Parent Survey’s Are Coming

The Maryland State Department of Education will be sending a survey to every parent or guardian of children ages 3 to 21 who are receiving special education services through their local school system, or are placed in a nonpublic facility. The survey was developed by the National Center for Special Education Accountability Monitoring. All states, including Maryland, must collect these data as part of their State Performance Plans as required under the Individuals with Disabilities Education Act (IDEA).

What is the purpose of this survey?
The purpose of the survey is to determine how well your child’s school is partnering with you and promoting parent involvement in your child’s education.

How will you get the survey and how do you return it?
The paper survey will be mailed to you around June 1, 2010. You can also access the survey via the internet at http://www.mdiepsurvey.com. Each survey packet will contain an introductory letter, one paper survey, and a postage-paid return envelope.

How do you complete the survey?
Use blue or black pen or a #2 pencil to fill in ONE bubble for each question on the paper survey. The code on the back of the paper survey can be used to login to the online survey. If you do not have access to a computer for completing the online survey, your local school or typically public libraries may provide computers with Internet access. Mail or submit the online survey no later than JULY 12, 2010.

Do you have to participate?
No, participation is completely voluntary, however, you are encouraged to participate to make your opinions heard. Your child’s services will not be negatively impacted in any way if you do not participate.

What if you have more than one children receiving special education services?
You will receive a separate survey for each child, please fill each survey out and return no later than JULY 12, 2010.

Is this confidential?
Yes, the survey is designed to be anonymous. A code number is used to track the local school system where your child(ren) attend school. This code can also be used to login to the online survey. The survey does not ask for any identifiable information such as name, address, or student identification number.

If you have any questions, or would like more information please contact Pat Shamer at the Maryland State Department of Education at 410-767-7548. or pshamer@msde.state.md.us

Summer Horsemanship Program

Angels and Heroes is providing three sets of camps this summer in June, July, and August for deaf and hard of hearing children and their siblings.

Working hands on with horses helps children learn about themselves and builds self-esteem, compassion, wisdom and trust. Children are often astounded at the level of pride and accomplishment they feel when they become familiar with horses. The summer camp has fun and educational filled days for children, ranging from beginner to advanced.

Camp will be held at Paradise Stables in Mt. Airy, MD. The cost is $195.00 per child with discounts available if multiple children are enrolled per family. Parents/Guardians are responsible for transportation to and from camp.

Session 1 is June 23rd, 24th and 25th
Session 2 is July 7th, 8th and 9th
Session 3 is August 4th, 5th and 6th.

For more information about this horsemanship program or to register please contact Dona Woods at 301-432-0371 or 301-730-2374.

Pediatrics—Infant Hearing Physician & Audiologist Responsibilities and Ethical Considerations

Featuring:
Alison Grimes, AuD, UCLA Medical Center
And
Tracy King, MD, MPH, John’s Hopkins School of Medicine

Monday, July 19, 2010
8:00 a.m. - 4:00 p.m.
Hearing & Speech Agency
5900 Metro Drive, Baltimore, MD 21215

ASHA & AAA CEU’s Pending
Workshop is Free * Lunch will be provided
Please register by July 12, 2010

For more information or to register contact Cheri Dowling at 443-277-8899 (v/text); fax 410-795-0965 ; email cheri.dowling@msd.edu
## Have you heard the latest advice about parenting? Of course you have. From experts to other parents, people are always ready to give you parent advice. Parenting tips, parents’ survival guides, do, don’ts, should, and should not’s, new ones come out every day.

### What’s a parent to do? Try RPM3, a no-frills approach to parenting from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD). For over 30 years, the NICHD has conducted and supported research in parenting and child development. The RPM3 guidelines aren’t meant to be just another parenting “how to,” telling you what to do. Instead, RPM3 separates the useful information from the not-so-useful so that you can make your own decisions about parenting. RPM3 confirms something that you already know: parents do matter. You matter.

### What does RPM3 stand for? Responding to your child in an appropriate manner. Preventing risky behavior or problems before they arise. Monitoring your child’s contact with his or her surrounding world. Mentoring your child to support and encourage desired behaviors. Modeling your own behavior to provide a consistent, positive example for your child.

### Where do you start? The first thing you need to know is that there are no perfect parents. Parenting isn’t all-or-nothing. Successes and mistakes are part of being a parent. Start to think about the type of parent you want to be. RPM3 offers researched-based guidelines for being:

- **An effective parent.** Your words and actions influence your child the way you want them to.
- **A consistent parent.** You follow similar principles or practices in your words and actions.
- **An active parent.** You participate in your child’s life.
- **An attentive parent.** You pay attention to your child’s life and observe what goes on.

By including responding, preventing, monitoring, mentoring, and modeling in your day-to-day parenting activities you can become a more effective, consistent, active and attentive parent.

### Are you reacting or responding to your child? Many parents react to their children. That is, they answer with the first word, feeling, or action that comes to mind. It’s a normal thing to do, especially with all the other things people do everyday. When you react, you aren’t make a decision about what outcome you want from an event or action. Even more than that, if you react, you can’t choose the best way to reach the outcome you want.

Responding to your child means that you take a moment to think about what is really going on before you speak, feel, or act. Responding is much harder than reacting because it takes more time and effort. The time that you take between looking at the event and acting, speaking, or feeling is vital to your relationship with your child. That time, whether it be a few seconds or five minutes, allows you to see things more clearly, in terms of what is happening right now and what you want to happen in the long run.

### What is an appropriate response? An appropriate response is one that fits the situation. Both your child’s age and the specific facts of the occasion are important in deciding what a fitting response is. For example, a fitting response for a baby who is crying differs from a fitting response for a four-year-old or a 10-year-old who is crying. A fitting response for an instance in which a child is running depends on whether that child is running into a busy street or running to the swing set on the playground. Your child’s physical or emotional needs may also shape your decision about a fitting response.

### Responding to your child in an appropriate manner allows you to:

- **Think about all the options before you make a decision.** This will help you choose the best way to get from the current situation to the outcome that you want. By taking time to see a problem from many sides, for instance, you are more likely to choose the most fitting response. For situations that happen often, your well-thought-out response can become almost automatic, like picking up a crying baby.
- **Answer some basic questions.** Do your words get across what you are trying to say? Do your actions match your words? Are your emotions getting in the way of your decision-making? Do you know the reasons for your child’s actions or behavior?
- **Consider previous, similar events and recall how you handled them.** You can remind your child of these other times and their outcomes, to show that you are really thinking about your decision. You can use your past experiences to judge the current situation, decide the outcome you want, and figure out how to reach that outcome.

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### Responding To Your Child In An Appropriate Manner.

This may seem obvious, but responding is more than just giving your child attention. The words are actually saying two different things:

1. Make sure you’re responding to your child, not reacting
2. Make sure your response is appropriate, not overblown or out-of-proportion, too casual or minimal, or too late.
Adventures in Parenting (Part 1)

- **Be a more consistent parent.** Your child will know that you are not making decisions based on whim, especially if you explain how you made your choice. Your child will be more likely to come to you with questions or problems if he or she has some idea of what to expect from you.

- **Offer an example of how to make thoughtful decisions.** As your child gets older, he or she will know your decision-making process and will appreciate the time you take. Your child might even pattern him or herself after you.

- **Build a solid but flexible bond of trust between you and your child.** A solid bond holds up to tough situations; a flexible bond survives the changes in your child and in your relationship with your child that are certain to occur.

Preventing Risky Behavior Or Problems Before They Arise

Seems easy enough. You “childproof” your house to make sure your crawling baby or toddler can’t get into the cleaning products or electrical outlets. You catch your eight-year-old jumping on the bed and make her stop. You make your 12-year-old wear his helmet when he rides his bike, no matter how “dumb” he thinks it makes him look. But prevention goes beyond just saying “no” or “stop.” there are two parts to prevention: spotting possible problems and knowing how to work through the problem.

**Spotting possible problems.** Consider these methods for spotting problems before they turn into full-blown crises.

- **Be actively involved in your child’s life.** This is important for all parents, no matter what the living arrangements. Knowing how your child usually thinks, feels, and acts will help you to notice when things begin to change. Some changes are part of your child’s growing up, but others could be signs of trouble.

- **Set realistic limits and enforce them consistently.** Be selective with your limits, by putting boundaries on the most important behaviors your child is engaged in. Make sure you and your child can “see” a limit clearly. If your child goes beyond the limit, deal with him or her in similar ways for similar situations. If you decide to punish your child, use the most effective methods, like restriction or time-outs. You could also make your child correct or make up for the outcome of his or her actions; make sure the harshness of the punishment fits your child’s “crime.” As your child learns how limits work and what happens when he or she goes past those limits, he or she will trust you to be fair.

- **Create healthy ways for your child to express emotions.** Much “acting out” stems from children not knowing how to handle their emotions. Feelings can be so intense that usual methods of expressing them don’t work. Or, because feelings like anger or sadness are viewed as “bad,” your child may not want to express them openly. Encourage your child to express emotions in a healthy and positive way; let your child see you doing things to deal with your own emotions. Once these feelings are less powerful, talk to your child about how he or she feels and why. Make sure your child knows that all emotions are part of the person that he or she is, not just the “good” or happy ones. Once your child knows his or her range of emotions, he or she can start to learn how to handle them.

**Knowing how to work through the problem.** Because problems are quite different, how you solve them also differs. To solve tough problems, you may need more complex methods. Keep these things in mind when trying to solve a problem.

- **Know that you are not alone.** Talk to other parents or a trusted friend or relative. Some of them might be dealing with or have dealt with similar things. They may have ideas on how to solve a problem in a way you haven’t thought of. Or, they might share your feelings, which can also be a comfort.

- **Admit when a problem is bigger than you can handle alone or requires special expertise.** No one expects you to solve every problem your family has by yourself. Some problems are just too big to handle alone, not because you’re a “bad” parent, but simply because of the nature of the problem. Be realistic about what you can and can’t do on your own.

- **Get outside help, if needed.** There will be times when you just won’t know how to help your child; other times, you truly won’t be able to help your child. That’s okay; someone else may know how to help. Use all the resources you have to solve a problem, including getting outside help when you need it. Remember that it’s not important how a problem is solved, just that it is.

Part 2 of Adventures In Parenting will be in the July, 2010 newsletter.

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

Ling 6 Sound Application for your iPhone

This application allows a quick and easy way to check and see that a child detects those sounds that lie within the speech spectrum of hearing. The Ling 6 Sound test can be used daily to insure that hearing aids and cochlear implants are functioning properly. The test allows parents, professionals, and teachers to know the child’s distance hearing or earshot.

For more information or to download this application visit:


Bee Stings

If your child gets stung by a bee, act quickly so they feel better faster.

First, remove the stinger; less venom, (what causes the pain and sometimes an allergic reaction) will enter the body. Then clean the area with soap and water, and rub antiperspirant over it, it sounds odd, but many brands contain aluminum compounds that may reduce the effect of the venom. Consider giving your child an antihistamine to keep the reaction from spreading. Finally, apply a cold pack to the site for 10 minutes then calamine lotion or a paste made of baking soda and water to ease swelling.

If your child breaks out in hives, vomits, has difficulty breathing, gets stung inside the nose or mouth, or has 10 or more stings at once, go straight to the Emergency Room.

Reprinted from Family Circle, July 10, 2010

Collaborative for Communication Access via Captioning

A new national project to action real-time captioning in many places invites more participants who are ready to add energies to make it happen locally, regionally, or nationally. The “Collaborative for Communication Access via Captioning,” (CCAC) is the place—a working online community that is a grass-roots collaborative of individuals from many professional and other backgrounds who understand how important captioning and good quality speech-to-text systems are for most people with hearing loss, be they hard of hearing, deafened, or deaf.

The CCAC has one focus - captioning action. CCAC offers:

- An interactive collaborative, and open exchange of timely information about any and all captioning advocacy projects going on in cities, state-wide, regionally, or nationally, by individuals, organizations, government departments, agencies, and others. One goal is to create useful organized data about ‘who is doing what and where’ along with methods and approaches, and technologies used.
- A place to initiate new captioning advocacy projects and also work collaboratively with national organizations for people with hearing loss, to add new energies and support ongoing captioning advocacy.
- A place to encourage new state projects for communication access using the group model.

Participation from concerned and energetic individuals is invited now - people with hearing loss, their families, professional providers, attorneys, and interested others. There is always room for new ideas, and for new actions to push this agenda along for millions of people who need it and deserve it for full equal communication access. For more information or to join CCAC contact Lauren Storck at drlestorck@gmail.com

Hearing Parents of Children Identified With Hearing Loss - Participants Needed

- You must be a hearing parent of a child that has been diagnosed with hearing loss
- Your child must be between the ages of 1.5 years and 5 years old
- Your child must not have any additional serious medical disabilities
- You must be able to read English and communicate comfortably in Spoken English.

You will be asked to fill out some questionnaires and complete a videotaped interview. The study takes 60-90 minutes. You will be compensated $30.00. For more information contact Elizabeth Adams at Elizabeth.adams@gallaudet.edu