



Parents and caregivers please
feel free to share this newsletter
with your workers.



How to Have a Good Relationship with Your Child's Teacher

By: Exceptional Children's Assistance Center

The classroom teacher is the single most important person affecting your child's education. The teacher has tremendous influence on your child's happiness at school and is the person that spends one-on-one time your child on a daily basis. It is extremely important for parents and teachers to work together to provide a good school experience for each child.

Most teachers welcome the involvement of parents and want to hear your ideas. In fact, many teachers report that they are more motivated to teach a child whose parents are actively involved than one whose parents never seem to care. If the teacher does not want you to be involved, you need to put into practice positive, constructive communication. Praise the teacher for the good things going and keep the lines of communication open by writing notes, making classroom visits, attending conferences, etc. Remember, you have the right to be involved, but exercise that right in a constructive way. Communication needs to be on a regular, on-going basis, not once or twice a year. Some of the following pointers may help:

1. Make a list of what you want to discuss with the teacher.
2. When appropriate, praise the teacher for specific things you feel good about. For example, "Mrs. Brown, thank you for spending extra time with Johnny and working on behavior. We really see results."
3. If you have a problem, discuss the specific things that bother you as they relate to your child. Do not generalize. In other words, you do not say to the teacher, "You are not teaching my child. This is going to be a wasted year." Instead, you say, "The math program does not seem to be working for Johnny. Is there a way we can change it to better meet his needs?"
4. Approach the teacher to discuss these concerns in a positive, non-threatening way.
5. Keep the focus on your child, not the teacher's shortcomings. For example, relate specifically how and why a particular behavior modification practice will not work with your child, instead of complaining about the teacher's bad application of a behavior modification program.
6. Offer assistance in the classroom when possible. Decide with the teacher if this involvement is appropriate for your child.
7. Offer your time and talents. For example, volunteer to help with a field trip, tape a textbook chapter for a learning disabled child, etc.
8. When you make requests or suggestions, illustrate very specifically to the teacher how your suggestions can be implemented. Follow up your requests with a letter of thanks.
9. Attend all IEP meetings and conferences.

We hope these tips will help make this a good year for you and your child!

Sensory Solutions

SPD and Potty Training

Part 2 of 2

Submitted by Brenda Witherspoon

Some Signs of Physiological, Physical, and Psychological Readiness for Potty Training:

- ☞ a bowel and bladder that are mature (i.e., can hold larger amounts at one time and can "sense" the need to void/eliminate)
- ☞ staying dry for at least 2 hours at a time (including nap times)
- ☞ can recognize that she is voiding/eliminating (you can also recognize they are by their facial expression, posture, place they go to do it, what they say, etc.) - is having regular bowel movements
- ☞ notices and/or becomes distressed by having a wet/soiled diaper - is asking to have his wet/dirty diaper changed or to use the potty
- ☞ a "willingness" to sit on the potty (without fear, with or without diaper/clothes still on) - able to pull his pants down by himself
- ☞ is able to walk to/from the bathroom, get on the toilet, sit, balance, and get off the toilet or potty chair with little assistance
- ☞ can follow simple instructions/directions/commands

If we look at the signs of readiness, we can see that there are many ways in which SPD can interfere with potty training. It is only AFTER a child is showing most/all of these signs that the caregiver will start preparing them for potty training. In the preparation phase (which experts recommend be for about 3 months, yes patience is the key here) you will begin introducing them to everything involved in potty training.



Caregivers can help the SPD child with potty training by:

1. Understand their experience may be uniquely different than their peers and/or siblings. Go at the CHILD'S pace and give plenty of positive reinforcement.
2. Do not punish or criticize the child for not recognizing their own bodily sensations or if they have an accident. Do not push too hard and make them feel ashamed or afraid by your actions or words if things are not going well. Anytime they become significantly resistant and frustrated, take a break for a week or two and slowly try introducing it again. Do not let it become a control issue or power struggle!
3. Do not potty train during periods of high stress in the child's environment (i.e., new sibling, a move, new day care, starting preschool, etc.).
4. If your child is NOT distressed by, or asking to be changed out of a wet or soiled diaper do not use Pull-Ups. They are just as absorbent as diapers, so they won't feel it with those either. Instead, pick out some "Big Boy/Big Girl" underwear and have them wear those when THEY are ready to. When trying underwear, make sure to notice whether they are bothered by the seams in the underwear. They may refuse to wear them because they are uncomfortable, not because they don't want to work on potty training.

SPD and Potty Training continued.....

5. Talk to them about the specific sensations they may feel around needing to go to the bathroom and actually going. Explain why they have the feelings they do or why it is harder for them to feel than others. Make them as informed as possible, at an age appropriate level, about how their body works, what it feels/doesn't feel, etc.
6. If the child appears to be fearful of pooping in the potty, empty the poop from the diaper into the potty and have them choose if you or they will flush it down. Talk about where it goes, make them feel comfortable about "letting it go" (be silly; make up a song, wave/say goodbye to the poop if you want, etc.).
7. If your child is only pooping in their diaper, basically potty trained for peeing allow them to do so until they are comfortable doing it in the potty. Try to have them do it in the bathroom itself, if possible, then on the toilet with diaper on, then on the toilet with diaper ½ open, then with diaper off and completely on the toilet. **Note:** most children are indeed bladder and bowel trained at separate times ... one will usually come before the other.
8. For the tactile defensive, a padded toilet seat or flushable wipes instead of toilet paper may feel better.
9. Make going potty FUN with food coloring. Put blue food coloring into the water. When they pee in the toilet, their success will change the water to green! Put red food coloring in, and success turns the water orange!

If your child does have SPD, or shows many red flags, make sure an evaluation is done by an OT. These suggestions alone will not help him reorganize his neurological system. They will make things easier and more successful.

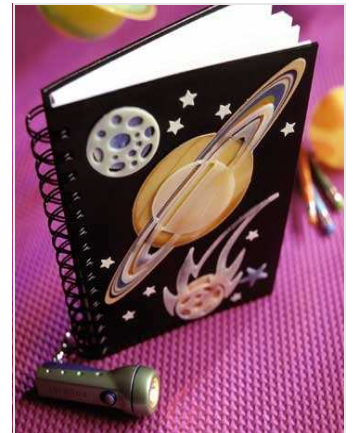


Glow-In-The-Dark Journals

These glow-in-the-dark journals are a fun way to light up the night for your kids to write about all their plans and adventures.

What You'll Need

- Spiral-bound journals
- Paper glow-in-the-dark stickers
- Plastic glow-in-the-dark shapes: celestial, space ships, astronauts, and butterflies
- Crafts glue
- Small key chain flashlight



Instructions:

1. **Arrange the glow-in-the-dark pieces** over the front of your journal. You can stack plastic shapes over paper stickers.
2. **When you're pleased with the arrangement**, glue everything in place. Immediately wipe away any excess glue that comes out the sides when you press the pieces onto the book.
3. **Glue additional glow-in-the-dark stickers** around your design. Let the glue dry completely before use.
4. **Clip the miniature flashlight** to the binding of the book.

Butterfly

Thoughts

A child is like a butterfly in the wind.
Some can fly higher than others;
But each one flies the best it can.
Why compare one against the other?

Each one is different.

Each one is special.

Each one is beautiful.

Announcements

Family and Children's Services **Developmental Services** will be sponsoring their first annual **Children's Services Fair** on Thursday, September 27, 2007 5-8 p.m. at the Robert Moore School Gym. This fair is to highlight the services, sports and other activities available to children in the Rainy River District. Come out and see what the district has to offer your children!



Children's Disabilities Information

www.childrensdisabilities.info

Are you aware that Family and Children's services offer a variety of voluntary services within the Rainy River District? These services include:

Children's Mental Health Services – Assisting children, adolescence and their families who may be experiencing emotional, social, and/or psychological problems in their school, family, and/or community life. Services are provided free of charge, for a wide range of difficulties from mild adjustment reactions to severe psychiatric problems in children ranging in age from birth up to 18 years.

Infant & Child Development – Servicing children 0 – 6 years of age who are at risk for a delay, or children with a diagnosed physical, developmental or sensory disability. Some of the services provided include early intervention programs, developmental screening and assessments, assistance with transition to school for special needs children, and parenting programs on a group or individual basis.

Community Integration – servicing children with a physical or developmental disability 6 years – 18 years and up to 21 years as long as they are in school. The primary focus of this program is to facilitate integration into the community. Some of the services provided include developmental assessments, advocacy in relation to other agencies, linkages to health, financial, and educational resources in the community.

Family Relief – a program that provides families a respite period from the responsibility of the daily care of an individual with a physical and/or developmental disability. The three options to services include In-home respite – provided in the family home, Out-of-home respite – provided in the approved worker's home, and community participation – The individual is accompanied by their Family Relief Worker into the community to participate in community events or activities.

For more information about the above voluntary services please contact
Family and Children's Services
For Fort Frances call (807) 274-7787 or 1-800-465-7764 (Toll Free), for Atikokan call 597-2700, and for Rainy River call 852-3387.

To make a referral for service, please call Integrated Services Northwest, The Integrated Services for Northern Children Program for Single Point of access. For Fort Frances, Rainy River and area call 274-9797, for Atikokan area call 807-597-4528

Do you have something to Share?
Please phone Debra Bruyere at 274-7787 ext. 229 or email dbruyere@facsrr.ca