

“Now you may access our library online to see what is available. Check it out! Just go to the Agency website, click on Parent Resources, and then on instructions located under the purple Parent & Educator Resource and Libraries box.”

## Parent & Educator Library Instructions

- 1) Select your library location
- 2) Click on Standard Search and type a keyword (ex: see list below)
- 3) Make sure the green dot is next to how you want to search the book (by Author, by Subject, by Title). If you have the green dot on anywhere and put an \* in the search box, you will get a list of every book in all three libraries.
- 6) Click Search (\*Do NOT use the back button — Navigate by using the list on the left-hand side of the screen)
- 7) If there is a green star next to the book it is available to check out. The red box means it is currently checked out.
- 8) Once you find the book you want, click on the details and it will show its information.
- 9) To check out a book, you can go directly to the libraries or contact one of the Parent & Educator Facilitators:

*Bettendorf* • Carol Aden • 563. 344. 6287 • CAden@aea9.k12.ia.us

*Clinton* • Kathy Anson • 563. 242. 6454 • KAnson@aea9.k12.ia.us

*Muscatine* • Cindy Laughead • 563. 263. 8476 • Claughead@aea9.k12.ia.us

### Subjects you may search from:

Advocacy

A.D.H.D.

Assistive Technology

Autism

Mental Health

Parent Involvement

Chemically Exposed

Children’s Books

Health/Medical

Inclusion

Learning Disabilities

Legal/Financial

Mental Disabilities

Behavior Disorder

Brain Injury

Physical Disabilities

Parenting

Visual Impairment

Preschool

Communication

Siblings

Conflict Resolution

Special Education

Family Adjustment

Speech & Language

Transition

Hearing Impaired



# Parents are the first teachers

by Kathy Specketer, State Coordinator, Learning Disabilities Association of Iowa

Young children develop literacy skills at different rates. This can cause concern if your toddler or preschooler doesn't seem to be progressing as quickly as other children, especially if there is a history of reading problems in your family. You can do a great deal to prepare your child for the world of words. As a parent, you are your child's first and best teacher. Like some parents, you may not feel qualified to teach your child. Actually, there is very little you can do wrong except not to take an interest in his or her learning.

## Learning to Read

More than 20 years of research has identified 3 key skill areas necessary for learning to read:

- **Language Awareness:**

Knowing and manipulating sounds heard in words

Knowing word meanings (vocabulary) and how words in sentences express ideas

- **Print Knowledge:**

Identifying the names and sounds of letters

Understanding that letters make words and words make sentences

- **Emergent Writing:**

Knowing that writing letters and words communicate ideas

Knowing how to form letters and combine them to form words

Understanding that text goes from left to right on the page

Beginning at birth, you can turn everyday activities into learning opportunities. You can promote a love of learning that is enhanced as the child grows and enters school. Here is some basic information to get you started:

## Reading is Teaching

From the day your child is born, reading should be a daily activity. When you read to your child, they learn about written language, tone of voice, facial expressions and that reading is a fun thing to do.

- It is not too early to read to your infant. It introduces the sounds and rhythms of language and gradually teaches the meaning of words in their world.
- As they become interested in looking at the pictures and illustrations, use the opportunity to discuss and expand their knowledge. To teach awareness of letters and words, show them the shapes of letters and point out simple words. Follow text with your finger to show the left-to-right direction of words on the page.

## Talking is Teaching

During the preschool years your child's brain is developing very quickly. Even though your daily activities may seem boring to you, to your child they provide a view into the world. Engage your child in discussions and expand his knowledge as much as possible. When he connects words and language to daily experiences, he is likely to seek out more exciting information to satisfy his normal curiosity.

## Working/Playing is Teaching

When your child is in the kitchen with you, ask him to taste, smell, feel and describe the different foods. Talk to him while you prepare meals and answer his questions. Be sure to ask him what he thinks the answer is, which will stimulate his creativity.

## First Teacher Siouland Can Help

With all the information that is available to parents, deciding how to work with your preschooler can be overwhelming. First Teacher Siouland ([www.firstteachersiouland.org](http://www.firstteachersiouland.org)) is a research-based program designed to help parents and teachers to ensure that 4 and 5 year old children are developing the skill necessary to become successful readers. First Teacher Siouland provides parents and teachers with information, materials and support. First Teacher Siouland will provide you with any of the materials posted on their website, FREE of charge!

Simply email the Project Coordinator, Eileen Lord at [eileen@firstteachersiouland.com](mailto:eileen@firstteachersiouland.com) or the Learning Disabilities Association of Iowa at [kathylda@askresource.org](mailto:kathylda@askresource.org).

*Used by permission from the PTI Press, A Publication of the Parent Training and Information Center of Iowa, Spring 2011.*

## Financial planning guide for parents

PACER, the Parent Training and Information Center for Minnesota, has teamed up with the National Endowment for Financial Education (NEFE) to produce a financial planning guide for parents of children with disabilities. The guide offers tips on organization, managing money, dealing with debt, and planning for the future needs of your child who has a disability as well as the rest of the family. The guide is available online at the PACER web site at:

[www.PACER.org/publications/possibilities](http://www.PACER.org/publications/possibilities)

*Used by permission from Connecting with Families and Educators, September/October 2011 issue, AEA 267.*