

# Simultaneous interpretation in Spanish will be available during the meeting. Se dispondrá de interpretación simultánea en español durante la reunión.

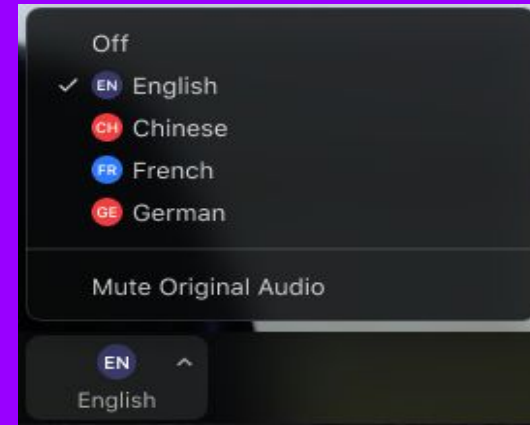
## Directions to Access Interpretation- Instrucciones para acceder a la interpretación

1. In your meeting/webinar controls, click Interpretation.  
En los controles de su reunión / seminario web, haga clic en Interpretación.



Interpretation

2. Click the language that you would like to hear.  
Haga clic en el idioma que le gustaría escuchar. (Spanish)
3. Escucharás 80% en español y 20% en inglés. El inglés es un nivel de sonido más bajo.  
(Optional) To hear the interpreted language only, click Mute Original Audio.  
(Opcional) Para escuchar solo el idioma interpretado, haga clic en Silenciar audio original.





S · P · E · E · D  
S · Q · U · A · D

WE'LL BE THERE FOR YOU.

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DISTRICT

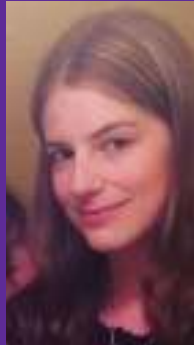
# NUSD SPECIAL EDUCATION PARENT NIGHT

- 6:00pm-6:30pm NUSD Occupational Therapy Presentation  
Presentation Q&A
- 6:30pm-6:40pm NUSD SpEd E-VOICE Updates  
-SEAC Representative Approval in Process  
-North Marin Council PTA Committee Chair
- 6:40pm-7:00pm NUSD SPED Q&A

# MEET THE OCCUPATIONAL THERAPIST TEAM



**Annie Sein**



**Nicole Hofeditz**



**Shanee Rosenberg**



**Blake Buss**  
Intern

# Sensory Processing

Today's GOALS -

1. Understanding of Sensory Processing and Sensory Integration
2. How the sensory world may differ for our students with special needs
3. How to keep my child regulated and ready to learn for home and school:
  - Sensory Diets
  - Fine Motor, Gross Motor, and Sensory Tools



By NUSD OT Department  
Annie A. Sein, MOT, OTR/L, SIPT, CPAM, A-RSP

Certified Sensory Integration and Praxis Test, Physical Agents Modalities, & Anxiety Rehabilitation Service Certified Provider

## Understanding of Sensory Processing Integrating and Regulating Sensory Input

Our 5 Senses: **V**isual (sight), **A**uditory (hearing), **O**lfactory (smell), **T**actile (touch), **G**ustatory (taste)

### The Other Two Senses:

**Vestibular (balance):** Stimulate by head movements, the inner ear, and input from the visual sense. Provides information about where our body is in space and whether or not we or our surroundings are moving. Also tells about speed and directions of movement.

**Proprioception (Body Awareness):** Activated by muscle and joint compression, contraction and movement that help adjust body position for smooth movements (motor planning). Provides information about where a certain body part is and how it is moving.



## Understanding of Sensory Processing - Computer Analogy

### Typical Person

#### Computer Input System (Video Camera)

- ❖ We are in control and we can focus what is important. We can turn on and off, use filters, and take out background noise.

#### Information Processing System (Central Processor)

- ❖ Editor in our Brain - sort, store, make links/connections, and validate concepts and beliefs

#### Integration and Output System (GPS)

- ❖ We can take action, make judgements, ask questions, make decisions, see problems etc.

### Our Students with Special Needs

#### Computer Input System (Video Camera)

- ❖ A person with special needs can't adjust volume or intensity. They can't adjust filters to screen out irrelevant background, and can't turn on and off at will. The distinctions we make between relevant and irrelevant aren't hardwired into their brains like it is for the typical person.

#### Information Processing System (Central Processor)

- ❖ A person with special needs stores info together as one value and can't separate relevant and irrelevant experiences and sensations which are not stored by category.

#### Integration and Output System (GPS)

- ❖ The person cannot integrate information from one experience to another, review it, and make judgements and decisions based on this information or recognize problems.



## How does the sensory world differ for our students with special needs?

**Integrating Our Senses:** Generally we are able to use all our senses together smoothly at the same time.

*Example: You are preparing to out for a day in a kayak and are stepping into the kayak from the oceanfront. You are carrying your belongings and water bottle in a bag. The waves are crashing onto the shore, and you have one leg balancing in the rocking kayak. You family member from the other side is calling to you to be sure not to forget your sunglasses and at the same time handing you the paddle.*



- **Regulating Our Senses:** We all have sensory sensitivities and we can usually regulate ourselves.
- Students with special needs often can do only one sense at a time or need additional processing time to react and respond.





How to keep my child regulated and ready to learn for home and school?  
Fine Motor, Gross Motor, and Sensory Tools (sensory diets)

Basic Daily Essentials:

- (1) Getting enough hours of sleep
  - 5-12 years (9 to 11 hours)
  - 13-18 years (10 hours)
  - Adult (6 to 9 hours)
- (2) Eating healthy breakfast
- (3) Self-Care -taking shower, exercising
- (4) Turning electronics off an hour before bedtime.
- (5) Routine Schedule/Calendar for home and school.



## Sensory Diet for Self Regulation

**Sensory Diet** uses a combination of alerting, organizing, and calming activities dispersed throughout the day to help a child maintain a sense of calm alertness and focus. It is a proactive strategy whose purpose is to put in place some activities before a meltdown occurs, a way to lessen the intensity of episodes. It is not to be used during a meltdown. We call this a "diet" because similarly to meals, it needs to be provided routinely like snacks, breakfast, lunch, and dinner.

### How to choose sensory activities?

- See what activities are calming and arousing.
- What time do meltdowns occur and what cause the most stress?
- What strategies are already using?
- What is the average day schedule look like for the child?
- Make a list of activities to try and generate with the child when able.
- Pick the activities that are enjoyable and fun for the child. It is most effective when the child enjoys the activities and is having fun.



## Home and School Proper Positioning

- Allocate a learning space at home for remote learning.
- Have the student be seated with an upright postural –helps with core strengthening, proper breathing, and increasing activity endurance.
- Use an air cushion, therapy ball, or alternate seating to increase attention and provide proprioceptive input as needed.
- Keep feet on the floor and have the Chromebook or screen face level at all times.
- Utilize both hands.
- Use slant board when needed to help with positioning



## Examples of some activities for all senses:

### Proprioceptive Activities

- Seated Chair Push Up
- Wall Push
- Squat
- Self deep pressure
- Pushing and Pulling heavy load
- Carrying heavy backpack
- Jump rope
- Jumping Jacks
- Walk, hike, exercise
- Biking
- Crawling
- Push Up
- Weighted pillow
- Weighted vest/lap pad/blanket

### Tactile Activities

- Washing, water play
- Fidgets
- Sand, putty
- Beanbag chair
- Tight space
- Furry cloth
- Texture items

### Vestibular Activities

- Spinning in spinning disc/office chair
- Swing
- Hanging upside down over the bed/therapy ball
- Spinning and twirling
- Rocking
- Dancing

### Visual Activities

- Looking at fish tank/bubbles
- Dim light, dark room, natural lighting
- Visually uncluttered space

### Olfactory Activities

- Exploring senses
- Lavender - calming
- Peppermint, citrus - arousing

### Gustatory

- Chewy snacks (bagel, licorice, dried apricot, jerky etc.)
- Chewing gum
- Drinking smoothies thru a straw
- Crunchy food (raw veggies, pretzels, nuts etc.)
- Hot gum ball
- Ice Chips, popsicle
- Sour candy, lemon drops
- Spicy chips
- Blowing bubbles

### Auditory Activities

- Quiet space
- Cozy space
- Favorite songs, music
- Noise cancellation headphones
- Ear plugs
- Classical music



### Fine Motor Activities

- Pencil Grip for positioning, "cross over grip"
- Coloring
- Cutting
- Play-Doh, Putty, Moon Sand
- Legos
- Clothespins
- Tear paper
- Sorting cheerios using pincer grasp
- Cooking utensils use: cutting, chopping etc.
- Moving water using medicine dropper
- Water color with paint brush
- Folding laundry and sorting
- Popping packaging bubbles



### Gross Motor Activities

- See Proprioceptive activities
  - Core strengthening exercises
  - Climbing
  - Balance beam or walking on higher surface path
  - Playground activities
  - Wheelbarrow walk, crab walk, and bear walk
  - Hopscotch (draw with chalk on driveway)
  - Ball throwing, catching, and dribbling
- \*\*\*Follow your school PE program. Work on sequencing. Practice! Practice!
- \*\*\*Go Noodles
- \*\*\*Other YouTube Links with adult supervision
- \*\*\*Yoga and Pilate Links

### Visual Perceptual Motor Activities

- Hidden Pictures
- Drawing with step by step guidance
- Patterning activities using playdoh, beads, balls
- Cutting
- Mazes, and puzzles



## Handwriting Accommodations:

- Using adaptive papers for handwriting
- Graph paper
- Learning to type
- Word prediction application

## What is available for my child on the chrome book?

- Some school sites have typing program for the students under "clever".
- Learning to type online free with adult supervision
- School google platform with google doc, slides, voice typing, etc.
- Text help Read and Write application for all students at NUSD
  - Word prediction, voice typing, read aloud on google doc and websites
  - Equatio - math equation friendly digitally on google doc



## WHERE DO I START ???

1. Look at what you are already doing at home or what your child is doing at school.
2. It is never too late to start using a calendar/planner for you and for your child. I strongly encourage my students to have a calendar for them to use. It is a good habit to have and as a life skill that will need to continue into middle school, high school, and college students, even adulthood.
3. Is your child meeting their "Basic Essentials"? If your family is doing this already, great! As much as this sounds very simple, when you are working and raising family in addition to what we all are going through throughout our day to day lives, sometimes we are unable to meet these basic needs. As important as it is for your child, it is also important for you to reach those needs as well.
4. If your child has an IEP, read through their goals and see what you are already doing for them and what you can add to your child's schedule to practice the skill. Don't feel as if you have to do all the things. For example, pick 2 exercises to do, jumping jacks and throwing a ball. Maybe try this about 3 times a week. Start small and then gradually start to increase.
5. If your child does not have an IEP, your child can still benefit from what we talked about today! We all have sensory needs in various ways.



6. Don't hesitate to reach out to your IEP team and school staff. We are here for you and your child to access their education and reach their highest potential. We have a strong NUSD SPED team and we work very closely.

7. Take time to listen to your child and observe. Mostly, the child acts out the way they do because they see through a different lens. We all have our sensory differences. These are life long senses and are always changing over time. Do not get stuck in what the child cannot do or their past experiences, rather observe and think of ways that we can support to move forward and reach their goals.

THANK YOU TO ALL OF YOU FOR HANGING ON THIS CHALLENGING YEAR!!  
TOGETHER ... WE CAN DO IT!







*Learning Through*  
2020-OT CLASS



# SPECIAL EDUCATION E-VOICE UPDATES

Everyone's  
Voices  
Offering  
Information and  
Communication in  
Education



# Special Education Advisory Committee

NUSD approval



Preliminary Marin County Advisory  
Committee approval



Marin County Special Education Advisory  
Committee approval



Marin County Operational Steering  
Committee approval



Marin County Board of Education approval



# North Marin Council PTA

North Marin Council PTA would like to announce a new Standing Committee Chair opening for our Special Education families.

In this role, the SPED Chair would represent all SPED students and families throughout NUSD and assist NMCPTA in its advocacy work and community building efforts for all.

As part of the board, you would attend 2 morning meetings a month.



Interested?

Contact

NMCPTA President, Haven O'Halloran, [havenohalloran@gmail.com](mailto:havenohalloran@gmail.com)

or

Parliamentarian, Lisa Swanson, [swansonhome@gmail.com](mailto:swansonhome@gmail.com)

# NUSD SPED Q & A





# NUSD SPED Q & A

**Q**

*One semester for a year of Math is a challenge for all kids.*

*How are student with disabilities getting the support from their general education teachers?*

*What supports have general education teachers received?*

**A**

*We offer study support with one on one meetings with SPED teachers or aides when students request in advance and arrange a time during tutorials.*

*For the student's with separate setting as a part of their accommodations, we are available on their Zoom during the test to help them clarify directions or prompt a reminder as needed (without giving answers).*

# NUSD SPED Q & A



**Q**

*We need more support for  
Virtual Learning Academy (VLA) SpEd*

**A**

*Contact your child's case manager  
with specific questions and/or concerns.*

# NUSD SPED Q & A

## Q

*I would like to hear more about the recent talk about NUSD possibly taking back the MCOE classes - is this still happening? Why would this happen? And, how would something like this affect my child's current classroom and future classroom placement?*

## A

*NUSD's goal is to provide all students residing in Novato the opportunity to attend school in the community in which they live.*

*NUSD has given notice to the Marin County Office of Education (MCOE) that NUSD is considering a program transfer for the students served in the Marin County SELPA regionalized programs provided by the MCOE in the 2022-2023 school year. The Program Transfer process is done according to a systematic procedure as outlined in the SELPA Local Plan.*

*The initial stage of that process requires the District to provide notice that all options are being considered.*

*We are still in the preliminary stages of planning and evaluating.*

*If it is decided to proceed, transfers could happen as soon as the 2022-2023 school year, but not before that time.*

*There will be opportunities for parents and staff to engage in the planning process (including notification timelines) along the way.*

*The process is complex and there is a myriad of factors that need to be considered from all angles. It is important that we proceed cautiously to ensure that the integrity and quality of the programs transferred back to NUSD are maintained.*



# NUSD SPED Q & A

## Q continued

*I would like to hear more about the recent talk about NUSD possibly taking back the MCOE classes - is this still happening? Why would this happen? And, how would something like this affect my child's current classroom and future classroom placement?*

## A continued

Activity	Timeline	Completed
Notification of Intent for 2022-2023 School Year	Prior to June 30th	Yes
Community Survey of Interest	January 2021	
Community Meetings Parents and Staff	February 2021 April 2021 September 2021	
Identification of Students	October 1, 2021	
Submission of Program Transfer Assurances	October 1, 2021	
Determination of Fiscal Impact (MCOE Base and Excess Cost)	January 1, 2022	
Program Transfer Approval	February 1, 2022	

# UPCOMING NUSD SPED COMMITTEE MEETINGS

JANUARY 21st  
6pm-7pm

MARCH 25th  
6pm-7pm

MAY 13th  
6pm-7pm

## UPCOMING COMMUNITY MEETINGS

December 7th

6pm-7:30pm

Marin County SELPA

Keep Talking! Narrative Development for Language and Social Learning

December 8th

Dedication to Special Education Connection Meeting

Zoom Meeting ID: 322 237 8471

Password: 8080

December 12th

Dedication to Special Education Playtime Cooking

For more info email: [ancho2186@yahoo.com](mailto:ancho2186@yahoo.com)

December 15th

10am-12pm

MATRIX

Special Education Remedies: Procedural Safeguards Part 2

December 17th

10am-12pm

MATRIX

Derechos de Educación Especial: Garantías Procesales Parte 2

January 7th

7pm-8pm

Marin County SELPA

California Autism Professional Training and Information Network

# NUSD SPED PARENT NIGHT FEEDBACK



<https://forms.gle/dhu2dwWa5PEF5Bpw7>