

# Oklahoma Parents Center

Summer 2012



## 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.

## Western Oklahoma Parental Involvement Institute

The Oklahoma Parents Center, in partnership with the Oklahoma State Department of Education is delighted to present our next regional Parental Involvement Institute. The Western Oklahoma Parental Involvement Institute is scheduled for **Saturday, October 27th, 2012** from 8:00 a.m. to 4:00 p.m. at the Western Technology Center - Burns Flat Campus, Burns Flat, Oklahoma. This institute will include information on education, transition services, and other valuable information and will highlight the resources available in our great state all at **no cost** to families and professionals who live and work with individuals with disabilities, birth through 26 years.

**Presenters will include  
Dr. Laura Riffel, and Jo Anne Blades, J.D.**

Please visit our website,  
[www.OklahomaParentsCenter.org](http://www.OklahomaParentsCenter.org), for



# Toilet Training

Adapted from "Before You Potty Train Your Child" by Terri Mauro, About.com Guide

Does the thought of potty training your child strike fear in you? Potty training your child is terrifying for all parents, but children with special needs can be notoriously difficult to toilet train. Here are some factors to take into consideration before you decide to take on this daunting task.

- **Medical Factors:** Your child seems unable to control his or her bladder, consider that there may be a medical reason. Talk to your doctor.
- **Developmental Factors:** Your child's developmental is delayed in other areas, they probably are affected in this area as well. Take into consideration your child's developmental age rather than their chronological age.
- **Sensory Factors:** Your child may not sense when they need to go or when their diaper is wet. This makes it hard for them to figure out what needs to be done and when to do it.
- **Temperamental Factors:** Your child may find transitions and conflict to be stressful and overwhelming. Before tackling toilet training, consider this: Are there other more important issues to be addressed first?
- **Control Factors:** Your child may want to have control. Mom or Dad can encourage the child to potty, but ultimately the child is in control. An area where the child has the upper hand is probably not one you want to tackle if control is an issue.
- **Peer Pressure Factors:** Not peer pressure on your child — peer pressure on YOU!!! You need to ask yourself why are you potty training your child — because you truly believe your child is ready or because someone else is telling you they should be!





[www.bookshare.org](http://www.bookshare.org)

# Bookshare: An Accessible Online Library for People with Print Disabilities

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Bookshare Members download books, textbooks and newspapers in a compressed, encrypted file. They then read the material using adaptive technology, typically software that reads the book aloud (text-to-speech) and/or displays the text of the book on a computer screen, or Braille access devices, such as refreshable Braille displays. The books are made available in two accessible digital formats from the Bookshare website:



- **DAISY (Digital Accessible Information System)**-a talking-book file format. DAISY books from Bookshare are DAISY 3 text files that work with screen readers, self-voicing synthetic-voice DAISY players, portable self-voicing DAISY players, and scan-and-read software such as Kurzweil K1000 and K3000, WYNN, and OpenBook.
- **BRF (Braille Refreshable Format)**-digital Braille for use with Braille embossers and refreshable Braille devices.

## Who Bookshare Serves

Bookshare provides multiple reading options for each of the communities it serves:

- **People with Visual Impairments:** Members with visual impairments can listen to books with using a text-to-speech synthesized voice, read books in Braille, or access the material in large print. [Hard copy Braille books](#) can also be ordered-these are then created by a partner organization that specializes in producing embossed Braille books. Members with low vision can read books in an enlarged font using either a screen magnifier or by opening the book in a software program that supports increased font size, color, contrast, etc.
- **People with Physical Disabilities:** Members can read books on a computer or a variety of portable devices, either visually and with text-to-speech as desired. Bookshare books are as easy or easier to access than books on tape, and the Bookshare program is switch accessible. Specifics depend on details of your AT, so check your manual for more information.
- **People with Learning Disabilities:** Members with severe dyslexia typically benefit from access to the full text of books in digital format, for multi-modal reading with both visual and audio (through synthetic text to speech). Many great software programs exist that provide a range of reading support specifically designed for individuals with learning disabilities, including highlighting of text as it is read aloud, changing margin, word, paragraph and line spacing, and setting custom background and print colors.



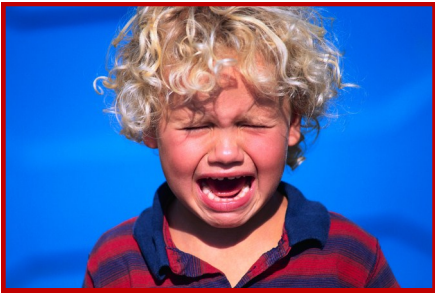
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# Tantrums, Tears, and Tempers: Behavior Is Communication

Reprinted from [www.Pacer.org](http://www.Pacer.org).

What's really going on when a child throws a tantrum at a store or cries incessantly before bedtime? The child is trying to express something that he or she can't say in words. In the first case, it might mean the child wants a candy bar or toy. In the second, it might mean the child is afraid of the dark. For young children, behavior is communication that's used to meet needs. It's how they let you know they either want something or want to avoid something. The reason they sometimes use such challenging behaviors is because it works. By understanding what your child is trying to express, you can better respond to his or her needs and help your child learn more positive ways to communicate.

## *Behavior Has a Purpose!*



To determine the purpose of your child's behavior, start by looking at what is happening before and after it begins. Consider changes in routines, times of the day it happens, and social situations that seem to trigger it. If you can identify the purpose of your child's behavior, you can determine strategies to address his or her needs and encourage positive behaviors.

Try to keep your focus on what your child is communicating and avoid labeling the behavior or your child as "bad." When you do, you'll be able to better put the behavior in perspective and focus on strategies to help your child acquire needed skills.

## Factors that Affect Behavior

Your child's developmental stage, temperament, and disability all affect his or her behavior. Here's how.

### ◆ **Child Development Stages**

Child development guidelines suggest the ages at which children typically develop various physical, reasoning, social, and emotional skills. Being familiar with these guidelines can help you pinpoint major areas where your child might be lagging. Developmental delays can affect your child's ability to communicate with you.

### ◆ **Temperament**

Temperament describes the way a child tends to react to people, places, and experiences. Children who are easygoing usually are quick to adapt to new situations and are comfortable with new experiences. Children who are intense tend to react dramatically, take longer to adapt, and can be easily frustrated. Children who are fearful are cautious, slower to adapt, and may take longer to be comfortable with new experiences. For example, if your child is intense, moving immediately from one activity to another might trigger an outburst. Careful planning on how to transition your child slowly from one activity to another will be key to fostering positive behavior.

### ◆ **Disability**

Your child's disability also may affect his or her behavior. A child with sensory disorders, for example, may not be able to handle noisy spaces with many people. A child with autism might find making eye contact and being around other children stressful. As a result, such children may communicate their feelings through tantrums.

# Tantrums, Tears, and Tempers: Behavior Is Communication (cont.)

Reprinted from [www.Pacer.org](http://www.Pacer.org).

## Encourage Positive Behaviors

Knowing that behavior has a purpose and is affected by other factors, you can help your child build the necessary skills to communicate more effectively. Here are some strategies to try.

- ◆ **Reinforce Good Behavior**

Be sure to praise your child for appropriate behavior.

- ◆ **Provide Structure and Consistency**

Young children need consistent schedules and ground rules. Such stability helps provide a safe and predictable environment for them to learn appropriate behaviors over time.

- ◆ **Collect Data**

Keep a log that documents challenging behaviors. Note when the behavior occurs, what the child is doing before and after it happens, and what is going on in the child's environment when the behavior takes place. If you see a consistent pattern, then you can devise strategies to address that behavior.

- ◆ **Name the Behavior You're Encouraging**

By naming the appropriate behavior for your child, you are helping him or her reinforce it. For example, you might say, "Sharing your toys with Sally is a nice thing to do."

- ◆ **Give Words for Emotions**

Help your child identify emotions and needs in certain situations by teaching simple phrases such as "I don't like that!" or "Help me!" Also give your child the language to explain feelings and bring a conclusion to them. For example, you might teach him or her to say, "I'm all done being mad."

- ◆ **Change the Environment**

If you can change the environment so a behavior is reduced or eliminated, it will help your child.

- ◆ **Give Choices**

Give your child a sense of control by offering basic choices. To keep things simple, it's best to give only two options, such as, "Do you want to wear your blue shirt or yellow shirt?"

- ◆ **Avoid Power Struggles**

Try to compromise with your child. For example, you might say, "I'll pick up one toy and you pick up one toy."



## Summary

Behavior is how a child tells you something he or she cannot tell you in words. It is affected by the child's developmental stage, temperament, and type of disability. To understand behavior, it is helpful if you are aware, insightful, and use effective skills in managing the behavior. You can use the strategies recommended in this handout to build on your own knowledge about your child.



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PLEASE MARK ALL THAT APPLY:

Parent

Relative

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Service Provider

Other

Birthdate/Sex of Child: \_\_\_\_\_ Primary Disability of Child: \_\_\_\_\_

I would like to make a tax-deductible donation of:

\_\_\_\_\_ \$5.00 \_\_\_\_\_ \$10.00 \_\_\_\_\_ \$20.00 \_\_\_\_\_ \$50.00 \_\_\_\_\_ Other: \$ \_\_\_\_\_

Your donation of any amount to the OPC is greatly appreciated!

You can also visit [www.OklahomaParentsCenter.org](http://www.OklahomaParentsCenter.org) to donate online!

Also please send me more information on the following: (Check all that apply)

\_\_\_\_\_ I would like to schedule a workshop.

\_\_\_\_\_ I would like individual assistance and information.

\_\_\_\_\_ I would like more information about the parent training and information center.

THANK YOU FOR YOUR CONTINUED SUPPORT!!!

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