

# Special Education Family Newsletter

This newsletter is published monthly with the intent to provide information and support for parents, caregivers and families across our system.

## WHAT IS AN IPRC?

**IPRC** stands for Individual Placement and Review Committee. Regulation 181/98 requires that all school boards establish IPRCs. An IPRC is composed of at least three people, one of whom must be a principal or supervisory officer of the board. The UCDSB uses a three- or four-member committee. Your school Principal, Special Education Teacher and a Classroom teacher are normally present. Another Principal or system staff member may attend. You will be advised of the membership prior to the meeting.

### What is the role of the IPRC?

*The IPRC will:*

- decide whether or not your child should be identified as exceptional
- identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education
- decide an appropriate placement for your child

### What are placement options?

*A regular class with indirect support:*

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

*A regular class with resource assistance:*

The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

*A regular class with withdrawal assistance:*

The student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education teacher.

*Special Education Class with partial integration:*

The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to the standards in O. Reg. 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

*Special Education Class full time:*

The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to the standards in O. Reg. 298, section 31, for the entire school day.



Click on the UCDSB Logo above to access the parent guide to IPRCs!

### Important Dates in April

- 2 - World Autism Awareness Day
- 9 - Vimy Ridge Day
- 12 to 16 - April Break
- 14 - International Day of Pink (LGBTQ+)
- 18-24 - National Volunteer Week
- 21 - World Creativity & Innovation Day
- 22 - Earth Day
- 28 - Administrative Professionals Day

# Hearing

Did you know:

The ears are the doorways to the brain. Hearing occurs in the brain, not in the ear. The ear is the doorway to the brain for sound/auditory information. The only purpose of technology, such as hearing aids and cochlear implants, is to get auditory information through the doorway, to the brain. (Carol Flexer - PhD, Audiologist, certified Auditory Verbal Therapist)

## What is Sensorineural Hearing Loss?

Sensorineural hearing loss (SNHL) is caused by damage to the structures in your inner ear or your auditory nerve. Common causes of SNHL include exposure to loud noises, genetic factors, or the natural aging process. SNHL can range from mild hearing loss to complete hearing loss depending on the degree of damage.

Sensorineural hearing loss symptoms:

- trouble hearing sounds when there's background noise
- particular difficulty understanding children's and female voices
- dizziness or balance problems
- trouble hearing high-pitched sounds
- sounds and voices seem muffled
- feeling like you can hear voices but can't understand them
- tinnitus (ringing in your ears)

<https://www.healthline.com/health/sensorineural-hearing-loss#symptoms> (healthline)



**Self-Determination** skills enable children to explain their visual challenges to others effectively and, in turn, become effective advocates for themselves based on their own needs and goals.

Empower your child to have a positive sense of self-determination; encourage & coach your child to:

- Advocate for personal wants & needs
- Be assertive while communicating with others
- Be involved in choice- and decision-making
- Set and attain goals
- Experience opportunities for problem solving
- Have opportunities to explain his or her visual impairment to others



**PLAY TIME WITH BLIND AND VISUALLY IMPAIRED CHILDREN**  
Inspiration for inclusive games, toys and activities.

**ACTIVITIES & GAMES**  
These activities are ones you can make fun and with your child, but can even get involved in playing with them too!

**BRAILLE BINGO**  
Braille Transcription companies can create braille versions of most things that would normally be in print including books, notices, bills and even 'house cards'.  
You can also buy them from BNVB from £5.  
Skills it helps with: Communication, Hearing, Confidence.

**TEXTURE DOMINOES**  
Choose your materials that represent each number and add a small tag to each corresponding number on the domino. For each color your 'partner' should have a matching game piece.  
Skills it helps with: Communication, Hearing, Confidence.

**THE COLOUR WHEEL**  
This game has a few elements thrown together including paper, paper and tactile icons.  
Skills it helps with: Hearing, Balance, Spatial Awareness, Visual Perception.

**BAKING**  
Baking is an exciting experience that both sighted and visually impaired children can do together - with adult supervision of course.  
Skills it helps with: Math, Measurement, Classification, Hygiene, Study Skills, Memory.

**NO BAKE PEANUT BUTTER BARS**  
Skills it helps with: Fine Motor Skills, Handwriting, Visual Perception.

**ADAPTING TOYS**  
Here are some ways to make readily available toys more accessible for your visually impaired child.  
Skills it helps with: Fine Motor Skills, Handwriting, Visual Perception.

**DO'S & DON'T'S**  
DO'S: Encourage sighted children to describe what they are doing and seeing to those with visual impairments. It will help keep the conversation flowing and the play inclusive. Allow a visually impaired child to play on their own and choose which friends they want to play with in their free time. Allow a little extra time for a visually impaired child to pick up the rules of a game. Other children may have more difficulty by being able to watch and copy, but a visually impaired child may need to take things more slowly and they will make important a couple of hours. Identify yourself clearly and reassure when you can to have a chatmate.  
DON'T'S: Provide objects that are not tactile and have any opportunity of it is not your child. They may be afraid of physical contact of their own. Never touch. Never make a game out of their having to guess who you are. Do not use for highlighting and confidence for the child. Don't be afraid to use words like "see" and "look" - you as you would with any other child.

**TOYSHOP**

# From Our Speech Language Pathologists



## Maximizing Listening Skills

Building good listening skills is critical but often requires some training. Listening is even harder now that our voices and facial expressions are muffled while wearing masks. There are many strategies that can be taught to improve listening skills.

### Strategies you, as a speaker, can use to help someone listen better

- Get the person's attention
- Speak slowly and pause frequently
- Chunk information
- Use vocabulary at the level of the person you are speaking to
- Use gestures or visual support
- Repeat or rephrase as necessary

### Strategies you can use to improve your ability to listen:

- Look at the person and focus on what they are talking about
- Tell the person if you don't understand and ask questions to clarify information
- Avoid interrupting and stay still
- Listen for key words and repeat them to yourself

### VIDEO

Here is a Sesame Street Video that reviews listening strategies for students: [click here](#)



### BOOKS

Here are some books that focus on the importance of listening:

- Strega Nona
- Quiet Please, Owen McPhee
- Word Birdy
- Interrupting Chicken
- No, David!
- Listen Buddy
- Howard B. Wigglebottom Learns to Listen



### POSTER

Please see the next page for a poster of some whole-body listening strategies that you can use at home or in the classroom.

# Whole Body Listening!

Larry wants to remind you to  
listen with your entire body



Eyes = Looking  
toward the speaker



Ears = Both ears  
ready to hear



Mouth = Quiet -  
waiting for your turn  
to talk



Hands = Quiet and  
kept to yourself



Feet = Quiet  
and still



Body = Facing  
toward the speaker



Brain = Thinking about  
what is being said



Heart = Consider  
the speaker and  
others listening



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From the Whole Body Listening Larry books by E. Switzer and K. Wilson  
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