



Families

Understanding

Needs

UNDERSTANDING THE EVALUATION PROCESS IDEA 2004

The evaluation process is one way to measure a child's success. IDEA 2004 looks at the Developmental, Functional and Academic needs of a child. An evaluation under IDEA 2004 is a variety of assessments administered by a variety of people. They are used to determine if a child qualifies for "special education" services.

When you participate in the **FUN** training "Understanding the Evaluation Process IDEA 2004" you will learn how to request, begin and plan the evaluation process, what is an initial evaluation, who is involved, pays for and administers the evaluation, how and where are evaluations administered. You will learn the many ways to evaluate your child's skills. Information on re-evaluation is covered also and much more. There is no shortcut to a thorough and effective evaluation. The skills being tested must be thoroughly understood and the results of testing carefully considered before appropriate strategies can be used to develop an IEP. The evaluation process should be used with prudence and care.

Ohio Coalition for the Education of Children with Disabilities' ten **FUN** trainings are designed to help families have meaningful parent engagement for families with children with disabilities. All of the trainings are free and come with a booklet.

SPRING/SUMMER 2009

FREE AUDIO CONFERENCING via your phone. Dates and titles are listed below:

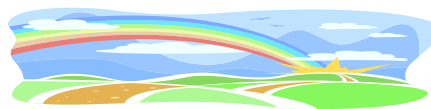
April 14	Parents' Rights
April 16	Understanding the Evaluation Process
April 28	Follow the Yellow Brick Road to Transition
May 7	Understanding/Writing IEPs
May 12	Behavior Focused IEPs
June 17	Is Your Child a Target of Bullying?
July 30	Understanding the Evaluation Process
August 25	Deafness/Hearing Impairment

For a complete list, times and details of our trainings or to schedule one, visit our website at www.ocecd.org or call 800-374-2806.

Spring and summer in Ohio are a **FUN** time for family and friends to enjoy the weather warming up, flowers blooming and birds singing during your many **FUN** activities.

Easy Ways to Have **FUN** with Your Child This Spring/Summer:

Watch for rainbows in the sky after a storm. Look for them in the spray of your garden hose, too or get up early and have a breakfast picnic outside.



BOOK REVIEWS

FARLEY FOUND IT!

By Bruce Van Patter

Farley loves being a sheep, munching on dandelions in the open field. It's sleeping outdoors that he doesn't care for. He never gets a good night's sleep because he's afraid of the dark.

But his sleep improves when he discovers a cozy little house, where he can snooze to his heart's content. The only problem is that the house belongs to Edna, the dog, and she is not happy. So she moves her house and wherever she moves her house Farley finds it!

Bruce Van Patter's first picture-book originated in a brainstorming story workshop in a kindergarten class and the paintings are all done digitally with the program Painter. Ages 2 thru 8



ALPHA BETTI

By Carlene Morton

Illustrated By Margeaux Lucas

Follow Alpha Betti as she becomes a "Super ABC Hero" at her school library, working her way through different centers to master the skills of ABC order. These new alphabetizing skills also come in handy at home as she tackles a mighty big mess in her room. Soon her games and books and her shirts and skirts are alphabetized and organized. What will this Super ABC Hero alphabetize next? Ages 5 thru 8

A B C D E F G H I J K L
M

JUNIE B., FIRST GRADER TOOTHLESS WONDER

By Barbara Park

Illustrated By Denise Brunkus

One of Junie B. Jones's top front teeth is loose! Only Junie B. is not that thrilled about this development, because what if she looks like toothless Uncle Lou? And even worse . . . what's all this tooth fairy business? Like, who is this woman, really? And what does she do with all those used teeth, so many questions, so little time.

These series follow Junie B. Jones, whose adventures have followed her through kindergarten and on to first grade. For beginning readers, but her hilarious adventures will have kids of any age laughing out loud.

FUN AND EDUCATIONAL WEBSITES

www.mychildwithoutlimits.org is a comprehensive informational and social networking resource for caregivers of children ages 0-5 with developmental disabilities and the professionals who work with them.

www.aplusmath.com helps students develop their math skills interactively with games, hidden pictures, bingo, flashcards, worksheets, etc.

www.kidsreads.com is a website with reviews of the latest books and authors. They can help you start a book club with lots of great ideas.

www.allkidsnetwork.com incorporates fun kids' activities like kids' crafts, worksheets, coloring pages, printable

mazes, dot to dot, hidden pictures, character pages and more.

N O P Q R S T U V W X Y
Z

FAMILY FUN

Garden Guests

Want a neat way to camouflage the drying foliage on daffodil bulbs? Just make them into garden critters. Do not trim the leaves after the flower is done because the leaves feed the bulbs for next year's show. This **FUN** project helps hide the browning leaves. After the flower is done braid the leaves and fold down the top portion of the foliage and use a rubber band to hold it in place. This will form the head and neck. Then glue on a hat and eyes with hot glue or waterproof household cement, pipe cleaners around the neck hides the rubber bands and form collars, bows and arms. For caterpillars add some silly eyes and an antennae made from pipe cleaners. Add a few miniature garden tools and the gardeners are ready to go to work!

(Birds & Blooms Backyard Banter)

On the Road – 5 Activities to Make Travel FUN

When you travel, play games that encourage kids to interact and observe what they see out the windows. Here are 5 activities that can be played either cooperatively or with a touch of competition. Try them out, and then create variations that suit your kids' ages and interests.

1. **Building Words** – passengers decide on a word to “build” together. Look for the letters in roadside signs. Find each of the letters, in order, until the word is complete. Rotate who chooses a

word, or let the person who spots the last letter of a word choose the next word to build.

2. **Spotting Signs** – encourage your kids to look for signs on the road. Give each passenger one or more specific signs to look out for. Stop, yield, and one-way signs are among the most common, but you can also create a point system to give extra credit for unusual signs.
3. **License-Plate Math** – Kids can practice adding the numbers on license plates. Younger kids can try to spot numbers, in sequence, from 0 to 9.
4. **Tallying Cars** – Kids can do their own research about the popularity of car colors by recording the colors of the cars they spot on the road. They can also record the number of license plates from various states or the different makes of cars.
5. **Creating “What I See” Stories** Encourage your children to develop a “round robin” story, where each person adds a few sentences based on something observed through the window.

(www.highlights.com)

Primetime FUN: Alternatives to TV

Research shows that too much TV watching can actually restrict your child's imaginative and cognitive abilities. The answer, bring your child into the kitchen with you. You have plenty of “ingredients for fun inside the cupboards and drawers.

One way is to pretend you are at your child's favorite restaurant. Outfit your child with an apron and help them set up a table and chairs for their stuffed animals. (www.babycenter.com)



FAMILY PROJECTS

Balancing Act (For Grade-schoolers)

Step 1: Stack the Deck

Make three sets of index cards:

1st Set, have your child write the names (or draw pictures of ten small, unbreakable objects you have around the house, such as a ball, book, block, pail, or stuffed animal – one per card.

2nd Set, write the names of ten body parts that are on the left side (left knee, left thumb) or “middle” (chin, stomach) of the body – again one per card.

3rd Set, have your child list ten body parts from the right side – again one per card.

Step 2: Start the Action

Players draw one card from each pile. The challenge: Balance the object shown between the two body parts for at least three second. You might have to hold the ball between your right ankle and your forehead. Successful contortionists get one point; the first to reach ten wins.

Step 3: Raise the Stakes

Try to complete the challenge in pairs. Draw just three cards per pair of children, then attempt to hold that item between your body part and your partner's body part.
(Parenting Sept. 2002)

Flubber

Mix together in large bowl:
2 cups white glue
1 ½ cups tepid water

Food coloring

Mix together in a separate container:

1 cup water

2 level teaspoons Borax* (cont.)

Pour Borax/water solution into glue mixture a third at a time. Mix with a spoon after each addition. Remove globs as they form. Knead on table surface until all excess water is absorbed into each glob, store in a baggy or plastic bowl with a sealed top.

Have fun poking, pinching, pulling apart, rolling, bouncing, blowing bubbles with straws poked into blob, folding, using with play dough toys, melting over hands or objects. The sky's the limit!

*Note: 20 Mule team Borax is found in the laundry detergent section.

Wind Chimes

What you'll need:

- One long pencil
- Nine short pencils
- Sandpaper
- Heavy duty thread
- Scissors
- Glue

How to Make It:

1. Collect one long pencil and nine short ones. Flatten the points by rubbing them on sandpaper.
2. Tie the ends of a length of heavy-duty thread to the ends of the long pencil to form a hanger.
3. Tie a length of thread to the eraser end of each short pencil. Tie the other end of each thread to the long pencil. Space them evenly.
4. Cut off the extra thread ends. Cover each knot with glue. Let them dry.
5. Hang your chimes where they can catch a breeze.

(www.highlightskids.com)



DEVELOPMENT

Birth of a Language:

Proud parents of twins sometimes recall a baffling, unique language their youngsters seem to create in the crib, understood by no one but the children. The twins' special communication tends to fade quickly diluted and then replaced by the Language the world around them speaks. Those parents' stories resonate with scientists who are trying to figure out one of the most baffling questions about language: Is it something our brain is genetically wired to produce?

Under most circumstances, it is almost inevitable that a child will learn a language. The cerebral cortex, that region of the brain that allows expression through language, seems to be influenced by the child's surroundings. Spanish would be learned in the Andes or Greek in Athens for example. The famed linguist Noam Chomsky says all languages are ruled by a "universal grammar."

If left alone would children develop their own language? It seemed impossible for scientists to find out.

Then, in the 1980s as part of its literacy campaign, the Nicaraguan government opened a school to educate deaf children. Children who had been gesturing in rudimentary ways to convey thoughts to parents were brought together. Surprisingly, they created a new language, built upon their own individual signs for thoughts, which even their teachers could not decipher at first. The basic language wiring was in

the brain, some scientists concluded, but enhanced and advanced by social interaction. The children, with their distinctive gestures for entire thoughts, seemed to have an innate bioprogram, or the ability to develop language. The language was complete with syntax (the rules by which words are combined to form grammatical sentences) and grammar, without any sound or speaking input. Moreover, it appeared to actually evolve as the younger set expanded and refined basic gestures the older students had mastered.

It is likely that language developed as humans cognitively evolved to have something to say: There is no reason to communicate directions if we have no comprehension of where we are going. Indeed, a ten-day-old infant brought from China to Brooklyn would be equally as capable of learning English as Chinese. And the child would no doubt learn to pronounce "coffee" with the trademark "co-aw-fee." Just like the deaf children in Nicaragua, we all have the same predisposition to language. How it is molded, formed and ultimately communicated, however, depends on those around us.

www.pbs.org/wgbh/evolution/library

Here are a few ways to record your child's growth and development.

Physically:

- Reach the sink faucets to wash their hands

Emotionally:

- Understands that another child is upset and acts to soothe that child

Intellectually:

- Reads a book to someone else even if they are "just" reciting words or telling a story

Socially:

- Including a younger child in play

- Agreeing to let a sibling or friend's activities or needs come first.

(Scholastic Parent & Child June/July 2001)

SCIENCE/MEDICAL

If you have ever seen a tree stump and wondered about what the rings in the wood are caused from, here goes. The tree grows from the layer outside the old wood and inside the bark. It's called the cambium (KAM-bee-um). Wide rings mean these were easy years for the tree. It got lots of water and all the minerals it needed. The tree grew more wood these years. Narrow rings mean these were difficult years for the tree. As the tree grows, bark expands, cracks and even falls off of some trees. To find the age of the tree count the number of ring starting in the center core to the cambium.

(Beakman & Jax)

Did you know the Black-capped Chickadee is able to go into what is called 'nocturnal hypothermia'? In other words, it turns its thermostat down so that it can conserve energy overnight. Every night in winter the bird lowers its body temperature by ten to fifteen degrees Fahrenheit. That's quite a drop from its normal 108 degrees in daytime. Mammals that hibernate only lower their temperatures one time each winter. To do so again might be fatal to them. For the chickadee this is a survival skill. The bird uses less energy overnight and is able to survive. The chickadee has an average lifespan of about thirty months, so every little bit helps.

The Black-capped Chickadee's memory is so incredible that scientists have made studies to find out how this tiny bird can remember thousands of hidden caches of food in a season. In order to turn back

its thermostat, the bird needs to take in at least ten percent of its body weight per day, which it then burns up overnight. This makes the knowledge of the location an absolute necessity. The hippocampus, the part of the brain that controls spatial organization and memory in many vertebrates, expands in this songbird by thirty percent giving it the ability all winter long to locate all the stored food it so carefully hid away for the cold months. In the spring when the memory is no longer needed, the hippocampus shrinks back to its normal size.

Scientists have been studying this phenomenon for years and are hoping that by understanding how it works, they can someday apply the knowledge to diseases such as Alzheimer's, a disease that causes the hippocampus to shrink. (Logan Co. Indian Lake Current Jan. 09)

AboutKidsHealth.ca offers the following sleep requirements for children by age, as well as a list of signs that your child is not getting enough sleep.

Amount of sleep needed per day:

- 1-2 months old: 16-18 hours
- 2-6 months: 14-16 hours
- 6-12 months: 13-15 hours
- 1-3 years: 12-14 hours
- 3-5 years: 11-13 hours
- 5-12 years: 10-11 hours
- 12-18 years: 8.5-9.5 hours

Symptoms of inadequate sleep:

- difficulty waking up in the morning
- yawning frequently during the day
- a lack of interest, motivation and attention
- falling asleep or feeling drowsy at school

If your child displays these symptoms, contact your pediatrician to discuss the possibility of sleep problems, which may include difficulty falling asleep, nighttime awakenings, and loud or heavy breathing.



