



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

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 Resource Center**

Volume 12, Issue 9

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Part C Final Regulations Released

The U.S. Department of Education announced the release of the final regulations for the early intervention program under Part C of the Individuals with Disabilities Education Act (IDEA). These final regulations will help improve services and outcomes for America's infants and toddlers with disabilities and their families.

The final Part C regulations incorporate provisions in the 2004 amendments to Part C of the IDEA. Additionally, the final regulations provide States with flexibility in some areas, while ensuring State accountability to improve results and providing needed services for infants and toddlers with disabilities and their families. The regulations focus on measuring and improving outcomes for the approximately 350,000 children served by the Part C program with the goal of ensuring that such children are ready for preschool and kindergarten.

The final regulations have been delivered to the Office of the Federal Register but have not yet been scheduled for publication. The official version of this document is the document that will be published in the Federal Register. The pre-publication Part C final regulations are posted at <http://www2.ed.gov/about/offices/list/ose/news.html>.

Student Awareness in Mainstreamed Classrooms

Deaf and hard of hearing students at the Rochester Institute of Technology and the National Technical Institute for the Deaf developed the following suggestions for teachers.

- **Interpreters are not always an accurate reflection of students when voicing for them.** There are a lot of diverse communication skills among deaf people. Interpreters have to choose the right words that deaf students intend to say.
- **Treat all students equally.** Students are here to learn. They have a variety of skills and understanding. Other than special needs, deaf students are basically the same as hearing students. Respect and treat them equally.
- **Helps to have PowerPoint/notes available to the students ahead of time.** It tends to be easier for deaf students to prepare for class, helps them expect what will be discussed in the class.
- **Be aware of "lag time", (time required to process information into another language). Slow down!** A lack of lag time can make it difficult for deaf students to participate in class, and allowing a little more time (1 or 2 seconds) will allow them to participate. Also, this allows students time to absorb information and it will help students to understand the materials.
- **Have a positive/flexible attitude.** A positive and flexible attitude helps everyone's day!
- **While going over PowerPoint/overheads, please give the students time to read it before moving on.** This allows students to absorb information so they won't be confused or lost later on. When putting up a PowerPoint/overhead, give a few seconds before you give an explanation. This will give everyone a chance to see what you are talking about.
- **Don't force groups of deaf/hearing students to work together, ask the students first in private.** If you force students, uncomfortable situations may arise, causing conflicts, so consult the students for their preferences.



**MSD-CC-PTCA
 HAUNTED HOUSE**

**Thursday, October 27, 2011
 5:00 p.m. – 9:00 p.m.**

Maryland School for the Deaf
 8169 Old Montgomery Road
 Ellicott City, MD 21043

Admission \$5.00 per person, Children 5 and under free
 Food, Crafts, Bingo, Games,
 and More

Featuring the MSD World
 Famous Haunted House
 Guaranteed to leave you
 wanting more!!



For more information contact Cheri Dowling, CAD800@msd.com, or 443-277-8899

TIPS FOR TALKING TO YOUR CHILDREN ABOUT NATURAL DISASTERS

There is a fine line between being honest and explaining natural disasters in an age-appropriate way and going into too much detail and inadvertently scaring children. Below are some tips on how to talk to young children about natural disasters in a calm, balanced, clear way.

- Assess what your child already knows (or doesn't know).** When a natural disaster occurs, children are likely to hear about it through television, school, friends, or conversations taking place around them. Before talking to your child, listen to what she already knows or about her misconceptions. Then, you can become aware of what concerns, questions, or feelings your child may have.
- Use simple, clear language.** This is vital when explaining a natural disaster to young children. Avoid using elaborate details and stick to the facts. Children may ask the same questions repeatedly, which can cause parents to want to answer in more detail. Explaining in more depth, however, can create more anxiety in young children and spark even more confusion. Instead, decide on a clear, simple, age-appropriate explanation and repeat it calmly and patiently, and ask if your child has additional questions.
- Stay calm.** Children can often pick up on their parents' feelings. If you appear panicked or anxious, your child is likely to react in similar ways. Model a calm, matter-of-fact demeanor to show your child that your family is safe. Don't be afraid to reach out to family and friends for support, so you have a separate space to discuss your own emotions.
- Reassure your child to help her feel safe.** When young children hear about a natural disaster and see images of destroyed homes, they may worry and wonder, "Will this happen to our town?" Assure your child that natural disasters are very rare and that the chance of one occurring in your town is low. Emphasize that natural disasters are no one's fault, as your child may have anxieties about who and what could cause a natural disaster. Inform your child of your family's safety plan in the chance of a natural disaster. Having earthquake/tornado/fire drills once per year can also reassure your child that although the chances are very low, if a natural disaster were to occur, she will be safe.
- Listen to your child's questions.** Children will likely have many questions when a natural disaster occurs. Use simple, clear language and check in with your child to make sure she understands. If your child misunderstands, normalize confusion and continue to use concrete, easy-to-understand language until your child grasps the ideas.
- Be honest.** Honesty is key when answering questions. Some parents may want to keep some information from their child to protect them, but this creates the risk of children hearing about these details elsewhere. This could confuse children and lead them to think they cannot trust what their parents say. If you do not know the answer to a question, do not hesitate to tell your child. You can even search for answers together, which can help your child feel safe and comforted.
- Explore your child's feelings and provide validation and comfort.** Children may feel a variety of emotions after a natural disaster, such as fear, confusion, anxiety, guilt, and sadness. Some children may not openly talk about their feelings during this time, but that does not necessarily mean they are not thinking about it. When your child does share her feelings with you, provide empathy, acknowledgement, and validation. In an effort to comfort their children, some parents can inadvertently minimize their child's feelings. Instead, empathize with her feelings first and then offer reassurance.
- Be proactive.** Children may exhibit anxieties and fears about natural disasters in several ways. Some may be more direct and ask many questions. Other children may show indirect signs, such as not wanting to go outdoors and having nightmares. Be mindful of your child's behaviors to understand their fears. This can help you create a plan of how to talk to your children and address their concerns.

Thank you to the Maryland State Department of Education for sharing these tips.

2012 Maryland Youth Leadership Forum

The Maryland Youth Leadership Forum (MD-YLF) is for students entering their final two years of high school. Selection to attend the Forum is based on the following criteria: applicant accomplishments and leadership potential; academic achievement; community service; participation in school and community activities; disability diversity; ethnic and racial diversity; and geographic representation.

The MD-YLF provides an opportunity for young people with disabilities to attend an intensive forum emphasizing leadership, independence and personal and career goal setting. It encourages youth to pursue their academic and career goals by exposing them to successful role models who have a variety of achievements. Gives youth the knowledge of resources that can help enable them to develop and achieve their goals. Teaches youth with disabilities about the cultural history of their predecessors with disabilities, including the long struggle for Civil Rights, which resulted in legislation such as The Americans with Disabilities Act.

Applications are now available for this week-long summer program held at Bowie State University. For more information or to download the application visit their website at, www.md-ylf.org.



Fun Tips To Be Successful In Math

Parents can help their children master math and dispel the notion that math is difficult by talking about math with children as they use it in everyday activities whether it be shopping, cooking or dining out. By combining traditional math drills and memorization of math facts and formulas with real-life examples and activities, math can be more approachable and math discovery becomes fun. Using games and activities is a great way to encourage math discovery and enhance basic skills.

Here are some tips and ideas to help your children have fun and become successful at solving math problems:

- Play popular board games that require basic math skills. They aid in developing number sense, improving computation speed and accuracy, and expanding problem solving skills.
- Review previously learned math concepts before tackling new assignments. Starting with familiar concepts helps build your child's retention and confidence.
- Ask your child's math teacher for a schedule of math topics. Take time to develop two projects or exercises per week that will reinforce what your child is learning in class.
- Work with your child to solve math problems using multiple methods. This will help your child develop a fuller understanding of the computation concepts.
- Provide pictorial examples of math concepts. Draw or collect pictures of animals, objects or people to show addition, subtraction, multiplication, and division. Use manipulatives to demonstrate skills such as place value, fractions, decimals, and time/money.
- If your child receives an allowance, use it to formulate math problems and teach about saving. For older children, relate percentage problems to their allowance.
- Allow your child to aid in planning the next family trip. Help him or her compute miles, cost of gas, expenses for food, hotel and entertainment.
- Assemble puzzles with your child. These help children learn spatial and visual organization which are basic lessons of geometry.
- A deck of cards can be a valuable math tool. Card games begin to teach the lesson of probability and reinforce addition and subtraction memorization for children learning basic math facts.
- Dice and dominoes are helpful for younger children to practice number facts. Smaller children can use them to recognize similar quantities while older children can explore the concepts of probability.
- Relate math to your child's favorite sport. Keeping score is a math exercise. Calculate the number of points needed for a favorite team to win and create multiple point combinations to reach that score.

Parents should not let problems with math linger. Since math builds on previously learned concepts, it is essential to identify and address problems early so they don't compound. Seek help from your child's teacher and take advantage of any after school programs or tutoring services.

Internet Program for Low Income Families

Comcast has released a new program available to low income families that would give them high speed internet access for just under \$10.00 per month.

Families can get broadband for \$9.95 and a netbook-like computer for \$149.99 if they meet the following criteria:

- Must live in one of the 39 states that Comcast currently serves.
- Have at least one child enrolled in a free lunch program through the National School Lunch Program.
- Must not have been subscribed to Comcast Internet service in the last 90 days; can't have overdue Comcast bills or unreturned equipment.

For more information, contact Comcast at 1-855-846-8376.

Family Support and Resource Center

8169 Old Montgomery Road
PO Box 894
Columbia MD 21044
Phone: 410-480-4597 (v/tty)
Fax: 410-480-4598
E-mail: partners@msd.edu

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



Halloween Fun Facts

Because of the unknown, Halloween is the one of the most captivating holidays, often celebrated by both adults and children. The element of surprise makes it fun and unpredictable. Here are some fun facts about Halloween from www.todayifoundout.com.

- Halloween is the second most commercially successful holiday world-wide after Christmas.
- Around 1.1 billion pounds of pumpkins were produced in the United States in 2009.
- \$3 billion is spent every year on Halloween costumes alone.
- Tootsie Rolls were the first wrapped penny candy in America.
- Halloween candy sales average around \$2 billion per year in the United States.
- Reese's peanut butter cups and candy corn are among the most sold Halloween candy items.

Mark Your Calendar Today

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.

October 24, 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

Fun, easy, and nutritious meals that can be made quickly.

October 27, 2011

Haunted House & Halloween Party
5:00 - 9:00 PM

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

Admission \$5.00 Per Person

Crafts, Games, Vendors, Food and of course don't miss the MSD World Famous Haunted House!

November 9, 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
Resources, Resources and More Resources

Learn about free and fun resources available to help with raising and educating deaf and hard of hearing children.

November 28, 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.