



COMPTON UNIFIED SCHOOL DISTRICT
Office of Special Education
417 W. Alondra Blvd., Compton, CA 90220
PARENT DIGITAL NEWSLETTER

June 5, 2020

Volume 10

DISTRICT UPDATES

Office of Superintendent posted in Compton Unified School District

END OF SCHOOL YEAR MESSAGE FROM SUPERINTENDENT DR. DARIN BRAWLEY

Dear Compton Unified School District,

You are extraordinary! This year was an exceptional year because of the great achievements of our students and staff, but also because you all rose to the challenge of an unprecedented pandemic and school site closure. This challenge was remarkable to say the least, but we thrived through this remarkable challenge because of the remarkable students, parents, teachers, administrators, partners and Board of Trustees.

You are what has made the 2019-2020 school year such an important and landmark year, not COVID-19. We came together as school communities and as a district on behalf of our students that has always been a part of our mission, but in a way that we could have never imagined.

With that said, I want to thank you and congratulate you for a job well done. As we go into the summer, I want to share with you that we will be working in earnest to develop a school reopening plan that centers the well-being and safety of students. We will be communicating those plans after we have received guidance from the Centers of Disease Control and the California Department of Public Health.

In the meantime, please have a safe and fun summer. We hope that if you have a child who is a student, you will take advantage of our great virtual summer offerings. I look forward to returning in the Fall and continue to elevate access to a great education and enriching experiences for our Compton Scholars.

I look forward to returning in the Fall so we can continue to elevate access to a great education and enriching experiences for our Compton Scholars.

Darin Brawley Ed.D.
Superintendent



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STEAM Camps

Compton STEAM camps are a great way to keep your child engaged in fun lessons while they play games and make new friends. Interactive programs, like Minecraft and Scratch provide students with an opportunity to solve complicated world problems by programming games and building models, can quite literally ignite a child's interest in learning! Attending STEAM summer camps offer children the chance to learn, grow, and explore new modes of thinking and doing. A STEAM summer program can not only boost academic performance during the school year, it can also build confidence, creativity, resiliency, and will be fun!

4-Day Virtual Camp Dates:

- June 22-25, 2020
- July 6-9, 2020
- July 20-23, 2020

8:30 AM to 12:30 PM

In order to participate you must pick up an iPad and Chromebook a week before the camp and return the devices a week after the camp is done.

Pick up & drop off your technology for the camp from 8am -3pm at the District Board Room at 501 S. Santa Fe Ave.

Students will receive prizes and goodie bag!

Summer STEAM Camps--Registration link:
<https://www.compton.k12.ca.us/departments/educational-technology/events/steam-camps>
Limited Space Available--Register Today!

Office of Special Education--Extended School Year (ESY) Registration link:
https://www.compton.k12.ca.us/media/5781/esy-2020-enrollment-form-english_spanish.pdf
Complete the Registration form and submit to the Office of Special Education today!

For more information please visit the Office of Special Education Website:
<https://www.compton.k12.ca.us/departments/educational-services/special-education/home>



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WORDS FROM OUR SPED TEAM



Social Workers Offer Self-Care Advice

Greetings Parents/Guardians,

Progressive Muscle Relaxation (PMR) is a technique that focuses on tensing, or tightening, one muscle group at a time followed by a relaxation phase with release of the tension. Regular practice in muscle tension could reduce anxiety and depression, improve sleep, and lower blood pressure. This technique has been shown to help manage stress and anxiety. This is a whole body exercise that works from head to toe (or toe to head if you prefer). Here is a list of muscles that you could tense in order to practice PMR:

1. Forehead
2. Eyes
3. Mouth
4. Neck
5. Shoulders
6. Arms
7. Stomach
8. Thigh
9. Calf
10. Feet

Running down the list, you're going to tense each muscle for 15 seconds before slowly releasing tension. Focus on your breathing as well as the sensations of both the tension and relaxation experienced in the muscles.

Here is a video that engages young students in a PMR exercise:

<https://www.youtube.com/watch?v=cDKyRpW-Yuc>

Hopefully this helps add one more toolkit in regards to coping skills.

- CUSD Clinical Social Workers



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SPED Nurses Provide Health Tips

Healthy Eating

Whether you have a toddler or a teen, here are five of the best strategies to improve nutrition and encourage smart eating habits:

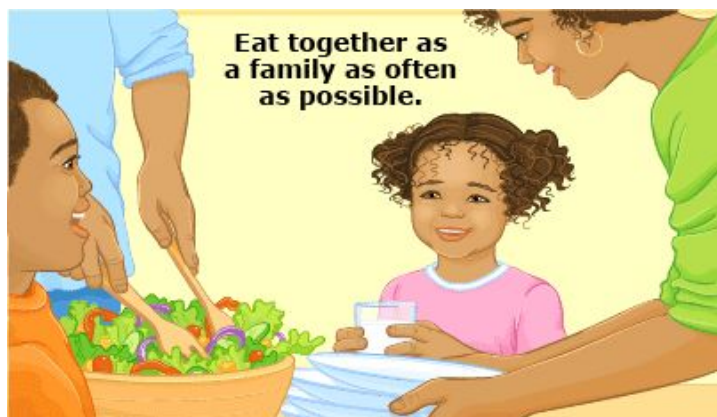
1. Have regular [family meals](#).
2. Serve a variety of healthy foods and snacks.
3. Be a role model by eating healthy yourself.
4. [Avoid battles](#) over food.
5. [Involve kids](#) in the process.

Sure, eating well can be hard — family schedules are hectic and grab-and-go convenience food is readily available. But our tips can help make all five strategies part of your busy household.

Family Meals

Family meals are a comforting ritual for both parents and kids. Children like the predictability of family meals and parents get a chance to catch up with their kids. Kids who take part in regular family meals are also:

- more likely to eat fruits, vegetables, and grains
- less likely to snack on unhealthy foods
- less likely to smoke, use marijuana, or drink alcohol





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Also, family meals are a chance for parents to introduce kids to new foods and to be role models for healthy eating.

Teens may turn up their noses at the prospect of a family meal — not surprising because they're busy and want to be more independent. Yet studies find that teens still want their parents' advice and counsel, so use mealtime as a chance to reconnect.

You might also try these tips:

- Allow kids to invite a friend to dinner.
- Involve your child in meal planning and preparation.
- Keep mealtime calm and friendly — no lectures or arguing.

What counts as a family meal? Whenever you and your family eat together — whether it's takeout food or a home-cooked meal with all the trimmings. Strive for nutritious food and a time when everyone can be there. This may mean eating dinner a little later to accommodate a teen who's at sports practice. It also can mean setting aside time on the weekends when it may be more convenient to gather as a group, such as for Sunday brunch.

Stock Up on Healthy Foods

Kids, especially younger ones, will eat mostly what's available at home. That's why it's important to control the supply lines — the foods that you serve for meals and have on hand for snacks.

Follow these basic guidelines:

- **Work fruits and vegetables into the daily routine**, aiming for the goal of at least five servings a day. Be sure you serve fruit or vegetables at every meal.
- **Make it easy for kids to choose healthy snacks** by keeping fruits and vegetables on hand and ready to eat. Other good snacks include low-fat yogurt, peanut butter and celery, or whole-grain crackers and cheese.
- **Serve lean meats and other good sources of protein**, such as fish, eggs, beans, and nuts.
- **Choose whole-grain breads and cereals** so kids get more fiber.
- **Limit fat intake** by avoiding fried foods and choosing healthier cooking methods, such as broiling, grilling, roasting, and steaming. Choose low-fat or nonfat dairy products.
- **Limit fast food and low-nutrient snacks**, such as chips and candy. But don't completely ban favorite snacks from your home. Instead, make them "once-in-a-while" foods, so kids don't feel deprived.
- **Limit sugary drinks**, such as soda and fruit-flavored drinks. Serve water and low-fat milk instead.

Be a Role Model

The best way for you to encourage healthy eating is to eat well yourself. Kids will follow the lead of the adults they see every day. By eating fruits and vegetables and not overindulging in the less nutritious stuff, you'll be sending the right message.



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Another way to be a good role model is to serve appropriate portions and not overeat. Talk about your feelings of fullness, especially with younger children. You might say, "This is delicious, but I'm full, so I'm going to stop eating." Similarly, parents who are always dieting or complaining about their bodies may foster these same negative feelings in their kids. Try to keep a positive approach about food.

Don't Battle Over Food

It's easy for food to become a source of conflict. Well-intentioned parents might find themselves bargaining or bribing kids so they eat the healthy food in front of them. A better strategy is to give kids some control, but to also limit the kind of foods available at home.

Kids should decide if they're hungry, what they will eat from the foods served, and when they're full. Parents control which foods are available to their kids, both at mealtime and between meals. Here are some guidelines to follow:

- **Establish a predictable schedule of meals and snacks.** It's OK to choose not to eat when both parents and kids know when to expect the next meal or snack.
- **Don't force kids to clean their plates.** Doing so teaches kids to override feelings of fullness.
- **Don't bribe or reward kids with food.** Avoid using dessert as the prize for eating the meal.
- **Don't use food as a way of showing love.** When you want to show love, give kids a hug, some of your time, or praise.

Get Kids Involved

Most kids will enjoy deciding what to make for dinner. Talk to them about making choices and planning a balanced meal. Some might even want to help shop for ingredients and prepare the meal. At the store, teach kids to check out food labels to begin understanding what to look for.

In the kitchen, select age-appropriate tasks so kids can play a part without getting injured or feeling overwhelmed. And at the end of the meal, don't forget to praise the chef.

School lunches can be another learning lesson for kids. More important, if you can get them thinking about what they eat for lunch, you might be able to help them make positive changes. Brainstorm about what kinds of foods they'd like for lunch or go to the grocery store to shop together for healthy, packable foods.

There's another important reason why kids should be involved: It can help prepare them to make good decisions on their own about the foods they want to eat. That's not to say they'll suddenly want a salad instead of french fries, but the mealtime habits you help create now **can** lead to a lifetime of healthier choices.

Check out some healthy recipes for kids of all ages.

Reviewed by: Mary L. Gavin, MD

Note: All information on KidsHealth is for educational purposes only. For specific medical advice.

*Be well and stay safe,
CUSD SPED Nurses*



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School Psychologist Corner

☐ Hello Parents! This week your school psychologist will focus on anxiety, how it is diagnosed, who can diagnose it, behaviors to look out for, recommendations for parents to consider, and treatment options.

Monday-Understanding anxiety according to the DSM-5: Some background information: DSM-5 Criteria? What is it? The Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5) is the handbook used by health care providers to diagnose mental disorders. According to the DSM-5, anxiety disorders include disorders that share features of extreme fear and anxiety and related behavioral disturbances. Fear is the emotional response to real or perceived imminent threat, whereas anxiety is anticipation of future anxiety. Although these two states overlap, they also differ, with fear more often associated with rushes of body responses necessary for fight or flight, thoughts of immediate danger, and escape behaviors, and anxiety is more often associated with muscle tension and vigilance in preparation for future danger and cautious or avoidant behaviors.

Anxiety types based on the DSM-5 (and listed based on the developmental age of onset):

- Separation Anxiety Disorder
- Selective Mutism
- Specific Phobia
- Social Anxiety Disorder
- Panic Disorder
- Panic Attack Specifier
- Agoraphobia
- Generalized Anxiety Disorder
- Substance/Medication-Induced Anxiety Disorder
- Anxiety Disorder Due to Another Medical Condition
- Other Specified Anxiety Disorder
- Unspecified Anxiety Disorder

Tuesday-In toddlers some commonly seen symptoms include:

- Rigidity
- Fear of new situations



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- Intense separation anxiety
- Intense tantrums
- Sleep issues
- Repetitive behaviors
- Excessive phobias and fears
- Sensitivity to sound
- Food issues-May be more resistant to trying new foods and only want to eat a few foods.
- Physical symptoms-anxious toddlers tend to get constipated more often

Interventions to consider include:

- Start by consulting with your child's pediatrician in order to rule out any medical issues
- Reading books to your child related to feelings can help the child label what they are experiencing.
- Be flexible but try to maintain a structured and consistent routine
- Recognize and praise small accomplishments. Highlight the positive.
- Take small steps: For example: sending your child up to get pajamas while standing at the bottom of the stairs. The key is to let the child know that they are doing something brave and practicing it.
- For further information: <https://www.childmind.org>

Wednesday-During the elementary years commonly seen symptoms include:

- Crying and screaming
- Refusing to attend school
- Hurting self or others
- Extremely talkative
- Struggling to focus
- “Moping” or socially/physically withdrawn
- Low energy
- Difficulty sleeping
- Repeat “compulsive” behaviors to rid self of anxiety (i.e. pulling hair, twirling hair, etc.)
- Complaints of feeling sick
- Fidgety/restlessness

Interventions to consider include:

- Consult with your child's pediatrician in order to rule out any medical issues
- Give permission to talk about worries/anxiety by setting up a “Worry Time”
- Family time: schedule a game night at home and avoid talking about difficulties and just have fun
- Provide choices as this allows the child to regain trust and confidence in themselves.
- Model coping skills
- Have the child listen to music



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- Allow the child to color and/or draw their feelings
- Help the child imagine a safe place
- Use stress balls and bubbles for the child to release tension/stress
- Have child draw a "Worry Box" to imagine locking worries up until "Worry Time"
- A relaxing bath time can ease tension in a child
- For further information:

<https://www.cigna.com/static/www-cigna-com/docs/individuals-families/childrenandfamily-2017-october-handout.pdf>

Thursday-During the teenage years, common triggers to anxiety include: having high expectations, stress, hormonal changes, brain development, parental disapproval, peer pressure, drinking, drug use, and depression.

Commonly seen symptoms and behaviors include:

- Rapid heartbeat
- Sweating and Trembling
- Dizziness
- Upset stomach
- Difficulty breathing
- Chest pain
- Feeling like they are going crazy
- Feeling like they are dying

Interventions to consider include:

- Talk about it: When a teenager begins to worry, use it as an opportunity to have more dialogue and find out what makes him/her anxious.
- Stay positive: Parents model "how to be" and thus the need to be positive and reassure their teenager is essential in helping teenagers that "this situation" will pass and that they can surpass it.
- Self-Care: Teach your teenager the importance of getting adequate sleep and practicing healthy daily habits.
- Provide opportunities for new experiences: As much as possible, provide your teen with the opportunity to new experiences such as learning how to take the bus to the mall, learning how to cook a new recipe, etc.
- Finding Balance: Involve your teen in activities that they enjoy doing naturally such as sports, music lessons, art lessons, etc., as this helps them build confidence and build social relationships which can provide some distraction to their anxiety.

Friday-My child and/or adolescent appears to need more help...what I can do? Many children and adolescents exhibit many behaviors and symptoms that are natural responses to stressors and that can look



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like an anxiety disorder, but only mental health professionals can correctly diagnose and treat anxiety disorders. In most cases, anxiety disorders can be treated successfully by appropriately trained mental health care professionals.

The importance of treatment: Untreated anxiety disorders can have negative consequences. In some cases, individuals who suffer from recurring anxiety episodes avoid putting themselves in a situation that they fear may trigger their anxiety and this behavior may create problems by daily functioning and relationships with others. In some cases, individuals who suffer from untreated anxiety disorder can become prone to depression and/or drug use in their older years as a way to cope with their illness.

Effective Treatment: The National Institute of Mental Health has demonstrated that both behavioral therapy and cognitive therapy can be effective in treating anxiety disorders. Behavioral therapy involves using practices to reduce or stop the undesired behavior associated with these disorders. In cognitive therapy, the individual learns to understand how their thoughts contribute to the symptoms of anxiety disorders, and how to change those thought patterns to reduce the likelihood of occurrence and the intensity of reaction. Increased cognitive awareness is often combined with behavioral techniques to help the individual gradually confront and tolerate fearful situations in a controlled, safe environment. In some cases, medication support is recommended, but this is done in collaboration between the psychotherapist and a medical doctor.



Speech and Language at Your Service

Hi Parents and Guardians,

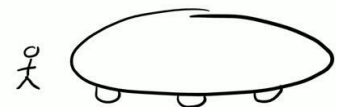
We made it to our final week! Kudos to all who have continued to support our students as they strive toward academic achievement. The CUSD Speech and Language Department is here to support your child's continued success.

Monday:

Spaceman (aka hangman)

The rules are all the same except you'll draw a spaceship. You can choose words with the target sound for practice. If articulation is not an issue, focus on learning new vocabulary. Have them state a category (e.g., foods, emotions, park items, etc) then you come up with the word. Start easy and

E
B
R
T
S
C





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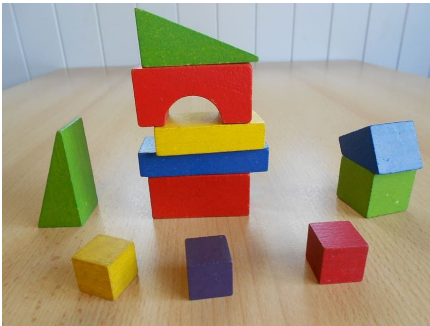
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gradually get harder. Explain new words by providing definitions, sentences, and explanations.

Tuesday:

Tower KO



You'll need some socks and light items to build a tower with (not heavy or fragile). Find a list of goal related words or questions online. Roll socks into balls and set a throwing line. The goal is for the child to work on their vocabulary/speech sounds for an opportunity to throw at the tower. Have them say 3 - 4 target words/formulate 3-4 sentences before throwing a sock at the tower. Repeat!

Wednesday:

The cooking show



You'll need to set up your camera/smartphone to record the process. You and your child will be the starring chefs. Choose a recipe based on your child's abilities. The goal is for your child to narrate the entire process (e.g. directions, ingredients, tools, etc). Rephrase any errors with a correction and continue with the activity. You may need to prompt your child throughout the process (e.g. "What's next?"). Afterward,
review the video together!

Thursday:

Water Cycle

Watch this [video](#) about the water cycle. Your child will be introduced to science vocabulary words, such as *evaporation* and *condensation*. You can discuss these new words. For example, talk about water evaporation when you are boiling water or the condensation on grass on a cold morning. These real world examples help children to learn and explain new vocabulary words.





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Friday:

Let's sing and/or dance



The goal of this activity is to engage in and encourage social interaction. If your child does not want to participate, use their preferred item/activity as a reward after this activity is done.

Option 1: Choose a song you are both familiar with (or have your child choose), if possible have the lyrics displayed. Sing together or take turns singing. *Pro Tip: It's okay to make up lyrics and silly dance!*

Option 2: Learn a new dance (search internet for dancing basics: bachata/merengue/hip hop/salsa/tap etc.) Review some of the basic dance moves together. Couple the newly learned dance moves with the related music. *Pro Tip: Make mistakes on purpose and ask your child if you're doing it right. Chances are they're just waiting for the moment to correct you.*

It's been a remarkable year. Together we have overcome obstacles we never imagined. Thank you for your support. Have a wonderful Summer Break!

The CUSD Speech Department



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Behavior Specialists

Hello Parents and Guardians!

You're doing such a great job during this time of distance learning! As our school year is quickly coming to an end, we want to encourage you to keep up the good work! Last week we began sharing types of reinforcements discussing "differential reinforcement of incompatible behaviors (DRI) and Differential reinforcement of alternative behaviors (DRA). This week we will touch on the remaining two of four. **Differential reinforcement of OTHER behaviors (DRO)** and **Differential reinforcement of LOWER rates (DRL)**.

Differential reinforcement of OTHER behaviors (DRO) is the process of reinforcing (rewarding) a student if an undesired behavior is NOT displayed during a designated time period. You will differentially reinforce (reward under certain conditions) the absence of the behavior for a certain time period.

Example: Julie pulls strands of hair out of her head when she is completing independent work. Her teacher decides to use DRO in order to reinforce the absence of pulling her hair. Using this procedure, the teacher sets a timer for three minutes on Julie's desk. If Julie does not pull her hair for the entire three minutes then she is reinforced. If Julie does pull her hair, she is not reinforced and the timer is reset.

Differential reinforcement of LOWER rates (DRL) is the process of delivering a positive reinforcer at the end of a specific period of time if a behavior has occurred a certain amount of times. These strategies are commonly used in educational settings to manage classroom behaviors.

Example: James uses socially appropriate behavior to greet peers but does so up to ten times in one class period. His teacher decides to use DRL to lower the rate of his behavior but she does not want to eliminate it completely. She decides to deliver reinforcement (ex. computer time) to James if he greets peers five or fewer times during the class period. If he greets peers more than five times, he does not receive reinforcement.

Remember, reinforcement is a very powerful tool used to decrease and/or eliminate undesired behaviors and to help keep your child focused and on task! Keep up the good work and happy reinforcing!

☐ 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.



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Occupational Therapists

Hello Parents/Guardians:

Here are 50 fine motor occupational therapy related activities you can do at home.

1. Play with puzzles.
2. Roll out snakes with play dough.
3. Use tweezers to pick up small objects.
4. Pick up coins and put in a bank.
5. Make toothpick sculptures with marshmallows.
6. Use a hole punch to make designs in a piece of paper (kids LOVE this one).
7. String macaroni or cereal on yarn.
8. Shred paper by tearing it into strips.
9. Play any game where you have to shake dice.
10. Play any card game.
11. Use stickers on paper.
12. Finger paint (use corn starch, food coloring and water for homemade finger paints).
13. Sort small items such as cotton balls or beads.
14. Play with interlocking blocks like Legos.
15. Perform finger play songs ie Itsy Bitsy Spider.
16. Paint a picture using Q-tips.
17. Wrap small boxes with wrapping paper.
18. Color in a picture using small crayons.
19. Sort different small pasta shapes.
20. Build towers with small blocks.
21. Use spoons to transfer small objects from one dish to another.
22. Cut out pictures and glue on paper to make a collage.
23. Cut out different shapes and make a collage.



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24. Cut out strips of paper and make a paper chain.
25. Make a bookmark.
26. Cut up cereal boxes or junk mail.
27. Use cookie cutters for stencils.
28. Create a paperclip chain.
29. Play Tic Tac Toe with raisins or small cereal.
30. Tape paper on the wall and draw a picture.
31. Hang doll clothes up on a pretend play clothes line.
32. Use a spray bottle with water.
33. Play with finger puppets.
34. Make a paper airplane.
35. Trace your hand on paper and color it in.
36. Cut up a picture into pieces to make your own puzzle.
37. Practice tying your shoes.
38. Pop bubble wrap.
39. Make a lacing card with cardboard with a hole punch. Use yarn to sew the shape.
40. Practice flipping over one card at a time from a deck of cards.
41. Collect recycled toilet paper cardboard rolls and string together using yarn.
42. Play with small sponges in water.
43. Color a design on paper, fold it and make a fan.
44. Play a hand clapping game with a friend.
45. Draw a picture using short writing utensils.
46. Make your own book using paper and a stapler. Keep a journal.
47. Make small balls out of clay.
48. Use sidewalk chalk.
49. Try putting hair elastics or rubber bands around different sized objects.
50. Make confetti by tearing up recycled paper.

Have fun and be safe!

Occupational Therapy Team



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Physical Therapists

Hello Parents & Guardians!
Hope you all had a good weekend!!!

This week we want to focus on components, benefits and safety use of a stander.

Here are a couple of possible standers your student could have been using in school or at home:
Supine Stander, Prone Stander, Sit to Stand Stander, and Mobile Standers



Components:

Foot Plates - Most Standers come with these and are adjustable to your child's height. They also come with velcro straps to maintain correct foot alignment. Some standers have two separate foot plates or one solid footplate.

Lateral Trunk Supports - Help to maintain your child's spine in an neutral alignment



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Lateral Hip Support - Helps to maintain your child's hip in a neutral position so their hips are not going off to one side or the other.

Seat Belts- Maintain their hip and bottom tightly to the seat in order to make sure they are secured into the device

Knee Block- This keeps your child's knees in a neutral position and stabilizes the leg to prevent the knees from buckling

Chest Harness - For some standers, you can add this if your child doesn't have good trunk control or strength to maintain their chest upright

Head Rest - In the supine standers, you have the option to add a headrest to assist your child with maintaining upright head control.

Sit to stand - These standers can be used if a student has limited range of motion in their knees and hips, allowing them to safely bear weight even with hip or knee contractures.

Benefits:

- Improved hip integrity
- Prevention of contractures, maintain range of motion
- Increase in bone mineral density
- Improved urinary function
- Improved cardiopulmonary function
- Improve psychological well being
- Tone reduction
- Pressure relief
- Aide bowel/bladder function
- Improve functional capabilities
- Increase physical activity
- Improvements in muscle strength

Guidelines for safe use:

1. Your child should be medically cleared to be upright, bear weight, and use a stander.
2. Monitor your child for changes in status during standing program (i.e. discomfort, breathing difficulties, or seizures, and overall activity tolerance).
3. Make sure to get education and training on how to safely position your child in the stander.
4. Regularly check skin for irritation from high pressure areas, as the student's growth can affect the fit of the stander and the student's alignment.
5. If your child is new to using a stander, slowly adjust the seat angle or angle of incline as you transition your child to a standing position and monitor to see how they are tolerating the position. It may take weeks for your child to fully tolerate standing up straight.

We hope you've found this information helpful. If you have any questions please contact your child's physical therapist.

Have fun & Stay safe!
CUSD Physical Therapy Team



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Adapted Physical Therapy

ACTIVITIES FOR A SMALL SPACE

Newspaper Activities- Use large sheets of newspaper to teach throwing, catching, kicking, fine motor activities- crushing and rolling into a ball.

Use a full sheet of newspaper.

Fold it into the quarter paper size (it's easiest to follow the fold lines)

- Place the paper on the floor- this is your house
- Can you: step onto your house
- Jump off your house (two feet together)
- Jump over your house
- March around your house
- Gallop around your house
- Get under your house
- Make a bridge over your house
- Hold the paper over your head and shake it, listen to the rain.
- Hold it over your head and shake like an umbrella
- Hold it behind your neck and let it fly like you are wearing a super cape
- MAGIC TRICK- put the paper on your chest, lift your chin so it is not touching the paper, put your arms out to the side and run. Did the paper stay "glued" to your chest? What magic!!
- Scrunch the paper into a ball
- Can you toss the ball into the air and catch it?
- Can you toss it up and clap before you catch it?
- Can you toss and catch with someone else?
- Put the paper on the ground and soccer dribble the ball- Little kicks.
- Can you toss it into the trash can?

Fishing game- paper fish or fish made out of craft foam, glue juice lids on the back of the fish, the pole can be made from a dowel with a string and magnet on the end.

Grocery Bags (plastic)- GREAT free pieces of equipment. **REMEMBER NEVER TO PUT THE BAG OVER YOUR HEAD OR ANYONE ELSE'S**

- Scrunch the bag into your hand and pull out a little piece between your thumb and forefinger (as you look at your fist). This is a little turtle inside its shell.



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- Toss the scrunched bag in the air and catch it
- Hold the bag between your hands and clap (the bag is between your hands). Clap fast and slow.
- Clap the bag in a circle.
- Clap the bag high and low
- Put your arms through the bag (like you are putting on your coat), the bag should be on your back. Pretend you are SUPERGIRL or SUPERBOY and fly around the room.
- Sit down, place both feet in the bag and perform sit-ups. Make sure you keep your knees bent
- Sit down, place both feet in the bag and kick. Listen to the different sounds as you kick fast and slow.
- Fill with several blown up balloons and use it as a volleyball.

Rhythms-

- Pantyhose: sticky people. Put one hose leg on your hand and attach it to your foot. Do a creative movement. Have 2 people hook themselves together-attach one hand to the others foot.
- Lummi sticks
- Scatter square dance-call out the moves and students do them by themselves
- Scatter Beach Party
- Feather act-body identification, blow off different body parts, face away from the group and blow across the room, line up-lay on the ground and give one big blow and see who can blow it the furthest. Blow and keep it up in the air. Tape them onto a piece of paper and create a picture. Play Turkey in the Hay music.
- 1/2 tennis balls-use them to practice throwing-they don't move very far Balance puzzles-monkey puzzles (I have these)

Have fun!
The APE Team



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ACADEMICS



Reading Junction



SIGN IN | REGISTER

FIND A BOOK COVID-19 RESPONSE ▾ CENTERS ▾ RESOURCES ▾ [DONATE](#)

Learn at Home Resources



Reading Logs and Activities

Positively influence children's reading behaviors by activating and incentivizing their motivation to read using tools that allow them to list, track and share progress.



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RIF's Book Bingo

Read with all your might and mark
 as many books as you can!

Read a book borrowed from a friend	Read a book with a boring cover	Read a book that is a favorite	Read a book someone in your family recommends	Read a book with an exciting cover
Read a book that you can finish in 15 minutes	Read a book that has won an award	Read a book with a silly title	Read the first book in a series	Read a book that is true
Read a book about a girl	Read a book about a boy	FREE CHOICE	Read a book about an animal	Read a book aloud
Read a book with	Read a book	Read a book that	Read a book that	Read a book

Book Bingo K - G3

RIF's 40 Book Reading Challenge

Pick a Book. Read a Book. Mark a Book.

Historic Fiction	Adventure	Historical Fiction	Sports	Fantasy	Graphic	Science
Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____
Your Choice	Biography	Your Choice	Non-Fiction	Mystery	Award winning classic	Non-Fiction
Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____
Poetry	Picture Book	Poetry	Your Choice	Graphic	Fairy Tale	Holiday
Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____
Biography	Adventure	Realistic Fiction	Picture Book	Poetry	Mystery	Non-Fiction
Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____
Fairy Tale	Fantasy	Award winning classic	Non-Fiction	Award winning classic	Sports	Historical Fiction
Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____	Book: _____
Your Choice	Science Fiction	Holiday Theme	Graphic	Your Choice		

40 Book Challenge G4 - G8



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Reading
Is Fundamental

NAME _____

Reading Log

	Book Title	Author	# of Pages	Date
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____

RIF Printable Reading Log

Download and print a traditional reading log



Congratulations
to



NAME _____

You are a RIF Reader!

I am proud that this student is a reader.

DATE _____

Certificate

Celebrate your reader's accomplishments

Resources

Reading Is Fundamental has pulled together some best practices and key materials to help those who care for children guide their reading and share updates with their community.



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Reading
Is Fundamental

Tips for Choosing Books

- 1 Choose books with characters who are independent thinkers who face challenges and solve problems.
- 2 Look for accuracy in stories about modern day experiences, historical fiction, and informational books.



Tips for Choosing Books
A helpful guide to spark reading interest



Reading Instruction Webinar
Understand the basic building blocks of reading



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Reading
Is Fundamental

Literacy Development Begins in the Home

How to Connect Home Literacy Practices to School Literacy Practices

Literacy development begins early in the home. There is not one definition for literacy nor is there one way in which families can and should do literacy at home. According to Barton and Hamilton (2005), "literacy practices are the general cultural ways of utilizing written language which people draw upon in their lives" (p.7). Literacy is all around you and always present in your daily experiences. Here are some ways



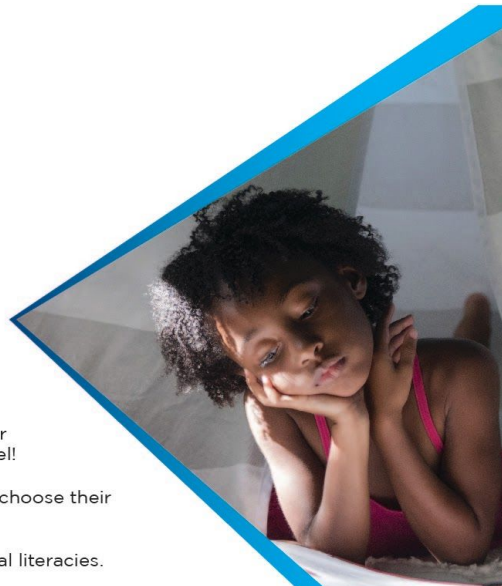
Literacy Development

Connect literacy development from home to school

Reading
Is Fundamental

Tips for Encouraging Readers

- 1 Let your child see you reading for pleasure—be a reading role model!
- 2 Give children the opportunity to choose their own books.
- 3 Embrace new literacies and digital literacies.



Tips for Encouraging Readers
Ways to engage kids in reading at home

Look for other book resources for families, educators and community partners in Literacy Central.

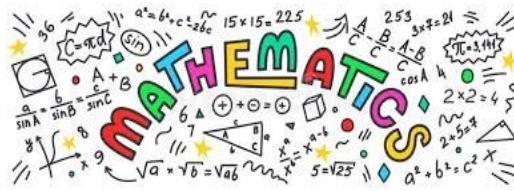
Reading is FUNdamental!



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Math Pointers

Math for the Fun of It Math.com



During summer vacations, on rainy days, while waiting at the doctor's office, on a stroll through the neighborhood, or during Covid-19 quarantining learning never ends. Your children can explore some fascinating mathematical possibilities in the world around them every day. For instance, math can be found outdoors in nature: look for symmetry in leaves; count the number, sizes, and kinds of trees on your street; and look at the various shapes and patterns of blooming flowers. Children will be learning math and enjoying it too! The activities in this section can be done anytime and anywhere.

Guess If You Can

Grades K-5

What to do:



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1. Let your child think of a number between a stated range of numbers while you try to guess the number by asking questions. Here is a sample conversation.



Child: I am thinking of a number between 1 and 100.

Parent: Is it more than 50?

Child: No.

Parent: Is it an even number?

Child: No.

Parent: Is it more than 20 but less than 40?

Child: Yes.

Parent: Can you reach it by starting at zero and counting by 3's?

Child: Yes.

(At this stage, your child could be thinking of 21, 27, 33, or 39.)

2. Figure out the answers to your own questions.
3. After you have guessed your child's number, let your child guess a number from you by asking similar questions.

Parent Pointer

It is important to help children develop an understanding of the characteristics and meanings of numbers.

What Are the Coins?

Grades 2-5

What you'll need:
Some coins





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What to do:

Ask your child the following questions:

1. I have three coins in my pocket. They are worth 7 cents. What do I have? (a nickel and 2 pennies)
2. I have three coins in my pocket. They are worth 16 cents. What do I have? (a dime, a nickel, a penny)
3. I have three coins in my pocket. They are worth 11 cents. What do I have? (2 nickels and 1 penny)
4. I have three coins in my pockets. They are worth 30 cents. What do I have? (3 dimes)
5. I have six coins in my pocket. They are worth 30 cents. What could I have? (1 quarter and 5 pennies or 6 nickels). This problem has more than one answer. It is challenging for children to experience problems like this.
6. I have coins in my pocket, which have a value of 11 cents. How many coins could I have?

You get the idea! Give your child a few coins to figure out the answers.

Parent Pointer

Use this activity to help your child develop an understanding of patterns and variables (the unknown) to solve a problem. This is critical to understanding algebra.

What Are My Chances?

Grades K-5

What you'll need

Two coins, paper, and pencil to keep score

What to do

Play these games with your child:

1. Flip one coin. Every time it comes up heads, your child gets 1 point. Every time it comes up tails, you get 1 point. Flip it 50 times. Tally by 5's to make it easier to keep track of scores. The person with the most points wins. If one person has 10 points more than the other person does, score an extra 10 points. Does this happen very often? Why not?



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2. Flip two coins. If the coins come up two tails or two heads, your child scores 1 point. If it comes up heads and tails, you get 1 point. After 50 flips, see who has more points. Do you think the game is fair? What if one person received 2 points for every double heads and the other person received 1 point for everything else. Is this fair?
3. Flip one coin. Then flip the other. If the second coin matches the first coin, your child scores 1 point. If the second coin doesn't match the first coin, you receive 1 point. Try this 50 times. Is the result the same as in the previous game?

Parent Pointer

Understanding probability is essential in many areas of mathematics. Playing games that involve chance is one way to explore the laws of probability.

Have fun with math!



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Preschool

Greeting Parents/Guardians

Language Arts

Letter of the week Zz

Monday

Introduce the letter Zz

Show the letter Zz and say its sound /z/

Point to the capital (uppercase) Z and then the small (lowercase z)

Have your child finger trace the letter as he/she say /z/

Find items that begin with the letter z such as a zipper, ziti noodles, zucchini, make the number zero, draw a zigzag, and if you have a picture of a zoo and a zebra (model)

Guide your child to sort items that begin with Z and Not Z in a pile

Write the letters of your child's name on ziti pasta pieces. Place in a bag with a pipe cleaner or yarn and his/her name card. Let your child first zip and unzip the bag and say: Zipper begins with the letter z. Guide your child to thread the ziti pasta pieces on the pipe cleaner or yarn to spell his/her name

Tuesday

Review the letter Zz

Show the letter Zz and say it sound /z/

Give your child a supply of straws. Challenge your child to make the letter z. Ask: How many straws did you need?

Help your cut pieces of masking tape to make the letter Z on a large sheet of paper.

Then have your child write Z on his/her taped Z, following the shape of the taped letter.



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Let your child “drive” a small toy vehicle on the Z and say: Zoom, zoom, zoom! To reinforce the /z/ sound.

Guide your child to make Z using zucchini sticks. Ask: How many zucchini sticks do you need? Have your child dip his/her zucchini sticks into the salsa for a zesty snack. Say: Zucchini and zesty begin with the /z/ sound.

Wednesday

Review the letter Zz

Show the letter Zz and say its sound /z/

Guide your child to write the letter Zz several times on a large, wide zigzag cutout. Prompt him/her to say /z/ every time he/she writes the letter to reinforce the letter-sound

Have you or your child draw a giant zero on a large sheet of paper. Tell him/her that zero begins with the /z/ sound. Direct your child to write his/her name above the zero. Provide a name card for reference. Inside the zero, have your child or do together draw/make a self-portrait, and add details using craft items such as yarn for hair or other materials around the house.

Scatter several capital Z cards and other letters composed of three straight lines (e.g. A, F, H, and N). Say: I spy with my little eye the letter _____. Have your child place an object on that letter and he/she repeats the letter name. Continue with the other letter cards. Discuss how the letters are alike and different.

Thursday

Review the letter Zz

Show the letter Zz and say its sound /z/

Say Z is for zebra. Zebra begins with the /z/ sound. Guide your child to turn the letter Z into a zebra. Draw black zigzag “stripes” on the Z cutout. Add eyes maybe wiggly eyes, yarn pieces for the mane and tail, and other details.



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Find the letter Zz. Make a “zoo”. Wrap several rubber bands around a shoebox to make the “bars” of a zoo cage. Space them evenly. Then place the box on its side. Hide (easily visible) lowercase z/s around the room. Tell your child that the z’s are missing from the letter zoo. His/her job is to find and return them. When your child locates one, he/she says: Letter z, it’s back to the zoo for you! Put it back in the zoo. Reinforce that zoo begins with the /z/ sound.

Friday

Review the letter Zz

Show the letter Zz and say its sound /z/

Place the uppercase letter cards for Z, M, N, and W on the table or floor. Leave spaces between the cards. Display the lowercase cards out of order. Have your child place a lowercase letter next to its corresponding uppercase letter. When he/she makes a match, he/she say the letter name and sound. If you have pictures then your child can match the pictures to the letters.

Find the letter Zz

<https://www.youtube.com/watch?v=r4DQrmht3FM>

Write the letter Zz

<https://www.youtube.com/watch?v=l56fT9pH9hM>

Mathematics

Numbers (counting objects to 30, adding, and comparing numbers)

Monday

Have your child use counters or objects around the house for adding. State a simple addition problem (e.g. I have two books. I bought one more book. How many books do I have altogether). Have your child show each number in the problem in separate piles of counters or objects. Ask: How many do you have altogether? Guide your child to count all the counters or objects to determine the sum.

Continue with other addition word problems.



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Tuesday

Count aloud with your to 20 (or 30, if appropriate) as you march around in a circle or around the house. Repeat several times.

Display a set of dot cards 1-10 or number cards 1-10 in mixed order. Point to each card and have your child count the number of dots or state the number.

Guide your child to put the dot cards or number cards in order. Have him/her say the number of dots or the number on each card. Ask questions such as This card has 4 dots. Which card has two more dots? Which card has one less dot?

Wednesday

Have your child listen carefully as you slowly drop a specific number (e.g. 3) of marbles or objects into a can. After the first amount, pause and then drop a few more into the can (e.g. 2). Ask your child to show with his/her fingers the total number of marbles or objects are in the can. Then remove the marbles or objects and chorally count with your child to confirm his/her answers.

Then repeat with different amounts adding up to 5. Continue with amounts adding to 10 with your child ready for the challenge.

Thursday

Count aloud with your child to 20 (or 30, if appropriate) as you march around in a circle or around the house. Repeat several times.

Show two sets of counters or objects. Have your child visually compare to see if they are equal, or one has more/fewer. Count with your child to confirm.

Repeat with other sets and reinforce math terms such as more, less/fewer, and equal.



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Friday

Have your child use counters or objects around the house for adding. State a simple addition problem (e.g. I have three cats. I got two more cats from my friend). How many cats do I have altogether?) Your child shows each number in the problem in separate piles of counters or objects. Ask: How many do you have altogether? Guide your child to count all the counters or objects to determine the sum.

Continue with other addition word problems.

CUSD SPED Preschool



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

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

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