

**Family Resource  
Center for  
Disabilities &  
Special Needs**

# The Coalition

**Parent Training  
& Resource  
Center (PTRC)**

June 2021

## More About Positive Behavior Support

If you are a regular reader of this newsletter you know that we talk about behavior A Lot. There's a reason for that. So many of the calls we receive at the Parent Training and Resource Center (PTRC) are from parents whose children are exhibiting problem behaviors that are causing trouble at school. These children should benefit from a Behavior Intervention Plan (BIP) that is based on positive behavior supports (pbs) and reinforces and teaches appropriate replacement behaviors. Sometimes parents, and the school-based teams, have a hard time coming up with a menu of meaningful reinforcers. Often there must be an array of choices that can be rotated if students tire of one thing or another. We often have to think "outside the box" to come up with fresh ideas. For example, my elementary school age child with autism would work for the opportunity to go to other classrooms to look at the animal alphabet posters displayed there. Sometimes stickers or skittles lose their appeal and cease to have the intended affect.

Assuming that the maladaptive behavior has a function (such as escaping a nonpreferred task), consider talking with your child for ideas about what might be "worth the work" of attaining new skills or appropriate behavior. Below is a questionnaire you might want to try to get some ideas:

### Student Reinforcement Survey

1. My favorite adult at school is: \_\_\_\_\_  
The things I like to do with this adult are:
2. My best friend at school is: \_\_\_\_\_  
Some things I like to do with this best friend are:
3. When I do well in school, a person I'd like to know about it is: \_\_\_\_\_
4. When I do well in school, I wish my teacher would:
5. At school, I'd like to spend more time with: \_\_\_\_\_  
Some things I'd like to do with this person are:
6. One thing I'd really like to do more in school is:
7. When I have free time at school I like to:

8. I feel great in school when:
9. The person who likes me best at school is: \_\_\_\_\_  
I think this person likes me because:
10. I will do almost anything to keep from:
11. The kind of punishment at school that I hate most is:
12. I sure get mad at school when I can't:
13. The thing that upsets my teacher the most is:
14. The thing that upsets me the most is:

### Reinforcers (check all that apply)

*Favorite Edible Reinforcers:- Be Specific*

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## A BIG THANK YOU

On behalf of the Board of Directors of the Family Resource Center for Disabilities and Special Needs (FRC), the staff at the Parent Training and Resource Center (PTRC), and the families that we serve, we want to express our gratitude to all of you who provided us with letters of support for our PTRC. We are humbled by your kind words.

In April, we submitted a grant application to the US Department of Education for continued funding for this program. Only 15 applications will be funded nationwide so the competition is fierce (as always) and we expect to learn the results later this summer. We don't like to think about what will happen if our application doesn't make the cut. So keep your fingers crossed for us and we will let you know the results in our September newsletter.

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## Reinforcement Survey

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- Candy  Fruit  Drinks  Cereal  Snacks  Nuts  
 Vegetables  Other (specify)

### *Academic Reinforcers*

- Going to library  Having good work displayed  
 Getting good grades  Giving reports  
 Having parents (or preferred adult) praise good work  
 Making projects  Earning teacher praise  
 Completing creative writing projects  
 Helping grade papers  Getting a good note home  
 Earning stickers, points, etc.  Homework pass  
 Other (specify) \_\_\_\_\_

### *Favorite Tangible Items*

- Stuffed animals  Pencils, markers, crayons  Paper  
 Toys (trucks, tractors, cars, action figures, legos, etc.)  
 Sports equipment  Books  Puzzles

(Hint: You can prolong the reinforcer by providing it incrementally. For example, reinforce with a few pieces of the puzzle or legos at a time instead of the whole item)

### *Activity Reinforcers*

- Extra time for coloring/drawing/painting  
 Making things  Going on field trips  
 Caring for classroom animals/pets  Going shopping  
 Eating out in restaurant  Going to movies  
 Spending time alone  Reading  Free time in class  
 Having extra gym/recess time  Extra computer time  
 Other (specify)

### *Social Reinforcers*

- Teaching things to other people or younger children  
 Being the teacher's helper  Being a leader in class  
 Spending extra time with the teacher or principal  
 Spending time with another preferred adult (Who?)  
 Having class parties  Working with a friend in class  
 Helping keep the room clean  Being a tutor  
 Other (specify) \_\_\_\_\_

### *Recreation/Leisure Reinforcers*

- Listening to music  Singing  Watching TV  
 Playing a musical instrument  Playing video games  
 Attending a concert or special performance  
 Attending a community event or a special outing  
 Cooking  Building models  Woodworking  
 Sports (specify) \_\_\_\_\_  Working with crafts  
 Other (specify) \_\_\_\_\_

*Ask about additional suggestions or interests.*

This list is meant to spark conversation with your child. He/she may have their own ideas (remember the animal alphabet example). Most importantly, whatever is used should be something you know, or are reasonably certain,

*Continued on Page*

## That Time of Year Again



Hurricanes aren't the only emergencies we should prepare for (as COVID taught us) but this time of year is a reminder that we should, like good scouts, always be prepared. So be sure to make the necessary preparations and know what needs to happen during ANY emergency situation. Here are a few suggestions to consider:

- Get an emergency supply kit with enough supplies for at least three days, make an emergency plan with your family and be informed about what might happen
- Discuss your needs with family members, neighbors, coworkers and those who manage your office or apartment.
- Make sure those around you know how to operate any necessary equipment (like a generator) and where it is stored. Label equipment and attach instructions as a backup.
- Have a list with the types and models of any equipment or devices you need. If you use electrical equipment, plan how you will deal with a power outage, such as keeping a manual wheelchair for use if your electrical wheelchair becomes inoperable.
- Know more than one location of a medical facility that provides the services you need.
- Add any necessary supplies such as wheelchair batteries, catheters, oxygen, medication, food for service animals or other special supplies to your emergency kit.
- Do not assume that you or your loved one has been factored into an evacuation procedure. Let others know of your specific requirements.
- If you or your loved one is physically disabled, study the evacuation procedure of any building from which you might evacuate. If necessary, know if and where an Evacuation Chair (EVAC+CHAIR) is located, and make sure others know how it operates.
- Learn about specific devices and technology that may assist you in receiving information during an emergency.
- Arrange for someone to communicate essential information to you during an emergency if you are hard of hearing or visually impaired.
- Consider getting a medical alert system that allows you to call for help in case you are immobilized.
- If you receive care through an agency, ask about plans to provide care during & after an emergency.
- Prepare any instructions you need to give rescuers or others who may be around you. Use concise verbal directions, or carry written instructions with you at all times. Practice giving these instructions.
- If told to evacuate, do so if it is possible with the help

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## That Time of Year Again - Continued from Page 2

of others. If you are unable to evacuate, wait where you are for rescuers.

- Take your emergency supply kit, including any necessary items, with you.
- Stay as calm as possible to help those around you.
- Once you are in a safe place, report to others who may be concerned about your welfare.

### Re-Entry Anxiety: Managing FOGO (Fear Of Going Out) After Lockdown

It goes without saying that these months of pandemic parenting have been stressful and hard. But they've also created a sense of safety. So, it's understandable that the prospects of re-entry into a new normal is making a lot of parents and kids quite nervous. Given all the unknowns, the transition won't be seamless. But here's some suggestions to help manage the uncertainty of uncharted waters.

- *Make peace with anxiety* - Post-lockdown anxiety is real. The storm might be subsiding, but the danger remains. But your child's experience of re-entry begins with you. Find a way to regulate yourself, so that you can be a calming influence on your child.
- *Deal with one worry at a time* - Encourage everyone to write each worry down. Categorize things you can and can't control and focus on the former.
- *Know the statistics* - Develop an approach to re-entry that is proportionate to how threatening the virus is to you and your family in your area.
- *Talk positives that await* - What are the things you'll gain, be excited about, look forward to, from re-entry?
- *Recall positives you'll take* - Family movie nights, connections with neighbors, more efficient virtual work meetings. Talk with your family about the positive lessons and new routines you'll take with you from lockdown.
- *Use language that empowers everyone* - Rather than saying things like, "Nothing will be the same," or "It'll be weird to have to wear masks," use empowering language. Like, "It'll be interesting to see how things are different." Explain to your child that "We know a lot more about the virus now and how to stay safe, like by wearing masks."
- *Accept all feelings* - Make sure your child knows that it's normal for everyone to feel a lot of big feelings. Don't minimize your child's feelings, "Don't be scared," in an attempt to make her feel better. Instead, acknowledge whatever she's feeling and talk about how she can cope with the feeling.
- *Acknowledge the change* - Discuss how things might be different and how the changes might be disorienting, frustrating or upsetting. - Keep everybody's re-

sources full- Make sure everyone in your family (including you) is getting good rest, regular exercise and nutritious meals.

- *Address the uncertainty* - Chances are you told your kids the same message told to you, that we were in lockdown to flatten the curve and keep vulnerable people safe. Does this mean they are safe now? Be prepared to answer your children's questions about why we can resume life now.
- *Be patient with separation* - Don't push yourself or your child out of your comfort zones too quickly. If you're constantly in a state of fight or flight, you'll feel burned out, anxious and have difficulty sleeping.
- *Remember, we are resilient* - Most people are resilient and will weather this stressful experience and bounce back emotionally.
- *Plan some family fun* - Young children (and pets) have loved having their parents' home, so make sure your child knows that re-entry doesn't mean family togetherness has to end. People feel better when they have something to look forward to, so schedule some family fun on the calendar for everyone to see.

From the Mt. Sinai Parenting Center  
Seedlings Group  
Visit their website for other  
science-based parenting resources  
<https://parenting.mountsinai.org/>



## Preventing the "Summer Slide"

Summer break is typically a time for kids to kick back, indulge in a little extra screen time, play outside, and embrace the kind of freedom that only comes with being young and having zero responsibilities. However, all of this free time can lead to the summer slide, a regression in academic proficiency due to summer break, and experts warn it is hindering kids' progress when they head back to school.

The concept of the summer slide has been on researchers' radar since at least 1996, when one of the first comprehensive studies on the phenomenon was published. The study showed that kids lose significant knowledge in reading and math over summer break, which tends to have a snowball effect as they experience subsequent skill loss each year. A more recent study of children in 3rd to 5th grades also showed that students lost, on average, about 20 percent of their school-year gains in reading and 27 percent of their school-year gains in math during summer break.

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## Reinforcement Survey

*Continued from Page 3*

will provide enough interest to be reinforcing. We mustn't assume that it is just because it worked for another child.

SO - Should we ask...

*"Would you do it for a Scooby Snack?"*



## Preventing the "Summer Slide"

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Younger children are prone to the most learning loss because they're at a crucial stage in their development. "In general, kids learn a lot more in kindergarten, first grade, and second grade than kids in middle school or high school, because learning follows a curve where it's accelerated early in life and then plateaus," says James Kim, Ed.D., an assistant professor of education at Harvard University. "Things like decoding, letter knowledge, and word reading skills are very susceptible to decay without frequent practice, as are math facts like addition and subtraction."

Children from low-income families are also disproportionately affected by the summer slide, in ways that can affect them years into their education. In fact, research cited by Kim shows that more than half of the gap in reading scores between low-income 9th graders and their middle-income peers could be attributed to differences in summer learning accumulated between first and fifth grade.

### Three ways to help prevent the summer slide in reading:

**1. Six books to summer success:** Research shows that reading just six books during the summer may keep a struggling reader from regressing. When choosing the six, be sure that they are just right — not too hard and not too easy. Take advantage of your local library. Ask for help selecting books that match your child's age, interests, and abilities. Libraries often run summer reading programs that motivate kids to read, so find out what's available in your area. Also check our book lists for recommendations.

**2. Read every day:** Encourage your child to take advantage of every opportunity to read. Find occasions throughout the day:

*Morning: The newspaper — even if it is just the comics or today's weather.*

*Daytime: Schedules, TV guides, magazines, online resources, etc. For example, if your daughter likes the food channel, help her look for a recipe on the network's Web site — then cook it together for more reading practice.*

*Evening: End the day by having your child read to you from the book he is currently reading (one of the six books, above). Have him rehearse a paragraph, page, or chapter before reading to you. Rereading will help him be more fluent — able to read at an appropriate speed, correctly, and with nice expression.*

**3. Keep reading aloud:** Reading aloud benefits all children and teens, especially those who struggle. One benefit is that you can read books your child can't, so they will build listening comprehension skills with grade-level and above books. This will increase their knowledge and expand their experience with text, so that they will do better when they read on their own.

Acknowledgements for "Preventing the Summer Slide": Austrew, Ashley, "How to Prevent Your Kids from Losing What They Learned in School During Summer Vacation" Scholastic Parents. June 05, 2019, <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/summer-slide.html>

"Three Ways to Prevent Summer Slide" Scholastic Parents. <https://www.scholastic.com/parents/books-and-reading/reading-resources/developing-reading-skills/three-ways-to-prevent-summer-slide.html>


## CHAFEE

If you're a Foster Parent you should know about the Chafee Foster Care Independence Program established with the passage of the Foster Care Independence Act of 1999 (PL 106-169). Chafee funds are intended to provide youth with opportunities to learn needed independent living skills and increase the likelihood of successful transition from foster care to independence. The Educational and Training Voucher (ETV) Program provides resources for youth who are transitioning from foster care to meet their education and training needs.


Who's eligible?

- Youth currently in foster care who are between the ages 14- 18
- Youth formerly in foster care who at age 14 or older left foster care for reunification
- Youth who have aged out of foster care at age 18 and have not turned age 21
- Youth formerly in foster care who at 16 or older left foster care for adoption, guardianship, kinship care and have not reached age 21

For more info: [chafee-program-guidelines-booklet-dss-30258-october-2019.pdf \(sc.gov\)](https://www.sc.gov/Portals/0/Chafee-Program-Guidelines-Booklet-DSS-30258-October-2019.pdf)



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U.S. Office of Special Education Programs

## Upcoming Events and Local Support Groups for Families with Diverse Needs

### Inclusive Swim Nights

People with special needs, their caregivers, and families are invited to unforgettable evenings at the waterparks and the pool!



#### July 10th & 17th - 6:30-8:30pm

Whirlin Waters Adventure Water Park  
Wanamaker County Park  
8888 University Blvd., North Charleston

\$9 per person or free for children 2 and under and Super Splash Pass holders. If needed,

a rain date is July 24.

#### July 31 Inclusive Swim Night, 6:30-8:30pm

West County Aquatic Center  
5156 Highway 165, Hollywood, SC

\$2 per person or free for children 2 and under and all West County Aquatic Center Season Pass holders. If needed, a rain date is August 7.

**For more info on Inclusive Swim Nights, or to register, call 843-795-4386 to register or visit [ccprc.com](http://ccprc.com)**

### Learn to Swim at the Starfish Swim School!

Sponsored by Charleston Parks & Rec this course features 1-on-1 instruction for youth and adults age 13 and above with cognitive or physical challenges. Instruction is tailored to the participant's abilities and goals for independent swimming and safety. Students work toward developing core swimming competencies using principles of adult learning. All classes are held at the West County Aquatic Center, 5156 Highway 165, Hollywood. Registration is on the website only. Visit: [www.cprc.com](http://www.cprc.com) and enter "Starfish Swim" in the search box.

**Children's Museum of the Low Country** sponsors some Play Days and Summer Day Camp opportunities. Explore their website at [explorecml.org](http://explorecml.org) or contact Meghan Fisher at [meghan@explocml.org](mailto:meghan@explocml.org) - or - 843 278-5329

The **Lowcountry Autism Foundation (LAF)** is offering two FREE music therapy events at their office. Space is extremely limited so act now if you're interested. The sessions are scheduled for:

Saturday, July 10, 2021; 9:30 AM - 11:30 AM (and)  
Saturday, August 7, 2021; 9:30 AM - 11:30 AM

Class Name: Music Therapy For Individuals with ASD (parents are encouraged to stay)  
Where: Leask Industries/LAF Office- 401 Seacoast Pkwy, Mt Pleasant, SC for both sessions  
For questions contact: [sclark@melodymusictherapy.com](mailto:sclark@melodymusictherapy.com) (571)-246-7210

Registration is online only. Visit their website to register or check availability: [www.lafinc.org/calendar-of-events](http://www.lafinc.org/calendar-of-events)

### Turner Syndrome Support Group

This group provides support and social interaction for children with Turner Syndrome as well as their families. You may contact Megan Taft, LMSW or 843-876-1527, for more information and dates for upcoming groups.

**Dads helping Dads** - offers dads of children with special needs a dedicated space and time to meet with their peers and discuss the unique challenges and joys of being a father. Rossiter & Cummaro, a health management company with 15 years of experience in telehealth, will provide a guest counselor at each session, via video conference, to share general advice and advocacy. Food and drinks will be provided. Everything discussed at these meetings will be confidential. The option to attend via Zoom will be available. Meetings are the last Thursday of the month (upcoming: July 29 and August 26) at 6:00 pm - 7:00 pm, 401 Seacoast Parkway, Mount This event is free and registration is online at:

<https://www.eventbrite.com/e/peer-group-for-dads-of-special-needs-children-tickets-139664411013>

## Share Your Thoughts

The U.S. Department of Education's Office for Civil Rights (OCR) has issued a Request for Information asking the public to submit written comments on the administration of school discipline in schools serving students in pre-k through grade 12. This information will assist OCR in determining what policy guidance, technical assistance, or other resources may help schools improve school climate and safety, and ensure equal access to education programs and activities, consistent with the civil rights laws that OCR enforces. **To submit your comments visit: <https://www.regulations.gov/docket/ED-2021-OCR-0068>** The deadline to submit is July 23. To see the full notice in the Federal Register visit: [file:///C:/Users/Owner/Downloads/ED-2021-OCR-0068-0001\\_attachment\\_1.pdf](file:///C:/Users/Owner/Downloads/ED-2021-OCR-0068-0001_attachment_1.pdf)

### Same Service - Different Name

**Protection and Advocacy for People with Disabilities is now Disability Rights South Carolina:**  
<https://www.disabilityrightssc.org/>  
866-275-7273

**Family Services has changed their name to Origin SC. Their new number:**  
843-628-3000  
<https://originsc.org/>

## In the World of Employment (and other places too) - Soft Skills Matter

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set, education, and ability to perform a certain type of task, soft skills are interpersonal and broadly applicable. Soft skills are about how we get along with people, the way we communicate, and the attitudes we demonstrate. Soft skills help youth succeed in life no matter what they do. By improving these skills, youth can enhance their social life, do better in postsecondary studies, and be more successful at finding and maintaining employment. Soft skills are necessary for youth to succeed in education, job training, independent living, community participation, and, ultimately, in the workplace. Ideally, students will develop these important skills by the time they leave high school. If a student has an Individual Education Program, (IEP), then during transition planning the acquisition of soft skills can be addressed through measurable goals.

Whether or not a student with a disability has an IEP, consider addressing soft skills development through other ways. For example, parents (or a guidance counselor) can help students develop the skills to ensure that youth access, learn, and understand their career interest assessments and engage in career exploration and real work experiences. Research shows that work experience during high school, paid or unpaid, helps youth get jobs at higher wages after they graduate - this is true even for youth with significant disabilities. Parents and family members can use this information to advocate for work-based learning programs at school or help their son or daughter find summer jobs or volunteer opportunities in the community. Remember that real work experiences linked to classroom instruction is a much more effective approach than classroom instruction alone.

How about some soft skill "exercises" to try at home?

**Communication Skills:** According to annual surveys done by the National Association of Colleges and Employers, communication skills consistently rank among the top skills employers look for in a new employee. Helping youth improve communication skills will not only help them get a job, but keep it as well.

### How to help:

- Discuss the different types of communication one might use in different environments such as with friends, in the classroom, in a professional setting, and with family.
- Use a five-point scale to teach appropriate speaking volume or standing distance. For example, if your child tends to use a loud voice, teach him to equate his voice with a number. If the loudest voice is a five and a one is a soft voice teach him that using a two or three level voice is good at work.

- Provide appropriate job-related scripts/phrases, or program these into your child's augmentative communication device. These may include "How may I help you?" and "Please wait while I find the answer to your question." "I'm Deborah. It's nice to meet you."
- Teach your child to allow others to finish speaking before beginning to talk.

**Non-verbal Communication Skills:** Nonverbal communication is important when interacting with others. Youth may need to improve aspects of nonverbal communication, such as making proper eye contact. One should be mindful that for some with disabilities it is difficult to read the nonverbal communication of others such as facial expressions and gestures.

### How to help:

- Encourage your child to look people in the eye and shake hands when being introduced to other adults.
- Pay attention to proper posture, such as standing up straight instead of slouching. Remind youth that proper posture communicates confidence.
- Show and explain that communication skills and personal boundaries may differ based on the setting and situation.

**Paying Attention & Taking Direction:** Listening to other's needs and opinions is part of being a good communicator. Understanding and remembering what is said are important skills for the workplace. Further, teamwork and the ability to work well with others consistently appear among the highest ranked qualities employers are looking for in an employee.

### How to help:

- Encourage your child to contribute to conversations with others and to listen in return.
- Give your child directions for doing a chore such as laundry or straightening a room and then have him/her repeat the instructions in their own words.
- Have your child take beverage orders from family members or when guests visit. If needed, your child can take notes to remember who ordered what.
- Explain to your child that taking directions and accepting constructive criticism is a part of having a job.
- Encourage participation in games and sports activities, whether at school, at home, or in the community. Being on a team will mean taking directions in order to perform well and learn new skills.

**Respect Diversity:** It is important to have the ability to communicate and work with people from different racial, religious, ability, and ethnic groups.

### How to help:

- Introduce your child to people who are different by taking part in community festivals that feature different cultures, attending various places of worship, or in books, magazines, film, television, or the internet.

## Soft Skills

*Continued From Page 6*

- Start conversations about differences. Acknowledge that some people have inaccurate ideas about people who are different from themselves.
- Discuss the situation if your family member experiences any type of discrimination. Talk about the feelings that come up when someone discriminates against a person and use it as an opportunity to teach the importance of not acting that way towards another.

**Handling Conflict:** Self-control, respecting others, and being able to deal with conflict are important soft skills. Refusing to follow directions and orders and the inability to get along with other people are among the most common reasons people get fired.

### How to help:

- Help your child understand how behavior may contribute to a misunderstanding. If your child talks about a social mishap at work, reflect on the situation together. Ask your child to think about what he/she did right and discuss if there was anything work colleagues could have done differently.
- Discuss ways that people on television handle conflict. Talk about ways people can handle anger appropriately, such as counting to ten, taking a time out, or going for a run. Ask other family members what works for them.
- Remind your child to treat others the way she wishes to be treated. Acknowledge that this is difficult when others are rude, disrespectful, or mean. Talk about when it's important to stand up for oneself, and when it's best to just walk away.

**Looking Good:** Good personal hygiene and appearance promotes social interaction with others while poor hygiene can give employers and co-workers a bad impression. This is especially true for employment that deals with the public.

### How to help:

- Talk about personal cleanliness, stressing that most workplaces require employees to dress in a specific way and to be clean.
- Make sure your child is dressed appropriately with good hygiene when attending school, family functions, shopping trips, restaurants and/or faith based organizations.

For most employers, soft skills and work ethic go hand in hand. Here are some final tips when it comes to making a good impression once employed:

- Dress properly for the work setting.
- Arrive on time and stay productive until you leave.
- Turn cell phone ringers off while at work and return personal phone calls and text messages while on breaks or after work hours.
- Use computers, if you have access to them, only for work-related tasks.
- Speak in a respectful manner with supervisors, peers, and customers or clients.
- Know when and how to ask for help. This is important!

## Looking for Remote Support ?



If you are a parent that uses Facebook to stay connected and are in need of an online support group, just type **Our Special Little Ones** in the search bar. Click on the link & ask to join. Once you agree to the rules, you will be notified of your new group membership. This is a private group to share resources, ideas and advice with parents of children with special needs. Only members of the group can see who is in the group and what other members share or post.

Additionally, on Facebook is a local group called **Charleston SC Special Needs Community**. This is also a private group and you must agree to the group rules before joining. The purpose of this group is to share resources, information and support in a non judgmental forum for any parent with a child or adult with special needs. Join this group by the same procedure as Our Special Little Ones.

The **National Alliance on Mental Illness (NAMI)**, Charleston Area Connection Support Group meets virtually every Monday at 6PM using Google Meet. Meeting login information is sent by email or text to those who sign up for the meetings or contact us to attend the meetings. You can contact us at 843-284-3091, email to [info@namicharlestonarea.org](mailto:info@namicharlestonarea.org) or go to <https://namicharlestonarea.org/support/nami-connection-support-group/> and fill out the form to receive the login information.



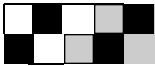
## Adaptive Expeditions

Adaptive Expeditions is an interactive educational nonprofit using sport and recreation to offer health & wellness programs to individuals with physical and sensory disabilities.

Through education and outdoor recreation adventures, Adaptive Expeditions empowers individuals with both technical skills and personal confidence to maintain active, independent lifestyles.

They are maintaining safe COVID protocol for all of their activities. Fishing opportunities are still available with some restrictions. There is an upcoming Paddleboard Clinic on July 10th & 11th at YMCA at Lion's Beach, 923 Broughton Rd., Moncks Corner. Registration is required and can be done on line. Adaptive Expeditions posts current & upcoming events on their Facebook page or contact Joe for more information:

**Joe@AEOutdoors.org** or visit: <https://adaptiveexpeditions.org/>



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## Información para padres y tutores con dominio limitado del idioma inglés (LEP) y para las escuelas y distritos escolares que se comunican con ellos

### **¿Está obligada la escuela de mi hijo a proporcionarme información en un idioma que yo Entienda?**

Sí. Las escuelas tienen que proporcionar información a los padres con dominio limitado del idioma inglés en un idioma que éstos puedan entender para informarles sobre cualquier programa, servicio o actividad que sea de interés para los padres con dominio del idioma inglés. Esto incluye, pero no se limita a, información relacionada con: • registro e inscripción a la escuela y a • procedimientos para quejas y avisos programas escolares sobre la igualdad de trato • programas de apoyo a idiomas • manuales para padres • boletas de calificaciones • programas para estudiantes dotados y talentosos • políticas y procedimientos • escuelas magnet y chárter disciplinarios para los estudiantes • educación especial y servicios • solicitudes de permiso de los padres relacionados, y reuniones para discutir para que los estudiantes participen en la educación especial actividades escolares • conferencias entre padres y maestro.

### **¿Está obligada la escuela a proporcionar apoyo a idiomas si lo solicito, incluso si mi hijo domina el idioma inglés y yo lo domino en cierta medida?**

Sí. Las escuelas tienen que actuar si los padres solicitan apoyo a idiomas, y tienen que recordar que los padres pueden tener un dominio limitado del idioma inglés incluso si su hijo sí lo domina.

### **¿La escuela de mi hijo puede solicitar que mi hijo, otros estudiantes o personal no calificado traduzca o interprete para mí?**

No. Las escuelas tienen que proporcionar traducción o interpretación a través de personas adecuadas y competentes, y no pueden confiar en o pedir a alumnos, hermanos, amigos o personal escolar inexperto que traduzca o interprete para los padres.

### **¿Qué información podría recibir de la escuela si mi hijo está aprendiendo inglés?**

Cuando su hijo se inscriba, usted debería recibir una encuesta sobre el idioma que se habla en su hogar o un formulario similar que ayuda a la escuela a identificar a los estudiantes potenciales aprendices del inglés, los cuales podrían ser elegibles para recibir servicios de apoyo a idiomas. Si se decide que su hijo es un aprendiz del idioma inglés, la escuela tendrá que notificarle por escrito, dentro de los primeros 30 días del año escolar, la información sobre el nivel de dominio del idioma inglés de su hijo. Asimismo, se le informará sobre los programas y servicios disponibles para satisfacer las necesidades educativas de su hijo, y sobre su derecho a que su hijo no participe en un programa o servicios específicos para los aprendices del inglés. Para obtener más información sobre los derechos de los aprendices del idioma inglés, visite <http://www.ed.gov/ocr/docs/dcl-factsheet-el-students-201501-sp.pdf>.