

Stepping Stones



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Maryland Association of Nonpublic Special Education Facilities Volume 23 No. 3 November 2010

Strutting our STUFF!



Now that the elections are over and we are headed into the 2011 General Assembly, it is an excellent time to be reaching out to our elected officials. Here are some great examples of making connections between legislators and our schools.

In October, **Dr. Janice L. Moore** from **Shorehaven** attended the **Cecil County Special Education Citizen's Advisory Committee** open forum with Senators, Delegates and Commissioners. She engaged in conversation with **Sen. Nancy Jacobs** (R-Cecil and Harford counties) and had a dialogue during the forum with **Dr. Carl Roberts**, the former Cecil County Public Schools Superintendent, who said that he is "100% for inclusion." After a respectful back and forth, Dr. Roberts spoke with her after the forum and they agreed that dialogue and facts



Andy Ross with Delegate Love

are needed in the discussion of how best to educate our special needs children. Janice also asked the elected officials to consider our schools in the state budget and said, "Many of the forum families supported my position and I ended the night with an invitation for Dr. Roberts and the panel member to visit our school. Very positive!"

We should take advantage of these opportunities to talk about our schools, our work and how we are a vital part of the special education system in Maryland.

The Good Shepherd Center/School hosted the **Halethorpe Community Association Candidate's Forum** in October. **David A. Brown** from the Good Shepherd Center/School said, "The meet and greet was a wonderful opportunity to speak individually with the incumbents and challengers about the work that we all do." Attendees included **U.S. Rep. John Sarbanes** (D-MD), **Sen. Ed Kasemeyer** (D-Baltimore and Howard counties), **Del. James E. Malone, Jr.** (D-Baltimore and Howard counties), **Del. Steven J. Deboy, Sr.** (D-Baltimore and Howard counties), and challengers **Tom Quirk** (Baltimore County Council), **Al Nalley** (MD House of Delegates) **J. Wilhelm** (U.S. Congress), **Rick Martel** (State Senator), **Joe Hooe** (MD House of Delegates) and **Steve Whisler** (Baltimore County Council).

Good Shepherd gained stature in their community by hosting the candidate's forum. David said, "Partnering with the community associations where our schools are located are filled with opportunity."

MANSEF HOLDS LEGISLATOR RECEPTION AT THE CHILDREN'S GUILD IN ANNE ARUNDEL COUNTY

MANSEF schools representing Anne Arundel and Howard Counties held a legislator reception on October 27, 2010. The **Children's Guild** hosted the event which was attended by representatives, including parents and students, from **High Road Academy, Linwood Center, Norbel School, The Pathways School Anne Arundel County, Phillips School and The Forbush School at Anne Arundel County.**

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pare for the upcoming visit from the federal Office of Special Education Programs (OSEP) so that all of the work done in Maryland is valued and appreciated.

- Dorie Flynn has traversed the state to attend numerous conferences (MSEA, MSDE, MABE, and more) giving out over

Dear Friends and Colleagues:

On behalf of the MANSEF Board of Directors and Staff, I am hoping that all of you have had a great beginning to the 2010-2011 school year. As you might imagine, there is much happening with MANSEF – on your behalf and with your support.

We have endured and now survived a contentious electoral process which does allow us to focus on continuing to develop relationships with our elected officials at the local, state and federal levels. Again, we who serve Maryland's most disabled special education students are called upon to be the voice and advocate for them and for the programs that help them.

We face, again, the specter of a change to the funding formula for non-public school tuitions, and we face the possibility of a third consecutive tuition freeze.

A formula change could impact referrals. A tuition freeze would impair our abilities to address staff salary and benefit deficits that continue to grow. We are all, as a result of these "threats", called to action.

What actions have we taken so far?

- The MANSEF Membership has organized itself into regional "caucuses" which are charged with collectively insuring that each and every Maryland legislator is contacted, invited to our schools and made aware of who we are, what we do and why we are so important to the disabled children we serve.

- MANSEF has issued a challenge to all schools to creatively reach out to their public officials – and I am happy to report that there are amazing things going on. In this publication and in other formats, you will see a new "feature" entitled: Strutting Our STUFF! This will be our opportunity to tell you about – and brag about - efforts going on in our schools and within our "regions".

- Dorie Flynn, and others are continuing to work closely with our partners at MSDE who are supportive of our work and appreciative of our place in the continuum of service. Carol Ann Heath, Jodi King and many others have been responsive, levelheaded and supportive as we all problem solve during these challenging times. In turn, we have been doing our best to assist MSDE pre-

500 membership directories to families in need of our services.

- We are surveying MANSEF membership to learn about the many positive outcomes that we have achieved for our students and will be compiling that "good news" into talking points that we can all use.

- We continue to collaborate with our sister organizations, MARFY, CBH, and NAPSEC who face very similar fiscal pressures as we do.

- This month we will be launching our "Friends of MANSEF" organization comprised of parents of current and former MANSEF students. The Friends will serve as critical advocates for our cause.

- Also, this month we launch a new and improved Legislative Committee, chaired by our own Jill Berie from the Gateway School. This committee will guide our advocacy "campaign" and watch out for critical legislation during the upcoming 2011 Session.

What can you do to help?

- Stay informed: Tune in to the updates that you'll receive from your school leaders

- Participate: Join school and MANSEF committees

- Be a citizen – and contact YOUR local and state legislators to explain what you do and why it is so important. Legislators listen most to those from their own districts.

And much more.....

So, yes, this is a call to arms. The students we serve are depending on us. Have a great school year and a blessed holiday season.

Best Wishes,

Jack Pumphrey
MANSEF President

Strutting our STUFF!

Attending the event were **Sen. James DeGrange** (D-Anne Arundel County) and **Del. Mary Ann Love** (D-Anne Arundel County) who had an opportunity to hear about each of these exceptional programs. Each school contributed to the overall presentation by providing a PowerPoint highlighting the outstanding aspects of the services provided. The PowerPoint was compiled by Lynn Canterbury (Phillips School) and made for a very impressive presentation to Sen. DeGrange and Del. Love.

In addition, several parents spoke about their experiences in gaining appropriate programming for their children and how MANSEF schools "saved the lives" of their children. **Dr. Ellen Gaske** (High Road Academy) introduced the schools and highlighted the ongoing need of a continuum of services for students with special needs.



Senator DeGrange and staff

Ellen said, "One of the things that really struck me was Del. Love's comment that they really didn't understand the range of MANSEF. It seems that even though delegates visit individual schools, the total concept of MANSEF representing so many schools helped them to see the big picture."

We need to educate legislators not only about the schools in their district, but the concept of MANSEF representing non-public schools as a whole. When electeds get a sense of the magnitude of MANSEF and the education provided by the schools statewide, that's powerful and will help us in Annapolis.



THE SHAFER
CENTER

The Shafer Center for Early Intervention **Parenting Power Series**

The Shafer Center for Early Intervention's Parenting Power Series Presented by Christine Accardo, Ph.D., BCBA-D to inform, educate and empower parents of children on the autism spectrum.

- **December 2, 2010: Tips for Managing Challenging Behaviors in Children with Autism**
- **January 21, 2011: IEP's and How to Navigate the Process**
- **February 24, 2011: Potty Training**
- **March 24, 2011: Anxiety and Autism**
- **April 28, 2011: Generalizing Social Skills: From the Therapy Session, to the Classroom, to Home**

Cost: FREE Time: 9:30-10:30 a.m.
For more information or to R.S.V.P.
call 410-517-1113

Tutoring Program

Individualized instruction to address unique learning needs of children with autism not met in traditional settings for ages 4-9 years

For More Information Contact
Courtney Martin, M.Ed.
410-517-1113 or

Courtney.Martin@ShaferCenter.com

Rosa's Law Goes National

Maryland Gov. Martin O'Malley signed "Rosa's Law" in 2009, changing references in state law from "mental retardation" to "intellectual disability." On Oct. 6, 2010 President Obama signed the national version of "Rosa's Law," introduced by Maryland Senator Barbara Mikulski, to accomplish the same thing on the federal level. The measure also replaces references to a "mentally retarded individual" to "an individual with an intellectual disability." The family of Rosa Marcellino, an Anne Arundel County girl with Down syndrome, championed the change at the state level. Mikulski promised the family to bring it up in Congress if it passed in Maryland.

MSDE STUDENT

Baltimore Lab School



Emil Sueck entered Baltimore Lab School (BLS) when he was in third grade. Currently, he attends Carver Center for Arts and Technology in Baltimore County. Emil is a talented performer who participated in our

Rehearsal and Performance Ensemble. In Emil's letter of thanks to BLS faculty, he wrote, "Slowly but surely I gained confidence in myself and overcame all of my problems."

Baltimore Lab School, a MSDE approved non-public school for students with learning differences in grades 1-12, provided him with a solid academic base, ability to self-advocate, and greater understanding of his strengths and weaknesses. As BLS enters its second decade in Baltimore City, we are extremely proud of the success of students like Emil.

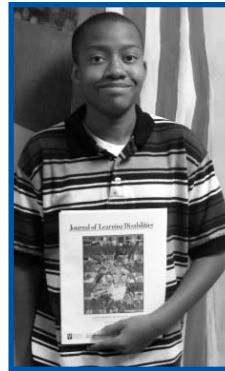
Foundation School



James' Grandmother pushed for his enrollment in an alternative school. His Mother was struggling with substance abuse issues, and by age nine James had already started using drugs himself and was not attend-

ing school on a regular basis. He was referred to The Foundation Schools in 5th grade. He did not think that he would live to see sixteen years old and really didn't believe he would graduate from high school because of the lifestyle he was living. Our staff worked intensively with James and he developed a lot of healthy, long lasting relationships as he progressed through our middle and high school programs. He graduated from The Foundation School in Largo in June and is now attending Lincoln Technical College where he is studying to become a Heating, Ventilation and Air Conditioning Technician. James is the first male in his family to earn a high school diploma. His family came in large numbers to proudly watch James receive his diploma.

Harbour School



Aaron Banks-Jones entered his artwork into a national contest to have his work featured on the cover of the Journal of Learning Disabilities. His artwork, a mosaic of a lion, was selected. Aaron's work appeared on the cover of the September/October 2010 issue. A paragraph inside the journal identifies Aaron as a student with a learning disability who attends The Harbour School, a special school for children with learning challenges.

Justin Webb is very active in politics. He maintains regular blog communication with Senator Mikulski. She invited him to a special election session for Governor O'Malley and her. Since Justin does not have a driver's license his mother



CELEBRATES



was given special permission to attend as his guest. Senator Mikulski was very impressed that Justin has memorized large portions of her speeches.

High Road School of Cecil County



Cody Disabatino, a High Road senior, is very excited about his upcoming graduation at the end of this school year.

Cody is visually impaired and must utilize alternative learning tools. Cody possesses a wonderful sense of humor and makes any classroom a little bit more fun with his jokes and good nature. Cody loves basketball, video games, and riding his bike. He is planning on attending Cecil Community College next year and would like to explore several career options. He has scored extremely well on placement tests.

When Cody came to our school, he barely knew Braille and was very reluctant to work with teachers due to his anger and frustration. The first step for Cody was to work closely with his social worker to identify causes of his anger and work on utilizing positive coping skills. He began to make progress and started building good relationships with staff and students. The

academic success followed the behavioral success and, before he knew it, Cody started learning how to read Braille. Learning Braille is difficult and much like learning a new language. Cody was dedicated to focusing on this aspect of his education, because he began to see results and understand the importance.

The High Road School of Cecil County, as well as the other High Road Schools in the Maryland North Region, couldn't be more proud of Cody and his success.

Norbel School

School was never a pleasant experience for Edward. Though he had a high IQ, he was deficient in math and writing. To add to his frustration, Edward experienced difficulty making friends. Diagnosed with ADHD and later Asperger's Syndrome, he entered Norbel School. Norbel tailored a program that addressed Edward's specific learning, social and communication needs. While improving his academics, Edward was also encouraged to pursue his interests in music. Through Norbel's Interpersonal Skills Program, Edward learned to socialize appropriately. At age 22, Edward is certified in audio engineering and is pursuing a degree in music.

Pathways School

Although a number of Pathways Schools graduates attend college or technical academies, we would like to highlight a young man who was recently accepted into the Environmental Services Training Program at the Workforce and Technology Center. Richard Hyatte's determination to build a positive life was sustained and supported at The Pathways School-Edgewood.

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Chelsea School

Education bumper stickers show on almost every car nowadays. More popular ones are fun to read: "It is easier to build strong children than repairing broken men", "If you think education is expensive, try ignorance", "Different is not broken" and a few others. At the Chelsea School, our bumper sticker this year will continue to read Chelsea Pride: Personal Respect and Individualized Dedication to Excellence.

In keeping with Chelsea School tradition and our commitment to assistive technology, our teachers, including the school nurse, are using *Moodle* as an extension of their classroom to enhance and enrich instruction in novel ways. Homework, for example, as well as classroom readings are recorded in Audacity and saved as MP3 files in Moodle for students to download at home or on to their hand held smart devices, i.e. phones, iPad or iPod. In addition, our Information Technology class has developed and published two free open-source pieces of software which can be used in the classroom as well.

Rik Goldman

(rgoldman@chelseaschool.edu) our eleventh grade English teacher has spearheaded this effort and can be contacted for further information on how to access this software. It is a great tool that also allows the creation of online dynamic web sites for students and can be used to conduct online sessions or simply to



augment the face-to-face courses (www.moodle.org, 2009).

On a different note, the Chelsea School students will have a choice this year to have their voices heard in the anti-bullying and anti-harassment national campaign by participating in a Chelsea School video production, "I am ME". The short documentary will include student testimonies and reflections on their lives as teenagers. Finally, we have recently migrated to an open source solution for managing private-pay IEPs and tracking student progress.

Our rising seniors are pushing forward in their last lap toward graduation while the juniors are already thinking ahead of their final high school year in search of the elusive freedom out there. We are thinking then, it might be time for another fun bumper sticker moment: "Tantum eruditi sunt liberi!" - We will let you figure this one out! Enjoy your school year!

Children's Guild

Children's Guild Uses Dogs to Improve Reading and Earns Award for Integrating Character into Instruction.

For students who feel nervous about reading, The Children's Guild offers them a receptive and nonjudgmental audience: dogs. Implemented two

years ago, the Karma Dogs reading program, available to all ages and reading levels, enables students to read to dogs once a week to improve their proficiency. The program gives children an audience that won't correct them and it has been shown that dogs offer therapeutic benefits compared to other pets. As a result, the reading skills of Children's Guild students have improved, and not just when they read to dogs, but when they read to people as well.

The Anne Arundel and Prince George's Day School campuses of The Children's Guild received School of the Year Awards from The Maryland Center for Character Education at Stevenson University, and the Baltimore campus received honorable mention. Schools that receive School of the Year awards must maintain a comprehensive character education program that reinforces qualities like caring, honesty, responsibility and citizenship.

The Forbush School at Glyndon

Greenhouse-Up & Running!

Over 2300 square feet of the Forbush School's property in Glyndon is now occupied by a new greenhouse and adjoining potting shed. Students have had the rare opportunity to see the entire construction process literally from the ground up. Available for instructional use this past August, 2010, the greenhouse welcomed its first

“green” residents, submerged aquatic vegetation (SAV), shortly thereafter. A variety of other plants will eventually be available for retail sale. Students are currently preparing for the holiday season and will soon be planning and propagating for an anticipated busy spring. Be sure to visit! Call 410 517-5456 for more information.

New Autism Program Opens TOO!

July 1, 2010 the Glyndon campus welcomed an Autism Program for students age 12-21. Students are able to take advantage of the vocational and recreational opportunities already established here. Students are expanding their work readiness skills by taking Horticulture and Culinary Arts classes.

Harbour School

State Comptroller Peter Franchot and **State Senator John Astle** visited The Harbour School to learn more about our financial literacy program. Marisol Brewster explained how her school checking account operated and Henry Kolter explained how middle school students set pricing for the snack shop and determined what to purchase.



The Comptroller commented that Hank's form was very similar to the



kind the state uses to track tax collections. Senator Astle shared that he learned some things about the stock market that he hadn't known before visiting the high school class that was determining which stocks were worth buying.

Harbour School art students continued their project of creating art work to surround the school playground fence. The photo of their work appeared in the Capital newspaper.



The Harbour School has been designated an official Monarch butterfly station. Students have been raising the butterflies. On September 16, 2010 Mr. Arnold, our butterfly supervisor, returned to the school to oversee the release of the butterflies for the next cycle of their lives. The released butterflies will travel to Mexico where they will lay and fertilize eggs before they die. When those eggs become butterflies they will fly north, getting as far as Texas.

It will take the third generation, hatching from Texas that will finally return to the East Coast. Mr. Arnold took photos of students with butterflies on their noses before the butterflies took off on their long journey. The students have loved being part of this process.

High Road Academy at Linthicum Elementary School



High Road Academy has introduced a new location in the Partnership Program with Anne Arundel Public Schools at Linthicum Elementary School. In a newly constructed classroom, equipped with research-based academic interventions and SMART Technology, HRA at Linthicum Elementary School serves the educational and social needs of students with specific learning disabilities in first through fifth grade. All students attend reading, language arts, and math instruction in the HRA classroom and supported content area and cultural arts courses with the general education population. Each day the staff sees student growth during individualized, multi-sensory lessons. Now students can see their growth, too!

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High Road Schools

New Beginnings

Beginning with the start of the school year, Caroline County Public Schools and High Road Schools officially began a new partnership to achieve academic and emotional growth for Caroline County Students. Specifically, the High Road School at Denton Elementary School is a contracted special education classroom within Denton Elementary School for students (grades K - 5) with emotional disabilities. Students receive all the benefits of the High Road Model including a highly individualized, multisensory, academic program that is based on the assessment of each student's needs and strengths. Like all High Road School Programs, the core standards taught in the classroom are in alignment with the Maryland Core Learning Goals.



Located within Denton Elementary School, the High Road School allows students to share the public school's curriculum, materials, equipment, and amenities. The classroom provides students with customized student plans to boost their reading, writing, and math skills. Ultimately, we are committed to building confidence and competence in every one



of our students. As a result, our students are provided a structured learning environment with an emphasis on coaching students toward becoming independent learners in the general education setting.

The classroom officially opened on August 25, 2010 under the leadership of Keith White, Director. With 20 years of educational experience Mr. White's knowledge and skills have provided an excellent training ground for the High Road Classroom Staff including Susan Dean, Social Worker, Christine Hall, Special Educator, Kevin Moreland and Rebecca Enders, Instructional Assistants.

The Denton Elementary Community has welcomed our classroom with open arms. It is easy to see how this classroom has been embraced by all levels of school and district personnel. Mr. White has been very thankful for the support provided by the staff and community of Denton Elementary School. "This is an amazing opportunity for us to be in a partnership with Caroline County Public Schools and to educate such extraordinary students. Both the staff and I are privileged to have this unique opportunity and look forward to a productive school year."

Ivymount

High school students in Ivymount's Model Asperger Program (MAP) experimented with flip video cameras to enhance their career survey curriculum and help them see how the world sees them.

After determining potential jobs, students used the flip cameras to record practice interviews and assess their interviewing skills. They then interviewed a person who worked in their selected field. Students were assessed on how they had performed in the interview and received candid feedback on areas of strength and areas which needed improvement.

Students created a "documentary" that reflected their interests, their interviews and what they learned from the process. This assignment documented both expectations and reflections, and helped students compare their personal review of what happened with that of their interviewer.

The video could speak for itself and students were often surprised by how they appeared, as well as eager to change their behavior so they would "look better" to others; providing invaluable interview skills for their future.

Music for Autism

Ivymount played host to the Music For Autism program on October 17, for a rousing interactive concert, "Making Music with Friends" which

featured the Kennedy String Quartet (including musicians from the National Symphony Orchestra). Over 70 parents, students and friends attended this inaugural concert which had everyone in the audience at some points listening - perfectly



still and mesmerized, and at other times playing along with the musicians to participate in the music making process. The string quartet played Mozart and Dvorak, and some students even had a chance to experience conducting. One parent shared, "I recognize that my child could not manage a concert at the Kennedy Center but this was perfect



for him and just a beginning..." Parents and students look forward to future concerts held at Ivymount. They will be open to the public and all are welcome. For more information on this program: www.MusicForAutism.org

Norbel

Norbel School celebrates its 30th anniversary and opens a new program for students with Asperger's. Norbel School is celebrating 30 years



of educating bright students in grades 1 - 12 with learning challenges. Simultaneously, Norbel School opened a comprehensive educational program to meet the needs of students with higher functioning autism, specifically Asperger's Syndrome. The ABC Program focus-



es on the student's academic, behavior and communication development. Each student's unique needs, learning characteristics and personal challenges are identified and an individualized plan is applied. The faculty closely monitors academic and social progress to ensure growth and positive change for future success.

Phillips

HSA success at Phillips School

Several years ago Phillips School Laurel developed a course for Maryland students to assist with remediation for high school assessments and bridge projects. Teaching staff used a variety of materials and curriculum to enhance instruction. By October 2009, all of the 2009-2010 seniors had met the high

school assessment requirements for graduation.

Phillips School Laurel was recognized recently by Prince George's County Public Schools. This recognition took place at the annual nonpublic schools meeting in September, 2010 and was awarded for the student state assessment success. So far this school year, 50% of the Maryland seniors have met this requirement.

Youth in Transition

For the past 10 months, the NCIA/Youth In Transition School has been involved in a research project involving techniques and methods teachers can use to improve reading instructions as well as motivate and enhance struggling students' decoding and comprehension skills to help them achieve reading success. McMillan McGraw-Hill publishing company in partnership/collaboration with Westat Research Corporation, a social science research company, introduced two programs for exploratory research to our school, including the Reading Triumphs reading interventions program and the Jamestown Reading Navigator project. Researchers from Westat Research Corporation came out to NCIA/ Youth In Transition School for a first site visit in January, 2010, which consisted of the training of teachers about the program. Subsequent visits then concentrated on observations of program implementation as well as eliciting student responses to the program. The visits also entailed interviews with

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staff and students that culminated in discussions within focus groups. Of the six classrooms that were included in the research study, one classroom will be utilizing the Reading Triumph program, and four classes will be utilizing the Jamestown Reading Navigator. We are honored to be part of this research study, as we have already seen impressive results in recent months. We expect even greater improvements with our students' reading success in the future, as well as with other content areas. Thanks again to McMillan McGraw-Hill and Westat Research Company. We are truly honored and privileged to be involved in this project. The NCIA/Youth In Transition School's focus continues to be on facilitating best practices to enhance the reading skills of our student population.



FAREWELL

MANSEF bids a fond farewell to our friend and colleague, Nancy McCloy who is retiring after 36 years of outstanding service and dedication at the Benedictine School on the Eastern Shore. Best wishes for a happy, healthy retirement and we thank you for all your kindness and guidance in helping to make MANSEF what it is today.

Want to be Involved with MANSEF? Just contact the person listed below:

Maryland On-line IEP – Kelly Meadows – Chairperson – MANSEF Technology Committee at Kennedy Krieger –
Email: meadows@kennedykrieger.org

Maryland Exit Document – Sue Murray, MANSEF Transition Consultant located at Hannah More School – Email: smurray@hannahmore.org
Phone: 410.526.5000 ext. 626

Transition Advisory Committee – Sue Murray, MANSEF Transition Consultant at Hannah More School • Email: smurray@hannahmore.org
Phone: 410.526.5000 ext. 626.

MANSEF Clinical Network – Paul Kaplan at Hannah More School
Email: pkaplan@hannahmore.org • Phone: 410.526.5000 ext.622

MANSEF PBIS Point of Contact – Kelly Spanoghe at the Children's Guild
Email: spanoghe@ChildrensGuild.org • Phone: 443.463.0090

Alt-MSA – Timothy Dalton at Kennedy Krieger • Phone: 443.923.7769
Email: dalton@kennedykrieger.org and
Michael Plummer at Maryland School for the Blind.
Phone: 410.319.5741
Email: michaelp@mdschblind.org.

MANSEF Golf Tournament – Lori Phelan MANSEF Office
Email: lorimansef@aol.com • Phone: 410.938.4413;
Fax: 410.938.5130

MANSEF Speech-Language Consortium – Megan Gauntner at the Phillips Programs
Email: Megan.gauntner@phillipsprograms.org Phone: 410.880.0730

MANSEF Development Directors – Joan Drebing at the Hannah More School
Email: jdrebing@hannahmore.org • Phone: 410.526.5000 • ext. 631

MANSEF Librarians – Laurie Precht at the Hannah More School
Email: lprecht@hannahmore.org • Phone: 410.526.5000 • ext. 105

MANSEF CELEBRATES STUDENT SUCCESS



In addition to studying his academic subjects, he developed strong job skills and participated in the Young Entrepreneur Program, which gives students experience

in beginning and managing an independent business. Assisted by his teachers and counselors and with the invaluable support of his DORS counselor, he will start his program at WTC within the next few months.

St. Elizabeth School

Here is an excerpt from a recent letter to SES staff by a parent of a new student:



My son has been wanting to read again to me! Yea! Tuesday night he read a simple book to me. He read it carefully, making sure to sound the finals (It seems that this book was written to practice the finals!) nearly every time. I was watching him read and it

was not the frantic eye movements back and forth over the text that I have seen before. It was a steady measured

pace and he made very few errors. Then tonight he wanted to read again! This time he chose a harder book with more complicated words so he had more errors but still he did a fabulous job! He was noticing the word endings and that they rhymed and that they looked the same most of the time. He was also enjoying the book more than he ever has before because he was noticing these things! Also, because he read it so fluently, it was more enjoyable because he could really understand the things that were made up and funny.

He read both of these books well and so much better than he ever has before. He has tried a handful of times before in the past years and it has been torture for me. He has wanted to read them, but I usually have had to end up finishing the reading because he would get tired of making so many errors. I cannot attribute this change to medication because he was on attention medicines when he tried to read them before as he is now. It must be that he is receiving instruction that is working.

Also, tonight as he was flipping through the TV channels and he was reading the titles of the shows that come up on the information box. He usually asks me what does that but instead tonight he just started reading it himself! I just wanted to tell you all this because I am seeing this growth at home and I am very pleased and excited. Thank you all for working with my son!!!



SAVE THE DATE

**MANSEF
Charity Golf
Tournament**

Monday, June 20, 2011

**Benefitting the
Michael Cardin
Scholarship Fund**

Clinical Network

Thursday, November 18, 2010
Title: "Understanding PTSD"
Time: 9:00 - 11:00 AM
Speaker: Dr. Harry Gill, MD, PhD. Medical Director Suburban Hospital Behavioral Health Services Executive Director, Washington School of Psychiatry
Location: Pathways School Silver Spring, Maryland
Contact Persons: Carol Frank cfrank@pathwayschools.org
 Jeanette Hoover jhoover@pathwayschools.org

NOTE: Attendees will receive a certificate of attendance for 2 contact hours.



2011 Conference
Friday, November 4, 2011
Baltimore Convention Center



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Jack Pumphrey, President
Stephanie deSibour, Vice President
Mary Schaefer, Secretary
Jim Truscello, Treasurer
Dorie Flynn, Executive Director

MANSEF is committed to creating optimum educational opportunities in the least restrictive environment for all Maryland children with disabilities through: **ADVOCACY, NETWORKING, COLLABORATION, AND INFORMATION/RESOURCES**



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