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*LDA does not endorse or assume responsibility for any service, treatment, method, or product provided by this newsletter. Such listings are presented solely for the reader's information.*

## ART SHOW OPENING!

October 12<sup>th</sup> Friday at 6:30 – 8:30 pm

Kefa Café, 963 Bonifant St.  
Silver Spring, Md. 20910

Have coffee and cake with student artists and friends from Chelsea School, Join us in supporting & celebrating artistic talent!

This art collection represents artwork completed over the last school year.



### Chase's Guitar

Chase Yaculak is a 6<sup>th</sup> grade student at Chelsea School. He began Chelsea midway through his 5<sup>th</sup> grade year. Chase's favorite subject is science because he loves to use the microscope and learn about "what it means to be alive." He also very much enjoys art as it gives him time to draw and relax. After school he is involved in soccer and the swim team in his community. But Chase's true love is animals! Overall, he has owned 32 animals in his life -- rabbits, fish, hermit crabs, cats, dogs, and a hamster! Currently he has three cats and two dogs. When he goes to college he wants to study herpetology.



### The Open Scale Road Digital Art by Andrew Honn (Siena School)

The car in the photo was a part of a fun project. In this project we took pictures of them to make them look full sized. It took several tries to get that picture to look right but the finished product was something beautiful.

### Transition Fair

Our President, Ruth Brodsky, is presenting two sessions at the Fair about Advocacy and College Choices. Come to the Fair - Oct 13th at Montgomery College in Rockville (see flyer on pages 7-9).



# Bulletin Board



## Thank you to our Donors!

Thank you to Sancti Michael who has given LDAMC a donation in memory of Bud, the husband of our former President, Judy Lantz.

## President's Message

If you receive the Washington Post, then you read Jay Mathew's blog on September 2, entitled "**Our ignorance of learning disabilities**". He admits that he seldom discusses learning disabilities in his column, because the subject is "difficult to explain and lacks many success stories." He discusses the recent survey conducted by the National Center for Learning Disabilities, which highlights some alarming statistics about what the average person understands of learning disabilities.

Part of the vision of the Learning Disabilities Association of America (LDAA) is to make sure that "learning disabilities are universally understood and effectively addressed". Reading the NCLD's [survey](#) results and the comments following Jay Mathew's column, LDAA has much work to do. LDAMC is our local affiliate of LDAA national and we are up to this challenge. LDAMC's mission of education, advocacy, and outreach is continuously our driving purpose in developing and presenting programs, workshops, and collaborations with other organizations with similar goals. We hope that through our volunteer work we are dispelling some of the myths about learning disabilities and helping others understand the challenges and barriers, as well as the successes and supports. Learning is the key to knowledge, so please join us this month at the MCPS Transitioning Youth Fair at Montgomery College, the Chelsea School Art Exhibit at Kefa Café, the monthly Parent Connection at Flower Valley Elementary School, or one of the many other opportunities on our calendar. I look forward to meeting you soon!

## Demystifying Testing: An interactive Workshop on Understanding and Making Use of Neuropsychological Testing (a presentation of LDAMC)

**Saturday, Nov.17, 2012, 2 p.m. - 5 p.m.**  
Rockville Memorial Library, 21 Maryland Ave. Rockville, Md. 20850 Speakers: Lorrie Ness, PhD. licensed clinical psychologist and Janette Patterson, MSW LCMFT. RSVP to LDAMC to reserve a seat - [ldamcpc@yahoo.com](mailto:ldamcpc@yahoo.com) or 301-933-1076

## Conferences!! Opportunity!

Anyone attending one of the following conferences who writes a summary of a session/lecture for the LDAMC newsletter will receive a free ad in an upcoming issue

- International Dyslexia Association Conference - Baltimore, Md. Oct. 24-27  
[www.interdys.org](http://www.interdys.org)
- Annual AET (Association of Educational Therapists) Conference Oct. 19th - Oct. 21 in Northern Va.  
[www.aetonline.org](http://www.aetonline.org)



## Parent Connection – October 17th meeting

The Parent Connection is an LDAMC sponsored support group for parents and anyone else who cares about people with learning disabilities.

### "Meet the Board"



**Who are We? What do we do? and Why do we do it? Come Find out!**

**October 17, 2012 7 p.m.**  
**Flower Valley Elementary School, 4615 Sunflower Dr. Rockville, Md. 20853**  
**Free and Open to everyone**

## Saturday, November 3, 2012, 8:30am-3:30pm New Generations of High-Tech Youth: How We Teach Them & Parent Them.

**Dr. Larry Rosen** is a Professor of Psychology, author of *iDisorder: Understanding Our Obsession With Technology and Overcoming its Hold on Us*, as well as an international expert in the *Psychology of Technology*. **Dr. Rosen** will present what psychologists and educators have learned about how we all relate to technology in this new, constantly changing high-tech world. He will discuss how students with learning differences have a unique challenge and opportunity in this high-tech generation. He will also offer techniques for parents and teachers to help children grow with technology in a healthy way. \$ Summit School, Edgewater, Md., Contact: Julie Kizer Ball, **410-798-0005 x158**



## “AWARENESS”

HH Buzz, October 2012

By: Coco Palomeque, Life Skills Coach and Facilitator for the Hangout Hive.

Awareness is vital to address any conflict. Nevertheless, being aware is not always easy.

Sometimes, it is the fast pace of electronic communication that causes misunderstandings and overreactions. Other times, it is a disability that impairs awareness.

In either case it is hard to bring awareness to light: one, because it is often perceived as criticism and two, because unless we are able to see things from a different perspective we will never be fully aware.

I have seen many instances of real anger get diffused into a “oh, so that is what it is” or “I see now.”

It is miraculous when this happens and being a facilitating agent of that change puts the biggest smile on my face. But I do not easily forget the sweat and tears it takes to get there sometimes. Which is why I have been thinking about what it is that makes us aware and what facilitates awareness.

Awareness is defined as having knowledge, understanding, appreciation and recognition of something. So, as I see it, in order to have awareness of a conflict it is necessary:

1. Acknowledge that a conflict exists.
2. Understand the roots of the conflict.
3. Appreciate that others may see things differently from us.
4. Recognize that we can address conflict by respecting others’ point of view.

In my experience, adults with LD easily know when a conflict exists. Sometimes, frustration with another person is brutally spelled out in emails with question marks and capital letters. They can also recognize that a conflict can be addressed by respecting others’ point of view. This is where the “I see” or “I that is what it is” comes in. But to recognize that conflict can be addressed by respecting other’s point of view, there must be an understanding that when a conflict exists, there is often more at play than the initial incident (for example, “He did not call me back”; “She texts me too many times”; “He is rude”; etc.). One must understand that hurt feelings, a legacy of perceiving the world in a negative light, our own behavior, misunderstandings, and many more hidden causes are present as well.

Exposing the real roots of conflict opens the way to appreciate that others may see things differently

from us, that the world does not revolve around any one single person, and that others’ views are as valid as our own.

So how does one bring about understanding and appreciation so that knowledge can be transformed into recognition and from there, work on a plan for resolution?

I believe that long, often exhausting conversations focused on exploring not just the facts but the root causes of conflict are key to understanding. But it is only when curiosity guides the questioning, without implication of fault or suggestion of wrongdoing that a person feels safe to share. Only then, are they willing to open their minds and drop the self-defensiveness that prevents understanding.



Meditation and imagery techniques can also enhance appreciation by creating a deeper sense of truth. From a more centered, relaxed mindset, we are able to perceive ourselves, and those around us, without the clutter of emotion. In other words, meditation does not change the events, but it does help us change our reaction to them - allowing space for the feelings of others and planting seeds for potential new behavior choices.

Understanding of conflict and seeing life through another’s eyes is often difficult for the person with LD, but it is worth every effort because it leads to a more balance, social and fun filled life.

### LDAMC Officers:

Ruth Brodsky, President  
Bonnie Massimino, Vice President & Professional Resource Lists  
Phyllis Forman, Recording Secretary  
Joyce Sampson, Corresponding Secretary  
Kitty Hollister, Treasurer  
Judy Lantz, Past President

### Committee Chairs:

Bonnie Massimino - Media & Helpline Phones  
Kathy Ryan - Calendar, Yahoo, LDA-MD Sec.  
Rita Furst Seifert - Membership  
Joyce Sampson - Newsletter  
Susan Healy – Website & Special Projects  
Edith Peter – LDA-MC rep. to LDA-MD

### LDA of Montgomery County, MD, Inc.

LDAMC has served the community since 1965. We are a 501-c-3 non-profit registered in Maryland. LDAMC’s mission is to provide awareness, advocacy, and education about Learning Disabilities. We are a volunteer organization, affiliated with LDA-MD and LDA of America. Elected officers and a Board of Directors, under the guidance of the national organization, determine local policies and procedures.

The Tech Corner by Richard Bell-Irving,  
Webmaster – LDAMC.org

Questions from our LDAMC Members:

**Q: What is the “Cloud” and does it affect me?**

**A: YES, you are affected – read on to see how...**

If you are using a computer that connects to the Internet then there is a 100% certainty you are interfacing with some type of cloud application. In the very basic form the Cloud is what the Internet has always been – a collection of servers delivering information to PCs via the Internet. The latest enhancements add the software to make your applications work to these servers, and then deliver only the results to your PC.

**Confused?** Try this explanation. You want to write a letter.

**Non-Cloud:**

1. You buy a CD or DVD to load an application onto your PC so you can write a letter. Say Microsoft Office – with the Microsoft Word application. All the “system” files to make Word work are loading onto your machine.
2. You click an icon on the desktop – Word loads up and you can write a letter.
3. You Save or Print your letter

**Cloud:**

1. You open your “browser” (Internet Explorer, Safari, FireFox, Mozilla, Chrome, etc) and get on the Internet. Then you goto a website “in the cloud” and click the application to write your letter. All the files to make Word work (like on your PC) are on this computer (Server) located anywhere in the world and connected to the Internet (the Cloud)
2. You write your letter - what you see on your browser is the final result.
3. You Save or Print your letter

**Some advantages of the Cloud:**

- You don’t have to purchase the software to run your requested application; many are free
- Your saved information is available to be stored on your computer AND some applications allow your information to be storage in a unique personal account on their Servers (in the Cloud)

**Dis-advantage:**

You MUST have a live Internet connection to access the Cloud.

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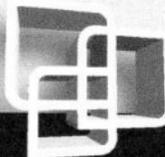


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## SEAC: Curriculum 2.0



During the most recent Special Education Advisory Committee (SEAC) meeting, held September 27, 2012, Beth Poss presented information about the Curriculum 2.0. Curriculum 2.0 is essentially an “upgrade” to the current MCPS curriculum. The era of “No Child Left Behind,” has increased the focus on skills students are tested on (math and reading). MCPS is making changes in the existing MCPS curriculum for the elementary grades in an effort to move beyond “teaching to the test,” in an effort to “better engage students and teachers, and dedicate more learning time to subjects such as the arts, information literacy, science, social studies and physical education.”

According to the presentation, Curriculum 2.0 greatly benefits all students, and very often especially students with disabilities because of the focus on “Universal Design for Learning,” which essentially means that before teaching a lesson, teachers are thinking about how each of their students learns best, what they want their students to know, and then working backwards to set up their entire set of students for success in that lesson. You can read more about Universal Design for Learning at <http://www.udlcenter.org>.

The following Q and A points were developed based on the SEAC presentation and information found on the MCPS website:

### What is Curriculum 2.0?

A set of instructional methods, strategies, activities, resources, etc. designed and organized to “blend” art, information technology, science, social studies and physical education into reading, writing and mathematics instruction. The blending happens by focusing on the development of students’ critical and creative thinking skills, while teaching academic skills. The basic premise being: if you integrate teaching reading, writing and mathematics into learning rich content (arts, science, technology, physical education, etc.), students will achieve greater success.

To learn more: explore the information about Curriculum 2.0 on the MCPS website (check out a sample lesson video <http://www.montgomeryschoolsmd.org/curriculum/2.0/utcomes.aspx>)

### Will Curriculum 2.0 impact IEP goals and objectives?

The critical and creative thinking skills within the curriculum 2.0 should be considered (and included accordingly) by IEP teams.

### What are parents of children with IEPs saying so far?

One parent at the September SEAC meeting commented at the shared that her daughter is doing

amazingly with the new curriculum! She thanked the MCPS representative profusely, stating that teaching her daughter to “think,” about math in the context of the real world, and creative and interesting ways has helped her daughter to achieve more than she has in the past.

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## New Transition Advocacy Program at TLC

TLC's Outcomes Service is proud to introduce a new Transition Advocacy program. The goal of the program is to support adults with disabilities seeking a more independent lifestyle through greater success in employment, education and community integration. Support is based solely on individual needs and goals and is intended for individuals who are not eligible for other public funding sources, but still need supports after graduation. This unique program allows individuals to choose what types of supports they receive, unlike many other funding sources that offer more limited services.



Transition Advocacy services include a wide range of assistance. With the help of Outcomes staff, individuals are encouraged to assess their skills, establish goals and work to create a plan to attain those goals. Through job development and coaching, staff help manage resumes, cover letters, references, thank you letters, employment applications, assist with honing

interview skills, provide individualized job leads, help develop pre-vocational skills, and work with employers to facilitate an easy transition into employment. Students pursuing academic achievement are coached to self advocate often through disability support services at school, create positive study habits, build relationships with instructors, and develop appropriate accommodations to promote success.

TLC staff share years of experience working with individuals with disabilities in our community to identify resources such as public assistance, housing resources, support groups, recreational and social outlets designed for individuals with disabilities and many more. Navigating public transportation can be complicated and intimidating. We help individuals learn how to travel independently, safely and comfortably in the community.

Michael has Asperger's syndrome and came to Outcomes' Transition Advocacy Services in the spring for assistance with job development. Michael holds a Master's Degree in Library Science from University of Maryland and is working toward his goal of finding paid long-term employment in his field. Michael has received job development training with special focus on improving his interview skills.

"The services and personnel of TLC Outcomes have been a major asset to me in my pursuit for a career. They've helped me rewrite and update my resume and cover letter to look better to prospective employers, trained me in proper interview techniques, and helped

me search for jobs suitable to my personal skills. Thanks to TLC, I have a fulfilling paying job and look forward to more in the future," Michael stated. Michael currently works at a paid internship in Washington, DC.

Staff collaborate with individuals, families and other service providers to help establish short-term needs and assist with planning long-term goals that promote success by filling in the gaps of other services to enhance experiences. For more information about the Transition Advocacy Service, please contact Sarah Bretz at 240.813.6903 or sbretz@tltc.org.

**TLC's New Transition Advocacy Program**

**Services for Meeting Individual Goals**

**Job Development • Job Coaching  
Academic Achievement • Travel Training  
Community Resources through Case Management**

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Supporting adults with all types of disabilities to seek a more independent lifestyle through greater success in employment, education and community integration.



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**Local Affiliate: LDAMC**

**Please check all that apply:**  Parent  Educator  
 Professional  LD Adult  Other

# *What Are Your Plans After High School and Beyond?*



**The Montgomery County  
Transition Work Group  
*presents***

## **Transitioning Youth Resource Fair**

For Young People with Disabilities (Ages 14+), Families and Professionals

**FREE - No Registration Required**

**Saturday, October 13, 2012**

**9:00 am - 1:30 pm**

Montgomery College - Rockville, MD  
Physical Education Building

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Jobs*

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Montgomery County Public Schools, Montgomery County Department of Health and Human Services Aging and Disability Services/Community Support Network, Maryland Division of Rehabilitation Services, Abilities Network, The Arc of Montgomery County, St. Luke's House & Threshold United, McTransitions.org, TLC's Outcomes Services, Potomac Community Resources (PCR), The Pathway Schools, TransCen, Inc., Transition Times, JFGH and the MOST Program (Meaningful Opportunities for Successful Transitions), Montgomery College - WD&CE, Developmental Education/Workforce Access, College Living Experience, Quality Trust, Learning Disabilities Association of Montgomery County, JSSA

## Transitioning Youth Resource Fair Oct 13, 2012 - Workshop Session Descriptions

PE = Physical Education Building TA = Theatre Arts Building Montgomery College Rockville

**Where Else Could You Live?** *Marcy Bennett, Jewish Foundation for Group Homes - MOST ; Denise Gomez, JFGH Director of Programs*

This session will offer a discussion of group homes as a housing option for DDA-eligible young adults - eligibility as well as financial and other responsibilities of the group home, the young adult and the family. There will also be some discussion of more innovative housing options. PE 135

**Understanding SSI and SSDI** *Maedi Tanham Carney, Certified Financial Planner*

What is the difference between Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI)? Who should apply and when? Gain a basic understanding of these complex benefits. PE 136

**Figuring Out Medicaid/Medical Assistance** *Adrian Wicker, St Luke's House Benefits Coordinator*

This session explains Medicaid and Medical Assistance: How do you qualify for Medicaid and how do you apply? What does Medicaid cover? Programs that provide Medicaid - Out of pocket costs - Medicaid redetermination PE 148

**El Proceso de la Transición – Los Próximos Pasos**

*Nilda Colgrove, Parent Community Coordinator, Montgomery County Public Schools*

Descripción General del Proceso de Transición: Preparación de los estudiantes con discapacidades a dejar la escuela para iniciar las actividades post secundarias. PE 116

**DDA Overview** *Janice Stallworth, Maryland Developmental Disabilities Administration (DDA)*

Hear a discussion of DDA eligibility requirements, types of services offered and an overview of waivers. TA 107

**Got Health Care? Important Tools for Successful Youth to Adult Healthcare** *Antoinette Coward, Transition Coordinator, MD Dept of Health and Mental Hygiene, Office of Genetics & People with Special Health Care Needs*

How do you make the transition from pediatrician to adult health care provider? Find out how to actively engage your young adult in this transition while respecting your own family and cultural values. Learn about the necessary forms, contacts and agencies. PE 149

**10:15 – 11:00 a.m.**

**SSI: What's a Representative Payee to Do?** *Karyn Stenzler, Certified Benefits Counselor, Full Circle Employment Solutions*

Learn the responsibilities of being a representative payee for someone receiving SSI or SSDI: important records to keep, maintaining communication with the Social Security Administration and how to put things back together when everything seems to fall apart. PE 116

**The Transitioning Youth Process for Students with Developmental Disabilities**

*Shawn Lattanzio, Montgomery County Dept of Health and Human Services, Aging & Disability Services*

There are several partners working with youth with developmental disabilities as they age out of the school system. DHHS transition staff play a vital role helping students and their families as they enter the world of Developmental Disabilities Administration (DDA) adult services. PE 136

**Guardianship and Advance Health Care Directives** *Ellen Callegary, Esq., Callegary & Steedman, P.A.*

Learn about the legal requirements of becoming a guardian for an adult with a disability as well as alternatives to guardianship. Also find out about the importance of power of attorney documents, advanced health care directives and the role of a health care agent. PE 148

**Transitioning to Adulthood with Mental Health Disabilities** *Ann Mahling Geddes, Maryland Coalition of Families for Children's Mental Health*

This workshop will discuss some of the many transition obstacles that confront families whose child has a primary diagnosis of a mental health disability. Topics covered will include high school transition planning, DORS services, programs available through the Mental Hygiene Administration and health care. PE 149

**What to Expect in Supported Employment** *Stephanie Silverstein, Employment Specialist, Jewish Social Service Agency (JSSA); Nick Heynen, DDA Team Coordinator, The Treatment and Learning Centers; Jennifer Malas, Program Director, Abilities Network*

Learn about the supported employment models for youth in transition. TA 107

## 11:15 – 12:00 p.m.

### **Special Needs Trusts** *Yolanda Mazyck, Executive Director, Shared Horizons, Inc.*

This session explains Special Needs Trusts: how they work, who should establish one, how to create one and whether they will protect eligibility for benefits such as SSI. PE 114

### **Employed Individuals with Disabilities (EID) Program – Medical Assistance for Workers with Disabilities**

*Amy Wallish, Full Circle Employment Solutions*

Marylanders with disabilities who work for pay and meet a few other conditions may qualify for Medical Assistance, which can supplement other insurance and save thousands of dollars a year for people who receive Medicare. Also learn how people receiving Medicaid waiver services can use the program to keep such services when their income or assets increase. PE 135

### **Think College for Students with Developmental Disabilities** *Dana Yarborough, Community Supports Specialist, Partnership for People with Disabilities @ Virginia Commonwealth University*

College has not always been an option for people with intellectual and developmental disabilities. Come learn about how that has changed with the passage of the Higher Education Opportunity Act. This session will also highlight ACE-IT in College at Virginia Commonwealth University, a fully inclusive model of supported education. PE 148

### **Disability Support Services: Working With Your College to Succeed** *Disability Support Services Counselors Sue Haddad, Montgomery College & Jo Ann Hutchinson, Univ. of Maryland*

Learn the basics of navigating disability services without IEP meetings and transition teams. Specific topics to be addressed include: transitioning from IDEA to ADA, appropriate documentation to submit, understanding “reasonable accommodations” in college, and tips for communicating with your professors, support services and college administrators. PE 149

### **Parent Panel** *Facilitated by Reda Sheinberg, McTransitions*

A panel of parents shares the experience of helping their adult children gain increasing independence in the community. PE 116

## 12:15 p.m. – 1:00 p.m.

### **Housing Resources** *Teresa Bennett, Montgomery County Dept Health & Human Services, Child/Adolescent Mental Health Coordinator*

This session will offer a discussion of public housing options for adults with disabilities. PE 114

### **What is DORS and How Can It Help You?** *Marcia Rohrer, DORS Vocational Rehabilitation Specialist Supervisor*

Learn about eligibility for training, vocational assessment, federal Schedule A letters and other services offered by the Maryland Division of Rehabilitation Services to eligible adults as well as Transitioning Youth. PE 149

### **Special Needs Planning for Families** *Tom Walsh, Esq.*

What can you do now to plan for your young adult's financial security later? How can you make sure you have all the pieces in place - employment income, benefits, retirement, trusts? Find out which questions you need to ask and learn about special needs planning basics with some focus on issues for families with young adults in transition. PE 136

### **Economic Self-Sufficiency** *Colleen Larkin, Back to Work Program, St. Luke's House & Threshold Services United*

Overview of work incentives and safety nets that exist to support youth in becoming self-sufficient and not dependent on entitlements. The fear of losing health care benefits and/or eligibility for cash benefits and other programs, and the difficulty in understanding the complicated regulations should not keep youth from reaching work or income goals. Learn how to avoid the risks of losing financial and health care supports; understand work incentives, safety nets and necessary supports to achieve employment and independence. PE 148

### **From High School to College** *Ruth Brodsky, college consultant*

Do you worry that your child will not get into college or will not succeed when s/he gets there? Finding the right college for students with learning disabilities and AD/HD is an especially important challenge, so understanding the laws that support students with disabilities, the supports that exist, and how you can prepare now, will turn a daunting task into a rewarding journey. Learn what colleges must provide, the pros and cons of disclosing a disability, types of support services, and practical strategies for self-advocacy. PE 135

### **Finding a Job** *George Tilson, TransCen, Inc.*

Here is the equation for finding a good job: Talent + Opportunity+ Support. Families and friends can play a critical role in helping young job seekers put this equation into action. In this session participants will get practical tips on how to assist their job seekers (1) identify skills, aspirations and interests; (2) explore possible opportunities and make valuable connections; and (3) line up effective support strategies. PE 116



## UPCOMING WORKSHOPS & SEMINARS

**LDAMC – October 2012**  
Full Calendar Available  
on <http://www.ldamc.org/>

(Compiled for LDAMC by Kathy A. Ryan, 301-987-0349) - More workshops available at: [www.ldamc.org](http://www.ldamc.org)

Support Group meetings at:

<http://www.mccpta.net/SupportGroups.html>

Workshops are FREE unless otherwise noted.

\*Workshops geared towards professionals, may be of interest to parents.)

**Oct. 9, 16, 23 & 30, 5:30-7:00 PM. \*Coaching Children with ADHD-Teleclass**, \$300 before Sept. 25. Jodi Sleeper-Triplett Coaching, llc, 703-437-1256, <http://www.jstcoach.com/find-a-class-now/#coachingchildren>.

**Oct. 11, 7:00-8:00 PM. Is My Child's IEP Complete?-Teleconference.** The Parents' Place of Maryland, registration required, Rochelle Howell, 1-8000-394-5694, 410-768-9100, ext. 109, [rochelle@pppmd.org](mailto:rochelle@pppmd.org), <https://events.r20.constantcontact.com/register/eventReg?oeidk=a07e6ar5ns95fdd3209&oseq=>.

**Oct. 11, 7:00-8:30 PM. College Scholarship Conference.** *The conference is geared towards students in grades 11 & 12 & their parents as well as college students. College students representing 60 colleges & universities & individuals representing a variety of careers will be on hand.* Universities at Shady Grove, Montgomery College & the Universities at Shady Grove, MCPS Parent Academy Workshop, 301-279-3100, <http://www.montgomeryschoolsmd.org/departments/parentacademy>.

**Oct. 12, 6:30-8:30 PM. Art Show-OPENING.** *Come meet the artists from Chelsea School who have created unique pieces, which have been featured in the LDAMC newsletter in collaboration with Carol McFall & Karen Gallo. Coffee & cake will be served.* Kefa Café, 963 Bonifant St., Silver Spring. LDAMC, 301-933-1076, [www.ldamc.org](http://www.ldamc.org).

**Oct. 13, 8:15 AM-2:00 PM. \*Learning Disabilities & Transition to Higher Education: What Students, Families, Professionals Should Know**, \$. Arlington. LDA of Virginia (LDAV), <http://www.ldavirginia.org/events.html>. Deadline Oct. 6.

**Oct. 13, 9:00 AM-1:30 PM. Transitioning Youth Resource Fair.** *Workshops & exhibits on jobs, colleges, housing & more for young people with disabilities, families & professionals.* Rockv'l. LDAMC, 301-933-1076, [www.ldamc.org](http://www.ldamc.org).

**Oct. 16, 7:00-9:00 PM. Next Step Series Workshop- Montgomery College Night.** Earle B. Wood MS. MCPS Transition Services, 301-517-8278, <http://www.montgomeryschoolsmd.org/departments/transitionsvcv/parent.shtm>. Spanish & sign language interpreters available if requested 2 weeks prior.

**Oct. 16, 7:00-9:00 PM. 6<sup>th</sup> Annual ADHD Evening - Update on ADHD: Basic Brain Facts and Treatment Beyond Medication.** *The featured guest speaker is Dr. Martha Denckla, Elllicott City. CHADD of Greater Baltimore, HCPS, LDA of HC, and Individual Differences in Learning Association, Emily Hurd, 410-313-1252, [emily\\_hurd@hcppss.org](mailto:emily_hurd@hcppss.org), <http://www.chadd-mc.org/2012-oct-howard-2/>.*

**Oct. 17, 7:30-9:00 PM. \*The Brain in Attention Deficit Hyperactivity Disorder.** Lab School, D.C., Claire Menegus, 202-454-2294, [claire.menegus@labschool.org](mailto:claire.menegus@labschool.org), <http://www.labschool.org/lectureseries>.

**Oct. 18, 9:00 AM -5:00 PM. Special Education Law & Advocacy Training with Pete Wright**, \$. Silver Spring. Parents' Place of Maryland, Suzie Shannon, [suzie@ppmd.org](mailto:suzie@ppmd.org), 410-768-910, ext. 108, <http://www.ppmd2.org/Register.html>. Register by Oct. 11.

**Oct. 20, 8:30 AM-1:00 PM. \*Enhancing Learning by Integrating Arts & Academics**, \$. Silver Spring. The Siena School & the Elizabeth Ely Education Foundation, <http://www.thesienaschool.org/information.cfm?subpage=216923>.

**Oct. 23, 4:00-6:00 PM. Orton-Gillingham Overview.** Baltimore. Institute for Multi-Sensory Education, 800-646-9788, [IMSE@Orton-Gillingham.com](mailto:IMSE@Orton-Gillingham.com), <http://www.orton-gillingham.com/frmMain.aspx>.

**Oct. 24-27, 8:00 AM-4:00 PM. \*Reading, Literacy & Learning, 63<sup>rd</sup> Annual International Dyslexia Association Conference**, \$. *Presenters include Dr. Sally Shaywitz, Dr. Bennett Shaywitz, Dr. Donald Shankweiler, Daniel Pink.* Baltimore. IDA, <http://www.interdys.org/AnnualConference.htm>

**Oct. 25, 9:00-11:00 AM. Chelsea School-Open House.** Silver Spring. Chelsea School, 301-585-1430, ext. 303, [www.chelseaschool.edu](http://www.chelseaschool.edu).

**Oct. 25, 10:30 AM-2:30 PM. \*Introductory Interactive iPad Workshop**, \$. Rockv'l. Joan L. Green, M.A.CCC-SLP, <http://wp.me/pvNA5-7h>. [Joan@innovativespeech.com](mailto:Joan@innovativespeech.com).

**Oct. 28, 2:00 PM. Compass Academy Open House.** Halethorpe, 410-501-3571, <http://www.compassacademymd.org/>, [compassacademy@comcast.com](mailto:compassacademy@comcast.com). (Also Nov. 15, 2:00 PM)

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