



Partners for Success Family Support and Resource Center

Family Support and
Resource Center

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How to help me become a better reader

I want to get a good education when I grow up, and I know that I have to know how to read. But even better, I want to LOVE to read! So can we start early? Can you teach me to love books and reading? And can we go to the library lots of times? I know when I am in school I will need the library for some of my assignments. But now we can go just for fun.

1. Read with me every day. You can read to me before bed which helps me to calm down and rest. You can read while we are waiting at the doctors office. I like to be right next to you while we are reading. This makes me think that reading is very special.
2. Talk about the pictures with me. Please use funny voices and faces and make the experience of reading enjoyable. Ask me questions at the beginning of the story, like, "What do you think this story is about?"
3. Point to the words as we read. When you point to the words you help me to focus on print. I will start to understand that the marks on the page tell us about the story. This is important as I learn to read.
4. Read my favorite book over and over again.
5. Read a variety of books from fairy tales to poems to silly stories. I can help make up stories with you too.
6. Discuss new words with me. Sometimes stories use funny words that I don't know, like porridge. Talk about that word and compare it to something I do know about. Children learn best if they can connect it to something that they already understand.
7. Talk about the story and what is happening to the story to see if I understand it. You can stop in the middle and ask if I know what is going on. Books can be used to introduce new ideas to me such as going to the hospital, or the death of a friend. Books can help us discuss things that are hard to talk about.
8. Take me to the library, it's lots of fun there.

Besides the library you can find books in lots of fun places:

- Shop yard sales and flea markets
- Trade books with other parents
- Look at the Salvation Army and Goodwill Stores
- Check out the book sale at your library
- Shop Ebay

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Partnership for Children and Families



NEW FUN FAMILY WEBSITE

Family and fun should go hand in hand, that's the logo for the new website

www.FunandFamily.com

This new fun website is host to recipes, family fun articles, daily prizes, money saving offers and sweepstakes and giveaways.

Visit www.FunandFamily.com and put the fun in your family.

2008 Summer Academy in Computing for Deaf and Hard of Hearing Students

The University of Washington announces it's 2008 Summer Academy for Advancing Deaf and Hard of Hearing in Computing.

The 2008 Summer Academy seeks to find the top 10 deaf and hard of hearing students, 18 and over, who excel in and enjoy math, science and/or computing (students 16 and 17 years of age who have exhibited exceptional scholastic achievement in math, science and/or computing may be considered for admission under specific conditions and waivers). This is a challenging academic program from which participants will receive college credit.

The Summer Academy is designed to introduce computing to deaf and hard of hearing students considering computer science, computer engineering, information science, information systems or information technology as a career, either in industry or academia. Admission is very competitive, based on an assessment of academic ability and enthusiasm to participate in an intensive learning experience in all things computing.

The program is fully funded by the National Science Foundation, tuition, room and board, and transportation will be provided at no cost to selected applicants. This is truly an exciting opportunity!

The application deadline is February 29, 2008.

For more information visit their website at www.washington.edu/accesscomputing/dhh/academy The website includes a brochure, program information and an online application form.

Reading Strategies

On December 3, 2007, the Family Support and Resource Center hosted a Reading Strategies Workshop. A special thank you goes to Elizabeth Reed and John Felix, Maryland School for the Deaf, Columbia Campus, Reading Specialists, who presented at this workshop. During this workshop several reading strategies were shared with participants. Here are just a few.

- Pick a new book of appropriate level and read each day for several days, or more if need be. Revisit that book every so often to build fluency.
- When reading, if your child gets stuck on a word, you can say: try that again; look at the picture to help you; do you know another word that looks like this word?
- When reading familiar books, discuss what an exclamation point (!), a question mark (?), and quotation marks (" ") are for.
- When you child comes to a new word, immediately jot it down and then use this list to make flash cards. Review these cards daily or attach them to the refrigerator where they can be seen frequently.
- Write a daily message with your child on a white board or paper. Guide them to put down correct English, and then have them read it several times. The next day have them read it again before they write a new one.
- When reading aloud, remember to introduce the characters in the story, discuss what is happening on the front cover, and make predictions. (You may need to look through the book ahead of time.)
- When reading familiar books, have them search for words or letters. Have them find a word that begins with ..., or a word that ends with ..., or a word that looks like...

Do you have any reading strategies that work for you and your child, if so we would love to share them with others. Send your strategies to partners@msd.edu or fax them to (410) 480-4598 or you can always contact us at (410) 480-4597 (v/tty)

*Nobody makes all the right decisions.
Take comfort in knowing you're doing
your very best. Having done your
best, you'll have nothing to regret.*

Reprinted from:

The Joy of Parenthood By: Jan Blaustone

Language Arts Websites

Here are some fun websites to help encourage reading.

www.apples4theteacher.com
www.pbskids.org/games.html
www.scholastic.com/kids
www.starfall.com
www.a4esl.org/a/v.html
www.abcteach.com
www.quiz-tree.com/sightword
www.kidzone.ws
www.quia.com/pages/sequencingfun.html
www.readingcomprehensionconnection.com
www.spinandspell.com
www.toonuniversity.com
www.enchantedlearning.com
www.manatee.k12.fl.us/sites/elementarypalmasola/dprim1.html
www.languageartspst.com/index.html

These are just a few fun websites for children to use, as always, check out any website before allowing your children to use them.

Maryland Youth Leadership Forum

The Maryland Youth Leadership forum is a leadership program open to high school students entering their final two years. It is designed to encourage and empower students with disabilities. If you are selected to attend, you will participate in a week-long program on a college campus. The program usually is held at Bowie State University the last week of July or the first week of August.

Throughout the week, you will gain leadership skills, receive career guidance and develop friendships with other students from across the state. Working in small groups, you will explore your interests and develop personal and career plans.

You will learn about resources for assistive technology, community support and civil rights. Guest speakers are successful adults who also have disabilities. They discuss topics such as the disability rights movement, self advocacy, careers and technology. Learning is fun at the Forum as you participate in social, artistic, athletic and recreational activities.

The application is posted at www.md-ylf.org



Are You Ready for Transition?

A Transition Checklist for Students with Disabilities and their Families

Age 14–21: Attend annual IEP meetings. Identify long term goals (post-secondary education, employment, independent living, etc.) as well as necessary education and training (academic courses, career exploration, work experience, self-advocacy, travel training, social skills, vocational skills/certificates).

Age 14–21: If student has developmental disabilities, apply for or update Maryland Developmental Disabilities Administration (DDA) eligibility status.

Age 14–21: Organize and regularly update a file of student's school and medical records, benefits, employment/volunteer experiences.

Age 16: If college-bound, identify colleges that provide needed supports and accommodations for students with disabilities. Contact high school career center; attend college fairs, visit campuses. Ask about psychological or medical documentation to qualify for accommodations at particular colleges, entrance tests, etc. Actively consider community colleges. Note: Colleges expect the student, not the parent, to take the lead in requesting accommodations.

Age 16: Register with the Workforce Development Office (Montgomery Works) for employment assistance. Students who have had some work experience prior to graduation have a greater chance of obtaining and maintaining employment.

Age 16: Apply to the Maryland Department of Rehabilitative Services (DORS) for help finding employment or training. A student may be referred by the high school Transition Support Teacher or initiate the application independently. DORS can begin to serve students with disabilities while they are still in school, helping them with vocational assessment, training, employment resources.

Age 16: If the student is not getting a drivers license, obtain a Maryland ID card at your local Motor Vehicle Administration office.

Age 17: Develop a plan to change from pediatric to adult service providers for physical and mental health care.

Age 18: Register to vote.

Age 18: Inquire about continuing medical insurance benefits for an adult child with disabilities. Can a disabled adult child remain on the family plan? What documentation is needed?

Age 18: Males must register with Selective Service.

Age 18: Age of majority in Maryland. Individuals are entitled to make their own decisions, including contracts, unless under guardianship. Work with student, health care providers and others to maintain parental access to vital information; obtain guardianship if necessary.

Age 18: If supplementary income will be needed, apply to the Social Security Administration for Supplementary Security Income (SSI) which also entitles the individual to Medicaid in Maryland. If the student is already receiving SSI, new disability and financial standards apply at age 18. (Under age 18, family income and assets are considered in determining eligibility. At age 18, only the individual's income and assets are considered, even if the student is living with a parent or other family member.)

Age 20: Inquire about other SSI benefits and programs: Student Earned Income Exclusion, Impairment Work Related Expenses, PASS (Plan for Achieving Self Support), Ticket to Work, Medicaid for working people (1619b), and Medicaid Waiver for Home and Community Based Services (1915c)

Age 20: Apply for DDA eligibility if not already completed. Students leaving school at age 21 who are eligible for DDA may be able to receive support services through the Transitioning Youth Initiative. The family should begin to visit and interview potential providers and identify choices by October of the graduation/exit year.

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Family Support and Resource Center

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A statewide support service for families with children who are Deaf or Hard of Hearing and the professionals who support them



What is DORS?

The Division of Rehabilitation Services - often called DORS - has programs and services that help high school students with significant disabilities move into higher education, vocational training and employment. DORS offers programs through the Office of Field Services, or Office for Blindness and Vision Services and the Workforce & Technology Center.

Students with significant physical, emotional, cognitive, sensory or developmental disabilities may be eligible for services to prepare for employment and independent living, including: career decision-making, counseling and referral, vocational preparation and training, preparation for higher education, job search, placement and job-keeping services, supported employment/job coaching, independent living skills training, assistive technology, medical rehabilitation and other support services

DORS works with Maryland's public and non-public schools to identify and serve eligible students who need specialized services to reach employment and independent living goals. Students can begin to work with DORS early in their next-to-last year of school.

Visit www.dors.state.md.us to learn more about eligibility, what to expect, and how families, school professionals and students can work together for the future.

Transition Resources

Maryland Developmental Disabilities Administration (DDA)

Adult support services/case management

<http://www.ddamaryland.org>

1-877-4MD-DHMH

Maryland Department of Education Division of Rehabilitation Services (DORS)

Help with employment/training

<http://www.dors.state.md.us/dors>

1-888-554-0334

DORS Client Assistance Program

Help obtaining DORS employment services

1-800-638-6243

Social Security Administration

Supplemental Security Income (SSI) and Medicaid

www.ssa.gov

1-800-772-1213

Transition Helpful Hints

Keep current records:

Personal information (SS#)

Medical records/medications

Eligibility letters

Report cards

IEP's

Psychological evaluations

Awards, letters of recognition

Exit documents

Student experience (employment and volunteer)

Workplace skills

Job training resume and references

Network as much as possible with other parents and students and adult service providers.

Join disability advocacy and support groups to exchange ideas and work for needed services

Get involved in career exploration, internships and job-shadowing, housing/independent living skills, travel training, self advocacy, social skills training and just having fun

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