

Buntōn ne nan Jeraamman: Bwebwenato ippen Jikuul eo an Nejum

CADRE ej bōk jāān jān



Office of Special Education Programs
U.S. Department of Education

Elaññe eloñ nejum me ej bōk jermal in jibañ in special education, bōlen kwōj lukkun jermal ippen jikuul eo an im ri-kaki ro an nejum – āinwōt karōke, āliji, im joñe aurōkin būrookraam in jeļāļokjeñ eo an nejum. Jidik im jidik kwonaaj jeļā ikijjeen būrojeej in special education eo im wāween aṃ kōnono im pepe kōn nejum. Aṃ jeļāļokjeñ, mejādik, im peran naaj lapļok ilo aṃ waanmaanļok, ak eloñ jet tuon me enaaj ļap aer jipañ eok ilo aṃ kōddek im dāpiji juon mejatoto in jipañ doon ekajoor ippen jikuul eo an nejum. Kōmij Kōjatdikdik bwe “Buñtōn ne ñan Jeraamman” kein naaj ļap aer jipañ parent ro me rej kāāl ñan būrojeej in special education eo.

Wāween aṃ Jino

Mokatata, kwōn mejeje bwe aṃ jermal āinwōt juon parent ej juon jermal me ejej-uwaan. Ejjelōk bar juon armej ej jeḷā im iakwe nejuṃ āinwōt kwe. Kwe eo kwoj mejeje nejuṃ elap jān bar jabdewōt armej. Im, jekdoon kwojañin jeḷā aolep uaak ko, kwoj kōḡann bwe nejuṃ en jeraaṃṃan ilo jikuul im ilo mour. Eñjake ko aṃ, bwe kwoj juon parent, remaroñ jipañ eok kōnono ilo alikkar, im jet iien, remaroñ iabuñi eok.

Buñtōn 1

Lale eñjake ko aṃ ilo aṃ jermal ippen jikuul eo an nejuṃ.

Ñe kwoj lōmnak enaaj pen ñe kwoj kweilōk ippen ri-jikuul ro, aṃ kōmālij im ānbwinūṃ naaj pojak in tarinae. Ewi wāween an naaj eṃṃan aṃ bwebwenato ñe kwoj obrak kōn illu im ak būromōj? Jab kōtlōk lōmnak ko aṃ ren ie. Bōbrae lōmnak kōn problem ko ilo jikuul, mijak, im men ko jet renana jān aer delōñ ilo lōmnak ko aṃ. Reilōk ñan men ko reṃṃan ikkijeen kōttōpar ko aṃ im bwe jikuul eo ej koḡaan kōṃṃan men ko reṃṃantata ñan jipañ ajri eo nejuṃ. Waanmaanlōk im kakememej kwemake bwe kwe im ajri eo nejuṃ naaj jeraaṃṃan.



Buñtōn 2

Kaurōk im Karōk.

Ta eo eaurōktata bwe en waḷōk ñan nejuṃ? Kōṃṃane juon laajrak kōn problem ko, kajjitōk ko, im jet wāween aṃ maroñ uaake men kein. Kalaajrake men kein. Pepe ñe elōñ jabdewōt kwomaroñ jake maanlōk im ta ko kwomaroñ uaake. Karōk wāween aṃ naaj jermal doon ñan tōbare kōttōbar eo. Ta eo eaurōk im ta eo ejjab. Karōke ta ko kwonaaj b aim kaminene kake, ñe enaaj jipañ:

“Men eo eaurōktata ñan jipañ Jordan kiiō ej...”

“Jej lukkuun aikuj in lale men in...”

Aṃ karōk im aṃ kōjberbal note ko emaroñ jipanḡ eok ilo kweilōk eo.



Buñtōn 3

Roñjake im kajjeoñ in mejeje lōmnak ko an armej ro jet.

Ñe kwojjab mejeje ta eo juon armej ej ba, ba ñan e. Kwōn lukkuun alikkar:

“Ñaij baj jab mejeje ta ko kwoj ba. Kwomaroñ ke kamejeje ilo bar juon wāween ak letok jet waan joñak?”

“Elōñ ke juon men kwomaroñ kwaḷoktok, me emōj jeje, bwe in lukkuun mejeje?”

Wanmaanlōk im kajjitōk im kōttar uaak eo mae iien kwoj lukkuun mejeje. Jab uaak kajjitōk ko aṃ make ak ukōte naan ko an ro jet.

Buñtōn 4

Kalikkar naan ko aṃ ñe kwoj loe bwe jabdewōt armej epok im bar kajjitok bwe ren kalikkar naan ko aer.

Kwaḷōk naan ko aṃ ilo bar juon wāween bwe kom aolep maroñ in lukkuun alikkar ilo ami mejeje.

Bwe ren mejeje eok:

“Bolen ejjab eṃṃan aō kamejeje, eñin ej men eo ij kajjeoñ in ba...”

“Eñin ej juon kapi in... Jen lale men in ippen doon. Ej kwaḷōk bwe...”

Bwe kwōn mejeje:

“Ij lōmnak kwoj ba...”

“Ñe eṃṃan aō mejeje, kwoj ba ... Ejimwe ke?”

“Emōj ke an jeje jabdewōt jikin bwe in riiti?”

Ekkā wōt an waḷōk, ilo aṃ kalikkar aṃ mejeje ej kwaḷōk juon iien eṃṃan ñan kalikkar jabdewōt men jabdewōt armej ejjab mejeje ak kajimweik jabdewōt men me eaurōk ilo ami pukōt juon wāween ñan jipañ ajri eo nejuṃ. Kōn menin, jab kōjekdoon men kein.

Buñtōn 5

Lōmnak kōn kǎālōt ko im kwaļok er ilo iien eṃṃan eo.

Bwe kwoj juon parent, kwoj pād ilo juon jikin eṃṃan ñan kwaļok jet kǎālōt ko me ri-jikuul ro remaroñ jab lōmnak kake. (Āinwōt jabōnkōnnaan eo, “Jet iien kwojjab maroñ loe buļōn mar kōn aolep wōjke ko.”):

“Jen lōmnak kōn ta kojemaroñ kōṃṃane im laleta eo jen kǎālōte. Ejet...?”

Im, ñe emōj aṃ katak, pukōt jeļǎļokjen, ak bōk jabdewōt lōmnak jān armej ro re ṃōkade kake:

“Eñin ej juon lōmnak jān... me emōj an jipañ ri-katak ro jet. Jen lōmnak in kōjberbal lōmnak inppen Janey.”

“Jen mālejoñe men in iuṃwin 8 wiik ko im lale ej et.”

Ebar aurōk komieñ en lōmnak wōt kōn ajri eo im aikuuj ko an. Jet iien, naan ko āinwōt naan kein remaroñ jipañ aolep bwe ren lōmnak wōt kōn aikuuj ko an ajri eo:

“Jeman Jordan im ña kōmjañin loe an Jordan eddek āinwōt ej aikuuj. Bar ta jemaroñ kōṃṃane bwe jen jipañe?”

Buñtōn 6

Kwoj juon armej wōt.

Ñe elap an juon armej jipañ, kwaļok aṃ kaṃṃoolol. Jet iien, elaptata ñe aolep rej dikǎālel, ñe kwoj kwaļok men rekar eṃṃan ilo kweilok eo, im koṃṃoolol aolep kōn jermal ko aer, ej kamōṃṃōok aolep im ej jipañ aolep bwe ren jermal ñan jemļok eo!

Elaññe kwoj kōṃṃan juon bwōd, ak jaje manit, jolok aṃ bwōd. Ñe kwoj jolok aṃ bwōdej kwalok bwe kwōj juon armej wōt im ej jipañ kapidodoik juon kweilok me emaroñ lukkuun pen im ej bar kwalok bwe kwomaroñ jolok an ro jet bwōd. “Jouj im komool” rej barāinwōt jipañ kapidodoik kweilok eo, im rej jipañ aolep. Bwe ren ba “aaet”.



Ilo jemļok eo, pukōt “aaet” eo.

Ñe kwoj bwebwenato, kwonaaj loe jet men me kwe im jikuul eo ej errā kake. Kommañ errā kōn ta eo komin kōnono kake, ak bolen kom jab lukkuun errā ikijjeen wāween ami uaake problem eo. Eñin ej iien eo ñe emaroñ lap an jipañ bar bwebwenato kōn kǎālōt ko ami ilo juon wāween me kwoj pukōt uaak ko ñan problem ko. Éñin ej meļeļe in bwebwenato kōn aolep kǎālōt koi m lōmnak wōt kōn tokjen uaak ko. Ej bar meļeļe Bwe kwon kajjitōk jet kajjitōk me relukkuun alikkar, ak jouj wōt, āinwōt:

“Ñaij pok wōt. Etke ejjab eṃṃan kǎālōt in?”

“Jordan ej aikuuji men in. Ewi wāween ad maroñ kōṃṃan men in?”

Barāinwōt, naan ko me rej kile bwe jikuul eo ej aikuuj in jipañ aolep ajri ro, im barāinwōt lōmnak kōn aikuuj ko an ajri eo nejuṃ, maroñ in jipañ aolep bwe ren mōṃṃō in pukōt wāween aer ba “aaet” ñan ajri eo nejuṃ:

“Ñaij meļeļe bwe elap eddo ippen ri-tōl ro an jikuul in. Ñaij meļeļe bwe ejjab bwe jāñ, ak ri-jermal bwe komin kabwe aikuuj ko aolep ajri ilo wāween eo rej kōṃṃaan. Ilo ṃool, ij meļeļe. Ewōr am eddo in kabwe aikuuj ko an bwijin ajri ro. Jermal kein kajuon eo aō ej bwe in kabwe aikuuj ko an ajri eo neju. Ejab pidodo jermal ko ad.

“Ñaij jeļǎ ewōr juon wāween ad kōṃṃane men kein, ippen doon, bwe Janey en bōk jipañ ko ej aikuuji. Elomin ad naaj kōṃṃane men in?”



Kōṃṃane men kein.

Kōn menin, ilo kadu in, ñe kwoj bwebwenato ippen ri-jermal ro im ri-tōl ro ilo jikuul eo an ajri eo nejuṃ, kwonaaj jeraaṃṃan elaññe kwomaroñ:

- Jap illu.
- Reiļok ñan men ko reṃṃan.
- Kwōn Lukkuun alikkar ilo kōttōpar ko aṃ.
- Roñjake. Kwalok kajjitok ko. Kalikkar.
- Lōmnak wōt kōn aikuuj ko an ajri eo nejuṃ.
- Jermal ippen doon; waan joñak, ba, “Jemaroñ” im jab “Kwōn.” Ba, “Aaet, im ...” im jab “Aaet, ak...”
- Pukōt “aaet” eo.

Jipañ Parent ro im Ri-Kaki ro Pukōt Uaak ko me rej Jipañ Ri-katak ro me rej Jipikpik

Pepa in eaar kōmman jān Jenta in Uwaake ko Remman ñan Aitwerōk ko ilo Special Education (CADRE), ippān dolul eo eaar National Dissemination Center for Children with Disabilities, iumwin U.S. Department of Education, Office of Special Education Programs Cooperative Agreement nomba H326D030001 im H326D080001. Tina Diamond, Ph.D., eaar jermal āinwot opija in pūrojekt. Lōmnak ko rej pād ilo pepa in remaroñ jab kwaļok lōmnak ko ak kien ko an Department of Education. U.S. Department of Education ejjab kōḡaan kautiej jabdewot kain mweiuk, jermal ak business ko rej waļok ilo pepa in. Pepa kein ak jermal in ej ñan aolep. Ewor melim ippān aolep ñan bar kōmmane ak bar printi jet iaan pepa kein ak aolepaer. Meñe ejjeļok jorren in bar printi pepa in, ro rej jeje kake ren likuti kein kile jermal in: CADRE (2008). Steps to Success: Communicating with Your Child's School, Eugene, Oregon, CADRE.

This document is also available at:

<https://www.cadreworks.org/resources/cadre-materials/steps-success-communicating-your-childs-school>

This document was originally published May 2004.



576 Olive St, Suite 300
Eugene, OR 97401 USA



(541) 359-4210 **talboon**
(458) 215-4957 **fax**



cadre@directionservice.org



www.cadreworks.org