Turn Summer Daze into Learning Days!

How to Make the Most of Summer

Studies have shown that all students are likely to lose some of their learning gains during the summer. For the average student, this loss amounts to at least a month’s worth of learning. Parents can help keep their kids sharp in the summer. But how?

In summer, time seems to stretch out, giving us a chance to have some fun with our kids. It’s also a great time for all kinds of learning! Parents can help their kids keep learning alive. But how? The key to avoiding summer learning loss is to continue learning through the summer. The key to learning through the summer is to make learning FUN!

Here are some suggestions based on studies that have discovered powerful ways for children to hold on to what they have learned during the school year and to even gain more skills and knowledge during the summer. These research findings can help point the way:

• The number of books read during the summer is consistently related to academic gains.

• Children in every income group who read six or more books over the summer are likely to gain more in reading skills than children who don’t.

• Children read more when they see other people reading. Parents can be models by letting their children see them reading for pleasure.

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Why and How to Include the Patient-Family Voice in a Medical Home

By Bonnie Thompson, CHIPRA Grant Family Leader - Massachusetts Family Voices (MFV)

Last month, at a doctor’s visit, my teenage daughter and I were offered a patient experience survey to fill out. My daughter wanted to share her thoughts and happily answered the questions. I also was eager to answer questions and pass on what did and didn’t work for us during that visit.

My daughter said she likes when movies play in the waiting room and we both said we don’t like when wait times in the exam room are too long. She answered there were times when the doctor didn’t talk with her in a way she understood and I answered it was hard to schedule appointments sometimes. Our feelings about the visit went far beyond what her doctor did or didn’t say. It included the entire time we were there; from beginning to end, from checking in to how long we spend in the exam room, as well as the time we spent with the doctor.

Regardless of the how much or how often we receive care, most of us have feelings to share about our visits to a doctor’s office or health clinic. More doctors’ offices are asking patients and family caregivers to share their opinions and play an important role in changing how health care is delivered. With a shift to more patient- and family-centered care, sometimes known as medical home, there is a high value in patients, families, doctors and their staff working together to improve the delivery and experience of care for kids and their families.

Patient surveys can be a first step for involving patients and families in shaping the healthcare experience. I learned this firsthand through my work on the CHIPRA Massachusetts Medical Home Learning Collaborative, which invited families to share their healthcare experiences to help their child’s doctor’s office become a medical home. Thirteen doctors’ offices each invited from within their practice two “Family Health Partners” to join their quality improvement (QI) teams. Many practices made use of these family health partners in improvement activities such as discovery shopping, creating care teams and care planning tools.

While the project was wrapping up, we were eager to spread the lessons learned during the learning collaborative. Mass Family Voices at the Federation along with the National Institute for Children’s Health Quality (NICHQ) created a Family Engagement Guide that provides doctor’s offices with guidelines on involving families in Quality Improvement activities. Along with assisting medical practices as they start working with Family Partners, this toolkit can help doctor’s offices continue to support and inspire the Family Health Partners they work with.

Imagine the impact that patients and the families could have, sharing what is important to them to improve their health care experience. I know my daughter was glad to have the chance to share her ideas.

You can find the Family Engagement Guide on the NICHQ website: www.nichq.org/sitecore/content/medical-home/medical-home/resources/family-engagement-guide. Share this guide with your child’s doctor and ask how you can become involved in quality improvement at their office.
Retired Federation Project Director Betsy Anderson recently shared a letter with me: On April 4, 1975, The Federation’s founder and Executive Director, Martha Ziegler received the first official letter from Harvey Liebergott, then with the Bureau of Information for the Handicapped in the US Dept. of Health, Education and Welfare which provided a grant of around $25,000 to fund a new pilot parent program. Harvey estimated that it would take around ten million dollars to fund a comprehensive system of information and referral organizations across the country—an amount not likely to be appropriated. Even so, he urged Martha to “think of the project as a model that could be utilized nationwide”. Today there are over 100 similar parent organizations across the country.

Betsy also shared the Federation’s first proposal to operate a lay advocacy institute (today known as the Parent Consultant Training Institute). Here are some other excerpts from those early documents that mark our first days: “The Federation for Children with Special Needs is a newly incorporated, non-profit organization composed of most of the state-wide and regional parent organizations that have been organized to promote the interests of children with special needs, including those with developmental disabilities.”

The Federation developed as a formal outgrowth of the Coalition for Special Education, which was an ad-hoc group of some 40 state and regional citizen groups that joined together in 1972 to lobby for the passage of Chapter 766, then known as the “Bartley-Daly Bill”.

“One of the co-founders of the Coalition is Martha Ziegler of the Association for Mentally Ill Children. Ms. Ziegler will be one of the directors of the new organization. Since the enactment of Chapter 766 in July of 1972, the Coalition has continued to promote the successful implementation of Ch. 766. Members of the Coalition are aware of a need to educate and directly assist parents; the Federation was formed expressly for that purpose.”

In order to utilize these available funds for parent education, information and referral, and other activities of help to parents, Coalition members decided to incorporate The Federation for Children with Special Needs. So it all began!

40 years later, the Federation continues its mission as a powerful voice for families; informing, educating and empowering. Thanks to each and everyone who has contributed to this success.

Best wishes,

Rich Robison

Everyone Deserves Quality Health Care

By Bonnie Thompson, CHIPRA Grant Family Leader - Massachusetts Family Voices (MFV)

The report “Improving Health Care for Your Child: A Family’s Guide to Children’s Health Care Quality Measurement in Massachusetts” was created to help families learn why and how health care quality is measured for children. This report focuses on health care quality information at different stages of a child’s life, from birth through the teenage years and the measures described look at different aspects of health care, from a child’s well visits to follow-up care for chronic health conditions. It also talks about ways that families can partner with doctors and their office staff to improve the quality of their child’s health care. The health care quality measurement data in this report assists families in making informed choices about their child’s health care.

The development of “Improving Health for Your Child” was funded by the Centers for Medicare and Medicaid Services (CMS) through grant funds provided under a Children’s Health Insurance Program Reauthorization Act (CHIPRA) Quality Demonstration grant. Many states, including Massachusetts, received this grant to improve health care quality for children. The grant asked that a report be created for families about the quality of children’s health care in Massachusetts. Mass Family Voices staff assisted CHIPRA partners in creating the report to ensure it was accessible and relevant to families’ needs.

MA CHIPRA partners: The Massachusetts Office of Health and Human Services/MassHealth and its partners, Boston Children’s Hospital (BCH), Massachusetts Health Quality Partners (MHQP), the National Institute for Children’s Healthcare Quality (NICHQ) and the University of Massachusetts Medical School (UMMS) received a 5 year CHIPRA Quality Demonstration Grant in 2010.

To access the Improving Health for Your Child guide, visit: http://healthcarecompassma.org/learn_more/details/?content_item_id=87
Visions of Community 2015: “We’ve Only Just Begun”

On Saturday March 7th the Federation welcomed over 900 attendees to the Seaport World Trade Center in Boston for its annual day-long Visions of Community conference for parents of children with special needs and the professionals who serve them. Participants from around Massachusetts attended workshops, perused the exhibitor’s hall, visited resource tables, and networked with other parents and professionals. This year, the Federation was able to offer workshops in Spanish, Portuguese, Vietnamese, Chinese, and Somali during each of the three sessions in addition to 35 workshops in English. Interpreter services were available for attendees speaking American Sign Language, Cantonese and Mandarin Chinese, Somali, Portuguese, Spanish, Vietnamese, and Haitian Creole.

The day began in the amphitheater where Federation Executive Director Rich Robison introduced Special Guests and presided over the Community Partnership Award ceremony. State Representative Tom Sannicandro addressed the crowd, urging them to recognize their crucial role in changing the world for their children. Suzanne Gottlieb, representing newly appointed Commissioner of the Department of Public Health Dr. Monica Bharel, presented the Federation with a citation from the Commissioner recognizing the long history of collaboration between the two agencies. Also offering remarks was Commissioner of the Department of Developmental Services Elin Howe, Commissioner for the Deaf and Hard of Hearing Heidi Reed, and Commissioner for the Blind Paul Saner. Representatives from the Department of Elementary and Secondary Education (DESE) included Senior Associate Commissioner Russell Johnston, Director of Special Education Services Marcia Mittnacht, and Director of the Office of Tiered Systems of Support Madeline Levine.

Following the introduction of Special Guests, board certified music therapist and workshop presenter Meredith Pizzi led the crowd in an interactive welcome song to set the tone for the keynote. Describing the way that whales join in song together as a way of building community, she urged the crowd to join in a symbol melody of “Visions of Community, Gather Us Together,” and add their own interpretations and harmonies. Joining together in song was a perfect segue into the presentation of the Community Partnership Awards, the annual honoring of Massachusetts parents, professionals, self-advocates, and community members who have achieved great things in the fields of Parent Advocacy and Leadership, Inclusive General and Special Education, Inclusive Recreation, and Self-Advocacy. Awardees included Laura Kay, Heidi Stier-Barberio, Dalene Basden, Sara Diaz, Kendra Edmonds, Hailey Manduca, Kathy Tremble, Dr. Julie Hackett, and Darlene Ohlenbusch. Presenting the awards was Federation friend, attorney, and Ms. Wheelchair Massachusetts 2014, Rosa Angelica Colon. For more information on this year’s awardees see pages 6-8.

Following the awards, the Federation was proud to present, “We’ve Only Just Begun: How Far We’ve Come in Special Education and How Much Further We Need To Go,” a keynote from two former public school principals known for their innovative approaches to creating whole school inclusive communities. Dr. Joe Petner and Dr. Bill Henderson used music, data, and personal experiences to review the early days of special education and provide strategies and inspiration for furthering inclusion today. Using songs like “We’ve Only Just Begun,” by The Carpenters, “I Can’t Get No Satisfaction,” by The Rolling Stones, and “We Are Family,” by Sister Sledge, Drs. Henderson and Petner reviewed some of the visionaries who have transformed the lives of children with special needs in the years since they started teaching, 1968 and 1967 respectively. Federation founder Martha Ziegler, disability advocates Gunnar and Rosemary Dybwad, Senator Ted Kennedy, and Massachusetts Advocates for Children founder Hubie Jones were some of those mentioned as laying the groundwork for the greater inclusion of children and youth with special needs. Focusing on the importance of respect, high expectations, and the necessary accommodations, they reviewed some of the statistics that show how students with disabilities still trail their non-disabled peers in terms of post-secondary school outcomes. To drive home the importance of parents and schools working together, Dr. Henderson highlighted the experience of his former student Naieer Shaheed. Naieer, now 15 and an accomplished artist, his parents, and two of his former teachers joined
Dr. Henderson on stage as he recounted how the IEP team originally decided that Naieer needed a substantially separate placement. Naieer’s mother Donna, whom Dr. Henderson described as “A triple-P…She’s persistent, she’s pleasant, and she’s pushy,” advocated for her son’s inclusion in the general classroom, and worked with Dr. Henderson and his teachers to provide positive behavioral supports so that he could succeed there.


Between workshop sessions, attendees browsed resource tables from all of the Federation programs, as well as an extensive display of regional, statewide, and national resources from Family TIES of Massachusetts, the Early Intervention Parent Leadership Project, Massachusetts Families Organizing for Change, and the Parent/Professional Advocacy League. Over 80 Exhibitors included advocacy services, support organizations, financial planning, schools and colleges, hospitals, therapy practices, adaptive technology and recreation options, books, and arts and crafts. In addition to exhibitors, there were book signings by Federation staff member Becky Rizoli, and Judith Canty Graves and Carson Graves, as well as a prize drawing in the Exhibit Hall. The children in conference childcare received a visit from the staff music therapists at Roman Music Therapy Services. The therapists made music with children at childcare in the afternoon, fostering a safe and creative space.

Like last year, attendees who turned in their Conference Evaluation Forms received a copy of “A Family Guide to Transition Services in Massachusetts,” produced jointly by the Federation and the Massachusetts Rehabilitation Commission. Available in Spanish and English, the Guide can also be found on the Federation website.

More than 100 Federation staff and volunteers made this year’s conference possible, from childcare workers, to interpreters, to workshop hosts, to everyone who helped set up and clean up. The Federation thanks each and every one of them for their efforts in making the day run smoothly. The true joy of the day remains seeing parents’ faces and watching them connect with and inspire one-another by sharing stories, resources, and support. The next Visions of Community Conference will be held on Saturday March 5, 2016 at the Seaport World Trade Center. Plan now to attend!

The Keynote presentation, Community Partnership Award Ceremony, a selection of workshop presentations, and many more Federation workshops, webinars, and resources are available via the Federation’s website: www.fcsn.org.
Inclusive General Education Teacher Award - Laura Kay: Laura Kay has been a Latin teacher at Walpole High School for nine years. She teaches five classes ranging from Introduction to Latin to AP Latin. Laura is also the school’s National Honor Society advisor. In that role, she has trained NHS students to help other students in specific subjects as part of a Peer-to-Peer Tutoring Lab. Laura is skilled at working with honor students but is equally adept at working with students with learning challenges. Laura has high expectations while also intuitively making appropriate modifications and accommodations, allowing all students to thrive. Laura loves to travel and is an avid runner. She plans to run the Boston Marathon this April.

Inclusive Recreation Award - Heidi Stier-Barberio: Heidi Stier-Barberio is a paraprofessional in the Waltham Public School System working with children with learning disabilities. She also works part time for Belmont SPORT (Special Programs Organized for Recreation Time) which is a year round program for adults with special needs. Heidi includes everyone she meets into activities in the community or within the school setting. Heidi spearheaded the creation of Nothing’s Impossible Baseball, a program for children with special needs who might not otherwise have had the opportunity to play baseball. Heidi also co-founded the Watch City Seals Special Olympic swim team. A nomination for this award summarized Heidi’s contributions to the community by explaining “what is so special about Heidi is that she doesn’t realize how special she is. She treats everyone as though they were the only person in the room; she has a magical way of making you feel special.”

Parent Leadership Award - Sara Diaz: Sara Diaz has been working with parents of children with special needs in the Hispanic community for more than 15 years. After moving to the United States from Colombia and having a son with Down syndrome, Sara dedicated herself to helping her son and other parents of children with disabilities. She currently works at TILL Inc. where she coordinates a Parent Support Group for Children with Autism. Previously, she held positions with Early Intervention and the Federation for Children with Special Needs. Sara recognizes the potential in all children and works with families to ensure they have the hope and courage they need to support their children. The Hispanic community is privileged to have such a dedicated advocate.

Community Volunteer Award - Kendra Edmonds: Kendra Edmonds is an educational decision maker for students in Massachusetts whose parents are unknown or unavailable. Through her work as a Special Education Surrogate Parent at the Federation’s Recruitment, Training and Support Center (RTSC), she understands the unique challenges of the students in the RTSC program and fully
advocates for those who face cultural and socio-economic challenges. Kendra works with students who want to have community involvement and extra-curricular activities such as art. Getting services for students in residential care is very challenging, yet Kendra works diligently to make sure these students receive the services they need.

**Parent Advocacy Award - Dalene Basden:** Dalene Basden has been a Parent/Professional Advocacy League (PAL) Family Support Specialist in Lynn since 1998. She is the parent of two boys with special health care needs. In her role, Ms. Basden provides advocacy, information, education, and referrals to families of children who have serious emotional disturbance. Dalene has worked tirelessly to make the system serving children with mental health issues and their families more responsive to the needs of families in the community. Dalene runs an enormously successful family support group on Friday nights. Her weekly Friday Family Support Group has an average attendance of 45 parents and their children. Through this group Dalene has provided continuous education and training to parents in all areas related to children’s mental health. Dalene encourages parents to become experts in those areas of children’s mental health that affect them directly and to share what they have learned with the group and the professionals that support families in the Greater Lynn community. In November of 2012, Dalene became the first nationally certified Parent Support Provider in the state of MA.

**Self-Advocacy Award - Hailey Manduca:** Hailey Manduca is a 16-year-old from Bourne, Massachusetts who loves to sing in her church choir and participate in Girl Scouts. Hailey also has a severe form of Osteogenesis Imperfecta, a rare genetic condition also known as Brittle Bone Disease. Hailey began Girl Scouts at five years old and recently completed her Girl Scout Gold Award, the highest award in Girl Scouts. As part of her Girl Scout Gold Award project, Hailey decided to make a documentary and raise awareness for Osteogenesis Imperfecta. She created the video for doctors, nurses, and new families. She wanted patients, families, and medical personnel to better understand Osteogenesis Imperfecta. In addition, Hailey made flyers and started a Facebook Page on Osteogenesis Imperfecta. She also gives talks to medical students and medical professionals about the disease. To quote Hailey from her recent article in the Cape Cod Times, “Even though it gets tough, your spirit can never be broken.” Hailey’s troop leader described Hailey by saying “Hailey is an important member of my Girl Scout troop and her perseverance, strength and positive attitude is an inspiration not only to her fellow Girl Scouts but also to others around the world.”

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Special Health Care Advocacy Award - Kathy Tremble: Kathy Tremble is a registered nurse and certified care manager with over 30 years of experience working with children and families. She provides care coordination at Holyoke Pediatrics for children and youth with acute and chronic disease, complex medical and developmental conditions and those at risk, due to poverty or other barriers. Kathy’s work focuses on connecting children and their families with appropriate care, services and resources essential for their optimal wellness and functioning. Kathy finds it rewarding to help families find high quality care for their children while providing a broad base of meaningful support to families. One family said it best, “There are no road maps for when your child gets sick. There are no instruction booklets for when your child has a disability. Kathy was all those things and more for us!” Kathy is very active in her community; she is a member of the Mansir Foundation Committee that funds therapeutic equipment and services for children with physical disabilities, a member of Medical Home work group, and serves on the board of Holyoke Reach Out and Read. Kathy holds a master’s degree in public health from University of Connecticut and degrees in health education and nursing from Springfield College and Springfield Technical Community College.

School Administrator Award - Dr. Julie Hackett: Dr. Julie Hackett has been a public educator since 1992, and her background includes experience at the elementary, middle, high school, and post-secondary levels. She is currently the Superintendent of Taunton Public Schools. In this role, she has worked tirelessly to implement an inclusive school system in Taunton Public Schools. Through this initiative, she worked to build consensus and cooperation with teachers, school leaders, district leaders, the Taunton Teachers Association President, and parents and representatives of the School Board. Julie’s efforts have produced policies and educational practices that provide a District-wide model of inclusion. This model gives all students an opportunity to learn with their peers in the least restrictive environment. Julie has held to the vision of “academic excellence for every student, in every classroom, in every school”. Julie leads by example and brings to her leadership role the qualities of integrity, selflessness, knowledge, values of social justice and equity for all students, as well as a determination to have everyone succeed.

Inclusive Special Education Teacher Award - Darlene Ohlenbusch: Darlene Ohlenbusch has been a special education teacher at the Andover West Middle School for 6 years. During her time there, she has made a tremendous impact in the lives of students at both the Andover West Middle School and Andover High School through her work implementing a peer mentor program. Darlene and her staff train students to mentor students with disabilities. The program has been a huge success, encouraging students with and without disabilities to forge friendships, understand one another, and help each other. The peer mentors in Darlene’s program have gone on to Andover High School, where the program has expanded. Darlene’s mentor program demonstrates what meaningful inclusion can look like and how students can become whole heartedly engaged in the process. Darlene’s compassion and persistence has changed the lives of students with and without disabilities through this mentor program. Darlene has two children and loves to read, walk the dog, and do puzzles with her family.
The Federation for Children with Special Needs and Honorary Event Co-Chairs Ed and Allyson DeNoble cordially invite you to attend

Gala 2015
Celebrating Every Child

Friday, May 15th, 2015 • 6:00 PM – 10:00 PM
Westin Boston Waterfront Hotel

6:00 PM Reception and Silent Auction
8:00 PM Dinner and Awards

This Year’s Honorees

Martha H. Ziegler Founders Award
Anne Howard
Professor, Fitchburg State University

President’s Award
John Hancock
Champions of diversity, and opening opportunities for all

Patricia Blake Advocacy Award
Tommy Cooney, Tim Keefe and Families
Bridgewater Band of Brothers

For more information or to purchase tickets visit our website: www.fcsn.org/gala15

Tickets on sale now!
The Guild Serves

- Students with Intellectual Disabilities (ID),
- Students with Autism Spectrum Disorders,
- Students with Down syndrome and other genetic disorders,
- Students with dual diagnosis (ID and mental health or behavioral challenges).

TRANSFORMING LIVES, REALIZING POTENTIAL.

The Guild for Human Services is a day and residential school for students with intellectual disabilities and behavioral challenges. Open 365 days a year, The Guild serves male and female students from age 6 until their 22nd birthday.

Applied Behavior Analysis (ABA), educational services, residential services, therapeutic services, vocational services and routine community experiences ensure consistent, effective progress and generalization of newly learned skills to students’ daily lives.

Residential students live in family-style homes in nearby neighborhoods.

The Guild for Human Services is able to continue assisting students after turning 22 within our new Adult Residential Program.
Seize the moment
When your children express an interest, encourage them to talk about it and to explore it further. Follow their passions. Find out what amuses, excites, and inspires them. Pick activities around their interests. Summer outings may present opportunities for your child to learn about history, biography, and nature. Seize those teachable moments to encourage your child to listen, read, take a picture, add to a postcard collection—even to write in a journal! Check your local department of parks and recreation for upcoming events.

Talk and listen
Every summer day brings opportunities to talk with and listen to your children. In fact, did you know that just talking and listening are important to children’s success in life? Listening is really a child’s first experience with language and the beginning of literacy. Talk about everything. Use big words even when children are very young. Encourage your child to talk by listening.

Read! Read! Read!
Instead of losing reading skills, children who read during the summer actually gain skills. Reading aloud to young children is the most important way to get them started on the road to being a successful reader. Read to and with your child as often as possible. Read in the language of the home or whatever language you are comfortable using. Keep books, magazines, and newspapers in the home and be a reading role model. Visit your local library often. Take books home. Perhaps join a summertime reading program or attend storytime sessions. Libraries also rent movies and CDs. A child who is a reluctant reader might be more interested in reading a book once he has seen the movie. Comic books are also a great way to get kids to read and build their vocabulary. With access to the Web, libraries can give older kids a great way to pursue an interest.

Encourage math and science
Talk about math and science during everyday activities. Cooking, gardening, sewing, using a calculator, playing board games, estimating distances and amounts, and recognizing patterns in design and music are all great ways to strengthen math and science skills. Keep events on a family-size calendar to help reinforce learning about time and scheduling.

Encourage writing
People who read more write better. The more people write, the better they get at writing. Find ways to build writing into everyday activities. You might encourage our child to:

- Keep a summer scrapbook. Fill it with postcards, ticket stubs, photos. Your child can write the captions and read them as you look over the book.
- Help write a grocery list.
- Start a journal. It can be about what happened during the day or week, or about a topic your child is interested in and finding out about.

Be a positive role model
Let your child see you enjoy reading and learning. Your joy of learning is catching! Keep learning alive during the summer so that your children will return to school refreshed, energized, and ready to start the new school year.

Studies have found that kids gain reading skills when they read any format they want, including comic books and teen romances. In fact, these reading gains were even better than those gained from direct reading instruction.
Verano maravilloso. Durante esta época del año, el tiempo parece estirarse, dándonos la oportunidad de divertirnos con nuestros hijos. ¡Es también un momento ideal para todo tipo de aprendizaje!

Los padres pueden ayudar a sus hijos a que sigan aprendiendo. ¿Pero cómo? Durante el verano, la clave para evitar que olviden lo que les enseñaron en la escuela es que sigan aprendiendo. Y para esto, ¡el truco es convertir el aprendizaje en algo DIVERTIDO!

Aquí hay algunas sugerencias basadas en estudios que descubrieron maneras eficaces de lograr que en el verano, los niños retengan lo aprendido durante el año escolar e incluso adquieran habilidades y conocimientos nuevos.

Aproveche las oportunidades
Cuando sus niños expresen un interés, anímelos a que hablen de él y lo exploren en profundidad. Preste atención a lo que los entusiasma. Averigüe qué cosas los divierten, estimulan e inspiran. Busque actividades relacionadas con estos intereses. Las excursiones de verano pueden ofrecer oportunidades para aprender sobre historia, biografías de personas famosas y naturaleza. Aproveche esos momentos de aprendizaje para alentar a su niño a que escuche, lea, tome fotografías, añada postales a su colección — ¡incluso que lleve un diario! Busque en su departamento local de parques y recreación una lista de las próximas actividades.

Hable y escuche
Durante el verano, cada día ofrece oportunidades para hablar con sus niños y escuchar lo que tienen para contarle. De hecho, ¿sabía usted que el simple hecho de hablar y escuchar es un factor importante para su éxito en la vida? Escuchar es la primera experiencia del niño con el lenguaje y el comienzo del alfabetismo. Hábleles de todo. Use palabras elegantes aunque sus niños sean muy pequeños. Anime a sus niños a que le hablen a usted, a través de su ejemplo de primero escucharlos.

¡LEA! ¡LEA! ¡LEA!
En lugar de retroceder en lectura, los niños que leen durante el verano adquieren habilidades nuevas. Leer en voz alta a los niños pequeños es la manera más importante de encaminarlos para que sean lectores exitosos. Lea a su niño y con su niño lo más posible. Hágalo en el idioma que se habla en el hogar o en el que le resulte más cómodo. Tenga libros, revistas y periódicos en su casa y déle el ejemplo de buen lector. Visite su biblioteca local a menudo. Lleve libros a su casa. Participe en un programa de lectura de verano o lleve a sus niños a ver a narradores de cuentos. Las bibliotecas tienen además películas y CD. Los niños poco entusiasmados por la lectura tal vez se interesen más en un libro después de ver la película. Las revistas de historietas son también una buena manera de lograr que los niños lean y aumenten su vocabulario. Las bibliotecas, al permitir que los niños más grandes accedan a la Internet, pueden ofrecerles un gran medio para explorar sus intereses.

Aliente la escritura
Las personas que más leen, mejor escriben. Y cuanto más escriben, mejor lo hacen. Busque maneras de incorporar la escritura a sus actividades cotidianas. Puede animar a su niño a:

- Preparar un álbum de recortes de verano y pegar en él tarjetas postales, boletos de entradas de espectáculos a los que hayan asistido, fotos, etc. Su niño puede escribir información sobre las imágenes y leerlas a usted cuando miren el álbum juntos.
- Ayudarle a escribir la lista de compras cuando vayan al supermercado.
- Llevar un diario. Puede escribir sobre lo que ocurrió ese día o esa semana o sobre un tema que le interese y desee explorar.

Cultive las matemáticas y la ciencia
Aproveche sus actividades cotidianas. Puede apoyar las habilidades de su niño en matemáticas y ciencia mientras cocinan, trabajan en el jardín, cenan, usan una calculadora, juegan juegos de mesa, calculan distancias y cantidades, y reconocen patrones de diseño y música. Anoten sus actividades en un calendario familiar para reforzar el aprendizaje sobre el tiempo y los horarios.

Dé el buen ejemplo
Muéstrelle a su niño que usted disfruta de la lectura y la escritura. ¡El placer de aprender es contagioso!

Ayude a que sus niños sigan aprendiendo durante el verano para que vuelvan a la escuela renovados, con energía y preparados para empezar el nuevo año escolar.

¡Pases gratuitos o a bajo costo para museos!
En Massachusetts, ¡las bibliotecas son un gran recurso durante el verano! 
- Dan pases gratuitos o a bajo costo para museos, el zoológico y otros lugares de interés.
- Muchas auspician programas educativos y de lectura.
- Muchos sugieren listas de lectura para niños de diferentes edades.

Llame a su biblioteca local para pedir más información
Challenging Behavior and the Impact on Learning, Ages 0-5
By Jane Crecco, MA, MSEd, Training and Support Specialist, Recruitment, Training and Support Center (RTSC)

When children come from chaotic backgrounds where stressors are “toxic,” their learning is disrupted. While caregivers and teachers have suspected this for some time, evidence detailed in a report by the American Academy of Pediatrics, Helping Foster and Adoptive Families Cope With Trauma, confirms this belief. Brain development in young children is sensitive to toxic stress and it can harm the part of the brain that regulates reactions. If a student becomes anxious or fearful at school, feelings that are easily triggered by anything that recalls their early trauma, the brain will not be able to process any new learning.

During the years from birth to five, trauma can affect the formation of learning’s basic building blocks. In early learning settings a child may display severe tantrums, be aggressive with other children and staff, and show an inability to engage with others. For this child, these behaviors are an attempt to escape her fearful feelings but are extremely disruptive to a classroom. The reason a child feels threatened can include noise, lots of children in a small space, or over-stimulating activities. There might also be internal triggers such as the loud voice of an adult, demands made in a firm way, or smells that recall a time when abuse or neglect occurred. The child’s brain has conditioned itself to react for survival — becoming aggressive or maintaining a very low profile are two common reactions. While in this survival mode, a student’s brain cannot access the processes that result in learning.

Efforts are underway to determine the best methods for caregivers and educators of children who are or have been subjected to adverse conditions in their home or community. Experts agree the place to start is in understanding how trauma impacts behavior and learning. Safe and supportive settings that nurture positive feelings for all children increase the odds that these children will learn appropriate coping skills. In early education, the focus is on teaching emotional self-regulation alongside skill building in reading and math. For students in jeopardy of missing out on learning due to their harsh environments, they will have a chance to keep up with their peers and share the wonderful feelings of being successful at school.


Summer PCTI - Register Now!

The Federation is offering its annual Summer Parent Consultant Training Institute on June 22-26, 2015 at the Sturbridge Host Hotel & Conference Center 366 Main Street Sturbridge, MA 01566 Monday – Friday | 8:30 am - 4:30 pm. For more information or to register visit www.fcsn.org.
Aproveite os Dias de Verão para Aprender

Por Janet Vohs

Tempo de Verão é Maravilhoso. No verão, o tempo parece prolongar-se, dando-nos mais oportunidades para divertir com as nossas crianças. Também é um período para aprender muitas coisas!

Os pais podem incentivar suas crianças a manterem uma aprendizagem viva. Mas como? A chave para evitar a perda de aprendizagem no verão é continuar com a aprendizagem durante todo o verão. A chave para querer aprender durante o verão é fazer com que essa aprendizagem seja DIVERTIDA!

Estas sugestões foram baseadas em estudos que descobriram maneiras poderosas de fazerem com que as crianças fiquem cativas ao que aprenderam durante o ano escolar, como também para que ganhem, novas aptidões e conhecimentos durante o verão.

Aproveite o Momento

Quando seus filhos(suas filhas) demonstram um interesse, encoraje-os(as) para que falem e explorem o assunto mais a fundo. Siga suas paixões. Procure saber o que lhes interessa, diverte e inspira. Busque atividades que tenham a ver com os seus interesses. Os passeios de verão ao ar livre poderão trazer oportunidades para que seu filho(sua filha) aprenda sobre história, biografia e natureza. Aproveite estes momentos para ensinar e para encorajar seu filho(sua filha) a ouvir, ler, tirar uma foto, aumentar sua coleção de cartões-postais—até mesmo escrever em um diário! Procure o Departamento de Parques e Recreação de sua localidade para se informar sobre os próximos eventos.

Fale e ouça

Cada dia de verão traz oportunidades para que você fale e ouça seus filhos(suas filhas). Na verdade, você sabia que somente falar e ouvir são importantes para o sucesso de seu filho(sua filha)? Ouvir é realmente a primeira experiência de seu filho(sua filha) esteja interessado(a) em conhecer.

LEIA! LEIA! LEIA!

Em vez de perder as aptidões de leitura, as crianças que lêem durante o verão geralmente ganham essas aptidões. Ler em voz alta para crianças pequenas é a maneira mais importante para fazer com que se iniciem no caminho para se tornarem leitoras de sucesso. Leia para e com seu filho(sua filha) o mais frequentemente que puder. Leia na língua falada em casa ou na língua com a qual se sentir mais confortável. Mantenha livros, revistas e jornais em sua casa e seja um exemplo de leitor a ser seguido. Visite a sua biblioteca com frequência. Leve livros para casa. Talvez associar-se a um programa de leitura para o verão ou fazer parte das sessões onde são contadas histórias. As bibliotecas também têm filmes e CDs para alugar. Uma criança que for uma leitora relutante, poderá estar mais interessada em ler um livro cuja estória já assistiu no cinema.

Os livros cômicos também são uma grande forma de fazer com que as crianças leiam e aumentem o seu vocabulário. Com o acesso à internet, as bibliotecas podem oferecer às crianças uma ótima maneira de ir em busca de um interesse.

Encoraje a escrita

As pessoas que lêem mais, escrevem melhor. E quanto mais as pessoas escrevem, melhor se torna sua escrita. Encontre maneiras para trazer a escrita para as atividades diárias. Você poderá encorajar seu filho(sua filha) a:

• Manter um álbum de recortes. Preencha-o de cartões-postais, entradas de eventos com fotos. Seu filho(sua filha) poderá escrever os títulos e lê-los enquanto vocês dão uma olhada no álbum.
• Ajuda a escrever uma lista de compras.
• Começar um diário. Pode ser sobre o que aconteceu durante o dia ou a semana sobre tópicos no quais seu filho(sua filha) esteja interessado(a) em conhecer.

Encoraje a matemática e as ciências

Converse sobre matemática e ciências durante as atividades diárias. Cozinhar, fazer jardim, costurar, usar uma calculadora, jogar jogos de tabuleiro, fazer estimativas de distâncias e quantidades e reconhecer os moldes em desenho e música também são ótimas maneiras para fortalecer as aptidões para matemática e ciência. Mantenha os eventos em um calendário tamanho-família para ajudar a reforçar o aprendizado relacionado a tempo e a horário.

Seja um modelo a ser seguido

Deixe que seu filho(sua filha) veja você tendo prazer em ler e aprender. A sua alegria de aprender será contagiante!

Mantenha vivo o aprendizado durante o verão pois desta maneira seus filhos(suas filhas) retornarão à escola preparados, cheios de energia e prontos para o início de um novo ano escolar.

Entradas para o museu gratuitas ou a baixo custo!

As bibliotecas de Massachusetts são grandes recursos durante o verão!

• Elas distribuem entradas gratuitas ou a baixo custo para museus, zoo e outros lugares interessantes.
• Muitas patrocinam a leitura ou outros programas de aprendizagem.
• Muitas sugeriram listas de leitura para crianças de diferentes idades.

Ligue para a biblioteca de sua localidade para obter os detalhes.
This is a decision for the IEP Team. As a full member of the Team under the law, the parent fully participates in this decision. The Team should discuss and decide whether your child will need ESY services over the summer every year. It is typically discussed at the annual IEP review. If the answer is yes, the Team decides what ESY services he will need.

The ESY decision is based on whether your child’s unique needs require special education and related services longer than the regular school year in order to make meaningful progress in school?

Massachusetts regulations further define the criteria as follows. Has the student demonstrated or is he likely to demonstrate substantial regression in his learning skills if ESY is not provided? And/or will the student have substantial difficulty in relearning such skills if ESY is not provided? In other words, will the student experience a significant drop in knowledge and skills from the interruption in services and/or will it take a lot of time for him to get back to the level he achieved before the break in services?

In deciding whether a child should receive ESY services, the courts have delineated a number of questions. For example, what is the degree of the child’s impairment? Does the child make progress at a slow rate? Does the child regress quickly? Does the child have specific behaviors and/or physical problems that require consistent services? What is the child’s ability to interact with non-disabled children? Do the parents have the ability to provide structure for the child at home? Are there any alternative resources available? What are the vocational and transition needs of the child?

Schools cannot refuse to offer ESY services simply because they do not offer summer school to all students. ESY is different from summer school. ESY services are individualized and based on the child’s unique needs. As with other services in the IEP, ESY services are required by law if your child needs them to make meaningful progress. ESY should be a continuation of IEP services and consistent with your child’s IEP goals and objectives. This does not mean the school has to offer your child all the same services at the same rate as provided during the school year. The decision about the ESY services the child will need over the summer must be made on an individual basis. Based on child’s challenges and learning capacity, the ESY services should be designed to prevent him from losing precious ground over the summer.
FEDERATION FOR CHILDREN WITH SPECIAL NEEDS

617-236-7210 Voice/TTY | MA Toll Free 800-331-0688 | Western MA 413-323-0681 | www.fcsn.org | info@fcsn.org

Save-the-Date!
March 5, 2016

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS

Join the Federation for its 3rd annual Walk, Roll, Shobble®, Stroll on Sunday, September 27, 2015!

Location: Massachusetts Hospital School’s Nature Trail
3 Randolph Street • Canton, MA 02021

Registration Opens June 2015
Visit our website www.fcsn.org for details

*When a shuffle meets a hobble* (Definition by Chelsey Kendig, self-advocate)