



COMPTON UNIFIED SCHOOL DISTRICT *Office of Special Education*

417 W. Alondra Blvd., Compton, CA 90220

PARENT DIGITAL NEWSLETTER

May 1, 2020

Volume 5

DISTRICT UPDATES

Compton Unified School District

ABOUT BOARD AGENDA BOARD ADMINISTRATION DEPARTMENTS SCHOOLS STAFF

Our community, our census. #elevateCensus2020

Nuestra comunidad, nuestro censo. Complete The Census 2020 Online, By mail, Or By Phone

It's Anonymous, Secure, And It Ensures That Our Communities Receive The Support They Deserve

Click Here For More Information

St. John's Well Child and Family Center and Compton Unified School District Partner to Launch COVID-19 Mobile Testing Unit Site

Free Meal Service Update 4/19 Students and Youth ages 18 and under can now pick up meals for 2 to 3 days at a time at no cost.

Distance Learning Resources For Teachers, Students And Families- Click Here To Access

LCAP 2020 Complete the Parent, Student and Staff LCAP Connectedness Survey 2020

Parents and Families,

Please take the time to complete the Census 2020 online, by mail, or by phone. Completing the census provides information that will help with future planning and allocating much needed resources to our community. It only takes about 10 minutes online to complete.

Click [HERE](#) to access the CUSD website for further information or click [HERE](#) to directly access the Census 2020 website to complete the census online. Before you begin, gather the names and the dates of birth of everyone living in your household--you'll need it when answering the questions. Only one person in the household needs to submit the information for everyone in your household. It's easy, fast and safe. Let's all do our part. What we do today affects the future of our community.

Be well



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WORDS FROM OUR SPED TEAM



Social Workers Offer Self-Care Advice

Greetings!

Welcome back families! Hope you were staying safe and healthy during the Spring Break. The coronavirus crisis is tough on all families. However, Take this opportunity to reset you and your family members mind, body, and soul.. CULTIVATE POSITIVE ENERGY... GO FOR A WALK....LISTEN TO MUSIC RELEASE YOUR fear and anxiety!! -- STAY ENGAGE!!!

Below are some self-care activities that will keep you and your family members engage and relax.

1. Write a list of things you and your children are grateful to have in your lives and post them all around the house.
2. Have your child call a family member or classmate to say hi
3. Play board games or other games with you child such as Uno, or Legos.
4. Exercise together
5. Praise, encourage and reward you child daily.
6. Do some creative expression activities- dance, write poetry, drawing, or play music.
7. Look through pictures and/or create a scrapbook.
8. View the video on calming strategies for you child.

<https://www.parenttoolkit.com/social-and-emotional-development/video/stress/stress-less-calming-strategies>



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Below are some resources that might be helpful during these challenging times:

Shelters and food pantry resources

<https://www.homelessshelterdirectory.org/cgi-bin/id/cityfoodbanks.cgi?city=Compton&state=CA>

How to talk to children about Covid19

English: <https://kidshealth.org/en/parents/coronavirus-how-talk-child.html>

Spanish: <https://www.chla.org/blog/health-and-safety-tips/how-talk-kids-about-coronavirus-spanish>

Website to find a variety of resources including financial help, and basic necessities

<http://211.org>

Children's Home Society of California

Find local licensed child care providers that will remain open during pandemic. Enrollment is not a priority at this time. Looking to provide free/low-cost child care

Hotlines:

Long Beach: (562) 256 - 7490

Orange: (714) 543 - 2273

Woodland: (530) 645 - 6265

Yuba/Sutter: (530)- 645-9298



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SPED Nurses Provide Health Tips

□ Start Here—Font: Ariel, Text Size:11, 500 words maximum (100-word minimum) Keep the tone and information parent friendly. Briefly explain the website links you share and share no more than 1 link.



School Psychologist Corner

Enhancing Executive Functioning (EF) skills across Development: EF skills helps us to remember, focus, control impulses, and attend to tasks. EF skills are important in setting goals, planning ways to meet goals, measure our progress toward our goals, and change plans as necessary, all while managing our emotions. Parents can help their children build their EF skills through social interactions and with activities that teach EF skills at different stages of development. The activities below can support developmentally appropriate ways to increase EF skills.

Monday: Helping enhance EF skills for 6- to 36-month-olds: Between 6-18 months, parents can help by being supportive and responsive in their interactions with infants. By 18-36 months, language is rapidly expanding and language plays a key role in the development of EF skills. Language helps children understand and follow increasingly complex rules—this helps children to regulate their behavior and apply what they learn. Parents can help by attending to the infant's interests and by selecting activities that are enjoyable to the infant, while also allowing the infant to determine how long to play.

Lap games for Infants such as Peekaboo: Hide & Find games support working memory, challenge the infant to remember who is hiding, and also help practice basic self-control skills. Trot, Trot to Boston; This is the Way the Farmer Rides; Pat-a-Cake: Games that are predictable and have rhymes, provide stimulating and expected surprises.

Active Games: The Hokey Pokey; Teddy Bear; I'm a Little Teapot; or Head, Shoulders, Knees, and Toes: Song games with action help children to attend and exercise working memory.



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www.turben.com/media-library/8702756_infanttoddlerplaybook.pdf

Tuesday: Helping enhance EF skills for 3- to 5-year-olds: Between 3-5 years of age, children need a lot of support in learning rules and structures, while older children can be more independent. The goal during this stage is to shift children away from depending on adult regulation, so when the child seems ready, try to reduce the support provided. Imaginary play: Reading books, going on trips, and using educational videos to help children learn roles. Playing along with children as they “pretend play”.

Storytelling: Tell group stories. Someone starts a story, and the other person adds to it. Have children act out stories.

Movement challenges: Songs & Games: Provide opportunities for children to play physically through access to materials such as climbing structures, balance beams, seesaws, etc. Play some music and have children dance really fast, then really slowly. Freeze dance.

Teaching songs that repeat and add on to earlier sections (either through words or motions) support working memory, such as the motions to She’ll Be Coming ’Round the Mountain, the words to Bought Me a Cat, and backward-counting songs, such as Five Green and Speckled Frogs and songs repeating a long list (the Alphabet Song).

Quiet games and other activities: Providing matching and sorting activities promote cognitive flexibility. Increasingly complicated puzzles support visual working memory and planning skills.

fun.familyeducation.com/toddler/music/37371.html

Wednesday: Helping enhance EF skills for 5 to 7-year-olds: Games help children’s EF skills; games should be challenging but not too hard. Again, the goal is to decrease adult dependence and teach the child to remember and enforce the rules on his/her own.

Games: Go Fish, Crazy Eights, Uno, checkers, Chinese Checkers, Battleship, Spoons, etc. Physical activities/games: Four square, dodgeball, and tetherball.

Musical chairs and Duck, Duck, Goose are quick and help children practice attention and self-regulation.



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Movement/song games: Songs that repeat and add on to earlier sections either through words or motions. Singing in rounds and complicated clapping rhythms, challenges the working memory (Boom Chicka Boom, She'll Be Coming 'Round the Mountain, Row, Row, Row Your Boat, Down Down Baby, etc.)

Quiet activities requiring strategy and reflection: Puzzle and brain teaser books such as mazes, simple word finds, matching games, etc.

Logic and reasoning games, guessing games are great for practicing problem-solving and building cognitive flexibility (I Spy and games similar to I Spy)

kids.niehs.nih.gov/games/songs/childrens/index.htm

Thursday: Helping enhance EF skills for 7- to 12-year-olds: Physical activities/games:

Organized sports, various jump rope games, and games that require constant monitoring of the environment and fast reaction. Developing skills in these areas helps children to hold rules and strategies in their memory while monitoring others' actions helps, which build working memory.

High levels of physical activity that require motor coordination, like soccer, can improve all aspects of EF.

Music, singing, and dance: Learning to play a musical instrument, participating in music classes, singing in parts and rounds, and dancing help with selective attention and self-monitoring. Learning to follow rhythmic patterns (e.g. clapping or drumming) can help with coordinating working memory, attention, cognitive flexibility, and inhibition.

Brain teasers such as crossword puzzles, Sudoku, and Rubik's Cube. Cogmed, Lumosity, and computer game puzzles support working memory and attention.

www.thinkfun.com & www.toolsofthemind.org

Friday: Helping enhance EF skills for adolescents: EF skills help teens make better plans when they set up goals, have self-regulation, and monitor their own progress.

Parents can support teens by helping them identify specific goals they want to accomplish (getting a part-time job, planning the college process, getting a driver license, planning a social event, etc.).



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Activities that draw on a range of self-regulation skills, include playing sports which helps monitor one's own and others actions, make quick decisions and respond flexibly to play.

Yoga and meditation support mindfulness and nonjudgmental awareness of moment-to-moment experiences.

Music, Singing and Dancing require the use of working memory (cognitive flexibility), and the ability to master thoughts, and impulses so as to resist temptations or distractions (inhibition).

Strategy games and logic puzzles like chess, and computer based training programs like Cogmed and Lumosity exercise EF skills.

www.cogmed.com & www.lumosity.com



Speech and Language at Your Service

Hi Parents and Guardians,

The CUSD Speech Department is still eager to get back into the speech therapy room and work with our students! See our suggested activities. These are great language enriching activities that will help to further develop speech and language skills in the home environment.

Monday:

Make a collage

Cut out pictures from magazines, newspapers, newspaper ads, or ads that come in the mail.

For articulation: The Process of Articulation Therapy goes through the steps of teaching the target sound (the sound you want to teach) in isolation, syllables, words, sentences, stories, conversation and finally generalizing the target sound in all contexts of language.

http://mommyspeechtherapy.com/wp-content/downloads/forms/artic_therapy_process.pdf



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For language practice: have your child categorize pictures, describe pictures, and create sentences about pictures.

Tuesday:

Kitchen Time

Have your child help you make something to eat. It can be as simple or as difficult as you'd like.

- Focus on sequencing, following directions, by following a recipe. Make something easy like a peanut butter
- sandwich or something more difficult like baking cookies.
- Focus on vocabulary like: spreading, mixing, stirring, baking, cooling
- You can also target "wh" questions like, "where do we keep the milk?" "How long do the cookies need to bake for?"

Wednesday:

Does your child understand "Social Distancing" due to Coronavirus?

How to talk to your children about Covid-19:

<https://www.superduperinc.com/handouts/pdf/615-Social-Distancing.pdf>

Thursday:

Have you read today?

Use the link or choose any appropriate reading material you have at home to read with your child. If you are not avid readers, aim for at least 15 minutes. Take turns reading every paragraph. If your child can't read, read it for them. Stop to ask questions and ponder what may happen. At the end, have a "what if?" discussion to encourage critical thinking:

<https://americanliterature.com/short-stories-for-children>



Friday:

Social skills

Get a deck of cards or a favorite board game. With cards, you can play simple games such as: Go Fish, War, Speed (google search for instructions). If these games are too advanced for your child, you can work on sorting the cards by color, number or suit. The goal is to remain focused on the activity (turning off electronics helps) while encouraging interaction, rule following and turn taking; most board games accomplish this.



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We are here to provide support, tools, and resources to our families!

The CUSD Speech Department



Behavior Specialists

Week of May 1, 2020

Hello Parents/Guardians,

Welcome back from spring break. We hope the time away was restful! As you enter this week of distance learning remember to keep being patient with yourselves and your kiddos. You are doing your best and that is all you can do! Over the next few weeks the behavior department will focus on the four functions of behaviors, which means that your child is engaging in a behavior for one of these four reasons: **Sensory, Escape, Attention, and access to aTangible**. In our last letter we touched on "Sensory", next we will be looking at **ESCAPE**.

Escape behaviors are any behavior that primarily happens to avoid, delay, or end something unpleasant. Some escape behaviors primarily function to stop a demand or task in -progress. Sometimes the response works to prevent something from happening in the first place. Over time, the behavior is maintained or persists because it was effective at escaping or avoiding the unpleasant thing in the environment.

Breaks- Many children use "break time" as a way to avoid, delay or end an unpleasant activity such as chores, homework, classwork and other activities claiming that they are "too hard", "too long" or they just "don't want to do it". Your child may often ask to go to the restroom, ask for a snack or they may even ask if they can simply "take a break". Providing your child access to breaks using a **timed-schedule** (no matter



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what the child is doing) on a regular basis will help your child to stay focused on their tasks understanding that “breaks” are offered to them throughout their day lessening the urge to escape.

Task Avoidance - children may attempt to escape from a task if the task is viewed as overwhelming or non-preferred. For example: a math task may be presented and your child may delay in beginning the task by either choosing to work on something different or verbally protesting. Presenting the task in small portions will assist in decreasing avoidance. For example: if your child has 10 math problems to complete, 5 problems may be completed before taking a short break and then resuming to complete the additional 5 problems. Your child may also choose which problems to complete first.

Lessening the tasks- Changes like disruptions in routine can be a big trigger for undesired behaviors. Parents, as you are working hard to maintain structure in your homes, while adding homeschooling to the list, we encourage “lessening the tasks”. Too many demands can create undesired behaviors. Creating a schedule which provides desired **activities** with undesired **tasks** is similar to going from class to recess or from Math to Art. You know your child’s likes and dislikes, you also know how much your child can handle during set times. Create a schedule that will help your child adapt to the changes in his/her NEW daily routine.

Escape Extinction: No longer allowing escape or avoidance of a non-preferred task/demand when a child engages in challenging behavior is escape extinction. Escape behavior is maintained by the reinforcement that is provided immediately after. Typically, reinforcement is simply the delay or complete escape from the non-preferred stimulus. When escape is placed on extinction, escape behavior will begin to decrease. Escape extinction can be effective, even if implemented for a short period of time. An example for parents who are experiencing difficulty with their child following the daily schedule developed to create structure while at home.

Ex: Parent tells Johnny to complete a math assignment (10 division problems). Johnny begins to verbally protest. Parent tells Johnny he can ask for a 5 minute break after he answers one math problem. Requiring Johnny to complete at least one math problem before being able to escape the demand teaches Johnny that he is **not** able to escape tasks by verbally protesting. It also reinforces compliance (following parents directions) and functional communication (asking for a break after completing the math problem).

GO TO: www.feedtheirneeds.com for more strategies



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Occupational Therapists

Hello families,

I hope you enjoyed your spring break. It has been a pleasure seeing some of you again during our live sessions.

This week we will focus on our **proprioceptive system**.

What is the Proprioceptive System?

It is found in muscles, tendons, and joints. It provides us with a sense of body awareness and helps us detect and control force and pressure.

Proprioceptive input can be **calming** when a kid becomes overwhelmed by an activity or situation.

Proprioceptive input can be **alerting** for kids who need increased stimulation to improve attention and learning.

– Activities that incorporate heavy work and/or deep pressure on muscles, tendons, and joints are great for kids who need proprioceptive input and all kids in general.

Fun Animal Crawl Exercises for Kids

- **Bear Crawl** – Keep your arms and legs all stiff and straight while you “crawl” on your hands and feet like a big bear.
- **Kangaroo Jump** – Hold your arms and hands in tight to your chest and bend WAY down at the knees before jumping as high as you can over and over across the room.
- **Snake Slither** – Lay flat on the floor with your arms straight and tight to your sides and your legs straight and tight together. Rock your shoulders and hips back and forth to slither across the floor.
- **Crab Walk** – Laying on your back, push yourself up onto your hands and feet while you “walk” across the room.
- **Frog Jump** – Squat down with your knees bent and your hands on the floor between your legs, then leap up over and over across the floor.

Heavy Work Activities for kids



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- Resistance activities e.g. pushing/pulling
- Heavy lifting e.g. carrying books
- Cardiovascular activities e.g. running, jumping on a trampoline
- Oral activities e.g. chewing, blowing bubbles
- Deep pressure e.g. tight hugs

Thank you so much for your continued hard work. Please stay safe and take care.
-CUSD OT team

Independence With Therapy



Physical Therapists

Hello Parents and Guardians,

Your CUSD physical therapy service providers here providing you with some fun and simple balance activities that your child can incorporate into your child's daily activities to help them continue to improve in their balance skills!!

Static Sitting Balance

Static sitting balance means being able to maintain upright sitting without any body parts moving.

- Challenge sitting balance by having the child/student sit on pillows or a stability ball. Try to maintain a conversation during this activity.
- Limit the physical support needed. If a student sits in a wheelchair with a seatbelt, take it off, sit closely in front of the student for safety, and help the student maintain sitting upright if needed. If the student does this easily, have them try sitting on a regular dining chair.





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- To increase the challenge in either of these, make it a game by counting how long the student can maintain their sitting balance with both hands in the air, staying still. Try having them hold their arms in different positions.

Dynamic Sitting Balance

Other ways to challenge sitting balance is to have the child/student MOVE their arms or legs while staying seated.

- Reaching with hands for toys/clothes/objects to either side or in front
- Place objects/toys (stickers, rolled up socks, rings) on or around their foot and have them lift to get the item.

These simple exercises can be added into your daily routine and we hope you and your child have fun trying out these new activities!! Stay safe and healthy!!



Adapted Physical Therapy

BUBBLE FUN

With the weather getting warmer, here is an activity that can be done with the entire family, preferably outside (front/backyard) and still minding social distancing. Follow the instructions below and have a great time!



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EQUIPMENT

Bottle of “blowing Bubbles” including bubble blowing wand.

HOW

Take turns blowing bubbles. One person pops while the other blows. Catch the bubbles on the wand and pop them on body parts.

ALTERNATIVE

Catch a bubble on the wand and then hold it away from the child and have the child blow the bubble off the wand.

If your child is having difficulties learning to blow, have him/her blow bubbles in front of a mirror so your child can see what his/her mouth needs to do to create the bubbles.

PURPOSE

Visual Skills: Since this activity requires your child to keep his eyes on the bubbles, it works on smooth eye tracking and also quick eye movements for scanning (Saccades), which helps develop the small muscles of the eyes.

Visual-Perceptual Input: To scan the environment for the bubbles and then keep both eyes focused on the bubbles to track them, your child must differentiate the foreground information (bubbles) from the varying background information.

Eye-Hand Coordination: Your child must visually track the bubble and respond motorically by catching it with a wand, pinching it, or poking the bubble midair.

Turn Taking: Use simple social language to work on pronouns: “My Turn” and “Your Turn”.

Body Awareness: You (the adult) call for popping the bubbles on the knee, nose, elbow, or head.

Language: Work on descriptive concepts and quality concepts such as “Big Bubble” and “Small Bubbles”.

Oral-motor control and breathe support: Maintaining an “O” shape with the lips while blowing bubbles requires the control of mouth muscles. Controlled, continuous blowing required to blow bubbles increases breathe support, essential for voice projection.



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Motor Planning: Chasing and popping the bubbles requires motor planning.

Social skills: This game involves social reciprocity and shared enjoyment of “popping” the bubbles and taking turns.

WHY

Some of the underlying causes for many children who struggle with academic skills, such as reading or writing, are visual skills and visual motor deficits. They have difficulty using both eyes together to track a moving object as well as matching motor output to incoming visual stimuli. Struggles with type of visual information can manifest in difficulties with such skills as catching a ball or copying from the board..

Adapted Physical Education Team

Reading Junction



Tips for Supporting Reading Skills at Home

Parents and families,

It is important to help children learn how to break sentences into words and words into syllables. The activities below are typically appropriate for children in kindergarten and first grade, but can be adapted for any child needing to improve their reading skills. Before children can identify letter sounds in words or reading, they can learn how spoken language can be broken down into smaller pieces.

- Show children that they can break down sentences into words.
 - o Practice identifying the words in a sentence by saying a sentence aloud and asking the child to count the number of words in that sentence.
 - o For instance, have the child count the number of words in the sentence “The boy ate two pieces of pizza” and correct any mistakes.
- Talk about how to combine two words to form another word and about how some words can be broken into smaller words.

Below shows a conversation about this.

Adult: Sometimes you can put two words together to form another

Child: Bookshelf.



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Adult: That's right! You can also break some words into smaller words. What do you get if you take the cow out of cowboy?

Child: Boy

Adult: That's right!

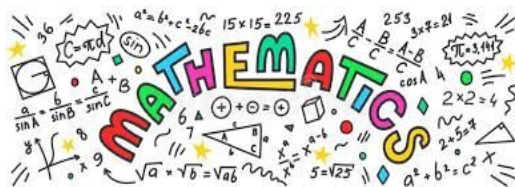
After children can identify words in sentences, they can begin to break words into syllables. Here are two examples of how to show breaking words into syllables:

1. Place your hand under your chin and notice the number of times your chin moves down as you say a word slowly.
2. Hold up a finger for each syllable as you say a word.

After showing these strategies, have the child practice finding syllables in familiar words. A syllable is a part of a word that has one vowel sound. One or more letters can be the vowel sound, and a consonant may or may not come before and/or follow it. For example, the word "banana" has three syllables: ba-nan-a.

What skills will this practice help build? Learning how to identify words in sentences and syllables within words helps children understand how to break down the sounds within spoken language. Identifying parts of speech—such as words and syllables— will prepare children to learn about smaller sounds tied to specific letters. These are skills that a child can practice even before he or she has started reading or identifying letter sounds in words.

Happy reading!



Math Pointers

Parent Strategies for Improving Their Child's Math

Parents and Families,

During this time of distance learning, the following strategies can help increase your child's understanding of math skill and to develop confidence in learning. Choose two or three (or all) of the strategies and make them a daily habit and watch your child grow.

General Mathematics Improvement Strategies:

- Provide activities that enrich and relate mathematics to daily life:
 - Talk about how many bowls to put out for dinner
 - Fold napkins in different shapes
 - Have your child count similar items as you put away groceries



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- Have your child help measure ingredients for recipes
- Give your child change to count out to pay for small purchases at the store; have older children calculate the change
- Ask your child to compare prices of items by asking things like, “Which can of beans costs more?”
- Allow your child to weigh the fresh produce; have older children calculate the price by multiplying the price per pound by the number of pounds
- Read the days and dates on a calendar, talk about the number of days in the month, the number of days remaining until a special event, etc.
- Draw a scale map of your home and determine the best escape route in case of an emergency
- When traveling, write numbers on a grid and have your child color in the box as they see the numbers on signs or license plates

Please check your child’s assignments on Google Classroom daily. Monitor their daily work and be aware of the content being studied. You can also search the web for computer software or online games or apps to practice math skills at home.

These strategies can help strengthen your child’s math confidence and ability. Try them.

Be well



Preschool

Welcome Back Families,

The letter of the week is Vv

Monday

Introduce the letter Vv and its sound /v/ by showing a picture of a van, a vegetable, vacuum or any object around the house that begins with the letter Vv. Show by using two fingers to form the letter Vv.

State a number or show a number (1 to 10) Have the child jump, spin, or wave arms the correct number of times as he/she counts aloud. Repeat several times.



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Tuesday

Review the letter Vv and its sound /v/ Model and practice writing the letter Vv using chalks, crayons, markers etc.

State a number or show a number (5 to 10) Have the child jump, spin, or wave arms the correct number counting backwards aloud. Repeat several times

Wednesday

Review the letter Vv and its sound /v/ Make a volcano using brown paper and use yellow, red, and orange crayons to make V coming out of the volcano.

Guide the child to put number cards 1 to 10 in order on a table. Tap on a number to see if the child can tell you the number. If not, assist the child by having him/her counts up to that number. Repeat several times

Thursday

Review the letter Vv and its sound /v/ Matching the uppercase letters or use both uppercase and lowercase Vv in a matching game. Make the matching game out of paper plates writing one letter on each plate. Other letters to use in the game could be L, W, and T or any previously taught letters of the alphabet. Mix up the letters and put them faced down the floor in columns. Turn over one plate and then another plate if they match pick up the plates otherwise turn plates by over. Please model for the child.

Continue with counting forward using numbers 1 to 10 by jumping, hopping, clapping, and waving arms

Friday

Review the letter Vv and its sound /v/

Make the uppercase and lowercase V using sticks, playdough, clay, straws or any materials around the house.

Continue with counting backward using numbers 5 to 10 by jumping, hopping, clapping, and waving arms



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OUR CONTINUED THANKS, AS WE WORK TOGETHER FOR OUR CHILDREN 😊

For more information, please visit:

<http://www.compton.k12.ca.us/departments/educational-services/special-education/home>

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