

# Oklahoma Parents Center

Summer 2010



## Mission Statement

Oklahoma Parents Center is dedicated to the inclusion and **equality of children** and adults with disabilities. Our mission is to train, inform, educate, and **support parents**, families, professionals and consumers in **building partnerships** that **meet the needs** of children and youth with the full range of disabilities ages birth through twenty-six.

## **Summer Feeding Program**

**Sponsored by the Regional Food Bank of Oklahoma**



Many children are faced with the knowledge that when school ends, so do the free and reduced price breakfasts and lunches they have relied on. The **Summer Feeding Program** provides nutritious food to children at selected sites throughout Oklahoma City and surrounding areas. The Summer Feeding Program will provide a free breakfast, lunch or both to children ages 1-18 beginning in early June.

The **Summer Feeding Program** is offered at Oklahoma City Play in the Park program sites, community centers, churches, and nonprofit organizations. Below is a link to the other sites that are offering the service throughout the summer to students.

<http://www.regionalfoodbank.org/Programs/Childhood-Hunger/Summer-Feeding>

# 10 ESSENTIAL TIPS FOR PARENTS

**Here's some practical advice for keeping your kids safe online:**

- 1** Don't forbid Internet use; in all probability, your kids will defy your ban on the sly.
- 2** Filtering software won't block all dangers your kids face on the Web, but it's a good start. Also visit sites with your child whenever possible.
- 3** Understand the technologies: Take a class, check out the Web resources listed on page 94, try the sites yourself. The more you know about the Internet, the better you can talk to your kids about it.
- 4** Place the computer in a common area of your home; kids won't expect privacy there.
- 5** Talk to the parents' of your child's friends'; most kids use computers at friends' homes.
- 6** Teach your kids the "embarrassment rule": They should never post anything they wouldn't want everyone to read.
- 7** Tell them to be careful about what they post regarding other people. Predator-friendly information is often left by friends posting comments.
- 8** Let your child know that it's important to tell you if he or she is ever approached online or receives inappropriate content.
- 9** Look for red flags that your child is in danger, such as minimizing a browser when you enter the room and getting phone calls from people you don't know.
- 10** If you think there may be a problem, report it to authorities and also to your Internet service provider.

**From "Do You Know Where Your Kids Are Clicking", by Alan Cohen, PC Magazine, June 21, 2006**

# TRANSITION FROM SCHOOL TO ADULT LIFE

## A LIST OF FREE ONLINE TRANSITION RESOURCES!



<http://www.okrehab.org/students/transision.htm>

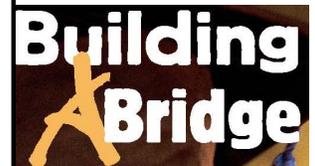
Department of Rehabilitation Services

The Transition: School-to-Work Program helps students with disabilities who are eligible for vocational rehabilitation services to prepare for employment and life after high school.

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf>

**Building A Bridge: A Resource Manual for High School Students!**

A handbook for students and family members to help with preparation for life after high school. Newly revised in 2009!



College Options for People with Intellectual Disabilities

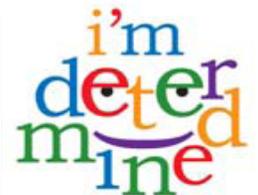
[ThinkCollege.net](http://ThinkCollege.net) \* Think College!

Think College offers:

- \* A searchable database of postsecondary education options,
- \* A searchable database of literature related to postsecondary education and intellectual disabilities, and

[www.imdetermined.org](http://www.imdetermined.org) \* I'm Determined!

Check out the "I'm Determined" website for lesson plans and activities to teach student involvement in the IEP process.



<http://education.ou.edu/zarrow/?p=45&z=52> \* Who's Future Is It Anyway?

Prepares students for their IEP meetings and to gain self-determination skills through 6 sections that have lessons. Each lesson package comes with a Coach's Guide that outlines the lessons, how to teach them, the roles of the students and teachers, as well as expected outcomes.

Zarrow Center for Learning Enrichment

[Corestandards.org](http://Corestandards.org) \* Common Core State Standards Initiative

These documents represent the college and career readiness standards. These standards define the knowledge and skills students should have to be ready to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.



# Very Special Children!!!

An excerpt from KinderArt: Born to Create ©  
By Andrea Mulder-Slater and Jantje Blokhuis-Mulder  
[www.KinderArt.com](http://www.KinderArt.com)

- \* Whether your child is particularly active, hearing or visually impaired, or developmentally delayed, always point out the achievements that she makes. **Always, always, always, focus on the positive** and not on the concepts not yet mastered. You have all the time in the world.
- \* **Find yourself a support group** by contacting other parents who are in the same situation as you. Find out what works for them. Share your triumphs and your failures too.
- \* Remember at all times that **special needs children do not misbehave on purpose**. They want to please you. They want to feel important and worthwhile. Sometimes they may experience difficulty carrying out a task because they have too much energy or because they simply feel frustrated and cannot focus on the task at hand. Be patient and let them know that you are proud of their efforts.
- \* **Keep a record of your child's achievements**. This way you will be able to easily recall the events and experiences that you both enjoyed the most. Do not overdo the rules. Flexibility is the rule. Take lots of deep breaths.
- \* **Be fair and honest**.
- \* Don't worry if your child is not reading at the same level as his peers. **Don't panic if your youngster doesn't speak or write as quickly as his brother did**. If you do suspect that your child has a disability, contact your doctor and make sure the proper tests are carried out. Knowledge is half the battle.
- \* **All children will be able to take part in some sort of art-making activity**. By doing so, they will feel an enormous sense of accomplishment and increased self-esteem. However, be sure to choose all activities carefully – gearing the activity to the ability of the child.
- \* **Make available lots of modeling materials like clay or homemade dough**. This is true for visually impaired children as well as those who have limited fine motor control.
- \* If your child is visually impaired, **gather a variety of textures to experiment with** - smooth papers, rough handmade papers etc.
- \* **Scented markers are always fun!**
- \* Have lots of **"big paper"** for large movements of the hands and arms.
- \* **Finger paint** (bought or homemade) is a terrific tactile material.
- \* **Dance, dance, dance!**
- \* **Building objects is a great way for kids to feel that they have accomplished something**. Try bits of wood, mat board, cardboard etc. You can work as a team, gluing pieces together and in the end even your visually impaired children can feel their creations as they evolve.
- \* **Weaving is a great idea**.
- \* Making musical instruments or any art **object that makes noise is great**.
- \* Drawing or painting **in time to music** is always a hit.
- \* If your child is hearing impaired, expose him to musical instruments where he can **"feel" the music**. Allow him to experience the wind that blows from a woodwind and the vibrations of a guitar string or drum head.
- \* Children with down syndrome **respond especially well to music**, as do youngsters with autism.



**Try as much as possible to expose your kiddos to the things that make them happy -  
the things that make them laugh -  
the things that make them clap their hands and smile.**

# A Parent's Vision and High Expectations are Powerful!

Adapted from the Minnesota Parent Pages Newsletter - [www.PACER.org/mpc](http://www.PACER.org/mpc)

Your vision and high expectations of your child's future are powerful and research shows that they impact your child's school achievement. From the time your child begins school until he/she graduates from high school, your expectations and your belief in the importance of education can motivate your child to fulfill his/her dreams. Parents who expect their children to finish high school and attend college or a vocational program communicate that belief in many ways. Studies show that parents who do this give their children an advantage at school.

This particular form of parent involvement influences your child to believe in the power of education. The vision and expectations you have for your child's schooling can be expressed in many ways. You are providing high expectations and helping your child succeed when you:

## Communicate Hopes and Expectations

It's important to discuss your hopes and dreams for your child's education early and regularly with him or her, and even kindergarten isn't too early to start! These conversations let your child know that education is important to your family. You give your child a goal to aim for when you:

- \* Ask about and listen to your child's thoughts on the future
- \* Share your hopes for education after high school
- \* State your belief in your child's ability to achieve career or vocational training

Your hopes and expectations are the foundation for achieving goals and the most powerful influence on your child's school performance. Expect your child to:

- \* Give school his best effort and attendance
- \* Follow through on her responsibilities, like completing homework, turning it in on time, and studying for tests
- \* Pursue education beyond high school.

## Connect School to life

Knowing what your child is studying in school helps focus your conversation of future goals. It keeps your child looking forward. You help build the bridge of "from here to there" when you:

- \* Connect school subjects to current events, personal interests, or career goals through conversation with your child
- \* Connect school subjects to your child's activities, hobbies, and places your child goes
- \* Share your own personal successes and challenges with school



Please call the Oklahoma Parents Center, Inc. at  
(405) 379-6015/(877) 553-4332 toll free if you have any questions.

# Traditional Play Dough

1 cup flour  
1 cup warm water  
2 teaspoons cream of tartar  
1 teaspoon oil  
1/4 cup salt  
food coloring of your choice



Mix all ingredients, adding food coloring last. Stir over medium heat until smooth. Remove from pan and knead until blended smooth. Place in plastic bag or airtight container when cooled. Will last for a long time.

## Contact Us

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## CALENDAR OF EVENTS

July 15<sup>th</sup> Basic Rights Training \* Idabel \* 6 pm  
July 19<sup>th</sup> IEP Workshop \* Muskogee \* 1 pm  
July 30<sup>th</sup> Celebration Day \* Bartlesville - Kiddy Park \* All Day  
Aug 4<sup>th</sup> & 5<sup>th</sup> DRS Expo \* Muskogee \* All Day  
Aug 19<sup>th</sup> IEP Workshop \* Bartlesville \* 6:30 pm  
**Sept 9<sup>th</sup> OPC Regional Institute \* Shawnee \* All Day**  
Sept 14<sup>th</sup> On the Road \* Ponca City \* All Day  
Oct 1<sup>st</sup> STARS Workshop \* Tulsa \* All Day