the equation. (5) Add the solution to the equation to make sure it makes sense.
3. Have your child complete the task while you tell the steps to your child.
4. Have your child complete the task again. This time, have your child tell you the steps while he or she is completing the task.
5. After some more practice, have your child complete the task while silently thinking through the steps.

Example:

Leon has trouble answering questions about books he has read for reading class. His father teaches him to write down notes about the story while reading it. His father tells Leon certain parts that can be found in most stories. He and Leon then read a story together. He helps Leon find each part of the story. Over the next few weeks, Leon practices reading stories and answering questions his father asks about the stories.

Creating Hints

Children with academic problems may have trouble remembering basic facts. Some children recall facts better when they create a hint or clue to help them remember. Try one or two of the methods listed below to create hints that work well for your child. Encourage your child to be creative. Your child may find that creating these hints can be fun.

- 1.** Create words (or acronyms) that contain letters to help remember facts. In science class, children are often taught “ROY G BIV” to remember the visible colors of light (red, orange, yellow, green, blue, indigo, and violet).
- 2.** Use pictures to help remember facts or vocabulary words. Some children are able to visualize images that contain the facts being learned. The word “carline” means “old woman,” so a child might picture an old woman in a car to remember the meaning.
- 3.** Create songs to help remember facts. A common example is the alphabet song used to teach the alphabet to young children.
- 4.** Use objects to help remember facts. For example, some children are taught to use the knuckles on their hands to remember which months of the year have 31 days. When listing the months in order, months that fall on the knuckles have 31 days. Months that fall between the knuckles have fewer than 31 days.

Reviewing While Learning

For some children, answering questions about a topic at the end of a lesson or book can be difficult. Facts learned at the beginning of a lesson are often needed to understand what is taught later in the lesson. Thus, failure to learn basic concepts can prevent additional learning. One way to make sure that students learn basic concepts is to review them during the lesson. Each of the strategies below can help a child understand the key points in the lesson.

- 1.** Summarize: Teach your child to identify the key points in a lesson or book. For example, key points in a lesson on the history of flight might be the names of the people involved in the flight and when it occurred. A less important point might be how long the flight lasted. Start with the most basic points in a lesson. Then, add to the number of key points as the child gets better at identifying them.
- 2.** Paraphrase: Once a fact or concept is learned, ask the child to describe it using his or her own words. Children who can describe something in a way that is different from how it was learned are more likely to understand and remember it.
- 3.** Read, write, and review: This approach can work well with written materials. The child reads a section of the materials, and then writes a brief summary of what the section was about. The child then reviews his or her summary compared to what was read. The child continues this until his or her summary is correct.

When should I expect my child's grades to improve?

The strategies included in this tip sheet should lead to improved learning within a few weeks. For some children, improvement may mean an increase in the amount of on-time homework turned in. For other children, improvement may mean better grades on homework assignments or tests. Be sure to set standards or goals that are realistic for your child.

What should I do if I don't notice any change in my child's performance or schoolwork?

Try new examples or new intervention approaches. Also, increase the amount of time you spend practicing the intervention strategy with your child. If these approaches do not seem to be helping your child, talk with the person who gave you this tip sheet. He or she may have additional strategies you can try. He or she may also have good suggestions for making small changes to the things you are already doing. Talking to your child's teacher can also be a good way to help your child. Most teachers will welcome your questions and will be happy to help.

Where can I get more information?

Many books have been written that describe ways to help children learn. The person who provided you with this guide might be able to recommend books relevant to your child's age. If you have access to the Internet, the websites of the following organizations are good sources of information. Conduct a search using keywords such as "help with homework" or similar phrases to generate a long list of educational and commercial websites that might prove helpful. Your local school's website may also provide useful information.

www.ed.gov

Many handouts, booklets, and online resources for parents, teachers, and others who care for and teach children can be found on the Department of Education website. Information about school-based intervention services is also available.

www.nctm.org

The National Council of Teachers of Mathematics offers a Family Corner on its website with many suggestions for improving a child's math skills.

www.reading.org

The International Reading Association's website offers a Parent Resources section that provides suggestions for improving your child's interest and ability in reading.



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