PARENT MENTOR

FALL NEWSLETTER 2022

SERVING ANTWERP & WAYNE TRACE LOCAL SCHOOLS

PARENT MENTOR NEWSLETTER

PREPARING FOR PARENT—TEACHER CONFERENCES

Parent—Teacher Conferences

In the coming weeks, many school districts plan to hold Parent—Teacher Conferences. To help have a successful partnership with your child's teacher, here are some suggestions:

Getting ready:

- **Talk to your child before the conference**
- **Find out what they think are their best subjects, and what subjects they like the least—find out why**
- **Ask your child if there is anything they would like you to talk about with their teachers—make sure your child doesn't worry about the meeting**
- **Help them understand that you and their teacher(s) are meeting together in order to help them**

List questions or Concerns for the Teacher:

- **Does my child hand in homework on time and is it complete?**
- **How are grades determined—how does my child handle taking tests?**
- **Does my child work better in groups or alone?**
- **How does my child get along with their peers or adults?**
- **Is there any concern about learning or behavior problems that I should know about—if so, what has been tried to help my child?**
- **What can I do at home and school to help my child build on strengths and improve weaknesses?**
- **What are some opportunities for me to become involved at school?**

After the Parent—Teacher Conference:

- **Stay in regular touch with the teacher to discuss the progress your child is making**
- **Meeting with your child's teachers should help build strong parent—teacher partnerships—partnerships that are needed...to help reach your common goal of helping your child get the best education possible**

Source: pacer.org, scholastic.com The National PTA

Parent—Teacher conferences are a good way to meet your child's teacher and learn about your child's academic performance, as well as the teacher's expectations. If you know what is expected in the classroom, you can more easily address any issue that comes up through the school year.

Inside this issue:

Pumpkin Poem- *One day I found two pumpkin seeds. I planted one and pulled the weeds. It sprouted roots and a big long vine. A pumpkin grew; I called it mine. The pumpkin was quite round and fat. (I really am quite proud of that). But there is something I'll admit that has me worried just a bit. I ate the other seed, you see. Now will it grow inside of me? (I'm so relieved since I have found that pumpkins only grow in the ground!)*

ATTENTION-DEFICIT/HYPERACTIVE DISORDER (AD/HD)

WHAT IS AD/HD? ADHD is a DSM-IV-TR Medical Diagnosis. ADHD is a common behavioral condition affecting 4%-12% of children, with boys 2-3 times more likely to have ADHD than girls. Symptoms continue into adulthood in more that 3/4 of cases.

ADHD is characterized by developmentally inappropriate levels of inattention, impulsivity and hyperactivity. Diagnosing ADHD is made by health care providers, such as pediatricians, psychiatrists, and child psychologists, following the standard guidelines from the American Academy of Pediatrics or the American Psychiatric Assoc. Diagnostic and Statistical Manual (DSM).

Symptoms of Inattentive ADHD:
Failure to give close attention to details * Has difficulty sustaining attention * Does not appear to listen * Struggles to follow through with instructions * Has difficulty with organization * Avoids or dislikes tasks requiring sustained mental effort * Is easily distracted

Symptoms of Hyperactive-Impulsive ADHD: Fidgets with hands or feet or squirms in chair * Has difficulty remaining seated & runs about or climbs excessively * Difficulty engaging in activities quietly * Acts as if driven by a motor * Talks Excessively * Blurts out answers before questions have been completed

Federal law requires public schools to provide every student with a "free appropriate public education" (FAPE) in the least restrictive environment (LRE). Even though Federal law requires public schools to provide services to eligible students with ADHD, it often is up to the parents to work with the school to set up these services and accommodations and to monitor their child's progress.
Source: cecd.org, chadd.org, webmd.com

KEYS TO SCHOOL SUCCESS FORD KIDS WITH ADHD:
To learn best: use daily written schedule, keep rules posted, read, listen, hands on learning, teacher demonstration

To let out their energy: stretch, play classroom games, hold something (such as a fidget), doodle, stand while doing work, sit in back of room, give them a chance to move around

To help them improve their listening: directions repeated by teacher, directions repeated back by student, providing writing directions

To help them finish their school work, provide: more time, less work, extra help period, make-up time during class, extra work of their choice, free time given as a reward for finishing class work

To help them be successful with homework: write all homework on board, initial their assignment, contact their parents if they are missing work, keep an extra set of books at home, give them extra credit options to improve their grade

To help them get good grades: special class review, study guide for tests, extra credit questions, distraction free space to take tests, extra time on tests
Source: "Keys to School Success For Kids With ADHD", by Bonita Blazer, Ph.D.

WHAT PARENTS AND TEACHERS CAN DO:
Positive Behavior—Use Positives FIRST: avoid a "punishment first" approach to discipline, state consequences positively, find ways to reward more often then to punish—pay attention to good behavior—catch them being good!

Positive Behavior—Child Must Understand Consequences: A positive consequence (reward) helps a child learn what to do: stickers, points, money, positive comments, hugs!

A negative consequence (punishment) helps a child learn what *not* to do: stops negative behaviors, may result in worse behaviors unless new skills are taught—choose consequences that are meaningful to the child!

Positive Behavior—Adult strategies to Ignore Minor Misbehaviors: turn on the radio, do something else, go for a walk, buy ear plugs, given them their own space, let them do a preferred activity, send them on an errand, provide quiet sensory items—ignoring takes practice! *Source: "Taking a Closer Look-ADHD" by ocecd.org*

WHAT ARE THE DANGERS OF SOCIAL MEDIA—DO YOU KNOW WHAT APPS YOUR

It's safe to say that the advent of the digital age—and specifically the internet, smartphones and social media—have brought unique and daunting challenges to the current generation of parents….

Social Media Checklist for Parents:
- Talk openly and often about online safety with your kids
- Install safety monitoring software on all devices
- Limit screen time & designate specific areas for internet
- Use established clear ground rules & safety principles
- Stay up to date on social media & online trends

And don't forget…
- The apps that are hidden photos—calculator and other common apps can be a disguise for hidden photos or content
- Add somewhere to check privacy settings on all social media apps kids are using
- If you have an app that lets family know where each other are, use it
- There are new apps every day—talk to your kids and know what apps they are using

HUMAN TRAFFICKING—AN ONLINE THREAT: Human traffickers often use the anonymity of the Web to find and victimize vulnerable members of society, especially children. However, anyone can be targeted.

TRAFFICKERS: Use social media as a tool by: Recruiting people with fake job posts, posing as a peer to try to make friends and gain trust, befriending those who seem lonely and emotionally vulnerable, providing comfort for those being cyberbullied, asking for sexually explicit photos and using them as blackmail.

Who Are the Vulnerable Populations (to be Trafficked):
- Blind and Deaf
- Cognitively Impaired
- Developmentally Disabled
- Foster Children
- History of Abuse
- Homeless
- Illegal immigrants
- LGBTQ
- Members of minority populations
- Mental Health diagnoses
- Substance Abuse Disorders
- Youth

Protect yourself and your child by: never friending a stranger online, never paying upfront for job recruitment services, never giving out your personal, identifying info., such as your address or Social Security number, never sending sexually explicit photos of yourself online or over the phone, monitoring your child's Internet usage and talking to them about their activities, including online gaming, never agreeing to meet someone you don't know in a private place. *Source: crimevictimservices.org, polarisproject.com, ohioattorneygeneral.gov*

EARLY LITERACY

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Early Literacy is much more than recognizing letters and the sounds they make. Early literacy provides a critical foundation for listening, speaking, writing, reading, and interpersonal communication that your child will rely on and grow from throughout his or her life.

Parents Play as Key Role from the moment babies are born, they start developing literacy skills through their relationship with their parents. By talking, reading, singing, and playing with your infant or toddler, you provide the foundation your child will need to develop language and reading skills.

For some children with disabilities or developmental delays, these skills may develop more slowly than those of typical children. Doing activities with your child that are appropriate for his or her developmental level will encourage and support the growth of these skills.

TALK, LISTEN, LEARN

Here are some fun activities you can do with your child on a daily basis to encourage the development of reading and writing skills:

Infants:

Look at books together, naming and pointing to pictures of familiar objects such as a car, a ball, a shoe, or a cup.

Sing fun songs, recite nursery rhymes, or carry on a conversation with your child during diaper changes.

Toddlers:

With most children, you can make a game out of just about anything. When riding in the car, children enjoy naming familiar places and things they see out the window.

Music is an excellent source of inspiration for parents and children, and many families sing familiar songs together.

Preschoolers:

Grocery shopping is a family activity and a wonderful opportunity to help your child learn. Next time you go to the store, talk with your child about the things you intend to buy. In the store, identify items on the shelf together. It's a fun activity and you'll be helping your child develop early reading skills.

Helping your child develop the skills they need to learn to read and write doesn't require going out and buying anything—chances are you already have these reading materials at home:

Books * Newspapers * Magazines * Catalogs * Takeout Menus * Brochures or fliers * Recipes * Calendars

Communication is a lifelong process that begins at birth, and listening and speaking are important parts of literacy learning. *Source: pacer.org*

READING TO CHILDREN IS ESSENTIAL TO LEARNING

WHY IS READING SO IMPORTANT FOR CHILDREN?

READING aloud to children stimulates their imagination and expands their understanding of the world.

READING to your child helps develop language and listening skills and prepares them to understand the written word.

BENEFITS OF READING TO YOUR CHILD:

Cognitive development-helps them make sense of what they see, hear, and read

Better vocabulary-reading at an early age helps them learn new words & ways to express themselves, and improves their grammar

Bonding between parent and child-reading time allows parent and child to connect and unwind, and triggers conversations, questions, and a positive association in the child's mind

Develops concentration-regular & consistent reading helps to improve the child's concentration abilities as they sit still and listen, which builds patience that benefits them at school

Reduced screen time-children's brains need stimulation to learn & grow—books inspire children to learn and develop and explore their world—too much screen time can hamper their brain development

Source: kidsrkids.com

READING RESOURCES

triplep-parenting.com (Triple P-Positive Parenting Program, ages 0-12, Teens)

getreadytoread.org

pbs.org PBS (Parent resources and info)

rif.org (Reading is Fundamental)

uniteforliteracy.com (Unite for Literacy)

pageahead.org (Parent Checklist to Help Kids Read at Home)

readingrockets.org

Thanks to a grant from the Paulding County Area Foundation, the United Way of Paulding County is able to offer Dolly Parton Imagination Library program to any child in the county—from birth up to the age of 5 years old! Each child will receive a new age-appropriate book mailed monthly to their home to encourage early literacy.

To register: Call the United Way of Paulding County at: 419-399-8240, or visit imaginationlibrary.com

THE PARENT MENTOR PROGRAM

WHAT IS A PARENT MENTOR?

The Parent Mentor is a parent of a child with a disability, and provides a support network to parents of children with disabilities and to the school districts who serve them. The Parent Mentor can provide information and resources to families and school districts including education laws, district programs and services, community resources, and special-need related resources, free of charge.

Cathy Ruiz, Parent Mentor

Western Buckeye, ESC
Office: 451 McDonald Pike,
Entrance #1, Paulding, OH 45879

Phone: 419-399-4800
or 419-203-7364

Email: cruiz@wbesc.org

BRIDGING COMMUNICATION BETWEEN HOME and

WHAT ARE THE SERVICES PROVIDED BY THE PARENT MENTOR?

* Guide families through the special education process, including rights and responsibilities
* Listen and provide supports to families and educators on an individual basis
* Attend Individualized Education Program (IEP) meetings and other school meetings at a parent or school's request
* Organize and conduct informational sessions or workshops based on the needs of families and school personnel
* Builds collaborative partnership between families, schools, and committees to benefit students with disabilities.

As a Parent Mentor for Paulding County, I am just a phone call away if you need help with your child's special education services, if you need information, or if you have questions. ~ Cathy Ruiz

PARENT MENTOR LENDING LIBRARY

DID YOU KNOW?..... Did you know that the Parent Mentor Program has a Lending Library available, which consists of resources related to special-need topics and issues? Resources are available in book form, CDs, and DVDs. Some sensory materials are available through the Parent Mentor Lending Library (PM LL) as well. The PM LL resources are available to parents of children with special needs, and to the district staff who serve them.

For more information about the PM LL, please contact Cathy Ruiz, Parent Mentor, at: 419-399-4800, or 419-203-7364, or email Cathy at: cruiz@wbesc.org

PUMPKIN SWIRL BROWNIES RECIPE

Filling:
3oz.(from 8 oz. pkg.) cream cheese , 1/2c. canned pumpkin (not pumpkin pie mix), 1 egg, 3 Tbl. sugar, 1 tsp. ground cinnamon, 1/4 tsp. ground nutmeg

Brownies: 1 box Betty Crocker Supreme original brownie mix

Preheat oven 350 deg. Spray bottom only of 9-inch square pan with cooking spray. In medium bowl, beat filling ingred. with electric mixer on low speed until smooth. Set aside.

Make brownie batter as directed on box. Spread 1 1/4 c. brownie batter in pan. Spoon filling by Tbl. evenly over batter. Spoon remaining brownie batter over filling. Cut through several times with knife for marbled design.

Bake 38-42 min. or until toothpick inserted 2 inch from side comes out almost clean. Cool. Store covered in refrigerator. *Source: www.bettycrocker.com*

WEBSITE RESOURCES

This is by no means an exhaustive list of special – need related websites, but hopefully you will find these to be beneficial:

STATE & NATIONAL:
dodd.ohio.gov (Ohio Dept. of Developmental Disabilities)
disabilityrightsohio.org (Disability Rights Ohio)
doublearc.org (Fetal Alcohol Syndrome Disorder)
education.ohio.gov (Ohio Dept. of Education)
epilepsycenter.com (Epilepsy Center of NWO)
ncld.org (National Center for Learning Disabilities)
ocecd.org (Ohio Coalition for the Education of Children With Disabilities)
ohiodeafblind.org (Ohio Center for Deafblind Ed.)
ohioschoolforthedeaf.org
ossb.oh.gov (Ohio State School for the Blind)
sstr1.org (State Support Team Region 1)
pacer.org (PACER Center)
parentmentor.osu.edu (Ohio Parent Mentor Project)
transitionta.org (National Tech. Assist. Center on Transition)
understood.org

AUTISM:
asno.org (Autism Society of NWO)
autismcertificationcenter.org
autismlink.com
autismohio.org
autismspeaks.com
cdc.gov/actearly
fhautism.com (Future Horizons Autism)
ocali.org (Ohio Center for Autism & Low Incidence)