

From Our Speech Language Pathologists



UDL Tip: Did you know that you can **slow down** **YouTube videos** for learners who benefit from extra processing time?



See It, Say It Sign It

Letters have names, sounds and can be represented by a hand gesture. Check out this interactive [video](#) to learn how to recognize, say and sign the letters and sounds of the alphabet.



Read and Create Your Own Digital Books

Finding books that are at the right level AND pique a student's interest can be difficult for emergent readers. Check out [Tarheel Reader](#) for a large selection of accessible books on a variety of interesting topics.

Language and Literacy Tip of the Week

It is important to talk with your child about the books you are reading together. Having conversations about books will help improve your child's vocabulary and knowledge about the topic of the book. First, read the book with humour and expression! Stop on every other page and have a conversation. Discuss what is happening in the book, point out things on the page and ask questions. Follow your child's interest. Re-read favourite books often and vary your conversations. Finally, after you have talked about the book as you read it together, ask your child to re-tell part or all of the story to you or explain the information that is shared in the book. Keep it fun! For more information visit: <https://www.readingrockets.org/>.

1

USING 'SMORRES' TO HELP YOUR CHILD COMMUNICATE THROUGH PICTURES

Here is a helpful [handout](#) and a [video](#) demonstration.

2

INTERACTIVE READING

Learn how to turn [book reading](#) into a conversation to strengthen your child's reading and comprehension skills.

3

A LITTLE HELP FROM OUR FRIENDS

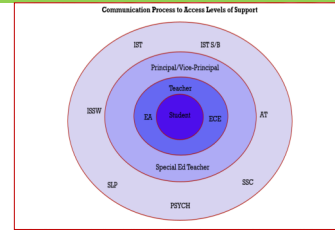
Here are helpful [links](#) to resources from [Durham District School Board's](#) SLPs.



Supporting Special Education Needs During School Closure

HELP! How do I support my child's IEP at home so that they can feel successful during school closure?

- ◆ Reach out to connect with your child's teacher for suggestions and ideas. How can I help support my child to ... understand the assignment, use their strengths to engage in the assignment, break the assignment down into manageable chunks?
- ◆ For example: Using a learning task from the Grade 4-6 Menu of Choices, here are some ways that you could help your child experience success using specific accommodations from your child's IEP.



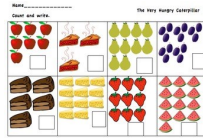
IEP: Facilitate organization of materials

AT HOME: Before they start the task, help your child locate all of the materials they will need (scissors, paper, etc)
Have them clear their work area so that they only have the necessary tools near them..



IEP: Reduction in number of tasks

AT HOME: Have your child do a 3 panel brochure instead of 6 panel and celebrate their success
If you are doing tasks with multiple examples, you can have them circle every second question instead of doing every question.



IEP: Highlight key words and concepts

AT HOME: Circle or highlight those words that tell them what to do or words that are important. They can go back and look at the "highlights" to help them recall what they read.

IEP: Read material aloud

AT HOME: As they are working on one panel, read the sample brochure panel aloud to them so that they get the idea of what could go on their brochure panel.



Media Literacy

Create a brochure for a new waterpark in your area! Click on the image for an example of a brochure.

Once you are ready to plan, use the [Waterpark Brochure Checklist](#) to make sure you have included all of the important criteria for an effective brochure.

IEP: Chunk assignments

AT HOME: Break the assignment up into manageable parts so that they can see and celebrate some end points. If doing this without a computer, fold the paper into the brochure panels. Do one panel at a time. Stop and recognize completion of each panel
Cover parts of the material so that they are only focusing on one aspect of the task.

IEP: Extra time for processing

AT HOME: When they read a paragraph, have them pause and think about what they have read. It is sometimes helpful for them to talk with someone about what they have read to help them understand the material



IEP: Positive reinforcement

AT HOME: Celebrate success, encourage them, build upon their strengths, reinforce when they have completed a section of the task.



IEP: Prompt student to return to task

AT HOME: Use visual reminders or timers or ring tones to remind them to return to their task.

