



# Parent Partnerships

A Newsletter for Parents with Children who have Moderate to Severe Disabilities  
Educational Equity For All

February 2017

California Department of Education



## New CA Science Test: What You Should Know

Posted: Thursday, January 12th, 2017  
by Lisa Hegdahl  
<https://goo.gl/x5Bc4x>

## Parent-teacher Communication: What Teachers Wish Parents Knew

By Linda Schrock Taylor

Your child's teacher may have shared this advice about parent-teacher communication with you already. If not, this is what teachers wish every parent knew about working together to support student achievement.

- **Begin early to model learning at home.** Let your children see you reading, conversing, wondering, solving problems, learning.
- **Remember that your child is your responsibility.** Become your child's advocate, in or out of school.
- **Make a point of knowing exactly what occurs in your child's classroom,** school, and life. Visit the school, observe classes, and review schoolwork that comes home. If little or none makes it home, find out why.
- **Be positive about school** and get enthusiastic about learning. Children will "catch" your attitude -- negative or positive.
- **Encourage your children to discuss their days,** classes, friends, hopes, and dreams. Be a good listener. *Know your child.*
- **Contact your child's teachers** and together plan the best times and methods -- phone, fax, e-mail, letters - - for parent-teacher communication.
- **Request specific guidelines** for helping with student homework. Some assignments may be appropriate for discussion, even 'coaching;' others may need only your encouragement and supervision.

<https://goo.gl/6sfRW3>

## Autism Parenting Magazine

### AUTISM RESOURCES FOR PARENTS

THE ULTIMATE GUIDE



Download our FREE guide: **Autism Resources for Parents**

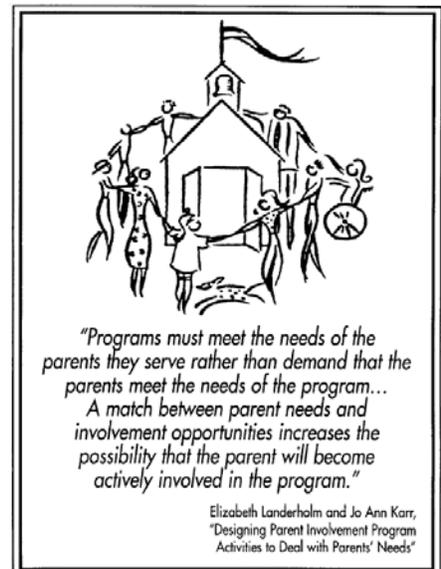
<https://goo.gl/2QaCjt>

As part of our ongoing endeavor to provide families affected by autism with the latest information and advice, we have compiled a list of autism resources for parents.

Whether you are a parent,

family member, caregiver or

teacher of someone with autism, or you are on the spectrum yourself, we hope the following autism websites and articles can help guide you in the right direction.



*"Programs must meet the needs of the parents they serve rather than demand that the parents meet the needs of the program... A match between parent needs and involvement opportunities increases the possibility that the parent will become actively involved in the program."*

Elizabeth Landerholm and Jo Ann Karr,  
"Designing Parent Involvement Program  
Activities to Deal with Parents' Needs"

EDUCATIONAL EQUITY FOR ALL  
..... Giving kids what they need to succeed

Tana Donaghy, President, Educational Equity For All  
[Missstanad@educationequityforall.org](mailto:Missstanad@educationequityforall.org); 909-964-5057  
<http://www.educationequity4all.com/>

## Feature Idea of Month



This is a durable, waterproof, and washable seatbelt cover that can be personalized with any medical alert, name, contact info, emergency info, or diagnosis. Sturdy velcro closure. Padded for comfort. This cover will last for years. I have these available in bright blue and black. Please send the wording you want when you order. Approximately 14 x 7 inches

when open, so plenty of room for name, diagnosis, and emergency instructions or contact info.

<https://goo.gl/vKuhYK>

## The Difference Between Tantrums and Sensory Meltdowns

By Amanda Morin

A **tantrum** is an outburst that happens when a child is trying to get something he wants or needs.

A **meltdown** is a reaction to [feeling overwhelmed](#).

- **To tame tantrums, acknowledge what your child needs without giving in.** Make it clear that you understand what he's after. "I see that you want my attention. When your sister is done talking, it'll be your turn." Then help him see there's a more appropriate behavior that will work. "When you're done yelling, tell me calmly that you're ready for my time."
- **To manage a meltdown, help your child find a safe, quiet place to de-escalate.** "Let's leave the mall and sit in the car for a few minutes." Then provide a calm, reassuring presence without talking too much to your child. The goal is to reduce the input coming at him.

<https://goo.gl/7FU4zH>



ECAC is a private non-profit organization that is operated by and staffed primarily with parents of children with disabilities and special health care needs. We have an extremely diverse staff and strive to bring multiple perspectives to our work. I hope our information reflects our commitment to ALL parents and ALL children and collaboration intended to improve the education and lives of our children. <http://www.ecac-parentcenter.org/about-us/about-ecac/>

## WEBSITES AND RESOURCES

<http://bpchildren.com/parents>

<https://goo.gl/OGvdZr>

<https://goo.gl/6jGW8Z>

## 30 Tips to a Good Night's Sleep for your Child with Special Needs

The following tips for a good night's sleep have been contributed to Scope by parents of children with special needs.

1. Make Space in Your Room
2. You Can Ring my Bell
3. Body Pillow
4. Two Sheets are Better than One!
5. Use Hops
6. Gro Clock
7. Night Positioning
8. Warm & Weighty Duvets
9. Sleep Tight
10. Back to Front

See the rest of the list at: <https://goo.gl/k2FjK1>



## How To Discuss Puberty with Your Child who has Special Needs <https://goo.gl/7py79R>

It's not easy to talk to any child about how our bodies change during puberty. But how can it be explained to a child with special needs who may or may not understand?

We were also concerned that he may receive some incorrect information from his peers if we did not teach him the facts first. So we came up with our own step-by-step approach to discussing the physical and emotional changes ahead:

1. Private time
2. Ask how much your child already knows
3. Use scientifically correct terms
4. It's Normal!
5. Read a book
6. Explain 5 stages of puberty
7. The Sacred Body
8. Talk about inappropriate touching
9. Availability for follow-up questions
10. Repeat as needed

Remember that "Children with disabilities are at higher risk for child sexual abuse than children without disabilities."

<https://goo.gl/4bDwy5>