



Partners for Success
**Family Support and Resource
 Center**

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 Resource Center**

Volume 12, Issue 8

September, 2011

Financial Guide For Parents of Children With Disabilities

Parents of children with special needs face a unique combination of financial challenges. They need to meet the day-to-day stresses and expense of caring for a child with a disability, plan for that child's lifetime-care needs, and still provide for the financial needs of the whole family.

To help parents meet those challenges, the National Endowment for Financial Education (NEFE) teamed up with the PACER Center in 2001 to produce a booklet called "Possibilities: A Financial Resource for Parents of Children with Disabilities." The guide now has been rewritten and launched in a new online format.

The guide offers tips and information to parents of children with special needs on topics such as:

- Organizing financial records
- Managing money
- Dealing with debt
- Preparing income taxes
- Understanding health, life and disability insurance
- Meeting retirement and savings goals
- Dealing with estate planning

The new online guide provides families with information and resources well beyond the original booklet. Each section provides links to resources that parents can go to for additional help. It includes tips on helping children with disabilities develop the skills they need to become financially independent as adults, as well as information on planning and funding a child's primary, secondary and postsecondary education.

It also provides housing and career guidance for young adults with disabilities, including a listing of resources on employment options and support, links for job-search websites for workers with disabilities, and options for independent living.

"Parents need to start early in understanding the unique circumstances, if they stay organized and proactive, it should remove unnecessary stress from their lives" says PACER Past President Don McNeil.

You can find the guide at PACER.org/publications/possibilities.

**Quality Health Care for Deaf and
 Hard of Hearing People:
 ADA and Other Considerations**

Friday, September 23, 2011

8:30 am - 12:30 pm

Kellogg Conference Hotel, Gallaudet University

800 Florida Ave NE, Washington, DC 20002

This half day workshop will provide information on improving access to appropriate health care for deaf and hard of hearing individuals and assist medical providers in compliance with the Americans with Disabilities Act.

Understand ADA Requirements

Recognize the diverse communication needs

Identify appropriate accommodations

Appropriate use of interpreters

For more information or to register, visit
mhc.gallaudet.edu.

The Workshop is FREE

Early To Bed, Get Ahead!

One way to help your preschooler do better in school may be to make sure your child has a regular bedtime, and an early one at that. Researchers from SRI International, an independent nonprofit research institute, and the University of Nevada, Reno, found that 4-year-olds who have early regular bedtimes score higher on tests measuring language, reading, and math skills than their peers who don't. Preschoolers who get at least 11 hours of shut-eye a night (the recommended amount for that age) also do better on the skills tests. If bedtime is a battleground in your house, establishing a consistent routine, including reading books, playing clam games or telling stories can ease the evening transition. It can also help your child drift off to dreamland more quickly.

Reprinted from Scholastic
 Parent & Child, October 2010,
www.scholastic.com/parents.



Twas the night before school started,

When all through the town,

The parents were cheering.

It was a riotous sound!

By eight, kids were washed and tucked into bed ...

When memories of homework... filled them with dread!

New pencils, new folders, new notebooks, too!

New teachers, new friends...their anxiety grew!

The parents just giggled when they learned of this fright

And shouted upstairs...

GO TO BED – IT'S A SCHOOL NIGHT

Equipment Connections for Children, Inc.

Founded in 2009 as an online resource for families who would like to donate or request adaptive equipment for their child with a disability when they have no other means to obtain the equipment. Equipment Connections for Children connects families for the purposes of reusing adaptive equipment and by doing so, support each other.

Equipment Connections for children is based in Montgomery County and serves children in Maryland, Virginia and DC.

For more information or to request or donate equipment, visit www.equipmentconnectionsforchildren.org.

Child Care Survey ... Share Your Experience!

The Maryland Developmental Disabilities Council, is working on a survey to share families information about Child Care. The information provided will be used by the Maryland DD Council, policymakers and others to shape policies and practices that support children with disabilities in high quality, inclusive child care and out of school time programs.

A public report of findings and recommendations will be available early 2012.

Share your experience accessing child care and out of school time programs for children and youth with disabilities. To take the survey, visit <http://www.surveymonkey.com/s/childcarebarriers>

School Safety Quiz

Test your knowledge of how to keep your child healthy, well-thy and wise.

True of False: the best way to keep food safe from morning until lunch is by using a tightly latching or zip-top insulated lunch box or bag?

False. Food can spoil once it's been out of the fridge for two or more hours. To keep lunch at food-safe temperatures for up to six hours, you should freeze the sandwich and refrigerate everything else the night before, then include an ice pack.

True or False: A child's shoes fit properly if there is about 1/2 inch of space in front of the longest toe?

True. It's essential to check that kids' toes have enough wiggle room. Have your child try on shoes at the end of a day and then stand up, so shoes are sized when feet are at their largest.

True or False: On average, children should exercise about 30 minutes a day?

False. The Center for Disease Control (CDC) recommends an hour or more a day of moderate to vigorous physical activity. This can include brisk walking, running around on a playground, riding a bike, doing sports, or taking dance or other fitness classes.

True of False: For a child who's a competitive athlete, three hours of sports training a day, five days a week, is appropriate?

True. Experts warn that kids shouldn't practice or play for more than 20 hours per week unless under the care of a sports doctor or other medical trainer. Signs a child may be overdoing it: weakening performance, lack of motivation, and tiring quickly. Any complaints of joint pain should be taken seriously.

True or False: Chocolate milk along with pretzels is a nutritious after-school snack?

True. Low-fat milk, even if it's sweetened, provides three nutrients (calcium, potassium, and vitamin D) that kids don't get enough of, plus more protein than a hard-boiled egg. Make sure those pretzels are whole wheat, so they'll provide fiber to keep kids feeling full.

True or False: Kids need nine to 11 hours of sleep per night?

True. Children ages 5 to 12 need 10 to 11 hours, and even most teens require at least nine hours. Regularly getting just one hour less of sleep a night can hurt their ability to learn.

Reprinted from Good Housekeeping, August 2011

Early Autism Risk Longitudinal Investigation

The Early autism Risk Longitudinal Investigation (EARLI) Study is a national research study of risk factors for having another child with autism in families already affected by the disorder.

Sponsored by the National Institutes of Health, the EARLI Study will enroll mothers of children with autism as early as possible in a new pregnancy. Information will be collected regularly from the mother during the study, and the new child will receive free developmental assessments until 3 years of age.

Children born into the study will be evaluated by trained professionals for the developmental progress through their third birthday.

Families will be updated on local resources and have ready access to information from EARLI about study findings and other developments related to autism.

Families will be compensated for their time spent contributing to the EARLI Study as well as reimbursed for travel expenses when visits to a study clinic are necessary.

For more information, visit their website at www.EARLIStudy.org or contact them at 877-868-8014 or at EARLI@jhsp.edu.

American Sign Language Story Time

Join us inside Storyville for stories told in American Sign Language with voice interpretation presented by teachers from the Maryland School for the Deaf.

Monday, SEP 26 @ 2 PM
Monday, OCT 24 @ 2 PM
Monday, NOV 28 @ 2 PM



2 to 5 years
old with adult



WOODLAWN BRANCH • 1811 Woodlawn Drive, Woodlawn, MD 21207 • 410-867-1336



National Aquarium Celebrates Deaf Awareness Day

Saturday, September 24, 2011

9:00 a.m. - 3:30 p.m.

American Sign Language interpreters will be narrating at the *Our Ocean Planet* dolphin show, animal feedings, diver talks and other public presentations.

Meet with representatives from the Maryland Association of the Deaf and the Governor's Office of the Deaf & Hard of Hearing.

For \$3 off discount coupons and more information, please contact Jenny Hamilton at jhamilton@aqua.org, 410-659-4291 voice or 410-727-3022 TTY.

For directions, prices and visitor information, visit aqua.org.

Adult Cochlear Implant User Research Study

Gallaudet University and George Washington University are conducting a study to evaluate the effectiveness of training for adults who have received cochlear implants. Specifically to assess two training programs to determine whether they can improve speech understanding and communication in daily life.

You may be eligible to participate in this study if you are 18 years of age or older, have had your cochlear implant between 3 months and 3 years and are fluent in English.

Participation will require 8 weekly visits at your convenience. Additionally there will be two follow-up visits. Participation is available at several Washington Metro Area locations including the hearing & Speech Agency in Baltimore.

For more information or to enroll in the study, contact Tiffany Finnegan at cifittingstudy@hearingresearch.org or at 202-448-7083

Family Support and Resource Center

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Columbia MD 21044
Phone: 410-480-4597 (v/tty)
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E-mail: cheri.dowling@msd.edu

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



Rise & Dine

A healthy breakfast stokes your child's mind and body. Here's how you can squeeze one in before the school bus arrives.

Set Up The Night Before. Fill bowls with cereal and cover them with plastic wrap so all you need to do is pour the milk. Peel or slice fruit and store it in the fridge until morning.

Wake Up A Little Earlier. Just 15 minutes can mean the difference between no-time-for-breakfast and a quick meal together.

Make It Easy. A nutritious dish includes lean protein, whole grains, and fruit or veggies, but it doesn't have to be time-consuming to prepare or to eat. Try instant oatmeal with raisins, nuts, and a glass of milk, or a small turkey sandwich on whole-wheat bread with low-fat cheese and sliced tomato if your child doesn't like typical breakfast food.

Brown Bag It. If your child insists he's not hungry, take breakfast on the road. Spread almond butter on a flour tortilla, add a whole banana, and roll it up.

For more information, visit the American Dietetic Association website at www.eatright.org.



Mark Your Calendars Today

September 14, 2011

Just For Mom's
7:00 - 8:30 PM

Maryland School for the Deaf - Columbia Campus
8169 Old Montgomery Road, Ellicott City, MD 21043
Denton (Main) Building Multi Purpose Room

Don't lose sight of yourself, your goals, dreams, relationships, or career despite the intensive demands of raising a child. This workshop will explain why it is important to find balance in your life and how to do it.

September 21, 2011

Manipulative Visual Language
7:00 - 8:30 PM

Maryland School for the Deaf - Frederick Campus
400 South Carroll Street, Frederick, MD 21705
Elementary Building, Room #F108

MVL uses colored shapes to teach the parts of written English. Shapes are used to visually demonstrate common patterns in simple sentence structures.

September 23, 2011

Quality Health Care for Deaf and Hard of Hearing People:
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For more information or to register, visit mhc.gallaudet.edu.

September 24, 2011

National Aquarium Deaf Awareness Day
9:00 - 3:30 p.m.

ASL interpreters will be narrating at the Our Ocean Planet dolphin show, animal feedings, diver talks and other public presentations. For more information and your \$3.00 off discount coupons, contact Jenny Hamilton at jhamilton@aqua.org or 410-659-4291.

September 26, 2011

2:00 p.m.

American Sign Language Story Time
Baltimore County Public Library—Woodlawn Branch
1811 Woodlawn Drive, Woodlawn, MD 21207

Join us inside Storyville for stories told in American Sign Language with voice interpretation. For children 2 - 5 years of age with an adult.

For more information, contact the library at 410-887-1336.

October 16-17, 2011

Maryland Transition Conference
Ocean City, MD

This conference is a must for any families with children who are in the process of Transitioning from High School or have children age 14 and older

For additional information, contact Tom Barkley at tbarkley@msde.state.md.us.

October 24, 2011

2:00 p.m.

American Sign Language Story Time
Baltimore County Public Library—Woodlawn Branch
1811 Woodlawn Drive, Woodlawn, MD 21207

Join us inside Storyville for stories told in American Sign Language with voice interpretation. For children 2 - 5 years of age with an adult.

For more information, contact the library at 410-887-1336.

For information about any of the workshops listed above please contact the Family Support & Resource Center at 443-277-8899 (v/text) or cheri.dowling@msd.edu.