



President's Message

By Deanne Shields, LDAU President

Organizing Your Child's Records

School is out for the summer! Now that you don't have homework wars to wage with your children, what will you do with all your time? Well, summer is a great time to organize records for your child.

Why is it important to keep an organized file of all of your child's records? Having all the records together helps everyone get the "big picture," and it is also useful to see the progress your child makes.

The easiest way to do this is to purchase a large three-ring binder and divide it into three areas:

Area one contains a log of all correspondence with the school and other professionals. This would include dates of letters you've sent, phone logs (yes, you need to make phone logs), and conversations with teachers/other professionals. The log should, at the minimum, list the date, person, conversation, and conclusion of these contacts.

Area two contains a copy of all the records that school or private professionals (tutors, medical doctors, therapists, etc.)

have given you. The records would contain testing, grade reports, evaluations, IEPs or 504s. These records go into the file from oldest to newest. Copies of letters you have sent should also be included.

Area three contains samples of the child's work if applicable. For example, if your child has a written language problem, the file may contain a writing sample from the beginning, middle, and end of the school year. Looking through the samples lets you see your child's progress. It also is a way of recognizing areas that may need to be addressed in future IEPs.

Once the binder is organized it provides an easy way to organize all your records in the future. A good resource to use on organizing your child's records is found in Wrightslaw [From Emotions to Advocacy](#), by Pam Wright and Pete Wright.

Getting your records organized now will help make the beginning of next year smoother when talking with teachers and planning your child's program.

If you don't have copies of all the records, you can request copies from the school, doctors, etc. It's never too late to start.

Talk With Your Child About Bullying

<http://www.taalliance.org>

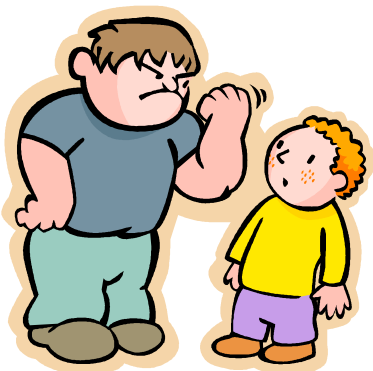
Parents can prepare themselves to talk with their children by considering how they are going to handle their child's questions and emotions. They can also decide what information they would like to give their child about bullying. Parents should be ready to:

- **Listen.**

It is the child's story; let him or her tell it. They may be in emotional pain about the way they are being treated.

- **Believe.**

The knowledge that a child is being bullied can be shocking. To be an effective advocate, parents need to react in a way that encourages the child to trust.



- **Be supportive.**

Tell the child it is not his fault and that he does not deserve to be bullied. Parents need to empower their child by telling him how terrific he is. Parents need to avoid judgmental comments about their child or the child who bullies. Their child may already be feeling isolated and hearing negative statements from parents may only further isolate him.

- **Be patient.**

Children may not be ready to open up right away. Talking about the bullying may be difficult as they may fear retaliation from the bully or think that even if they tell an adult that nothing will change. The child might be feeling insecure, withdrawn, frightened, or ashamed.

- **Provide information.**

Parents should educate their child about bullying by providing information at a level that the child can understand.

- **Explore options for intervention strategies.**

Parents can discuss with their child options they may have in dealing with bullying behavior

Teachers and Parents!

Some great websites to spend time on this summer are <http://www.LDPodcast.com> where you can listen to interviews with experts on a variety of subjects and www.nclld.org (The National Center for Learning Disabilities).

Both of these sites are helpful for **parents and teachers**. They have a broad array of topics that are broken down by disability, age, and interest.

NCLD currently has an article about homework organization that is full of helpful hints.

Fun Summer Time Math Activities

By Gladys M. Tucker

Summer is a great time to include math into your daily activities. Many of these ideas are from a Project REEL session that I attended at a NAEYC Conference in Atlanta, GA in 2006.

1. Help develop your child's geometric skills by encouraging incorporating the shapes and geometric figures they see in the environment in their art-work.

2. Bath time is a great place to work on measurement and volume skills as they play with empty shampoo bottles, plastic cups, and measuring cups.



3. As they play with blocks they are increasing their math knowledge. Block play contributes to the understanding of geometry, measurement, number height, area, and volume.

4. Count with them throughout the day to increase their understanding of numbers. Count the number of cereal O's they will eat for snack, the number of cups of water you put in the pan to boil, and the number of toys you have to put away, etc.

5. Games are a great way to spend time with your child while helping them develop number sense. Some favorites are Hi Ho! Cherry-O, Chutes and Ladders, Bingo.

6. Help your children create patterns by providing math manipulatives you gather from around the house (buttons, rocks, pennies, and seashells) or purchase from the store (pattern blocks, wooden beads, bear counters, and unit cubes). Look for sets of sizes, colors, and shapes.

7. Puzzles are a great way for children to learn how to solve problems. Purchase or make your own puzzles from magazines or photographs.

8. Offer your children opportunities to play in the sand. Scooping, shoveling, pouring, and molding the sand helps children learn about volume and weight.

9. Read. There are many children's books available that involve math concepts ([One Fish Two Fish Red Fish Blue Fish](#), [Caps for Sale](#), etc.).

10. Sing out loud together (Five Little Monkeys, etc.) and teach your children about counting.

11. Water play with plastic cups, funnels, straws, sieves, measuring cups, measuring spoons, sponges, and plastic spoons.

12. Keep colorful tape measures handy to measure things around the house and in nature, it is a great way to make estimates and then check them and compare how close you were. This is a good time to introduce metrics and compare to inches and feet. Don't forget to measure the child!

13. Set aside some time to cook together while developing your child's measurement skills. The following Web sites have child friendly recipes:



Pillsbury Baking Co.

www.pillsburybaking.com/everydaytimeWithKidsMore.aspx

The Vegetarian Kitchen, <http://vegkitchen.com/kid-friendly-recipes.htm>

Kraft Foods,

<http://www.kraftfoods.com/kf/YourKids/Pages/KidsLandingPage.aspx>

Betty Crocker, www.bettycrocker.com

14. Visit the U.S. Department of Education Web site for more activities that you can do at home with your child. www.ed.gov

Children with learning disabilities grow up to be adults with learning disabilities. How can parents help their children become successful adults? The Frostig Center has conducted a 20-year research project on this subject.

A free guide is available for parents at the following Web address:

<http://www.LDsuccess.org>

Calendar

Utah Institute of Special Ed Law and Practice conference Aug. 4-6
<http://www1.usu.edu/mprrc/taese/utlaw/utlaw2009.cfm?CFID=365512&CFTOKEN=91265233>

LDAU Conference March 5, 2009

Provo June meeting cancelled.

Disclaimer

The Learning Disabilities Association of Utah does not endorse, recommend, or make representations with respect to the research, services, programs, medications, products, or treatments mentioned in the newsletter. The material provided in this newsletter is designed for educational and informational purposes only.

Legislative Notes:

How an Idea Becomes a Law in Utah

<http://le.utah.gov/>

1. An Idea Is Developed.

A legislator draws from numerous sources in deciding what should be introduced in the Legislature as a bill. Major sources of ideas come from constituents, government agencies, special interest groups, lobbyists, the Governor, and the legislator.

2. The Bill is Drafted.

The idea is submitted to the Office of Legislative Research and General Counsel, a nonpartisan legislative staff office, in the form of a bill request. The assigned bill drafting attorney reviews existing law, researches the issues, and prepares the bill in proper technical form. The bill is given a number. A fiscal review is conducted and a "Fiscal Note" is attached. The bill is also reviewed for statutory or constitutional concerns.

3. The Bill is Introduced.

The bill is introduced into the Legislature and referred to the Rules Committee.

4. The Bill Receives Standing Committee Review and Public Input.

The Rules Committee recommends to the presiding officer the standing committee to which the bill should be referred. The standing committee, in an open meeting, reviews the bill, and receives public testimony. The committee may amend, hold, table, substitute, or make a favorable recommendation on the bill.

5. The Bill Is Returned to the Floor.

Following the committee hearing, the bill is returned to the full house with a committee report. The committee reports the bill out favorably, favorably with amendments, substituted, or that the bill has been tabled.

6. The Bill is Debated in Open Session.

The bill is debated in open session. During floor debate, the bill can be amended or substituted. It can be held (circled). In order for a bill to pass the House of Representatives, it must receive at least 38 votes. The bill must receive at least 15 votes in the Senate in order to pass.

7. The Bill Passes Both Houses in the Legislature.

After the bill has gone through both houses, it is signed by both presiding officers (the Senate President and the Speaker of the House).

8. The Bill is Prepared for the Governor's Action.

The Office of Legislative Research and General Counsel prepare the bill in final form. This is called the "enrolled" bill.

9. The Bill Receives the Governor's Action.

The enrolled bill is sent to the Governor for his action. He can sign the bill, veto it, or allow it become law without his signature.

10. The Bill Becomes Effective.

A bill enacted by the Legislature is effective 60 days following adjournment, unless another date is specified in the bill.

Job Success Tips:

By Leah Lobato,

Employer Relations

Specialist, USOR

From 2009 LDA Presentation

- When you need to talk to your supervisor, ask when a convenient time would be to meet.
- Take advantage of your performance reviews. Stay calm. Learn from them. Ask how you can improve.
- Be a team player. Be willing to help. Know the goals of your job and how your job fits into the overall organization. Avoid a "know-it-all" attitude. Try to fit in with the team. Keep your sense of humor.
- Ask for help when you need it. If you make a mistake, let your supervisor know immediately. Find out how you can fix it.
- Follow the proper chain of command. Discuss items with your supervisor first.

Juvenile Justice

From <http://www.wrightslaw.com>

If your child becomes involved with the juvenile justice system, be sure the judge has information regarding your child's disability: testing, IEPs, etc.

Most juvenile court judges are advocates for children with disabilities, but they can't fulfill this role if they don't have relevant information about the child and the case. You ask, "Shouldn't the judge be required to have complete school records?" The judge can't request information he doesn't know exists. If the judge receives school records, he thinks they are complete.

Adults need to ensure that the judge has the necessary information. If the child is represented by an attorney, it's the attorney's job to get this information before the judge. If a parent or guardian accompanies the child, this person is responsible for providing the judge with this information. If the child is arrested, he or she will usually be interviewed by a juvenile probation officer or intake officer before going to court. This person takes a history, requests records and provides information to the Court.